

U.S. Department of Education
2023 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. Heather Dzikiy
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 300 Wasson Avenue
(If address is P.O. Box, also include street address.)

City Dubois State PA Zip Code+4 (9 digits total) 15801-1270

County Clearfield County

Telephone (814) 371-6171 Fax (814) 371-8635

Web site/URL <https://wes.dubois.school/> E-mail hdzikiy@dubois.school

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* Mrs Wendy Benton E-mail wbenton@dubois.school
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dubois Area Tel. (814) 371-2700

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 Larry Salone
(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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 4 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
- 6 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, 2022 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 Students
PreK	0
K	84
1	93
2	80
3	81
4	81
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	419

*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):
- 0.5 % American Indian or Alaska Native
 - 0.7 % Asian
 - 0.5 % Black or African American
 - 1.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93.3 % White
 - 3.3 % 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 2021 - 2022 school year: 5%

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, 2021 until the end of the 2021-2022 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2021	419
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Vietnamese, Spanish, Tagalong

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

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 419

8. Students receiving special education services with an IEP: 24 %
Total number of students served 101

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>19</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>31</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>40</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 1

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	96%	94%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

DuBois Area School District is committed to "teaching today's learners to be tomorrow's leaders," and part of the way we do it is by preparing our students to succeed after high school - whether that be in college or a career. Our curriculum adheres to Pennsylvania state standards in all subjects, including the core areas of language arts, mathematics, science, and social studies. We also offer instruction in art, music, and physical education.

17. Provide a URL link to the school's nondiscrimination policy.

<https://drive.google.com/file/d/0B80H1pw9tqWXTnNMSFJOd0xuSGs/view?usp=sharing&resourcekey=0-i8a1HI0CnldxfGBNzazKaw>

18. **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

At Wasson Elementary, our school truly is a beautiful collection of young people and adults. Our staff consists of talented and caring educators who are dedicated to making school a great place for all who enter our building. We consider ourselves a family, and have created an environment of acceptance through modeling of positive behaviors and a variety of programs and support. Each and every child, regardless of defining characteristics, is valued and an integral part of our school community.

Our Wasson students come from diverse backgrounds, and many work to overcome significant challenges in regard to economic instabilities, family situations, and unique abilities. Some students come from two-parent homes, but a larger majority of our children reside in single parent and blended families facing remarkable daily living circumstances. Many families work to overcome obstacles of ever changing family dynamics due to grief and loss, as well as the weighty impact of mental illness, addiction and incarceration.

No matter the circumstances affecting a child, our staff strives to meet their needs from the moment they begin their day. During their travel to school, student behavior is supported by our bus drivers, who reward positive choices with Beaver Tails, part of our school wide system. Many students have check-ins with staff to set them up for daily success. Our morning announcements are done by fourth graders who serve as role models, encouraging students to make it a great day. They also include social-emotional/mindfulness messages, and conclude with singing our school song. Throughout the day students engage with caring, innovative educators and paraprofessionals who assess and provide instructional support to meet their varying needs. Some students receive more targeted academic and behavioral intervention from special education, speech, Title I, autism support, and emotional support instructors. Wasson students also benefit from retired teacher volunteers who work with individuals and small groups. After school, students participate in activities to enrich their lives, such as Runners' Club, mentoring, academic intervention, instrumental music lessons, and social groups. Our students are happy, and as many of their needs as possible are met through our school programs and staff support.

At Wasson, students benefit from many strategies that encourage them to develop to their fullest potential. Our rigorous, engaging curriculum includes learning opportunities for such things as career exploration/readiness, mindfulness, and social emotional learning. Students engage in field trips to our local vocational center to learn more about trades and alternative career paths. They participate in activities which give them exposure to community resources. They are given opportunities to visit the STEAM room to explore current technologies through hands-on experiences. Our student leadership programs provide our Wasson learners with opportunities to mentor younger students as "Big Kid Buddies." Our leadership team has developed a positive behavior program that allows every adult in our building to recognize students who follow rules and set a good example for others, and gives us the opportunity to recognize classes who are working hard.

In order to fully support our students, we have many programs available to meet their non-academic needs as well. Our partnerships with local organizations allow us to have an open clothing closet students can visit when needed. We also work with a non-profit organization to provide weekend meals for many families. All of our students receive free breakfast and lunch every day. A local volunteer organization helps us provide shoes and school supplies to any students who need them. Students at Wasson are supported, encouraged, and inspired to be the best they can be every day.

One innovative program that we have implemented at Wasson is our Social Emotional Learning program. Through courses, books, and trainings, we have learned that when students are given strategies to help identify and develop their SEL skills, set personal goals, and resolve conflicts, they are improving their knowledge and skills in understanding and building relationships with others. Within our ELA and encore (art, music, physical education, wellness, and library) classes, students are introduced to a new SEL theme each month that revolves around a book and activities.

