

U.S. Department of Education
2017 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 Mr. Larry J Palubicki

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

Official School Name Robinson Elementary School

(As it should appear in the official records)

School Mailing Address 5216 Forest Avenue, Suite A

(If address is P.O. Box, also include street address.)

City Laona State WI Zip Code+4 (9 digits total) 54541-9375

County Forest County

Telephone (715) 674-2143 Fax _____

Web site/URL http://www.laonaschooldistrict.org/ E-mail lpalubicki@laona.k12.wi.us

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. Larry Palubicki E-mail lpalubicki@laona.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Laona School District Tel. (715) 674-3801

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. James Aschinger
(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, write N/A in the space.*

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	11	11	22
K	7	7	14
1	8	11	19
2	7	12	19
3	10	10	20
4	8	10	18
5	10	8	18
6	9	6	15
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	70	75	145

4. Racial/ethnic composition of the school:
- 9 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 1 % 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 2015 – 2016 school year: 13%

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, 2015 until the end of the 2015-2016 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2015	145
(5) Total transferred students in row (3) divided by total students in row (4)	0.131
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 44 %
Total number students who qualify: 64
8. Students receiving special education services: 14 %
20 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. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 2 Other Health Impaired
- 4 Specific Learning Disability
- 9 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 8 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	8
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance 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 18:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	95%	94%	95%	94%	95%
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 2016.

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 X
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 School District of Laona, together with family and community, will provide our students the educational opportunities to become productive citizens in today's society.

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

PART III – SUMMARY

Robinson Elementary is a rural school district located in Forest County, Wisconsin. The district lies in the heart of the Chequamegon-Nicolet National Forest. This causes our district to be property rich, but tax poor. The community and many of the local manufacturing jobs have been shaped by the logging industry. There were approximately 127 students in Robinson Elementary encompassing grades 4K-6th in the 2015-2016 school year. The student population has recently seen a slight increase due to open enrollment numbers that are at 11.8%. Robinson Elementary is comprised of mainly white and Native American students. Eighty-seven percent of the population is white and eleven percent is Native American. Students with disabilities comprise 14% of the elementary school population and 44% of elementary students are considered economically disadvantaged. We are a school-wide Title I school with one class per grade level and a Student Achievement Guarantee in Education (SAGE) school. Our small class sizes and dedicated staff make this an excellent environment for learning. Our school motto is "Be Respectful, Be Responsible, and Be Safe." Every day we work towards the district's mission of providing educational opportunities so that our students can become productive citizens in today's society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Robinson Elementary is successful due to highly effective teachers collaborating using curriculum that is based on best practice and is research based. The staff has put a lot of time and professional development into strengthening the elementary core curriculum and aligning instruction and assessment to the Common Core Standards.

The reading and language arts curriculum is based around the Houghton Mifflin Journeys reading series. In grades K-2, teachers use Journeys as a primary resource and supplement when necessary as dictated by student needs. In grades 3-6 Journeys is still a key resource, although a variety of independent reading books are used to differentiate instruction and further student mastery. We utilize a workshop model to teach literacy. We believe in balanced literacy where every child is a reader and a writer. Our balanced literacy program includes reading, writing, speaking, and listening. We strive to have a 120 minute literacy block with whole group instruction, guided reading, independent literacy activities, word study, and phonics. During guided reading, students are specifically instructed in small groups at each student's level. Technology tools and programs such as Moby Max, Epic, Raz-Kids, and Compass Learning are also used to personalize instruction and allow students to work at their own level. Writing instruction is based on a writer's workshop model with mini lessons and utilizing individual conferencing to guide students. Students who need additional support have the opportunity to work with a Title 1 or Title 7 teacher or receive support from our interventionist or special education teacher, if they qualify. The classroom data, benchmarking data, and teacher observations are all considered when looking at how students are meeting grade level expectations and what services they need to be successful.

In the area of mathematics, all grades are using the Houghton Mifflin Go Math curriculum which we have found to be extremely successful. This series promotes critical thinking and problem solving skills using the applied learning concepts. It is engaging, relevant, and used consistently in our district. It is based on the Common Core Standards. Math blocks range from 60-90 minutes and include whole group instruction, small group, and opportunities to address student's individual needs. Classroom teachers present lessons in multiple formats and provide students many opportunities to model mathematics through hands-on manipulatives and visual representations. Students utilize communication skills and work in cooperative groups frequently. We also emphasize mastery of math facts. Student learning is further enhanced by technology by using programs that differentiates instruction and targets learning gaps. Programs used are; Reflex Math, Moby Math, Go Math App, and online features, which includes videos, examples, practice problems, homework help and more. Students are able to receive math intervention from the interventionist as well.

