WSD Webber Elementary School 2026/2027 IMPLEMENTATION PLAN

Webber Elementary School is home to a vibrant learning community that serves and supports 333 students and families in Orange County, California. The vision of Webber Elementary is to provide the best possible learning environment for all students, driven by the Common Core standards and our District's goals in rigorous standards, student engagement, and integrated technology. It is our collective responsibility to educate and empower all students to persevere towards excellence through a distinctive, rigorous, and engaging academic experience. We want students to learn 21st Century skills and critical thinking to reach their highest potential as effective citizens that can meet the demands of a rapidly changing world and global economy by providing exceptional and innovative learning experiences where all learners thrive. We partner closely with families to ensure they are equipped with the tools and resources necessary to support their students' academic, social, and emotional growth.

INTEGRATED STUDENT SUPPORTS

Social Emotional/Mental Health Supports

At Webber Elementary, a holistic approach to social-emotional learning (SEL) is central to supporting student well-being. Mindful regulation breaks and designated calming spaces are integrated into the daily routine, providing students with opportunities to manage emotions effectively. Consistent positive behavioral supports and incentives foster a culture of respect and cooperation schoolwide, supported by a PBIS (Positive Behavioral Interventions and Supports) system that teaches clear schoolwide expectations and provides Tier 1-3 support to meet the needs of all students. Dedicated counseling support 5 days a week ensures individualized emotional regulation assistance. Evidence-based programs like Second Step and Zones of Regulation, alongside teacher-led SEL curriculum such as Mind UP and Brave, are seamlessly integrated into classroom instruction. Part-time community liaisons support communication between the school and home.

We plan to create an SEL room where students can visit to receive targeted support from our full-time counselor, allowing them to practice and implement strategies in real time. This space will help ensure Multi-Tiered System of Supports (MTSS) are available and responsive to the varying social-emotional needs of all students. This comprehensive approach reflects Webber Elementary's commitment to nurturing students' social-emotional skills, fostering a supportive environment conducive to academic and personal growth.

Academic Intervention and Support

Webber Elementary School has a multi-tiered approach to learning and well-being. Teachers have been trained and are supported with ongoing professional development and inquiry groups to go deep into the work of Reading and Writing Workshops. Instruction is guided by essential standards and supported by collaboration in Professional Learning Communities (PLCs) to ensure mastery of the standards and to strategize how to best support students who either master the content or require additional Tier 2 intervention. We plan to ensure mastery of 25 ELA essential standards

and will track student progress closely, using that data to inform and strengthen our RTI² (Response to Intervention squared) response.

For best first instruction (Tier 1) and intervention support (Tier 2), Webber Elementary School has implemented Structured Literacy practices with a focus on phonemic awareness and phonics in primary grades to meet the needs of our diverse student body. We support the development of critical thinking with integrated technology school-wide. Conferring, small group instruction, and strategy groups are how teachers know their students as learners and meet their individual needs. Students who need another layer of support join our Tier 2 team for small group reading intervention which targets specific gaps in phonemic awareness, phonics, fluency, and comprehension. This work is supported by our full-time intervention support teacher who will support literacy through the Orton-Gillingham approach to teaching literacy. This approach is a direct, explicit, multisensory, and sequential way to teach literacy to young readers and has shown promise in strengthening our students' reading skills.

We have restructured our interventionist approach to support our RTI² model, planning to continue offering targeted intervention to students five days a week, all aligned with Common Core standards.

Physical Supports

Webber Elementary School families have access to a myriad of resources to support their physical needs, including food, clothing, housing, medical care, parenting classes, and school counseling services. Our current part-time Community Liaisons (both Vietnamese and Spanish, our two main languages) have established strong relationships with our families, and our community knows that they can come to school and get help whenever they need it. The School Community Liaison (CL) brings families together through community outreach, promoting school events and providing translation as needed. They promote parent workshops and deliver presentations, supporting our student population through community resources and information to assist families with essential needs such as school clothing and shoes, pajamas, blankets, backpacks, school supplies, hygiene products, food, and much more through our WSD Boutique and community partnerships. Community Liaisons connect parents to these vital resources and follow up with families for additional support or per family request. The strength of these partnerships is based on building relationships where confidentiality, trust, and safety are paramount. Due to the importance of Community Liaisons' work and the rapport they already have with parents, it would be beneficial to increase their hours to have them available to interact with families for a larger portion of the day. Being a more visible presence will encourage families and students to seek their assistance throughout the school day.

Our weekly newsletter highlights the community events and resources that families can access during the week, which may include our WSD Food Distribution, WSD Free Clothing Boutique, Second Harvest food distribution, Hurtt Mobile Family Clinic, Hoag Well-Being classes, Healthy Smiles Dental services, free vision screening, District Assistance League's Operation School Bell New Clothing Pick Up, and parenting classes.

