

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Jennifer Goethals
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Webber Elementary School
(As it should appear in the official records)

School Mailing Address 3191 West Clarkston Road
(If address is P.O. Box, also include street address.)

City Lake Orion State MI Zip Code+4 (9 digits total) 48362-2055

County Oakland County

Telephone (248) 391-0400 Fax _____

Web site/URL
https://www.lakeorionschools.org/webber-elementary-school E-mail jennifer.goethals@lok12.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Ben Kirby E-mail Ben.Kirby@lok12.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lake Orion Community School District Tel. (248) 693-5400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Jim Weidman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 1 K-12 schools
- 11 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	38	41	79
1	27	33	60
2	33	43	76
3	38	36	74
4	55	40	95
5	40	46	86
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	231	239	470

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.6 % American Indian or Alaska Native
 - 5.7 % Asian
 - 3.6 % Black or African American
 - 8.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81.78 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2019	520
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Albanian, Arabic, Chinese, Polish, Portuguese, Tagalog/Filipino, Urdu, Gujarati, Hmong, Korean, Spanish, Turkish

English Language Learners (ELL) in the school: 8 %
37 Total number ELL

7. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 79

8. Students receiving special education services: 6 %

27 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	96%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Webber Elementary School's mission statement is Discover, Inspire, Grow. We are intentional about meeting every child's needs in both academics and social emotional areas.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

We began our 2020-2021 school year in a full remote schedule. During our remote learning we used Zoom to provide live lessons and interventions for students. Activities and lessons were posted in Seesaw for families to access from home. In mid-October we had parents choose to have their child attend either in-person or attend our district virtual program. Beginning October 26th, Webber had sixty students start the virtual program and four-hundred-and-eleven began to learn in person.

On November 16th, our in-person students returned to all remote learning due to increased COVID-19 cases in our community. On January 19th, in-person learning resumed on a shortened school day schedule. Our shortened school day schedule removed lunch/recess. Specials classes and our social emotional lessons were sent out via Seesaw. Students could then access the lessons remotely when they arrived home. On March 8th, students resumed full-day in-person learning. As we added lunch/recess, specials, and social emotional instruction back to our in-person day.

The roller coaster of formats has brought some challenges. Our staff, students, and community have handled it very well. Everyone’s adaptability has helped to make every format of learning successful for kids.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Webber Elementary School is often described as a neighborhood school. Webber students and staff take that phrase to heart. Our staff is friendly and inviting. You are greeted in the office with a smiling face and cheerful “Good Morning” or “Have a nice day!” and all staff have worked hard to make Webber students always feel welcome. Often former students come back to visit “old” teachers and walk the hallways of their elementary school. Students at Webber are always willing to lend a hand either in the form of helping a classmate or helping in the community with a food drive and socks for seniors.

Webber Elementary students are encouraged to ‘DIG’ as our mission statement says Discover, Inspire, and Grow. We instill this philosophy in our students the moment they come in the door on their first day at Webber. The Positivity Project is a vital program at our school where we teach students to build positive relationships. Students are encouraged and reminded to use one of the twenty-four-character traits daily when interacting with their peers and school staff. All Webber staff and students participated in a day of service in September. Students created cards and pictures for a local senior home, cleaned up the school grounds, made blankets for animals at a local shelter, and helped to clean the inside of our busses. Webber students also participate in Student Council. Our Student Council participates in service and leadership projects throughout the year.

There are a lot of things that make Webber special. Our culture of learning helps facilitate success for staff and students. We have many systems in place to support student and adult learners. Those systems include weekly grade level meetings, quarterly data team meetings, Student Study Teams, Academic/Social Emotional Committees, and many others to keep us organized and on track. We are continually searching for ways to improve our practices at Webber and make changes as necessary. We have many volunteers that help us reach our goals. Many high school and former students, parents, grandparents, community members, etc. are welcome to be part of our school community. We embrace the mantra, “It takes a village” to make sure all our kids have what they need.