Our science curriculum is based on the Wisconsin Model Academic Standards and guided by the Houghton Mifflin Science series. Teachers across grade levels provide enrichment to these integrated science lessons through hands-on experiments, investigations, and project-based learning opportunities. We have a strong STEM (Science, Technology, Engineering, and Mathematics) focus and incorporate many of these types of activities into the units. We believe in hands-on learning at Robinson Elementary and students can share their passions at our interest fairs and on classroom blogs. Our curriculum is supplemented with periodicals, non-fiction materials, authentic artifacts, and technology such as virtual fieldtrips and models to help provide background knowledge to all students. K-2 science is incorporated entirely in their literacy block.

The social studies curriculum is also based on the Wisconsin Model Academic Standards. We believe in making connections to the students' lives and exploring experiences that the students have and can share. We focus on the unique community we live in, from logging to our Native American ties. We feel that engaging our students in civic discussions will lead our students to become independent thinkers and productive citizens. We take pride in our School Forest, which was the first one in the nation. Students can explore our community through local educational field trips. Students often create projects to demonstrate their knowledge using technology and we share these in the classroom, school, and with the community.

Robinson Elementary offers a 4K Program where students attend half-day sessions, five days per week. The

Howard B. Wigglebottom Curriculum is used to foster social skills. This helps students become good listeners, have a positive self-esteem and learn valuable life lessons. The 4K curriculum is tied to the Wisconsin Model Early Learning Standards. Through music, poems, read-alouds, nursery rhymes, and phonemic awareness activities, students actively engage in reading readiness. Hands-on multisensory activities are used to teach reading and math readiness. Students use the SmartBoard and iPad to explore math and reading readiness concepts. EC, 4K and 5K teachers collaborate to ensure that students' needs are met and to insure consistency across environments. The impact of 4K is evident as students move to 5K with the readiness skills to succeed.

2. Other Curriculum Areas:

Our students are offered a well rounded education at Robinson Elementary where they are allowed to develop their talents and interests in other areas. This includes music, library, technology, physical education, guidance, and art. We feel that exposure to these classes helps the development of the whole child.

All K-6 students receive music instruction with age-appropriate materials matching their skill potential for 90 minutes a week. Younger students participate in eurythmic activities emphasizing sequential pitch group by mixing popular and patriotic songs. First and second grades use on-screen lyric reading to review phonics needed for successful reading. Third grade studies the subdivision of notes relating to fractions in math. The 4th grade music curriculum complements their study of Wisconsin. In 5th grade students continue singing and are introduced to instruments, which teaches hand-eye coordination. This strengthens their note reading skills. Sixth grade music aligns with the periods of history covered in their social studies classes. Although there is a diverse music curriculum, we have a great group of elementary teachers who collaborate with the music teacher to make the cross-curricular activities meaningful.

The library media specialist meets with K-6 students weekly for 30 minutes. Students learn about using the library, research, and improve their 21st century skills. Our library has many makerspace opportunities from a lego wall to coding and even robotics. Students are encouraged to be creative and develop their critical thinking skills. Students select leisure reading materials which creates a love of reading. The school library and the public library are combined which means we are part of the Wisconsin Valley Library System, a consortium of 24 public libraries.

Technology plays an intricate role in the achievement level of the students. We are a 1:1 district with iPads and Chromebooks. We are a Google Apps for Education (GAFE) school and all of our students use GAFE to create and collaborate with their peers, teachers and the community. Our 3rd-6th grade students blog using KidBlog and also have created a digital portfolio. The library media specialist meets with each grade at least once a week for 45 minutes in their classroom to work on technology skills. The curriculum focuses on keyboarding, digital citizenship, and a variety of creation tools. These skills are then applied in the core curriculum areas. The mission of our one to one program is to create an engaging and collaborative environment that is individualized to each student.

In physical education, our K-6 students are instructed with a curriculum that provides a positive experience while being physically active which lead to them being active for their entire lives. The students are introduced to skills that increase in difficulty and challenge as they progress through the program. Our curriculum is closely tied to the Wisconsin Physical Education Standards, but more emphasis is placed on each student's efforts to improve their skills rather than being able to perform the skills perfectly. Students are pushed to do their best, work hard, and are celebrated when they make small gains. All students have PE for 90 minutes a week.

