

U.S. Department of Education
2022 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 Ms. Mary Sturgill
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 2500 Cherry Lane
(If address is P.O. Box, also include street address.)

City Northbrook State IL Zip Code+4 (9 digits total) 60062-4414

County Cook County

Telephone (847) 498-7960 Fax (847) 504-3810

Web site/URL https://www.northbrook28.net/domain/18 E-mail msturgill@northbrook28.net

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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Jason Pearson E-mail jpearson@northbrook28.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Northbrook School District 28 Tel. (847) 498-7900

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Tracy Katz Muhl
(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.

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

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 signatures 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	23	17	40
1	21	27	48
2	29	29	58
3	28	28	56
4	42	29	71
5	25	37	62
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	168	167	335

*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 % American Indian or Alaska Native
 - 13 % Asian
 - 0 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 8 % 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 2020 - 2021 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, 2020 until the end of the 2020-2021 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2020	355
(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):

Korean, Mandarin, Spanish, Russian, Polish, Ukrainian, Urdu, Vietnamese, Romanian, Greek, Cantonese, Italian, Hindi, Mongolian

English Language Learners (ELL) in the school: 10 %
32 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 12

8. Students receiving special education services with an IEP or 504: 18 %
59 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>15</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
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.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	23
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	29
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 17:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	94%	97%	98%	98%	96%
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 2021.

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.

The Westmoor Way! Be safe, be respectful, and be a learner!

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.northbrook28.net/Page/461>

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

PART III – SCHOOL OVERVIEW

Westmoor Elementary School is located in the close-knit community of Northbrook, Illinois, a suburb located 25 miles north of Chicago. District 28 has three elementary schools and one junior high that feeds into Glenbrook North High School in District 225. There are three other junior highs from neighboring districts that also feed into the high school district. The Northbrook area attracts a global workforce with many international corporations. Combined with the close proximity of Chicago, our community population is culturally diverse, made up of a blend of lifelong residents and first-generation families predominately from Eastern European countries and Asia. Westmoor families are supportive and involved in all aspects of school life. Our Parent Teacher Organization (PTO) meets monthly and organizes a variety of school events and fundraisers to support our school and students. The community in general places a very high value on education and has high expectations for their students and the educational programs offered by our district.

The Westmoor Way philosophy takes into account the whole child and how to best support each individual learner. This begins on the first day of school by cultivating an environment of trust and safety for our students and staff by honoring all voices and respecting each other's differences. Throughout the COVID pandemic, these values have helped us navigate the ever-changing landscape with grace. As part of our social and emotional learning, staff has utilized the Second Step Curriculum to help facilitate weekly 30-minute lessons K-5 that focus on social and emotional learning. Westmoor has also implemented Foundations, a schoolwide positive behavior approach to enhance the overall building culture. The adoption of the program was a 3-5 year implementation process. Through this adoption, the school has created several initiatives that have helped students thrive. One example is the Check-In and Check-Out (CICO) program, which pairs students with a trusted adult. Through brief one-on-one meetings at the beginning and end of the day, the adults help mentor positive classroom and study behaviors. Our schoolwide data has also shown a decrease in behavior alerts, absences, and nurse visits for students that participate in the CICO program.

The Westmoor community is committed to continuous improvement. Staff participates in ongoing professional development through the district and by attending conferences and workshops. Our teachers can also work with an instructional coach who supports teachers when they are trying an innovative approach to a lesson or to model new pedagogy. The instructional coach also supports teachers as they dig into the recently revised and updated curricula.

The district has implemented a 1:1 iPad initiative, Learning First. This initiative provided students with new learning experiences and creative ways to express their learning. Students as young as kindergarten are comfortable navigating platforms such as Google Classroom, Seesaw, and Dreambox to represent thinking in new ways.

A student-centered decision-making process is at the heart of all we do and a cornerstone of continuous improvement. Teachers participate in weekly learning team meetings to collaborate and analyze student data. Our learning teams of teachers and specialists meet throughout the year to review academic and social-emotional data. The team acts quickly to add support when a student is not meeting a benchmark. Through problem-solving meetings made up of a school psychologist, social worker, math and reading specialist, principal, and speech-language pathologist a plan is created for students needing additional support. The team then works collaboratively with classroom teachers to track interventions and determine the next steps based on student outcomes. By utilizing data the team is able to provide needed interventions to assist students academically, behaviorally, and emotionally.