During our school closings we worked hard to ensure students and families had everything they needed to be successful. We made bags of supplies for families to ensure they had all the materials they needed to learn from home. Staff made phone calls and sent emails checking on families during our remote learning. When we had a shortened school day, we kept many students for extended learning opportunities and provided a safe place for a few families to have their children stay until they could get to school to pick up their child(ren). Whatever it took to help students and families, we did it, and are continuing to support those that may still need it.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

At Webber Elementary our overall approach is to meet the needs of all our learners and help them successfully improve in all academic areas. We follow our district curriculum which is aligned to state and national standards. Teachers are provided ample training on researched based programs which allows us to differentiate practices to support our students.

a. Reading/ English Language Arts (ELA)

We use the Lucy Calkins Units of Study for both reading and writing instruction. The format of Readers and Writers Workshop is the instructional model that we use on a daily basis at Webber. All staff have been trained by coaches from the Teachers College Reading and Writing Project. All grade levels follow the same format which allows us to easily transition our readers and writers year after year. This instructional continuity allows teachers and support staff to monitor student growth and push them to the next level. Students are empowered to improve their reading skills by choosing the books that they want to read from a variety of genres and authors. Both narrative and informational units of study allow students to progress through the Common Core State Standards.

As this model is implemented in every classroom, small group learning opportunities are also a big part of our Reading and Writing Instruction. Students can set goals and get support on achieving those goals when they work individually or in small groups with the teacher. Teachers are focused on teaching comprehension, accuracy, fluency, vocabulary, and phonics. Both students and teachers can monitor individual goals while meeting the needs of all the learners in the classroom.

For reading, there are two assessments that are used to monitor student's progress, FastBridge aReading and the Teachers College Assessments. The FastBridge aReading test is given three times a year to assess concepts of print, phonemic awareness, phonics, comprehension, and vocabulary. The Teachers College Reading Assessments allows teachers to dig deeper into student comprehension skills which includes both literal and inferential comprehension. Grade level teachers and additional support staff meet quarterly to dive into students' scores and decide which interventions will meet the needs of our most at risk learners.

For writing, there are district-created On Demand Writing Assessments in the areas of Narrative, Opinion, and Nonfiction that teachers at Webber use to help guide their instruction. Each of these On Demand Assessments are given at the beginning of each unit of study which allows the teacher to see students' areas of strength and weakness. We use this information to meet the needs of individual writers during our workshop model each day. During the conferring portion of the workshop, teachers meet with students either in small strategy groups or individually based on writing needs.

b. Mathematics

Webber Elementary uses the Math Expressions program to support and teach the Common Core State Standards. All teachers follow a district provided curriculum map and all grade level teachers work together to stay on pace with each other. Math is taught five days a week for 60 minutes in grades K-2 and 75 minutes in grades 3-5.

During math instruction, students focus on problem-solving. They are often asked to apply the math they are learning to real world situations, making sure to explain both the how and the why. The Math Expressions program helps to promote an environment where students can explore, model, and question the ideas presented so that students can gain strategies to help them be successful mathematicians at each grade level.

Our teachers differentiate math instruction based on student's understanding. This information comes from various types of assessments which include quizzes throughout each unit as well unit assessments. Teachers also use information from district created quarterly math assessments and our district math screener,

FastBridge aMath, which is given three times per year. Small groups are created based on assessment data, as well as classroom observations, this allow teachers to reteach concepts to students who need extra practice. Teachers challenge students using exemplars that allow them to collaborate with their peers to push their mathematical thinking forward.

c. Science

Webber Elementary uses the Next Generation Science Standards and the Phenomenal Science program. Webber also utilizes science kits that come from ECA Science which allows our students to use hands-on materials. This science program uses the STEM Teaching Tools which include Science and Engineering Practices that allow students to discover and explore various phenomena. Teachers have been trained to help students come up with a guiding question, create investigations, and use models to help explain their newly formed ideas. Students discover new ideas on a daily basis. They record, report, and communicate their findings with their peers and then collaborate on what they need to investigate next.

Webber has a partnership with Bosch to provide AWIM (A World in Motion) for our Kindergarten through fifth grade students. This program focuses on the Science, Technology Engineering, and Math standards. It allows students to work with local engineers during hands-on projects that support our state and national standards. This is a real-world application of the Science and Engineering Practices that we use daily in our science instruction.

d. Social Studies/ History/ Civics Learning

Webber Elementary uses the Michigan Social Studies Content Expectations and the program, Social Studies Alive. This program is used in every grade level except third grade. Our third-grade students have state standards that are focused on Michigan. Third graders learn the geography, history, and numerous natural resources that are a part of our Great Lake State. During Socials Studies instruction, students learn the basis of strong communities in a variety of geographic regions.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

All students at Webber, Developmental Kindergarten through fifth grade, have forty-minute specials on a four-day rotation. Specials include physical education, art, music, and technology/library. We continued to offer all four of these programs through a virtual format when we were in a remote setting.

