

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 515 Marion Avenue
(If address is P.O. Box, also include street address.)

City Massillon State OH Zip Code+4 (9 digits total) 44646-3005

County Stark

Telephone (330) 832-8100 Fax (330) 832-1427

Web site/URL https://watson.perrylocal.org/ E-mail Nathan.Stutz@perrylocal.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. Nathan Stutz E-mail Nathan.Stutz@perrylocal.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Perry Local School District Tel. (330) 477-8121

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. Doug Brown
(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 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):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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	35	14	49
1	29	29	58
2	27	35	62
3	18	25	43
4	27	28	55
5	0	0	0
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	136	131	267

*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
 - 1.2 % Asian
 - 4.2 % Black or African American
 - 0 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 1.2 % 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: 12%

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	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2020	253
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

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

English Language Learners (ELL) in the school: 1 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 110

8. Students receiving special education services with an IEP or 504: 17 %
46 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>15</u> Autism | <u>6</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</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: 7
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.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 21:1

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	93%	97%	95%	96%	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. 2013

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

To emphasize excellence in learning and provide opportunities for every child to realize his/her potential in a safe environment. To encourage students to become responsible, productive citizens and life-long learners.

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

<https://go.boarddocs.com/oh/perrysoh/Board.nsf/goto?open&id=BZULQV578539>

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

Watson Elementary School is one of five neighborhood elementary schools within the Perry Local School system in Stark County, Ohio. Our school population is identified as 41% Economically Disadvantaged, but we pride ourselves in being a blue-collar community full of hardworking and productive families. Watson Elementary also houses Perry Elementary students with severe cognitive disabilities for the District.

At Watson Elementary, staff have worked hard to become a Trauma-Informed School. Staff have been provided training on childhood trauma awareness and understanding of how trauma impacts children's learning and behavior. Staff completed the Adverse Childhood Experience (ACEs) as well as a poverty simulation (Temporary Assistance for Needy Families (TANF) Town. From there, staff explored Ruby Payne's Bridges Out of Poverty and Starr Commonwealth Trauma and Resilience Training. Watson held book studies, which included Carol Dweck's The Growth Mindset and Hacking School Discipline by Maynard and Weinstein. The work led us to be intentional with relationships with students and their families. In order to foster this, staff currently use programs, such as Second step, the language from Zones of Regulation, and have implemented Restorative Practices school-wide. The whole goal of all of this work is to understand that while many of people come from different backgrounds, we should be held to high expectations and goal setting. We should be held accountable for our actions and take ownership in our learning. Perry Local schools run on middle school norms, but Watson has 41% of students who live in lower socioeconomic homes. These students especially need help to learn the hidden norms of society in order to function successfully in life.

One program, Watson developed together with the school language pathologist and school counselor to help students learn, develop, and practice social skills during the day, is our own Sandlot. In Sandlot, students are directly taught social cues. Students practice these skills in several activities, such as delivering birthday cards, announcing special announcements over the PA system, and providing a coffee cart experience for teachers and staff.

Watson also partners with the community mentorship program, The Legacy Project. Through this program, community members provide a weekly socio-emotional connection for some of the 4th grade students. Lastly, Watson has a work/job program for students with developmental disabilities. These jobs range from filling teacher office supply orders, recycling cans and papers, to shredding paper, etc.

During COVID-19, Watson really had to rethink the common areas, such as the cafeteria and hallways. To accommodate for social distancing, staff had students only sit on one side of the lunchroom tables and use every other seat. Watson also put down yellow tape and directional arrows in hallways to divide and guide directional traffic flow. These were two accommodations that the school kept because staff found more benefits and teaching experiences by doing so.

Being awarded the National Blue Ribbon in 2013 really added a spark to the school and community. Blue Shirts were worn with pride while pictures were taken. The staff was recognized at Perry Local's Board of Education meeting as well as there was an article in the local newspaper. Students and teachers were proud and simply shined. The District is currently looking to essentially rebuild with a new bond issue that was passed. Watson is one of the buildings that will relocate, but remain Watson Elementary.

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:

At Watson Elementary, staff believe in supporting the whole child to ensure growth and learning. Relationships matter at Watson Elementary. It is our goal that every child leaves the building with at least one trusted adult, though staff strive for more. Staff believe that their job here is to teach, which includes both academics and behavior. Through the practice of Restorative Practices, staff can work through choices that have been made in order to make better choices moving forward. Staff believe all students can learn and that becoming smart is something students can develop (intelligence is not fixed). Teachers believe in rigorous instruction and expectations for all students. Staff believe all students have academic strengths that can be built upon.