A major priority at Wasson is to establish relationships with all members of our school community. We partner with the community in several ways that set us apart from other schools. Wasson works with a non-

profit organization to distribute food for families in need. We utilize a social worker and school support therapist to meet with students. Family Title I workshop nights are offered. Wasson students make cards and crafts for winter and Valentine's Day that go to local nursing homes. Our Beacon Light partnership provides students in need with help through challenging school and home situations to support them in their learning. And our Student Assistance Program is made up of staff who identify, mentor, and match students with appropriate resources. Giving students so many opportunities to make connections is what makes our Wasson family so special.

There have also been many recent initiatives that have served to help our students grow. One is our Imagination Box event that occurred in conjunction with a community organization. This group purchased books and school supplies for every student in our building, and asked that the kids pay kindness forward in return. We have also established clubs to allow students to participate in fun activities of their choosing to enrich their school experience. So much about our school and students contributes to our unique character and culture.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At Wasson Elementary, we value consistent, daily English Language Arts (ELA) lessons using a common-core aligned curriculum/standards. Best teaching practices, acquired through professional development, and frequent assessments help to drive our instruction and fill in any learning gaps that may need addressed for our students to be successful. We utilize Wonders, Storyworks, the Thompson Text Dependent Analysis Model, 4-Lenses, Step by Step Learning, and LETRs curriculums/programs in our ELA teaching. All teachers follow the pacing guide for their grade level that is outlined and revised each year to align with our district calendar. This ensures that all concepts are adequately taught and reviewed prior to the end of the school year.

Our reading curriculum goals in grades K-3 include phonemic awareness, phonics/spelling, vocabulary development, comprehension, grammar, and writing. In each grade our students receive approximately 100 minutes of whole group reading instruction, 60 minutes of small group instruction, and 20 minutes of small group remediation/intervention called PRIDE time.

In grades K-3, whole group lessons begin with phonemic awareness activities and a phonics lesson. We cover the essential question for the day and focus on a paired fiction/non-fiction story, which guides the development of comprehension, retelling, and summarizing skills. Students are also engaged throughout the week in modeled writing activities, based off of the weekly essential question and stories, and grammar lessons.

During small group time, classroom, Title I, and learning support teachers work with groups to help our students who need the most intervention. Groups are focused on targeted skills, which include forms of phonemic awareness, phonics, fluency, comprehension, and writing. Once small groups are finished, students participate in PRIDE (proactive, remediation, intervention, differentiated instruction, and enrichment) time. The class works independently on specific tasks while the classroom teachers assist students who have the most need.

In addition to our daily classroom observations and formative assessments, we also use diagnostic, summative, and benchmark assessments to drive our instructional decisions. Acadience Reading is used as our benchmark assessment at the beginning, middle, and end of the year. This assessment helps us to identify students who need intensive, strategic, or core support. Students requiring intensive or strategic support are often identified as our Title I reading students and are closely monitored using the Acadience progress monitoring assessments to track their progress. After completing the diagnostic assessment, teachers analyze the data to determine what targeted skills students need to work on in order to place them into intervention groups based on their individual needs. Students in these intervention groups are also progress monitored to see if they are showing growth within their flexible group intervention time. Our common, district-created topic assessments are used as our summative assessment after completing our weekly ELA units. These assessments are used by the teachers to measure the students' mastery over the course of the topic.

Our fourth grade students engage in a curriculum designed to support reading comprehension, vocabulary development, and writing. In fourth grade, students transition from the primary grade curriculum to one that includes a focus on word study, analysis of literature and informational text, and response to open-ended prompts through essay writing. We utilize StoryWorks magazine as our primary resource, providing students with highly engaging, multi-genre texts. The ELA block includes instruction on grammar, word study, components of literature and informational text, text dependent analysis, and writing. Title I services are determined using state assessment and district benchmarking data, allowing for students to receive small group instruction. Our curriculum also includes online programs that target areas of need for students and move them through intervention activities at their own pace.

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

At Wasson Elementary, we value consistent, daily mathematics lessons using a common-core aligned curriculum/standards. Best teaching practices, acquired through professional development, and frequent assessments help to drive our instruction and fill in any learning gaps that may need addressed for our students to be successful.

In all grade levels, we use Eureka Math as our primary curriculum resource. This research-based, rigorous mathematics curriculum was adopted by the DuBois Area School District six years ago. All teachers received professional development training from Eureka Math professionals during the implementation of the curriculum, as well as access to instructional support materials and resources to help maintain the validity of the program. Numerous teachers in our school were members of our district math planning committee, which helped to develop our mathematics curriculum maps, pacing guides, and common assessments. All teachers follow the pacing guide for their grade level that is revised each year to align with our district calendar. This ensures that all concepts are adequately taught and reviewed prior to the end of the school year.

Our mathematics curriculum goals in the primary grades work toward building a solid foundation in counting and cardinality, operations and algebraic thinking, numbers and operations, geometry, and measurement and data. As learners progress into our third and fourth grade curriculum, while still developing their math fluency and skills, they are challenged to start applying their mathematical knowledge to engage in more difficult mathematical processes and applications.