Once a week for one semester, each class has a 30 minute guidance lesson from the School Counselor. These lessons vary from the Protecting You, Protecting Me, Lions Quest Skills For Growing, and Common Sense Education curriculums. Students learn about working together as a community in their classroom, growing as a group, making positive decisions, drug and alcohol awareness, protective behaviors, and internet safety. The School Counselor also meets with students individually on a weekly basis or when necessary to address specific needs.

K-6 students are engaged twice a week for 45 minutes in an art centered learning environment. A strong focus is on Studio Habits of Mind as well as the Wisconsin State Standards of Art and Design. There is continuous problem-solving, skill-building, creativity, and reflecting within a range of mediums including textiles, painting, drawing, clay, sculpture, cultural arts, and jewelry. Students use technology for basic graphic arts and coding to create and explore art and view demonstrations, and 3D printing. Art history and art criticism are within the weekly lessons for inspiration. Cross curriculum collaboration between the art and classroom teachers is often used. Writing is frequently incorporated as students reflect/journal about their art and other artists weekly. Each year the lessons sequence from the previous years and make mention to prior knowledge and classroom experiences.

3. Instructional Methods, Interventions, and Assessments:

Robinson Elementary school is a K-6 Title I wide school. Our staff continuously collaborates during regularly scheduled staff meetings and informally as needed. The interventions take place in environments that are least restrictive for the students. We use a variety of teaching methods and differentiate instruction to engage and facilitate learning. We follow the gradual release of responsibility model in order to meet the needs of students within the classroom. We utilize Response to Intervention (RtI) Framework and an interventionist was added to our staff to help implement RTI. At the universal Tier I level, teachers use a variety of approaches, structures, and groupings to accommodate our diverse learners. Technology, including individual iPads and Chromebooks, is used to differentiate learning at student levels. Tier II and Tier III instructional interventions establish a coordinated continuum of targeted and specific support. This was shown with our high scores on the School-wide Implementation Review (SIR) from the Wisconsin RtI Center. In all levels of intervention, progress monitoring occurs to validate instruction and determine student growth and needs. We are committed to early academic interventions and focus on grades K-2. We have successfully used Fountas and Pinnell's Leveled Literacy Intervention (LLI) kits to provide reading interventions. For math, we use the GO Math interventions, which are embedded into our curriculum. Self-driven learners, who are above-grade level, are given technology and project based opportunities to individually work on higher level activities.

growth goals. Currently, we have approximately 53% of these students meeting their personal growth goals.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture at Robinson Elementary is a single class building where school staff and family work together to provide a positive and productive learning experience for each child. Robinson Elementary is a close knit team that focuses on nurturing the whole child and setting high academic and behavioral expectations. Our goal each day is to have students feel that staff care about them and that they care for each other.

Our staff members feel valued and supported which enables them to be more effective in the classroom. Staff regularly collaborates to share strategies and work together as a group for the best interest of our students. The staff members' opinions are heard and valued at monthly staff meetings. Our principal has a friendly attitude with an open door policy, which makes communication easy and respected. This collaborative culture allows us to maintain high staff expectations by working together and holding each other accountable.

Students know academic expectations have been set for them but they also know that staff care about them and will provide support and assistance that they need in order to achieve at a high level. Students, along with teachers, work together to achieve mastery of the skills needed at each grade level. Students understand that staff will support student's diversity and differentiate learning as necessary to accomplish success.

We take pride in creating a culture of respect, responsibility, and safety throughout our school. We find this in both the students' academic expectations and in the practice of good citizenship. In order to promote these goals, incentives such as "Gotchas", are given to students who are caught exhibiting respect, responsibility, and/or safety. Each week, the students who receive "gotchas" are entered into a drawing to win prizes. Staff also select student of the month who show good citizenship skills. These positive rewards promote student pride and ownership in our school. Students strive for good behavior and good citizenship, promoting the positive behaviors has made our school a positive environment for all.

2. Engaging Families and Community:

Robinson Elementary's success is due to the involvement and support from parents, families, and community members regarding the children's education. We work hard to help our families feel welcome. Our first contact with parents, families and the community is our child development day. One day per year, we invite families of children ages 3 and 4 to join us for a social, emotional, health, and academic screening. A variety of community organizations are available to provide training on functional skills such as seat belt safety and stranger danger to families and children.