Watson’s common approaches span across all content areas and correlate with the other elementary schools across the district. Common approaches include: setting objectives, utilizing differentiation strategies, providing feedback and conferring with students, providing direct instruction, and utilizing varying groupings (whole group, small group, partner, and individual). Teachers utilize the Gradual Release Model, provide visual and concrete representations when applicable, and engage in think alouds. We, engage in student discourse to increase student talk (the learning happens when students do the majority of the talking), and utilize various assessment types - summative, formative, progress monitors, and diagnostics.

Learning standards are addressed via the core curriculum selections - with supplemental materials as needed in all content areas. Watson Elementary utilizes the district curriculum (each content area) that is vetted and selected via a committee of stakeholders (general education teachers, special education teachers, curriculum personnel, pupil services, and instructional coaches). The District utilizes the following protocol when selecting curriculum: engage in relevant and up-to-date research aligned to content area and instructional practices; revise courses of study according to: essential concepts, standards, vocabulary, skills, assessment methods; and, use a set of criteria with a rubric to evaluate various core curriculums available from a wide array of publishers. Based on results via the rubric, the committee begins to narrow the selection and engage with publishers to learn more about the “most highly rated” curriculums. After connecting with publishers, the committee completes an additional rubric to make final curriculum selection which is then recommended to the Board of Education for approval. From there, parts of each curriculum are piloted throughout the study year to aid in the selection process.

Formative assessments are utilized daily by staff to gauge student learning of content and skills taught. The results of formative assessments are used to determine if/when reteaching or enrichment is appropriate and necessary. Additionally, the formative assessment results are used to create small groups of students to tailor instruction, or even to individualize instruction. Summative assessments occur at the end of an instructional cycle. The function is to certify mastery of student learning. Summative assessments are also used to determine whether students are prepared to move on to the next unit of instruction in a scope and sequence. Teachers spend time analyzing both types of assessment data during the Teacher Based Teaming (TBTs) weekly meetings to monitor growth and make instructional decisions. Both assessment types are utilized to monitor impact of instruction by determining next steps. Additionally, both assessment types help us to have a pulse on individual student achievement and growth, as well as classroom and school achievement and growth. Assessment types include, but are not limited to, the following: traditional paper/pencil assessments, verbal, performance-based, collaborative methods, and anecdotal/observations.

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

At Watson Elementary, Ohio Learning Standards are followed in the District for K-12. Staff believe reading is the foundation for all learning and that students should become lifelong readers. Watson believes that reading should aid in the development of independent thinking and expression. Reading is an opportunity

for students to internalize basic language skills and expand vocabulary. To ensure this learning, teachers provide the learning standard(s) for each lesson plan turned in as well as write explicit teaching strategies that will be utilized when teaching. Staff have been trained in Making Student Thinking Visible and use the 24 principles when providing targeted, explicit, and systematic instruction that teaches students to understand the purpose for reading. Teachers measure students' growth in reading and provide formative feedback to students. Teacher modeling is also vital to improve fluency and comprehension. Teachers model through think-aloud strategies. Students hear oral reading on a regular basis from teachers who value reading and are readers themselves. With that, students have the opportunities to read independently every day. Students practice oral reading using best practice strategies on a regular basis. Students need to be able to show their thinking about text through writing and discussion and have time to share and converse about text. It is important for students to have the opportunity for choice in what they are reading. Students need texts at their instructional and independent reading levels based on available assessment data. They need to be exposed to texts that provide opportunities for stretch. Formative and summative assessments are given and analyzed in order to help teachers provide appropriate instruction as needed for each student.

Watson's writing philosophy is that writing should be purposeful and cross-curricular. Teachers work toward developing self-motivated, independent writers. Teachers convey the importance of writing and hold students to high expectations for writing. Students write. Writing involves a process (immersion, prewriting, drafting, revising, editing, proofreading, and publishing) that is intentionally taught. Teachers utilize a common writing language (Traits of Writing). Students are provided real-world scenarios. Students read and analyze good writing through mentor texts and are taught the importance of academic integrity (avoiding plagiarism). Writing is a collaborative process and requires feedback from peers and teacher. Students need to consider their audience, role, form, content, and purpose. Students are given choices in what they write in multiple formats. Teachers present opportunities for all students to experience stretch in their development of writing. Technology is also utilized throughout the writing process.