In each grade our students receive approximately 50-60 minutes of instruction using our math curriculum and 25-30 minutes of small group remediation/intervention called PRIDE (proactive, remediation, intervention, differentiated instruction, and enrichment) time. We start our lesson with fluency activities to increase accuracy and automaticity. Our students use higher level thinking skills and collaboration with peers to complete an application and word problem following the read, draw, write (RDW) process. For the concept development part of the lesson, our teachers provide explicit, direct instruction addressing the objective for that day's lesson. Our teachers model problems concretely using a variety of manipulatives, then in pictorial drawings, and lastly move to the abstract mathematical equations and algorithms based on each student's stage of learning. Each teacher develops a differentiated plan and chooses practice problems that are appropriate for the students in their classroom. The teacher gives the students time to work in small groups. After instruction and practice, the teachers will assess student learning through an exit ticket. This brief formative assessment allows the teachers to identify the students who have mastered the skill, need more practice on the skill, or need a reteach of the skill. The students needing additional support on the topic are identified through this assessment and given more instruction during the scheduled small group PRIDE time. Students who have mastered the lesson goal are given enrichment activities or additional tasks on our online math programs.

In addition to our daily classroom observations and formative assessments, we also use diagnostic, summative, and benchmark assessments to drive our instructional decisions. After completing the diagnostic assessment, the teacher can analyze the data by topic to see areas of strengths or needs for each student. Each student is placed on a learning path to address their areas of need through the program. Our common district-created topic assessments are used as our summative assessment after completing a module topic. These assessments are used by the teachers to measure how much the students have mastered over the course of the topic studied in that module. Acadience Math is used as our benchmark assessment for mathematics at the beginning, middle and end of the year. This assessment helps us to identify students who need intensive, strategic, or core support. Students requiring intensive or strategic support are often identified as our Title I math students and closely monitored using the Acadience Math progress monitoring assessments throughout the year to track their progress and the effectiveness of our interventions.

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

Students are taught elements of life science, earth science, and physical science. Some of the major topics included in these areas are organisms, cells, genetics, landforms, weather, properties of matter, force and

motion, and energy.

A core component of our instruction stems from the use of the Study Island program which aligns to the current PA Core Standards. Students are offered lessons, interactive and digital explorations, videos, and assessment questions. We supplement with the use of STEAM materials such laboratory tools, circuits, weather instruments, as well as teacher provided materials for projects. Steps of the scientific method are implemented into many of the lessons with experiments such as explorations with gummy bears where students investigate how and why some types of matter dissolve, an ice cream experiment where students learn terms such as chemical and physical changes as well as mixtures and compounds, and building and launching their own model rockets to understand how various forces affect motion. Another supplemental material is the Generation Genius program that offers engaging, student-centered videos, discussion questions and project ideas. Teachers emphasize the importance of students always asking questions about the world around them using ideas from Mystery Doug Science. Teachers also incorporate the Four Lenses of Learning where instruction is meaning centered, social, language based and personal. Additionally, each year, students are given a seedling to take home and plant.

Students are assessed through teacher observation, products created both individually and cooperatively, Study Island assessments, and student assignments on paper. Our fourth graders also take their PSSA assessment in Science each May.

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

Students are taught about the regions, land forms, and natural resources located in Pennsylvania. Students also learn about the early inhabitants of Pennsylvania, the settlers, animals from this area, and the state and local governments. Lastly, students learn about entrepreneurship and Pennsylvania entrepreneurs.

Our curriculum is aligned to the PA Academic Standards for Social Studies, Civic Learning and Career Education.

A core component of our curriculum is the PA Studies Weekly newspaper. This interactive digital resource has lessons on the principles for shaping governments, individual rights and responsibilities, physical characteristics of places and regions, articles and artifacts relating to the history of Pennsylvania, and characteristics of social groups relative to Pennsylvania.

Students are encouraged to “turn and talk” while learning. This gives students the power to share ideas in a language based environment. It is meaningful, students are offered a voice, and it shares communication among peers. We also use the metacognitive strategies during instruction. This empowers students to think about their thinking. It also engages students by making inferences about pictures, developing higher order thinking questions about topics relating to our state, making connections to other topics, and visualizing situations and places discussed in class. PA Studies also offers videos, comprehension questions, and tests that can be used as assessments.

Following are some of the specific activities used to enhance instruction at Wasson Elementary School.

Students begin with a map exploration of our state; learning about the regions, as well as the major cities, rivers, and surrounding areas. Students are introduced to the state symbols and state flag and are taught the significance of each item, and how it relates to the development of our great state.

Students then complete a project on learning about the elk in our region. Students are actively involved in learning about the elk population through discussions, projects, and research about the habitat of the elk, the possible predators, and the conservation needed to protect the elk population in Pennsylvania. Students culminate this instruction with a field trip to the Elk Center in Benezette, PA. Students are assessed on discussion question responses, teacher observations, and graphic organizers to determine understanding.