It is important to mention the many staff development opportunities Community Liaisons have and the Professional Learning Community they are a part of. Community Liaisons receive six initial hours of training at the beginning of the year through our Keenan system to learn about protocol, procedures, and safety. In addition, CLs come together at least six times per year to be trained on Community Resources, Attendance, Technology, Customer Service, and to network and learn from each other. This extensive communication and training makes them professionals in their field and an integral part of caring for the whole child.

In a spirit of collaboration and cooperation, we partner with many local organizations to serve our students, especially those most vulnerable. Some of the services we provide come from the generosity of the Assistance League of Huntington Beach (ALHB), who not only provides opportunities for our students to shop for new clothes at Target and JCPenney through Operation School Bell but also works with our school for Operation New Beginnings. This program is used in emergency situations and when the student is in need of clothing between Operation School Bell dates. In addition, ALHB also provides grants through “Links to Learning.” The grant monies are used to help teachers implement projects to enhance students' learning experiences.

Through a partnership with Golden West College, families have access to free English language classes that build family capacity, strengthen home-school connections, and support meaningful engagement in their children's education.

Westminster School District has also partnered with FOCUS O.C., an organization that provides food boxes to our students and families once per month. The goal is to provide nutritious meals and improve the health of our students.

The City of Westminster partners with our school on “Shop with a Cop,” backpack and school supplies distribution, and to make home visits to ensure the well-being of the whole child.

CalOptima assists our families by helping to sign up families for Cal-Fresh, Cal-Works, and more.

Westminster School District has opened a WSD Boutique at one of our sites, which supports families in need with food, clothing and shoes, hygiene products, diapers, laundry detergent, backpacks, school supplies, and more, serving the whole family. The boutique is also a hub for referrals to needed outside resources.

We are also planning to create a physical Parent Center on campus to house our parenting classes, offer more opportunities for parent collaboration and volunteerism, and provide a welcoming space for parents to connect directly with supports and resources.

Our goal is to provide a school environment where students can have their needs met, both scholastically and personally. A place that feels more like an extended family where they can thrive.

Attendance

Improving attendance is a top priority at Webber Elementary School. The Principal, Office Manager, Counselor, Community Liaison, and Attendance Intervention Clerk work at the site hand in hand to track attendance data and ensure that our students come to school every day. In conjunction with these efforts, the Principal, staff and the WSD School Resource Officer, make home visits and offer resources to parents to break down barriers, so the student can feel safe and supported to attend school. As a team, we try to understand the barriers that our students and families face that prevent them from coming to school. Personal phone calls and meetings with the impacted families help us to problem-solve together as we tackle their student's chronic absenteeism or tardiness. Through parent education workshops on attendance, School Attendance Review Teams, District Attorney Information meetings, and District level School Attendance Review Boards, parents begin to understand the impact of attendance on their student's academic success and learn ways to create routines and schedules at home. All the while using restorative practices and using a wrap-around system of support for the whole family as they make positive changes to improve attendance and in turn academic achievement. Students can recover academic loss at Saturday School, a place where students want to be a part of due to the fun and supportive environment the school provides. To encourage good attendance habits, students earn incentives such as the chance to be entered into a raffle to win prizes and they have to be present to win. Webber Elementary also maintains a successful Short Term Independent Study Program, allowing students who are absent for extended periods to continue their learning, stay connected to classroom instruction, and minimize the loss of instructional time.

FAMILY AND COMMUNITY ENGAGEMENT

Family engagement is a collaborative and strengths-based process through which teachers, school staff, families, and community members build positive relationships and set goals in order to ensure the success of our students. This shared responsibility and respect for the roles and strengths each has to offer is the cornerstone of our family and community engagement program at Elementary School.

Committees such as the English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and School Site Council (SSC) are vehicles for two-way communication that allow us to reflect, evaluate and co-plan the next steps for our school. Other parent involvement opportunities include OC GRIP greeters, weekly literacy support, field trip volunteers, classroom helpers, office support, Picture Day, PTA, fundraisers, and school events. Families also participate in events that foster rich experiences that help them to feel connected to each other and our school community.