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

At Watson Elementary, staff believe every student can be successful in math. This concept is ensured by following Ohio State Learning Standards and utilizing Making Students Thinking Visible Strategies. Students are taught to persevere and embrace failure. As part of the learning process, students need to be independent and self-guided when using resources and technology. Math concepts spiral in an organized and structured progression. Math instruction includes concrete, pictorial, and abstract concepts and examples with real-life applications. Students collaborate through productive discussion. Students are able to incorporate models and/or vocabulary into their justification of solutions. Teachers use formative and summative testing results that are analyzed. Using that data, teachers are able to modify instruction and determine when and who to reteach concepts and understandings. Students are given time to reinforce foundational skills and practice grade level specific skills.

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

Watson staff emphasizes that science is fun! It is academically challenging for all students based on the Ohio Learning Standards. Teachers continue to use Making Students Thinking Visible as well as Science processes include hands-on and inquiry-based when appropriate. Science is a balance between teacher-led and student-led activities and encompasses science skills. Science should generate discussion, make connections and apply it to the world around us. We emphasize science can be used to support, reinforce, and enhance previously learned and new science concepts, while addressing misconceptions. In science, authentic activities that are ongoing and cross-curricular (make connections to other content areas) are used to engage students in the learning. Formative and Summative assessment results are analyzed and determine when reteaching is necessary. Students use strategies and text features to comprehend science texts. Students learn vocabulary and the purpose of their reading by interacting with content. It is stressed that students' writing should be concise and should cite text and/or data.

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

Watson believes that Social Studies should be important, relevant, and relatable to students. Teachers teach using the Ohio State Learning Standards. Through these standards, students develop an appreciation for and understanding of our country and the world. Using the principles of Making Students Thinking Visible, students need to make connections between past and present, and see how one affects the other. Students need to understand and demonstrate financial responsibility. Students should also have the skills necessary to operate within their communities and government to be productive citizens in a democracy. Students also need to understand our role in the global community. Students need to develop historical thinking skills where they would know how to locate, interpret, and analyze research independently to draw conclusions. Students need to develop critical thinking skills through higher-level instructional practices. Students and teachers need to integrate multiple forms of technology in order to better learn, communicate, and collaborate. Students learn to evaluate and interpret multiple sources, including primary and secondary sources of information to compare perspectives. Watson integrates Social Studies into other content areas easily and seamlessly and should be cross-curricular.

1f. For secondary schools:

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

2. Other Curriculum Areas:

At Watson, we offer art, music and physical education. Every student receives 40-minutes a week of art and music. Students receive physical education 80-minutes each week. In Ohio, art, music and PE all have Ohio Learning Standards that our teachers follow.

The essential skills in art include perceiving, knowing, producing, performing, responding, and reflecting through the arts. Students construct and solve problems of personal relevance and interest when expressing themselves through visual art. Students combine and apply artistic and reasoning skills to imagine, create, realize, and refine artworks in conventional and innovative ways. Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs. Literacy: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

In Ohio, students utilize creative thinking and reasoning skills to perceive concepts and ideas to develop works. Students employ personal processes and skills to solve problems creatively and present work in various contexts. Students engage in analysis and interpretation to understand and evaluate artistic works. Students understand and communicate the value of creative expression in internal and external contexts

Again, our staff follows the Ohio State Learning Standards for Physical Education. The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual means that they have learned the skills necessary to participate in a variety of physical activities. Students know the implications and the benefits of involvement in various types of physical activities. Students participate regularly in physical activity. The goal is that students are physically fit and they value physical activity and its contributions to a healthful lifestyle. Students also go to the school library 40-minutes a week. The amount of technology is different depending on the grade level. Kindergarten through second grade has a scheduled technology class for 40-minutes a week. Grades three and four also have a scheduled class, however, technology is regularly embedded in daily activities as well.

3. Academic Supports

3a. Students performing below grade level:

Watson Elementary follows the Tiered Instructional Process of the Multi-Tiered System of Supports (MTSS) framework. At Watson this is called Panther Time, which equals no new teaching time in order to provide intervention at a tier II and tier III level, additional practice/reteaching, and enrichment all based on benchmark assessments, and progress monitoring data. Staff uses Aimsweb Plus for grades Kindergarten through second. Based on the data, students are sorted into intervention groups and progress monitored once a week. Staff meets every five weeks for a data check-in and determines if students are progressing, not progressing, and/or if the amount of time needs changed, or if the intervention needs changed. We repeat this process every five weeks until the Middle-of-Year-Assessment and again at the End-of-Year-assessment. Staff utilizes the same data benchmarking and check-in system for grades three and four. For those grades, iReady assessments and progress monitoring tools are utilized to determine intervention needed as well as the amount of time. Again, every five weeks, the team meets to adjust/modify as needed. Differentiated Instruction occurs at various depths related to content, process, and product upon both data and student needs.