Next, students begin learning about the duties of the armed forces. Students study and learn about the branches of the military, the Tomb of the Unknown Soldier, Arlington National Cemetery, as well as the

history and importance of Veterans Day and the sacrifices made by those defending our country. Students write letters to the veterans in our community and invite veterans to our school for a program in which they are recognized and thanked for their service.

Our students are also involved in STEM projects like creating a longhouse to represent the Iriquois Indians of Pennsylvania and how they lived. Students show their creativity and understanding of another person's way of life.

Finally, students are required to complete a research project on a famous Pennsylvanian entrepreneur. Students must identify risks and rewards of an entrepreneur, steps needed to be a successful entrepreneur, and if the student would personally enjoy that profession. Students have enjoyed learning about Milton Hershey and his failures and successes throughout his lifetime. To culminate this activity, students take a field trip to the Jefferson County Vocational technical school and learn about possible careers.

1e. For schools that serve grades 7-12:

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All Wasson students K-4 receive instruction on the Visual Arts 30 times a year during 45 minute classes. The basis of our curriculum centers around the elements and principles of design. Throughout those lessons students are developing their ability to understand and communicate ideas visually. These ideas include learning about famous artists, different cultures, and our own national history. Students also learn about the science of color and material studies using materials ranging from simple 2D media like crayons, pastels, and paint to more involved projects using paper mache, plaster, and clay. Our Wasson students are also fortunate enough to have access to our kiln, giving them the opportunity to create and fire pottery. Projects are displayed within the school and throughout the community.

2b. Physical education/health/nutrition

Wasson operates on a 6-day rotating schedule and the students meet for 45 minutes. Day 1-3 is scheduled for Physical Education and Day 4-6 is scheduled for Wellness Education. The students who are scheduled to attend Physical Education on Day 1 (one class from each grade level, K-4) are also scheduled to attend Wellness on Day 4. The students who are scheduled for Physical Education on Day 2 (including our students from our Autism Support classrooms) are also scheduled to attend Wellness on Day 5. The students who are scheduled to attend Physical Education on Day 3 are also scheduled to attend Wellness on Day 6. Each student participates in a total of 30 Physical Education and 30 Wellness classes in a school year. In Physical Education the students receive a standards-based education in a variety of sport skills and physical activities including but not limited to locomotor/non-locomotor movement, manipulatives, cooperative games, basketball, soccer, etc. And in Wellness, the students receive a standards-based education in a variety of Social Emotional Learning skills including but not limited to breath awareness, self awareness, mindful movement, and interpersonal skills as well as wellness skills including hand washing, nutrition, hygiene, and Drums Alive.

2c. Foreign language(s), if offered (if not offered, leave blank)

Students in our Pupil Enrichment Program program (PEP) utilize Duolingo for Schools to explore foreign language learning opportunities. They can choose from a variety of different languages to learn and progress

is monitored by the PEP teacher. Typically, these opportunities are student-centered and used as academic enrichment for high-achieving students at the elementary level. Some of the languages studied by students have included Spanish, German, Italian, Swedish, French, and Japanese.

2d. Technology/library/media

Grades Kindergarten through fourth have regular 45 minute library classes on a six-day rotating schedule. All students have library class one time each rotation where students are often read to by the librarian followed by the opportunity to find and check out books. The students learn library skills such as how the library is organized, and how to find books in the library. Many other skills such as parts of a story, alphabetical order, genres, and parts of a book are taught as well, which are lessons that are reinforced in the regular classroom. In the intermediate grades of third and fourth, students are taught technology skills, specifically Google tools. They learn how to create and organize folders, start and edit a Google Doc, and use Google Slides. Outside of Google, students are taught how to use a database to find information, and then they learn how to put that information into a research project using Google Slides. Additionally, all grades are taught Digital Citizenship lessons that teach media balance, visiting safe websites, and spreading kindness while online. Throughout the school year, each grade completes a library STEAM project that encourages the students to be creative while working as a team. Documentation of the project is then placed in each student's career folder as part of the state required career standards.

In addition, our school is 1:1 with Chromebooks for our students. Our teachers utilize Google Classroom to provide students with opportunities to engage in collaborative projects and digital activities. Through our use of Clever, students have access to many online resources that provide support for instruction, intervention, and enrichment.

2e. Any other interesting or innovative curriculum programs you would like to share

Our school is fortunate to have a dedicated space for STEM (Science, Technology, Engineering, and Mathematics) and computer science activities. With the help of our classroom teachers, building Instructional Technology Coach, and district Director of Technology and Innovation, students have opportunities across grade levels and curriculum areas to engage in hands-on lessons using cutting-edge technology on a weekly basis. Our Kindergarten and first grade students learn how to code using software as well as programmable robots. In second through fourth grade, students create printed patterns that they fold into three-dimensional objects. They also learn how to program robots and use editing software along with green screens to produce high quality videos. All of these tools allow our students to work cooperatively, engage in exciting and meaningful projects, and gain experience with relevant technology. Classes across grade levels even team up to work in our STEM room for peer mentoring so that students are well versed in using the diverse technology resources. In addition to the tools mentioned above, students have access to a Lego wall, sand table, Promethean board, iPads, circuit kits, puzzles, magnetic tiles, and much more in our STEM room. This is a central location in our school for innovative teaching and learning that benefits all of our students.