Like many schools across the country when the pandemic hit in March of 2020, we pivoted to remote learning for all students and had to quickly adapt to this platform to provide instruction for the remainder of the school year. For the 2020-21 school year, teams of teachers met with the administration to thoughtfully plan for both in-person and remote learning. Westmoor was fortunate to offer full-time in-person options as well as a Remote Learning Academy, giving families the option to choose what was best for their personal situations. For the 2021-2022 school year Westmoor has brought back all learners and continued with mitigation strategies (e.g., social distancing, masks, frequent cleaning, weekly COVID testing) in place. We've been incredibly blessed to have a supportive community and to have the needed resources to ensure

students are growing in a safe learning environment. At Westmoor, we believe that all students can learn, and through a highly dedicated staff and supportive parent community, students can rise to their fullest potential.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Westmoor staff employ best-practice approaches when teaching students. The belief in educating the whole child ensures that differentiation, student voice and choice, paired with engaging lessons, meet the needs of all learners. Classrooms are typically set up in a workshop structure with a focused lesson, work time that allows for a variety of student groupings, and reflection. Within all of the content areas, the curriculum is utilized to promote student inquiry and Socratic-style discussions provide opportunities for discussion and discourse.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Westmoor has implemented the Literacy Studio model in K-5 classrooms. Literacy Studio integrates reading, writing, speaking, and listening seamlessly throughout the literacy block. Grade-level teacher teams collaborated with educational researchers and authors Ellin Keene and Diane Sweeney to develop reading and writing units aligned to Illinois State Standards that emphasize student engagement through rich text, choice, and differentiation. The model follows the structure of crafting, composing, and reflection. It allows for focused lessons, student work time, conferring, and reflection on skills taught. Teachers weave in Heggerty phonemic awareness, Units of Study Phonics, Words Their Way, and Patterns of Power to provide a rich balanced literacy approach.

Students are assessed throughout the year with classroom-based assessments, pre/post writing prompts, NWEA MAP (Measures of Academic Progress) Reading, and Fountas & Pinnell Benchmark Assessment System. Utilizing a variety of reading and writing assessments provides a comprehensive lens for student learning and supports teachers when determining the next steps for students.

1c. Mathematics curriculum content, instruction, and assessment:

During the 2019-2020 school year, the district began the math curriculum review process. The revised curriculum adoption was a two-year process with the instructional implementation beginning during the 2020-2021 school year. In the best of times adoption of a new curriculum can be difficult but in the middle of a pandemic, it can seem daunting. However, in this case, it turned out to be a blessing in disguise. During the summer of 2020-2021, teachers participated in online training through Zoom with Math Center Learning specialists on the new Bridges in Mathematics curriculum. The online component of the program allowed for students to work in small groups within classrooms and in the district's remote learning program. Due to social distancing guidelines for in-person students, the online features of Bridges were instrumental in reinforcing taught concepts. The online platform also helped with math instruction for remote learning students. Even though remote learning students didn't participate in person, they were able to work in small groups and utilize Bridges math games with each other.

Bridges math curriculum provides opportunities for teachers to assess throughout the year with pre-and post-unit assessments and checkpoints. Additionally, the use of NWEA MAP adaptive assessments, which are given to students in grades 2-5 three times a year, provide additional information on skills that students have mastered or need to develop.

1d. Science curriculum content, instruction, and assessment:

Science and social studies curricula are rotated throughout the year and follow an inquiry-based model. The science curriculum is based on the Next Generation Science Standards with an emphasis on the scientific method and inquiry. At Westmoor, there is a dedicated science lab teacher who facilitates hands-on experiments that align with the instructional focus in the classroom.