Physical Education at Webber covers physical, social, and emotional wellness for the students. By recognizing the importance of physical activity on overall health, our program challenges the students to grow as individuals while learning to work as a team. Through the acquisition of physical skills, students develop a cognitive understanding of how the body works and can apply that to sustain a healthy lifestyle as they progress through their K-12 development.

Art at Webber fosters student's ability to critically think, problem-solve, and edit through observation, reflection, and creation. Students explore materials and subjects through artistic, historical, and scientific lenses that help them to better understand and connect to the world around them.

Music at Webber creates an environment that allows for students to work both independently and as an ensemble. It promotes discipline and working towards a desired outcome. Research shows how music instruction benefits and improves language and reasoning, social emotional development, coordination,

creativity, and teamwork.

The Webber library is a vibrant place, full of good literature and abundant with technology. The Technology and Library Program creates a supportive atmosphere for students with open access to resources, both print and electronic. Our goals are to cultivate a love of reading, encourage students to become lifelong learners and to ensure that all students become effective users of information.

Webber implemented the Positivity Project Curriculum in the fall of 2019. The staff researched programs to help support our social emotional learning for our students and decided that this was the perfect fit. The staff was trained, and we began the school year with a kickoff assembly. The students have daily lessons and each week we focus on a specific character trait. We learn and practice twenty-four character traits throughout the year. As a school community we work on supporting others in many ways, such as being kind, acts of service, canned food drives, and writing cards to senior citizens and veterans. In the fall of 2019, we had a whole school service day where every class chose a service project to focus their efforts. We also have service snow days and service summer days where we highlight acts of service that our students do at home or in the community on our social media pages. This was a good way to keep students involved during our remote learning days.

3. Academic Supports:

Students are given the FastBridge screeners in the areas of math and reading three times a year. Once teachers review the data, if needed, students are given additional assessments in the area of reading. These assessments may include phonics, sight words, fluency, and comprehension. Quarterly, grade level teachers, reading specialists (Learning Support Staff - LSS), school psychologist, special education staff, and principal meet together to review the data for each individual child and create an intervention plan for each student that needs additional support.

Students who are below grade level expectations, in the area of reading, receive small group reading instruction from one of our reading specialists LSS (Learning Support Staff) five days a week. Teachers also have additional research-based resources to address academic weaknesses in the classroom. Research based resources may include fluency practice, Read Naturally@GATE, Leveled Literacy Intervention (LLI), online reading formats, iReady, Reader's Theatre, and Quick Reads. We continually progress monitor for growth using classroom observations and assessments. If after six to eight weeks, the student is not making adequate growth, we either increase or change the intervention.

Our students with disabilities receive their daily intervention that is provided by a special education resource teacher to address their specific IEP (Individualized Education Programs) goals. Special education students also receive support in the general education classroom to help address their academic or emotional disabilities. Our English Language Learners (ELL) get both push-in and pull-out support from our ELL staff members depending on their need of support. If an ELL student is not on grade level for reading, they will also get reading support daily that is provided by the LSS. The teams work together with the general education teacher to make sure students are getting the support they need.

In the area of math, teachers use a variety of instructional strategies to assess student's understanding, so they are better able to meet the needs of individual students on a daily basis. This then allows teachers to differentiate the independent student work as needed. If a student continues to struggle, we have online math resources, such as Think Central and i-Ready to help us address the gaps. Differentiation not only includes students who may be struggling, but also students who are excelling and showing mastery of the content. After students take an assessment, teachers review the standards that students did not master and make reteaching plans to address the standards again.

Webber staff strives to ensure that the needs of all learners are part of our daily instructional goals.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Webber Elementary School has strived to continue to lift students emotionally and academically. As the 2020-2021 school year began in the remote setting, teachers used Zoom to provide daily instruction. Teachers often made these Zoom meetings socially engaging by playing games and having theme days. While in the remote setting, teachers and support staff reached out via email and phone calls to understand how to better support students and their families. Webber Elementary offers a variety of academic and emotional supports for students. At our school, we are fortunate to have both a kindergarten and first grade reading interventionist (LSS). Students are referred for interventions based on data from various sources. Our interventionists are able to work with students in small groups and target missing skills. Grades second through fifth share two additional reading interventionists. Again, students are referred for interventions based on data.