Another innovative program offered to our students is the district wide Summer School Enhancement Program that is held each summer for three weeks. Wasson's attendance at the summer school program is the highest in the district. Summer regression is a huge concern and this program offers students the opportunity to bridge the gap. During this program, students receive individualized academic intervention or enrichment in ELA and math, as well as an extension activity each day. These extension activities include exciting opportunities such as cooking, baking, engaging in STEM explorations, building, and video creation/editing. After school programs are also offered to students in our school who present the greatest academic needs twice a week. During this time, students not only receive academic support, but can also engage in practicing social skills and receive snacks.

3. Academic Supports

3a. Students performing below grade level:

Math:

Students complete the Acadience Math benchmark assessment at the beginning, middle, and end of the year in each grade level. Based on this assessment, students are identified as needing core, strategic, or intensive support in math. During our math data meetings, we discuss the intensive and strategic students who are not already identified for learning support further to determine their progress in the math classroom and if they would benefit from Title I math support. If the student is showing a number of deficiencies compared to their peers, they are placed in the math class with Title I support. The Title I math teacher co-teaches with one classroom teacher in each grade level first through fourth for the entire math period daily. The Title I math teacher plans and implements the fluency and review activities for the lesson to help fill in any gaps that the students may have in skills needed to be successful in the lesson. The classroom teacher does the concept development part of the lesson and makes appropriate adjustments to the way the lesson is presented to meet the needs of our lower level students even though they are still receiving the same core content that all of our other students are getting in the classrooms without extra support. Since there are two teachers and a Title I aide available in this classroom, students have many opportunities to work in small groups or even one-on-one to address any skill gaps or difficulties that may arise. Based on the analysis of the assessment data from our exit tickets, topic assessments, and our benchmark assessments, students receive specific intervention on skills they are struggling with during designated small group time. Each student in the Title I math supported classroom completes routine progress monitoring assessments, so we can closely monitor their progress and make adjustments to our instruction and interventions, as needed.

Reading:

In kindergarten through second grade, students complete the Acadience Reading benchmark three times a year. Based on the data from the assessments students are identified as needing core, strategic, or intensive support in reading. These students are then placed in Title I reading classes for Tier 2 intervention. During planning meetings, we group students with similar needs into daily reading groups with Title I specialists. Students are also placed in flexible reading groups for extra daily Tier 2 intervention time. During these intervention times students receive extra help, support, and practice on targeted reading skills including phonemic awareness, phonics, decoding, fluency, and comprehension, along with some writing practice. Progress monitoring is done to assess the students' progress, needs, and placement in these groups. In third and fourth grades, PSSA and Exact Path assessment data are used to identify students in need of Title I intervention. Students benefit from small intervention groups based on specific skill needs. Both Title I specialists and classroom teachers collaborate to provide differentiated, targeted instruction for students to address areas of concern.

3b. Students performing above grade level:

Students who have achievement scores that are in the extremely high range and have an IQ of 127 or above in any area of testing receive gifted education services which can include enrichment, acceleration, or both in their area of strength. Within the Pupil Enrichment Program (PEP) students can explore many topics that interest them and compete in district and regional academic competitions. Some topics that have been explored in PEP include ancient Egypt, the stone age, a building newsletter/paper and many more. PEP students in 3rd grade and up can participate in a variety of regional competitions such as the academic challenge, presidents competition and reading competition.

3c. Students with disabilities:

To provide academic supports at all levels of services, Wasson Elementary includes: Two Learning Support teachers, two Learning Support Paraprofessionals (providing Itinerant and Supplemental Levels of services), Two Speech/Language teachers, Four Autism Support teachers, 10 Autism Support Paraprofessionals (providing Itinerant and Supplemental Levels of services), and One Emotional Support Teacher (providing an Itinerant Level of services). During the 2021-2022 school year they provided services for 101/423 students, or 23.8% of Wasson Elementary School.

access to the general education curriculum in the least restrictive environment possible. The DuBois Area School District, including Wasson Elementary, regularly dedicates resources to place and maintain students in the least restrictive environment. By utilizing instructional paraprofessionals, child-specific paraprofessionals, itinerant support teachers within the regular education classroom, assistive technology, augmentative communication devices, co-teaching, differentiated instruction, as well as modified curriculum materials/assessments to educate students in the regular education setting.

Additionally, School Psychologists, Special Education Director, and Supervisors work with all staff throughout the year to ensure that instructional supplementary aids and services are available for all students in order to provide all learners with small-group instruction at their own instructional levels, when necessary. The frequency and length of the small-group lessons vary, with the greatest amount of time (i.e., daily 30-60 minute lessons) provided for students with intensive needs.