At Westmoor, there is a dedicated science lab teacher who facilitates hands-on experiments that align with the instructional focus in the classroom. During the science lab, students construct and use the scientific method to test out their hypotheses on a variety of science standards. While students work in small groups, the science teacher utilizes a variety of rubrics that align with the objective of the learning to assess learning. Students also use self-assessment practices to reflect on their learning outcomes and goals.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social studies units were designed by teachers and aligned to the Illinois State Social Studies Standards incorporating the C3 Framework. Units focus on history, geography, economics, and civics. The social studies curriculum allows for students to utilize hands-on inquiry projects to show their understanding of concepts and standards that are covered. Students show learning through presentations on concepts, by constructing projects, or by working in groups to create content to show their understanding. Students utilize rubrics to self-assess and receive direct feedback from teachers.

1f. For secondary schools:

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

2. Other Curriculum Areas:

In addition to the core content areas, students at Westmoor participate in rich and varied special area subjects including Spanish, art, music, physical education, and library. Each special area is taught by certified teachers who provide engaging learning experiences for students.

Students at Westmoor K-5 participate in daily physical education and Spanish classes for 30 minutes. During physical education, students are taught team sports, health and mindfulness, and a variety of engaging fitness exercises. Spanish class begins in kindergarten with the introduction to beginning skills like colors, numbers, and days of the week and progresses to writing and developing projects involving Spanish culture. Two days a week students participate in art and music classes. During art, students are introduced to a variety of mediums and artists as they learn techniques and design. Music instruction focuses on group-style participation as students are introduced to music standards and participate in engaging lessons that incorporate different cultures. Students at Westmoor can join band or orchestra beginning in 3rd grade and have weekly morning practice along with individual lessons throughout the week. District 28 was recognized in 2021 for Best Community for Music Education and has been awarded this recognition in past years. The library program includes weekly visits to the library media center with the support of a library media specialist and library aide.

The library media specialist provides instruction on literary genres, demonstrates how to use resources for research and information literacy, and highlights book awards such as Caldecott and Newbery. The library media specialist also works closely with classroom teachers to align instruction with social studies, English language arts, or digital citizenship.

3. Academic Supports

3a. Students performing below grade level:

Westmoor has implemented the Multi-Tier System of Supports (MTSS) to ensure our tier-one systems are solidly in place. Classroom teachers also utilize the Problem Solving Team (PST), which is made up of a team of specialists to discuss students and document all interventions that are in place at the tier-one level. Students may receive additional tier-two or tier-three support from reading and math specialists if benchmark data is below the 25th percentile as measured by assessments like NWEA MAP or

AIMSWebPlus. Students may also receive additional support if despite multiple interventions the achievement gap is not being closed. The team may decide that a student needs further review by the student services team. The student services team utilizes the data gathered through PST to help determine when students may need to be referred for a case study that can lead to a 504 or Individualized Education Plan (IEP).

3b. Students performing above grade level:

Westmoor offers a Gifted and Talented program to support students who are well above grade level. The Gifted and Talented teacher works collaboratively with K-5 teachers to assist with differentiated instruction in content areas and to provide resources for students who need additional challenges. Students are supported through push-in or pull-out services through flexible groupings based on student needs. When students are in grades 4 and 5, they may be identified for a replacement curriculum in math, which accelerates content one to two grade levels.

3c. Special education:

The student services team provides a continuum of services that supports students' individual needs. Within the continuum of service, there are three different levels offered: Foundational, Instructional, and Resource. The different level classrooms allow the student services team to craft the right amount of support for students with different learning needs. The student services staff collaborates with the Assistant Director of Student Services around caseloads and evaluation processes. There is also ongoing collaboration to ensure state and federal guidelines are followed. Collaboration between the student services team and general education staff is vital to closing the achievement gap for students with IEPs and 504s. The two teams participate in articulation meetings prior to the new school year to review accommodations and modifications that students need to be provided in the classroom. The collaboration continues throughout the year to determine the scheduling and any needed adjustments to a student's day to promote learning in the least restrictive environment. By offering the continuum of services at Westmoor, students are afforded the appropriate level of service needed to address their unique learning needs.