Webber has a full time Family School Coordinator who is always on hand to support students and families with emotional needs. During the remote portion of our school year, Webber Elementary continued Tuck-in-Tuesdays, where teachers and support staff record themselves reading aloud a favorite picture book. Tuck-in-Tuesdays provided a great way for students and families to see and hear Webber staff members. The Positivity Project was new to Webber in the 2019-2020 school year. All staff members completed the Positivity Project survey and staff members top character traits were proudly displayed for students to see. In the fall of 2019, our school participated in a schoolwide clean-up day. During this day, our youngest students helped make the school beautiful by washing picnic tables and helping clean the playground. Our oldest grades raked leaves, trimmed shrubs, and even installed brick pavers. One of the best parts of this service day was seeing the smiles on everyone's faces. Everyone took great pride in how much we accomplished as a school community. During our current school year, the Positivity Project continues with weekly lessons taught in the classroom. Each week, students also have the opportunities to work on asynchronous Social Emotional Learning activities. These activities are designed by our Family School Coordinator. Our Family School Coordinator also sends out weekly family activities to help promote the character trait of the week.

2. Engaging Families and Community:

Family communication has always been an important factor in making families feel welcome at Webber Elementary. Our school has welcomed family volunteers both to help in classrooms and throughout the school building. During the school closure in the spring, parents welcomed our phone calls as we checked in on students and families. Our staff worked hard to make sure that we reached out to every family. Communication with families is also provided using Seesaw. Families can see and comment on student's submitted digital work. Seesaw has also provided another platform for staff to send classroom communication. Families can find information on our school's website, which is frequently updated with the newest information. Many classroom teachers have classroom websites that students and families can access. Teachers will post information about the current learning concepts and units. Another form of communication Webber staff utilizes is sending postcards to students. Webber staff send good news postcards to students letting them know what amazing learners they are.

Webber Elementary has a strong Parent Teacher Organization (PTO). The PTO meets monthly to discuss school activities, budget, and updates from the teacher liaison and school principal. The PTO supports students by paying for learning items, such as Scholastic News subscriptions, transportation for field trips, and other important items. The PTO also sponsors assemblies for the student body and provides various family-friendly activities. It has been difficult for the PTO during our remote learning as many of the activities they normally organize are unable to happen this year. They continue to support our students by purchasing snacks for students who may forget and small crafts/treats for holiday celebrations. The PTO also supports the staff by providing classroom monetary reimbursements for items that might be needed. Webber Elementary parents also have the opportunity to attend Parent University classes that are provided by the district. These classes, offered through Zoom, help parents acquire strategies and techniques for

helping their children academically and emotionally.

In years past, our school has worked with volunteers from Bosch Automotive to complete A World in Motion (AWIM) activities. This partnership has allowed students to learn hands-on about the many aspects of the engineering world. Orion Township Public Library has a partnership with our building that allows staff to checkout materials and keep them for extended periods of time. Staff can request materials via email or an online form. The library also provides a bin for pick-up and drop-off of materials.

3. Creating Professional Culture:

Webber Elementary teachers and staff have proven they are true professionals as we have transitioned to several different modes of learning. Webber staff frequently work in grade level teams for planning and instructional purposes. These grade level meetings promote dialogue about curriculum, instructional strategies, and interventions. Grade level team meetings ensure that curriculum pacing, and student learning are on target across the grade level.

Through each of our teaching and learning transitions this year, staff have been supported by district level instructional coaches. Instructional coaches have revised curriculum maps to help support teachers as there has been a need to revise the student learning pace. Instructional coaches in reading and math have been on site to offer support and learning ideas.

Both teaching and support staff have been able to engage in district-provided professional development. During our remote learning all of our Professional Development was done in a virtual setting, ensuring that staff received the necessary training to manage the different formats. Many of the Professional Development offerings focused on learning new and effective ways to promote student engagement. Offerings included training in online games for learning and ways to use books interactively through a digital platform. We were also provided a full day in January with many sessions to choose from surrounding Cultural and Diversity awareness and training.

Student Strategy Teams (SST) meet monthly to discuss and support students who are struggling in academics or emotionally. The SST meetings allow teachers to share concerns about student growth and behavior. Staff on the team then work to find new strategies and interventions that may help the student.

One member from each grade level attends academic goal team meetings. Webber currently has three goal teams - Math, ELA, and Positivity Project. At these monthly goal meetings, staff provide updates on grade level progress in ELA and Math. Teachers can also make suggestions to other grade levels about what is working well in their classrooms. Professional development needs are addressed and/or planned at these meetings. Academic goal team meetings offer an opportunity for staff to work collaboratively across grade levels.