Instructionally, our educators and support staff are trained in the development and delivery of instruction that addresses diverse learning needs. This includes, but is not limited to: provision of modified curricular goals, alternate ways for students to demonstrate learning, test modifications, alternate materials and/or assistive technology, instruction on functional skills, changing methods of presentation, using reader services, research based supplementary materials, and instructional adaptations.

3d. English Language Learners:

The English Language Development Program provides English Language Learners with an instructional curriculum that will enable them to fully participate in their educational experience in school and in their social lives within the community. The ELD Program is content-based and aligned with the Pennsylvania English Language Proficiency and Academic Standards. Language instruction focuses on developing literacy skills, communication, and academic knowledge in the content areas. The district assesses students annually using WIDA ACCESS for ELLs and the WIDA Alternate ACCESS for ELLs. This yearly summative assessment measures an ELL student's English language abilities in Listening, Reading, Writing, and Speaking.

Students in the ELD program are taught using a content based pull-out program. The ESL teacher collaborates with the classroom teachers and special education teachers to tailor instruction to the specific language and academic needs of each individual student. English Language Learners are fully integrated into the instructional curriculum of their grade level classrooms.

A variety of instructional modifications and accommodations for English Language Learners are included in daily instruction both in the ELD classroom and throughout the content areas. A checklist, examples, and professional development are provided to the content area teachers at the beginning of the school year and throughout the year as needed. Collaborations between content area teachers and the ELD teacher occur throughout the year and are based on the needs of the individual student or teacher.

Students are taught using multiple modalities. Teachers utilize visual strategies, auditory strategies, reading and writing strategies, and kinesthetic strategies. The most common modifications and accommodations provided to the English Language Learners are giving instructions, directions, and tests orally, allowing for errors in spelling, grammar, and writing, highlighting key vocabulary, assessing comprehension through alternate assessments, reducing multiple choice questions and text, using group projects rather than individual work, providing graphic organizers, study guides and outlines, extended time on tests, using videos and visual diagrams, providing hands on activities, role-playing, and the use of translation apps and dictionaries. Students are taught note taking and organizational skills, songs, dances, and poems to remember facts and strategies. Teachers teach ELL students background knowledge facts and information for social studies and other assignments.

3e. Other populations, if a special program or intervention is offered:

Wasson Elementary has the privilege of being home to our district's Autism Support program, bringing students with autism from all other elementary schools to be a part of the Wasson family. Students in this

program benefit from experienced instructors who work with them to meet goals in all areas of their development. Our Autism Support classrooms are equipped to provide students with any services, assistance, and technology they may require, and our recent school renovation included a new wing in which two of these specialized classrooms are housed.

Our Autism Support teachers utilize the Pennsylvania Training and Technical Assistance Network's Autism Initiative Applied Behavior Analysis program. This research-based instructional program for students with Autism Spectrum Disorders focuses on filling gaps in social skills, vocabulary, and expressive language to allow students to better access academic instruction. It includes students across all levels of functioning and allows for a focus on communication skills and inclusive practices.

Opportunities for inclusion are always offered, encouraged, and expected, giving our students with autism a full school experience both academically and socially.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our school utilizes a variety of ways to engage and motivate students within the learning community. We count on everyone from the principal to the bus drivers to help create a safe, positive, and inclusive school culture. This environment supports students' academic, social and emotional growth, and college or career readiness.

First, we all practice the same expectations that we put on our learners. The adults in the building are courteous, supportive, and caring toward one another. Modeling these qualities make us all a good example for the students that we are trying to reach. Everyone is treated as an individual with their own unique character traits. We give everyone a chance to be themselves and encourage it through some of our different programs. There are several weeks dedicated to social emotional learning that are supported by our school counselor and school leadership team. We have "Start with Hello" week as a way to promote kindness throughout our school. One of the activities that we do is to give notes to each other with positive words on them such as "you're amazing" or "you brighten my day." These notes can be given to anyone so it gives the students and staff a chance to stop and say the kinds of things to each other that we might not otherwise because everyone is always so "busy."

Next, we utilize a social emotional learning theme for every month. The theme has a book to go with it for primary and intermediate students. The school counselor will introduce the theme over the announcements and the classroom teacher will read a book that goes along with the theme. For example, one month we focused on anxiety and the classroom teachers read "A Little Spot of Anxiety" with the classroom. Our wellness teacher then has lessons focused around the theme as a way to help students to understand big feelings and what strategies to use when we have them.

We also have a schoolwide positive behavior plan based on three rules: Be respectful, Be safe, Be Awesome - We are Wasson Proud! We are the DuBois Beavers so we chose the theme of "beaver tails." Every adult in the building has a stash of beaver tail tickets as do the bus drivers. We are able to give them out to whoever we want, whenever we want. Anytime we see students doing good things, it gives us a chance to recognize them no matter how big or how small the good thing is. We also have chances to earn tails as a class for when we catch everyone doing the right thing. Students get shoutouts on the announcements, prizes, class rewards and a chance to win the coveted "Golden Beaver" trophy that travels around the school every quarter.