3d. English Language Learners, if a special program or intervention is offered:

Westmoor has a robust English Language (EL) program which provides pull-out and push-in services to students that have English as a second language. The two EL teachers utilize ACCESS testing to provide them with the data needed to determine levels of support in the areas of speaking and listening, reading, and writing. EL and classroom teachers collaborate with general education teachers to determine how best to support the varied learning needs of students. There is a Bilingual Parent Advisory Committee (BPAC) that is organized by the Student Services Director, District EL staff, and parents. The bi-monthly meetings promote the interests of the bilingual students and families and provide ongoing support. The meetings provide an opportunity for families to ask questions and connect with other families in the district.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Through team collaboration, ongoing professional development, and utilizing the instructional facilitator/coach, the classroom teachers are honing their instructional strategies and utilizing interventions that help students be successful in the classroom. The instructional facilitator/coach meets with grade-level teams to provide ongoing professional development and engages in coaching cycles with teachers. Coaching cycles will typically last 6-8 weeks with weekly collaborative meetings to plan instruction. Through coaching cycles, teachers have a thought partner for planning and instruction. Teachers can also access the EL (English language) or instructional technology coach to help with differentiation, lesson design, and planning.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We want all students to know they are valued members of our school community. From the moment a Westmoor student arrives on campus before school until they settle into their desks in the classroom, each student is greeted by multiple staff members to reinforce how much they matter and how happy we are to see them. This type of positive interaction continues throughout the day for Westmoor students, which we believe in turn leads to higher achievement, a feeling of connectedness, and greater perseverance when faced with difficulties.

Students at Westmoor engage in social-emotional learning through weekly Second Step lessons in which teachers guide student conversations around emotions and promote engagement through the whole-group lesson format. Students learn how to recognize their emotions through emotional management, set goals, develop empathy and problem-solving skills to help them determine the best strategies for overcoming problems. Second Step helps students learn about character building and nurtures a safe learning environment in which students thrive.

Teachers employ best practice instructional strategies to help students stay invested in their learning. Lessons are designed with project-based learning, strategic turn & talks, intentional student grouping, student choice, and student's voice. These practices allow students to engage at a higher level and learn the concepts and skills. Students have the opportunity throughout their day to immerse themselves in topics they care about and are interested in.

Specials areas (PE, Music, Art, Spanish, Science Lab, Library) are incorporated throughout the week and allow students to explore other areas of interest. Because the specials teachers skillfully incorporate visual arts, movement, language, and hands-on activities, students are free to find areas outside of core content and develop their skill set. Students have daily opportunities to rotate through the special area classes that are taught by dedicated teachers who work with the students throughout their time at Westmoor.

Student clubs and activities are offered by staff during lunch and after school to provide enriching opportunities in STEAM, sports, library advisory, home practice, arts & crafts, board games, planting, and harvesting in the Westmoor garden. These activities are well attended by students and have become a way for students to socialize and meet new friends as well as develop their interest areas.

2. Engaging Families and Community:

At Westmoor, we truly believe we are better together and this is evident in the strong partnerships we have with the Northbrook community and Westmoor families. While the pandemic made it difficult for us to implement some of the activities we have come to love we are hopeful to bring back many of the partnerships we've forged.

First and foremost we have dedicated Northbrook Police (NBPD) and Fire Departments (NBFD) that work closely with the school to help ensure we are following all safety directives. Westmoor school has a police liaison who is instrumental in helping the leadership perform all safety drills. The NBPD has also worked collaboratively with the school to support families in need of support. The NBFD also assists each year in providing feedback on safety drills and readily helps problem solve any safety concerns.

Westmoor has also worked with Northfield Food Pantry to raise funds through school events. The Westmoor community comes together to support school stores, penny drives, and canned food drives to give back to our community. For the past four years, Westmoor has also partnered with the Beth Shalom congregation and the Northfield Food Pantry to provide monthly food bags to families in need. Through their generous donations, we are able to provide supplemental food bags 12 months of the year.