4. School Leadership:

Webber Elementary is a school community that is driven to deliver an excellent education to all learners. Webber staff, with the direction of the principal, have created a learning environment where everyone is welcome. Webber's leadership works hard to uphold high learning standards for not only students but also staff. The leadership at Webber also values the social and emotional components that make-up a student body and staff. She has done this by supporting staff with the school-wide continuation of the Positivity Project. The principal also is continually checking with staff to address student needs - either academically or emotionally. Keeping students fed has been a priority for Webber's principal. Making sure families sign-up for free breakfast and lunch or Blessing in a Backpack has been high on the principal's list.

The principal is visible daily, whether it be directing traffic, stopping by classrooms, or visiting the lunchroom. She enjoys stopping by students' desks to talk with them and see how the students are engaging in their learning. During our transitions to remote and in-person learning, the principal frequently communicated with staff to make sure all learners were being supported. The principal supported families that were struggling with remote learning by offering suggestions for organization and materials for

learning. Currently we are in-person, and school leadership is working to make sure students and staff are working and learning in the safest environment possible. The principal has reinforced screening procedures for staff and students. The principal has also continually communicated with families about schedule changes and safety policies.

5. Culturally Responsive Teaching and Learning:

Webber Elementary is a school community that is driven to deliver an excellent education to all learners. Webber staff, with the direction of the principal, have created a learning environment where everyone is welcome. Webber's leadership works hard to uphold high learning standards for not only students but also staff. The leadership at Webber also values the social and emotional components that make-up a student body and staff. She has done this by supporting staff with the school-wide continuation of the Positivity Project. The principal also is continually checking with staff to address student needs - either academically or emotionally. Keeping students fed has been a priority for Webber's principal. Making sure families sign-up for free breakfast and lunch or Blessing in a Backpack has been high on the principal's list.

The principal is visible daily, whether it be directing traffic, stopping by classrooms, or visiting the lunchroom. She enjoys stopping by students' desks to talk with them and see how the students are engaging in their learning. During our transitions to remote and in-person learning, the principal frequently communicated with staff to make sure all learners were being supported. The principal supported families that were struggling with remote learning by offering suggestions for organization and materials for learning. Currently we are in-person, and school leadership is working to make sure students and staff are working and learning in the safest environment possible. The principal has reinforced screening procedures for staff and students. The principal has also continually communicated with families about schedule changes and safety policies.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Webber we feel our success is driven by the use of data and what we choose to do with that information. We are continually collecting data in many different formats. Data is collected in a formal format such as through district common assessments, state assessments, and unit tests. We also have many other less formal opportunities to clearly understand if students are learning the concepts we are teaching. Some of these informal assessments would be conferring notes, quick quizzes, exit tickets, whiteboard work, and many others.

Once we have the data collected and organized, we work together as a team to create learning plans for every child that needs it in whatever area they are struggling or excelling. We use a Response to Intervention approach to our supports. Once we give a formal assessment, we review the data to ensure that at least eighty percent of students are on target for a specific learning standard. If we are not at 80% in a particular class, the teacher creates a plan to reteach the concept in the classroom. Once we have reached an 80% success rate, then we decide on interventions for anyone who did not meet the target. This is usually small group instruction provided by the teacher or support staff.

If a student is not making adequate growth in a particular area, we look at Tier 2 interventions, which usually consists of Learning Support Staff who provide daily reading interventions for every student who is not on grade level for reading. This is in addition to the student's classroom reading instruction. We work on targeted skills and monitor the growth. If students are still not making adequate growth, we will increase or change the intervention. Students then may be referred to our Student Study Team who will make recommendation for further interventions which may include additional testing to determine if the student requires specialized instruction.

Classroom teachers use the workshop model to instruct in both reading and writing. This approach allows teachers to target what each child needs with one on one or small group conferences. In the area of math, many teachers use the compacting method to ensure understanding and provide additional teaching for those that are not understanding a particular concept. Currently classroom teachers are focusing on math twice a day. Teachers are using the second math time to pre-teach new concepts and reteach those concepts that students have not mastered.

All our teams work together for the success of our Webber students. Adjustments were needed as we transitioned to a remote setting to support staff, students, and parents. Though different than normal, we continued to work to meet all the student's needs. We have classroom teachers, Learning Support Staff, ELL staff, special education staff, school psychologist, speech therapist, school social worker, Family School Coordinator, principal, specials teachers, secretaries, support staff, and Latch Key staff that work endlessly to meet the academic and emotional needs of every child. Then we celebrate!