When it comes to career readiness, we have utilized the Junior Achievement program that brings in people from local businesses to help students learn about various careers and what skills they will need to be productive members of society. Our fourth graders travel to the local technical highschool to explore careers of interest and gain hands-on experience. Each year, the entire school participates in a career awareness week with special daily themes and inspiring announcements. The librarian teaches lessons around career readiness and Career Cruising as well to support our district vision that says "Teaching Today's Learners to be Tomorrow's Leaders."

With all of these things in place, we have been very successful. It truly does take a village and every person plays a vital role in helping to engage students to ensure their success.

2. Engaging Families and Community:

Engaging families and the community is a crucial way to help support the academic success of students. It is important that our programs implement strategies to enhance school success and develop partnerships with families and community members. At Wasson, our staff continually works to establish a warm and welcoming environment for students, families and community alike. When all constituents are treated with mutual respect, a cohesive and safe setting is maintained which sets the foundation for trusting relationships and engaged learners.

Prior to the start of a new school year, students, families and the community participate in a school wide open house. Many families will join Class Dojos which allows continual communication between home and school. Families are invited to participate in face to face conferences twice a year to celebrate successes and discuss potential concerns. Our school maintains an active presence on social media and each week pictures of our awesome Wasson students can be seen displayed on the district digital sign for the entire community to honor.

If academic, behavioral or emotional difficulties arise, families are vital members of intervention planning with our dedicated staff, Child Success Team and the Elementary Student Assistance Program. In addition to services provided by the school counselor, other layers of support for students experiencing mental health issues are addressed through the individual and small groups services offered by the School Support Therapist, Social Worker as well as Beacon Light Program.

For many of our children, a large part of their success depends on the school and community working together to meet their most basic needs. Wasson partners with Second Harvest Food Program to provide weekend meals for students. We Care for Kids is a non-profit community organization which supplies additional snacks and clothing for all students and struggling families. Our committed staff works to identify and provide support for children and families in homeless situations. We have established positive relationships with local churches and community organizations to ensure support for families in need during the holiday season.

An active Parent Teacher Association is evident in the school setting which works tirelessly to support many activities throughout the school year. Their continual presence brings much joy to children as they benefit from book fairs, Fun Day, runner's club, yearbook, snacks/treats for theme days and special holidays and events throughout the school year.

Efforts to enhance social emotional learning occurs in our efforts to motivate our learners to be the best they can be. Specific projects during the school year aim to give back to the community by collecting items for the Food Pantry, raising funds for Make a Wish, creating Valentines, pillows, blankets, and snow globes for our friends in local nursing homes, veteran's hospitals and cancer centers. When our school partners with families and community organizations, the power we have to advocate, engage and improve the school experience for our students is greatly enhanced.

3. Creating Professional Culture:

As a school community, we understand that everyone takes part in representing our district, so professionalism is very important to us. In order to maintain professionalism, it is very important for the administration, teachers, and staff to feel valued and supported. When these things are happening, it makes everyone feel included and that makes for a wonderful teaching and learning environment. Wasson does many things to help maintain a positive and inclusive culture for everyone.

The principal is clear that she has an open door policy and we are allowed to ask for help anytime we need it. She treats everyone with respect and does not minimize our feelings. We had "getting to know you" activities at the start of the year as a way to learn about and welcome new teachers and to also learn new things about each other. Then we had "teacher trivia" with a chance to earn a free jeans pass. It was a lot of fun and we learned a lot of new things about each other.

The teachers and staff within our school all have a common goal of helping to develop a love of learning within our students. We work as a team and collaborate with and across grade levels. Older students buddy up with younger students for ELA, math, and STEAM activities. We have events throughout the year for everyone to participate in and we have assemblies to cheer about all of our successes. The teachers and staff treat each other and the students with respect so that we are easily able to expect the same from all learners as well.

Our district has a technology team that consists of teachers in each building. These teachers develop and

offer professional development activities to the staff as a way to learn about and utilize all of the new technology that we are receiving to use in our STEAM classroom. The teachers within the building are surveyed as to what day of the week would be best for us to meet and what topics we would like to cover. Being asked for our input is motivating because it gives us a chance to name some of the things we want to learn instead of simply being assigned topics.

We have also had book study groups for another professional development opportunity. Books are offered to anyone who would like to participate. These groups meet to discuss the topics within the reading and get professional development hours for doing so. Teachers feel valued and appreciate being able to choose the topic that will best further their individual professional development goals.

Through doing these things, we have been able to create and maintain a positive school environment where every person in the building is made to feel important and valued.

4. School Leadership:

Our school has a leadership team that consists of educators, the guidance counselor, and principal. Our school's vision statement of "Teaching today's learners to be tomorrow's leaders" helps to shape our philosophy of what leadership looks like within Wasson. The leadership committee has taken on many roles to help foster our school's success. Our celebration awards assemblies, holiday assemblies, Read Across America week activities, school reward system, clubs, and grant writing are just a few examples of what our leadership team puts together for the school.