Our Westmoor Parent Teacher Organization (PTO) is a vital component of our school community. Through

monthly meetings, the parent/teacher community comes together to work to better our school. Typically PTO meetings take place on the second Friday of each month at the building however for the past two years we've had to utilize Zoom for meetings due to COVID restrictions to gathering. To increase our family involvement, PTO meetings have expanded to two-night sessions in addition to the daily meetings. A silver lining of COVID has been that through the Zoom meetings we've had an increase in participation because more parents can tune in from work. The PTO has been instrumental in organizing activities like Science Fair, during which students present projects to the school community. There are also local organizations that come in to perform experiments for students and parents who volunteer time to run fun science experiments. Two events that we all look forward to each year are the kick-off to a new school year, Bulldog Bash, and the end-of-year Bulldog Picnic. Both events see a large family turnout for food trucks, arts and crafts, bouncy houses, and dancing provided by local deejays. Both events are planned and executed by our generous parent volunteers. Our school also benefits from district events like the Harvey O. Homer 5k Run/Walk, and Cheers to 28, which raises funds for teacher grants. The grants afford teachers to request special items to use to enhance the classroom or for innovative teaching ideas. These fun events bring our community together for a good cause to support students and our school.

The district also partners with a community-based organization to provide parenting support for mental health issues. Community Action Together for Children's Health is a local nonprofit founded by a former Westmoor School employee that offers monthly workshops for parents. The school promotes the events and connects parents to these helpful resources. The district also offers parenting programs such as special film screenings and discussions relating to children's social media use, anxiety and stress.

3. Creating Professional Culture:

The climate and culture at Westmoor is one of continuous improvement with fun sprinkled in along the way. The past two years of navigating the pandemic have put a strain on some of the curricular work and professional learning we've done in past years, however, staff banded together to focus on how to safely work together while adhering to COVID protocols and keep learning fun. A lot of the learning shifted to tools and resources that could be utilized in both remote and in-person learning as staff became skilled users of Seesaw and Google Classroom as a means to communicate with not only students but families as well.

When planning for the 2020-2021 school year the district created two committees to guide our planning, one on safety and one focusing on instruction. These committees were essential in determining how we would move forward during the pandemic and allowed teachers to share their thinking and provide valuable feedback for a smooth transition into the new school year for staff, students, and families.

Our district offered families the choice of 100% in-person or 100% remote for the 2020-21 school year. Our in-person teachers needed to rethink all of their small group work as well as the structure of the class to accommodate social distancing. They were provided with tech support to build more lessons for the iPad as well as a sharing of tools and resources to adapt to a new classroom environment. The 100% Remote Learning Academy teachers developed daily schedules for students and families to follow and were provided two days of technical support before the school year started to learn how to navigate Zoom and other remote classroom tools.

Teachers are provided 90 minutes each week to work in learning teams. Learning teams are a time for teachers to plan upcoming lessons, discuss assessments and share ideas for implementation of ideas back in the classroom. The learning team time is ideal for collaboration with interventionists, administration, and instructional coaches. The time is utilized for new learning concepts and skills, discussing students, or analyzing data.

The district coaches and administrators design learning opportunities throughout the year to support new initiatives. This year grade-level teams have continued their focus on Learning First professional development from our instructional technology team. Learning First has supported the 1:1 technology initiative which is focused on using technology as a tool to enhance learning. Westmoor teachers also provide representation on the District Science Committee which is in the midst of a two-year curriculum review process. The Westmoor team collaborates with district administration and other grade-level teams

from around the district to develop their knowledge in Next Generation Science Standards and other essential components to help them make informed decisions regarding the adoption of a new science curriculum.

4. School Leadership:

At Westmoor, there is a team approach when making decisions that impact students and the structures of the school. There is a shared belief around high expectations that guides the decision-making process and how best to meet the needs of all stakeholders. We have a dedicated team at Westmoor that collaborates regularly to ensure that voices are heard and input is valued.

As we've shifted to a MultiTier Systems of Supports (MTSS) approach the Westmoor Leadership Team has become instrumental in guiding the work that is essential for the success of the school. During the 2020-2021 school year we were not able to meet due to staffing shortages and COVID protocols. In the 2021-2022 school year, the team is meeting monthly and is comprised of a teacher from each grade level, a student services representative, the instructional facilitator, the gifted and talented coordinator, and the principal. Together the team has prioritized the needs of the school, which include ongoing professional development for the new math curriculum, revising our schoolwide positive behavior system, determining times for class placement discussions, vertical articulation, and feedback for the master schedule considerations. There are agendas and minutes that are shared with the whole school and it is also the responsibility of leadership members to facilitate conversations at their team meetings around the topics discussed. Our work continues as we strive to be transparent in the decision-making process and to ensure that the school community's voices are heard.