In addition, Watson will begin a partnership with Walsh University starting in May, 2022. Together, we will use the Science of Reading to help students who fall within the 11th-25th percentile for Winter Norms in order improve their reading skills.

3b. Students performing above grade level:

Currently, students identified gifted in the areas of math, reading, or cognitively travel to another neighboring school to receive direct instruction from a certified Gifted Intervention Specialist (GIS). The Intervention Specialist using Making Students Thinking Visible principles as well as personalizes the instruction towards the students' needs and learning style. Students who are identified as gifted in one of the areas are placed in Gifted Cluster classes at Watson. The classes are taught by teachers who are working towards hours in the area of gifted education. Students who are above grade level, but do not qualify for either GIS or Cluster, are enriched through daily differentiated instruction. They also are required to do projects that are more in-depth and give deeper understanding about the content. Students in cluster classes are also given tiered assessments and are progress monitored to ensure they are making growth.

3c. Special education:

The student population identified for special education is unique for our District. Watson currently houses five resource rooms and supports students with severe cognitive disabilities from all five of the District's elementary schools. We are so proud of our staff and students. Through inclusion and work/job training, we ensure that students have as many opportunities as possible to reach their full potential and are on their way to become successful citizens. Our Resource Rooms provide a continuum of services from full inclusion to self-contained. Students are integrated into the general education setting based on the needs and readiness per individual student. Some students are full-inclusion with a 1:1 paraprofessional. Some students are self-contained with 1:1 paraprofessional. All students are offered the same after school activities, field trips, and special events regardless of the disability.

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

The ELL population at Watson is supported by an ELL teacher provided by the District as needed. Currently, Watson has three students that are provided support. All three students require very minimal pull-out support by the ELL teacher. Since all three students do not need much support, they are instructed and assessed as their typical age peers and only monitored by the ELL teacher.

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

Watson Care Team is a group of stakeholders that include a Family Support Specialist (FSS), the Principal, a Classroom Teacher, School Counselor, and Speech Language Pathologist. This is a team that was established to ensure the basic needs of staff, students, and families are met. The FSS is our liaison between community resources and Watson's families. Through this Care Team initiative, Watson provides free

community meals, holiday assistance, food cupboard and clothing among other things. Watson also work with local agencies, churches, businesses, restaurants, and the local Fire Department for support.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Watson, staff prioritize social and emotional skills. Staff recognize that without providing the language for students to describe how they are feeling, learning is difficult to occur. Teachers provide a circle time each day, teach, and utilize the importance of brain breaks and deep breathing exercises. Watson has partnered with Akron Children’s Hospital’s liaison as a trainer and consultant throughout the last six years. Staff are intentional about relationships and establish safety through safety plans as they arise. Watson wants to make sure that each student is safe and ready to learn. Staff foster these relationships through interventions such as relationship mapping. Watson holds Parent Involvement Nights that support such concepts as Executive Functioning. During these nights, staff provided research and information to not only provide knowledge to parents, but do it while having fun. During the school days, staff promote play and breaks from instruction. For example, this past March Watson had our own little “March Madness,” with a single elimination bracket for 50 players and a JENGA Tournament between the teachers. Rounds one and two, teachers were teaming up with regular size Jenga sets. When we reached the Final Four, we held a Google Meet and placed a JUMBO JENGA set in the hallway. Students were able to cheer their teachers on to win! The Finals were in the gym and again we did a Google Meet.

2. Engaging Families and Community:

Staff collaborate with families and the community with many activities sponsored by the Watson Care Team. This is a team that was established to ensure the basic needs of staff, students, and families are met. Watson’s Family Support Specialist acts as a liaison between community resources and families. Through this Care Team initiative, Watson provides free community meals, holiday assistance, food cupboard, and clothing among other things. This could not be done without our community partnerships with local churches, businesses, and the Fire Department.

Watson also has a parent teacher organization (PTO) called Watson Unite. Unite sponsors many after school family events. They host a outside GLOW night around Halloween. This includes outdoor games and activities, and students come dressed in their Halloween costumes. They also host a mother/son night, father/daughter dance, BINGO night, and our annual walk-a-thon that helps raise money for all the events through the year. Our PTO pays for all of our grade level field trips and provides food and drinks for our staff during staff appreciation week.