We have a trained crisis committee that works together to ensure the safety of all students and staff. They have worked to plan and have the staff practice what steps we will take if we have a crisis event. This has made it much easier since we know all of the policies and procedures that everyone will follow if an event ever occurs.

Our intervention response team consists of teachers and staff who have been trained to handle situations in which students are a danger to themselves or others. The rest of the school knows how to access the team should they need help or to transfer a student to a safer place in order to help them to calm down and be able to process through what has happened. This helps to maintain a safe learning environment for everyone.

Wasson also has an Elementary Student Assistance Program (ESAP) team. Teachers may refer students to the ESAP team that may have some mental health needs, but do not have any outside services and require some extra assistance. The teachers and staff on the team take referrals from parents and classroom teachers and then work together to come up with a plan to help address the needs of the child. Teachers are paired up with the students as a way to "check in" with them to see if any needs arise and as a way to build a positive mentoring relationship.

It is truly amazing to observe the constructive changes that have occurred at Wasson since administration has recognized and empowered the staff to work together to collectively create a more positive and supportive environment for students and staff alike!

5. Culturally Responsive Teaching and Learning:

Each morning, the tone is set by listening to positive messages on the daily announcements which build character and enhance pro-social skills. Our announcements are read by a staff volunteer and a fourth grade student, and always end with a reminder to practice our three school rules: be respectful, be safe, be awesome. We are Wasson Proud. These rules are the consistent, school-wide, behavioral expectations which inspire all individuals to be "Wasson Proud."

Another program which contributes to culturally responsive teaching and learning is our Social and Emotional Learning program. Each month we focus on a different theme, read stories and participate in activities to enhance the theme. Particular themes which support cultural diversity include respect and positive relationships, kindness and friendship, empathy and compassion along with being yourself and

confidence.

Throughout the school year, we have fun with school-wide themes to celebrate additional topics such as Inclusion during our Start with Hello Week, Differences and Acceptance during Autism Awareness Month, The Great Kindness Challenge, Bullying Prevention, Red Ribbon Week, and Homeless Awareness to name a few.

Our school is located in a low income town and we have several programs and partner with different groups to help meet the basic needs of our students. The following are some of these programs. We partner with Second Harvest which sends home weekend food with students that are not food stable. We Care for Kids is another program that we partner with. The staff take requests to the group for food, clothing and school supplies and they purchase needed items for students. Our clothing closet is supplied with clothing, shoes, backpacks and hygiene items through donations from school members and the community. This helps to ensure that all students have what they need. Our district program for the homeless also helps with clothing, school supplies and special transportation to and from school to help keep consistency when a child is uprooted and faces homelessness. Meeting the basic needs of students is a very important part of learning and students cannot learn if they do not have the proper clothing and food to eat so we work together to ensure this happens.

We take steps as a school to make sure that we reach out to families and they can reach out to us anytime a need arises. Wasson schedules various meeting times that are open to parents through child study for struggling students, parent teacher conferences, and online means such as Class Dojo, Remind and our district email. Communication with families is very important to help create a partnership for learning.

Having all of these things in place helps to meet the needs of our learning community as a whole. People come from a variety of backgrounds and we do everything we can to make sure everyone feels safe, cared for and included in our school.

PART VI - STRATEGY FOR EXCELLENCE

Without a doubt, the key to our success at Wasson Elementary is our commitment to building relationships. These go beyond the traditional teacher/student connections that, while so important, only encompass a small part of what makes up our Wasson Family.

Every adult and student in (and outside) our school is a part of this family. Our staff members build lasting relationships with our students, their parents, and their families. We welcome baby brothers and sisters as visitors to our classrooms. Older siblings come back to visit with their former teachers regularly. Seeing the adults in our school connect like this encourages our students to build relationships with each other, which we foster through activities that promote kindness and tolerance. It is an incredible thing to watch students cheer for each other when one is recognized for a job well done.

This support does not end with teachers and students. We value all of our staff members, and involve them in our daily activities. Students know that they can rely on any one of the adults in our school, and are also accountable to them and to each other. Everyone, from our bus drivers to cafeteria and custodial staff, is a part of our family, and plays integral roles in the lives of our students.

And, perhaps most importantly, is the trust our staff members have in each other. What we do every day is not easy, but is possible because we are a team. Our Wasson Family team collaborates in a way that allows for us to care for the children we serve completely. This includes not only academics, but social and emotional well-being. Our rigorous curriculum makes space for instruction on mindfulness, to help students face challenging situations and cope with trauma. We provide clothing and shoes to those in need, as well as food over weekends and breaks. Our staff members also support each other by team teaching across grade levels, collaborating on activities, providing mentorship for new teachers, and conducting their own professional learning groups to enhance their teaching practice.

Helping and supporting our students motivates them to want to work hard, and they continually rise above their challenges to achieve. Everyone in our Wasson Family takes pride in our school, and we all work together so effectively because of the relationships we have cultivated. Every person in our school community has a role that is critical to our success, but it is our combined strength that makes us great.