When students begin school, they are welcomed with free breakfast and lunch programs. We work with local organizations to provide free school supplies in the fall and winter clothing for the winter. At Christmas time, we have a giving tree where local citizens provide presents and food for families in need. Robinson Elementary has created partnerships with the Forest County Health Department to provide vaccinations, and dentists to provide sealants to our students. We work closely with our local Native American tribes to provide appropriate cultural information and experiences for all students and staff.

Robinson Elementary staff stays connected with the students, families, and community throughout the year. We embrace and interact with many organizations, who provide opportunities to engage our families. Our PTO and SOARING grant have sponsored family events with literacy and math centered activities with food and prizes. The PTO hosts an interest fair yearly to showcase students' talents and hobbies. Staff find this a fun way to interact and connect with families outside of school hours. These activities allow staff to build positive relations with the families.

Our school building is the center of our community. It is used after school hours for various community activities including college level classes, language classes, exercise and weight management classes, girl scouts, and religious classes. Families also use the facility for walking, youth sporting clubs, and activity nights.

Communication with families occurs in a variety of ways including phone calls, emails, meetings in the classroom or apps, such as Remind and Class Dojo. Most teachers send out weekly newsletters to keep families informed on the happenings in their child's classroom. Families enjoy daily updates and pictures that are posted to Facebook. Using these communication methods, teachers and parents are working together to help the students achieve at their highest level.

3. Professional Development:

Our staff and administration at Robinson Elementary understand the importance of valuable professional development (PD). We have nine professional development days built into our calendar each year to support our personal school needs. Our PD focuses on the goals for each year and the yearly curriculum changes. Our staff looks at the new initiatives required for staff training, RtI, Educator Effectiveness, Technology, and cultural information.

Staff members attend out of district PD opportunities available to them. Many of these workshops, training, and course work take place at our local Cooperative Educational Service Agency (CESA) office. CESA also provides us with many resources for specific needs. There are many PD opportunities available to administration, teachers, and non certified staff throughout the year. Staff also are encouraged to further their education by attending college level courses and professional conferences such as the State reading and math conferences to support instruction in specific content areas. We also visit and collaborate with teachers in neighboring districts to learn from their success.

During the school year, we hold mini workshops among our staff where staff members are our local experts. In the past we had book studies on poverty and highly effective teaching strategies, technology classes to keep staff up to date on advancements, and shared strategies that have been successful in our classrooms.

Opportunities for professional development are endless. Administration and staff continue to pursue professional development to better meet the needs of our students. The overall goal for professional development is to choose topics that have a positive impact on student achievement. We are passionate about continuous learning to further school wide success.

4. School Leadership:

The leadership within Robinson Elementary is a partnership between administration and staff. The size and nature of our school provides a unique opportunity for staff to be involved in many aspects of the decision-making process. Our staff collaborates with each other and the administration to develop a shared vision founded in research and based on student need. This is a continual process of review and revision to meet needs of the students. We have discovered that shared leadership between principal and staff is critical to school success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Consistent staff collaboration has been the most influential practice in Robinson Elementary's success. Collaboration creates a common purpose across grade levels, leadership, staff, students and families. As a one grade per class school, staff often have informal, on the spot conversation and discussion with each other about instruction, strategies, data, and classroom behaviors. These small group discussions are just as important as our formal meetings because we get instant feedback from our trusted and valued colleagues.

Our formal collaboration meetings are often student data driven. This collaboration has allowed staff to analyze student data. This data analysis has allowed us to hold our students accountable for their learning and behavior. Staff differentiates instruction to meet the needs of all learners, at all learning levels and paces. Our collaboration allows us to make adjustments throughout the year so that all students succeed.

One of our most recent successes during collaboration, has been using formal assessments such as MAPS and Fountas and Pinnell reading levels to increase achievement. The data from these assessments are often discussed in collaboration meetings to help in the decision-making process. Currently, we are able to take the time to look at the purpose of the assessments and the information gained through these assessments stored in Educlimber and use them as valuable tools to guide instruction.

Collaboration not only occurs between our regular education staff, but also between our regular education staff and the special education staff. Weekly meetings between our regular education and special education staff focus on how to meet the needs of our special education students in their least restrictive environment and the importance of consistency across environments. This collaboration has driven the overall academic gains, particularly in closing the achievement gaps.

Robinson Elementary would not be in a successful place it is today without teachers striving for targeted instruction in an impactful way. Multi-faceted collaboration allows us to improve our teaching methods to ensure that we deliver content that instills strong academic and social-emotional knowledge and skills in our students. This allows students to not only be successful academically, but also positively impact and change the world.