Watson also partnered with The Legacy Project. They provide mentors for a group of 4th graders who have been identified through data that they have a need for an adult mentor. The mentors and students meet every Friday morning, eat breakfast, and discuss topics, such as social expectations and scenarios, friendships, and general life skills.

3. Creating Professional Culture:

The District provides two calendar days designated for Professional Development opportunities. These two days are tailored around the District Action plan, and include sessions to help enhance teachers’ learning. Additionally, Watson staff meets monthly as a whole group. These staff meetings are timely and efficient. Staff meetings are aligned with both the District Action plan and the Building Action plan. In between those monthly meetings, we have small groups that meet weekly. Minutes are kept and turned in for the Principal to read and share to all stakeholders as necessary. Strategically each grade level has a team member who sit on each of the BLTs and Positive Behavior Interventions and Supports (PBIS) teams. Watson also has a teacher representative who sits on the Watson parent group (Watson UNITE), Care Team, and two teachers sit on the PBIS Core Team. The Principal emails a Biweekly communication. This includes a two-week calendar of the school events on page one, and it is followed with an update from each committee’s meetings. Every two weeks, the Principal incorporates some kind of fun and exciting event to look forward to. This might range from jeans days on Fridays to lunch or donuts or a fun pick-me-up in the mailboxes. So

far this year, 12 days of Christmas and March Madness days were our two big staff events. Each day, there was something different to look forward to.

4. School Leadership:

The principal believes that she and her staff are a team. All decisions are made in the best interest of the students. Teachers are encouraged to seek professional development opportunities that are offered either from area high learning institutions, book studies, or professionals brought into the school. For example, Melissa McClain from Akron Children's Hospital has been at Watson several times a school year to help move Watson towards becoming a Trauma Informed School.

The principal acts as a facilitator in leading the discussions that work through problems in order to find solutions. The principal believes that if she wouldn't put her own children in a teacher's classroom, she wouldn't put anyone's children in that class. This means the principal views herself as an instructional leader. Clear communication is kind, and she is willing to have the difficult conversations in order to grow teachers so they are the best they can be for Watson students. With that said, the District provides an instructional coach as well as a Special Ed instructional coach that can be utilized as support for teachers.

The Principal also views her staff as her own classroom. She makes sure that there is a balance of professionalism, respect, and fun. She makes sure that her candy bowl is filled with good chocolates strategically placed next to the tissue box. The Principal feels that if teachers are stressed, their students will be stressed, and she works to avoid this scenario. She checks in daily with each teacher. It might be a quick hello or a longer conversation on just everyday happenings in her staffs' lives. She intentionally builds relationships.

5. Culturally Responsive Teaching and Learning:

Perry Local District is in the beginning phases of Diversity, Equity, and Inclusion. The Curriculum is providing professional development and talking points for staff. It aligns with the District and building action steps. This adult learning will then hopefully bleed into everyday attitudes. The District provides resources on the website for families. We hold Parent Cafes three times throughout the school year with different topics that address current events that have a direct impact on students, families, and the community.

For students, the implementation of the Science of Reading through CKLA Knowledge portions teaches rich diverse literature that will lead to deeper conversations and understanding in the classrooms.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that Watson Elementary has implemented that has been the most instrumental to the school's success is Restorative Practices. We are teachers. Teachers must not only teach reading, writing, and arithmetic, but have a responsibility to teach behaviors using the choices (good or bad) that students make. When teachers circle up with students and discuss the choices made, they are creating an environment that promotes student growth and learning. This encourages and provides students with tools to be successful and resilient. Watson students are learning grit.

To prepare for our move towards Restorative Practices, staff went through two book studies: Carol Dweck's work: Growth Mindset as well as Hacking School Discipline by Maynard and Weinstein. Staff spent a year first growing in our own lives. When Watson finally implemented Restorative Practices, it was started with Kindergarten. From there, staff followed that group of students and rolled out the Restorative Practices to our teachers each year. Parents were included in this journey by actually putting parents through a circle-time scenario. Staff provided behavior scenarios and explained how students would be supported and intervened with in order to teach. One of the misconceptions is that Restorative Practices does not provide consequences. This is an untrue statement for Watson Elementary. Natural consequences are coupled with reflection time and missed preferred activities. Families are communicated with from start to finish and typically are on board with the learning that takes place.

Restorative Practices also helps create a community of learners within the classroom. When students in a classroom form a bond, a safe place is created. This then leads towards academic success. Since students' emotional needs are met and they are learning through mistakes, students are ready to tackle on academics and making growth.