When allocating resources to support teachers and students, there is a commitment to providing needed materials, release time, and professional development for any new initiatives. The staff can request materials above the yearly stipend and have the opportunity to request additional funds through the PTO Ad-Hoc budget for any additional items like books, student seating, fidgets, and storage bins for classrooms.

5. Culturally Responsive Teaching and Learning:

At Westmoor, we strive to cultivate and sustain a community that is tolerant and accepting of others. Through our work with the Foundations positive behavior system we promote being kind, respectful, and being a learner. The Westmoor community is committed to ongoing work around building awareness and promoting an inclusive community.

Currently, there is a Bilingual Parent Advisory Committee (BEPAC) that meets regularly throughout the year to support the needs of bilingual families. There are typically four meetings a year that focus on parent training, workshops, and presentations. The meetings are a great way to bring families together and provide opportunities to discuss topics that are important and relevant to the success of their child.

The district created a Diversity Equity and Inclusion (DEI) committee made up of members from the district. Westmoor staff participated on the committee on monthly meetings facilitated by Alison Park of Blink Consulting, a specialist in organizational DEI planning. The first year together was grounded in examining our beliefs around diversity equity, and inclusive practices. The committee developed a mission and vision statement to guide work moving forward. The second phase of the work has included looking at the curriculum and where we can infuse a great understanding of DEI. We continue with the work at the district level to develop an organizational plan.

There has been an awareness around not only the curriculum that is used and how it helps us be more culturally responsive but also how we incorporate rich texts within the classroom that promote diversity and inclusive practices. The classroom libraries at Westmoor have a variety of selections with characters and stories that represent the diversity within the classroom. The literacy and social studies units also incorporate texts that show help students understand others' lives and perspectives.

At school, students have participated in canned food drives for the local food pantry to support the

Northfield community. There have also been past fundraisers where money earned has been donated to the food pantry to help restock the shelves. Students at Westmoor are a caring and supportive group. Students also participate in Quotes of the Week which allows students to submit quotes that are displayed in the school. The quotes are often inspirational or positive in tone. Students who are selected have the chance to decorate the quote with a friend in the hallway where it's displayed for the week.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

While there are many attributes that lend to the success at Westmoor, the collaborative spirit stands out as a characteristic that is prominent throughout the school. We truly believe that we are better together and the work and collaboration that happens between staff, students, and families have allowed us to continue to grow academically, socially, emotionally, and professionally.

Within a classroom setting, it is not uncommon for students to be working collaboratively throughout the day on a variety of academic tasks. This is an intentional instructional strategy that allows students to share their thinking and build upon each other's ideas. Students are learning to persevere through difficult situations and to work together to find compromise and solutions to problems. Collaboration practices continue throughout the specials classes with a variety of team-building activities and projects. For example, the 5th-grade students at Westmoor have a culminating musical that requires them to work together on all aspects of the production from costume design, and choreography, to set design and performance. The collaborative spirit shown by the students brings imagination and creativity to life!

The collaborative approach extends to the staff at Westmoor as well. We value the work that we need to do together to ensure the needs of students are met. Staff collaborates across teams and disciplines to ensure they are aligned in practices and doing what is best for kids. It is not uncommon to see teachers meeting during lunch, before, and after school so that they can plan together for students to develop and share innovative teaching strategies. There is a dedication and a shared belief that to ensure student success we must work together, share ideas, and value the decision-making process.

The collaborative process continues with the partnership that has been forged with Westmoor families. We believe that having involved families is an integral part of student success. The pandemic put some of the past practices on hold however by utilizing Zoom platform there was still the ability to have virtual Open House, Parent-Teacher Conferences, and PTO meetings. Throughout the pandemic, the parent group has been solicited for feedback through surveys which allowed us to gather important information which helped shaped the decision-making process. As COVID guidelines have eased we've been able to increase parent participation within the building for student lunches and classroom volunteers.