These family engagement events include:

- Back to School Night
- Open House
- Kinder/TK Meet & Greet
- Kinder/TK/PK Information Night
- Parent Teacher Conferences (twice)
- Weekly Newsletter to families
- Student Council Speeches Assembly

- Coffee with the Principal
- School Site Council
- ELAC (English Language Advisory Committee)
- Monthly flag assemblies
- PTA Meetings
- Spelling Bee
- Monthly Awards Ceremonies
- End of Year Awards Ceremonies
- Reclassification Celebration
- Promotion Ceremonies (6th grade, Kindergarten, PK)
- End of year potlucks (PK, TK, Kindergarten)
- Spring egg hunts
- Family Holiday Boutique
- Family Skate Parties
- Family Movie Night
- Family Holiday Music Showcase
- Two Seasonal Jog-a-thons (Fall/Winter and Spring)
- Tet Festival/Performance
- Tet Parade
- Cinco de Mayo Festival/Performance
- All Family “Lucky Dance” (March 17)
- Muffins and Donuts with Moms and Dads
- Lunch on the Lawns
- Trunk-or-Treat
- Halloween costume parade
- McTeacher Nights
- Chuck-E-Cheese Family Nights
- Monthly Dine Out Nights/Boba Nights
- Multicultural Festival
- WHS Folklorico Dance performances for Hispanic Heritage Month, Day of the Dead, Cinco de Mayo
- WHS Tet Performance
- WHS STEM Night
- Career Day
- Disney Musical in Schools (DMIS) Performances
- Choir performance
- Foundation Awards
- School Smarts Parenting Classes
- WolfBucks Cart (PBIS)
- Field trip chaperones
- 6th grade camp information night
- Mural collaboration
- Class Act Family Night

Regular and ongoing communication between parents and the school about our family engagement opportunities is shared in a variety of ways. These include a weekly newsletter from the principal, which is sent electronically in the families' correspondence language, our electronic marquee, updates on Parent Square, and regular social media posts on Instagram and Facebook, as well as hard copy, by accommodating families

communication format ensures that important information will be received and understood as intended).

EXTENDED LEARNING TIME AND OPPORTUNITIES

Webber Elementary School students receive a wide range of academic support and unique expanded learning opportunities, which include before and after-school care programs. These programs were developed in collaboration with school staff and community partners who want to make a difference and enrich the lives of our learners. These opportunities include:

- Disney Musicals in School
- Reading Club
- Math Intervention
- Sports Clubs
- Choir Club

The time students spend before and after school each day is valuable and has been proven to have a lasting impact on a child's educational foundation. Our school is home to two extended day programs, ASES Pride, Boys and Girls Club and ESP (Extended School Program). Both programs provide daily care, nutrition, and homework support, as well as community-building activities and opportunities for students to be creative, play, and make new friends.

COLLABORATIVE LEADERSHIP PRACTICES FOR EDUCATORS & ADMINISTRATORS

At Webber Elementary School, collaborative leadership practices are in place. Our School Leadership Team, English Language Advisory Committee, Parent Teacher Association, Professional Learning Community Leads, and School Site Council are teachers, staff, and administrators who meet regularly to share valuable insights and perspectives that contribute to the decision-making process. This shared leadership approach fosters a culture of collective responsibility and effectively engages teachers, families, and the community at large in improving student outcomes.

A thriving culture of professional learning and leadership is evident throughout Webber Elementary School. The school's Positive Behavioral Intervention Support Lead has been working closely with the teachers and staff to support the school's implementation of a Social Emotional Learning framework that includes a common language, strategies for academics and behaviors, and how to create a culture of respect and responsibility while bridging the gap between school and home. This work includes a schoolwide system of support and schedule for ensuring students understand expectations. District behavioral specialists are available for additional support.

All classified and certificated staff have the opportunity to participate in a district Leadership course that is led by our Assistant Superintendent of Human Resources. Both certificated and classified Leadership courses focus on how to support visions of learning that are supported by the school community, ensuring a safe inclusive environment for learning, and modeling a code of ethics and developing professional leadership capacity.

A monthly Leadership Institute allows for the school principal to work closely with district leadership to ensure systems are in place for high student achievement. Monthly principal professional learning communities allow for collaboration with like-minded schools to share best practices.

MOVING FORWARD

Our vision is to continue to develop a network of community schools within the Westminster School District that serve as hubs for holistic student development and family engagement. The community schools will not only focus on academic achievement but also address the social, emotional, and health needs of students. By fostering a collaborative and inclusive environment, we aim to create resilient, empowered, and well-rounded individuals who contribute positively to their communities. Programs and services will continue to develop to cover a spectrum of needs, including integrated student support, family and community engagement, collaborative leadership and practices for educators and administrators, and extended learning time and opportunities.

As part of this vision, our main goals include increasing parent participation in parenting classes and school-community partnerships by offering accessible, culturally responsive, and relevant programming that empowers families to support their children's learning and well-being. We are also committed to creating a designated space on campus for a Parent Center that will serve as a welcoming hub for parent engagement, offering workshops, resources, and personalized support, while connecting families to local community services such as food assistance, housing support, and job readiness programs. Additionally, we aim to establish a dedicated Social-Emotional Learning (SEL) space on campus designed specifically for students—a calm, supportive environment where students can build emotional regulation skills, access mental health resources, and receive small-group or individual support as needed.

1. **Integrated Student Supports:**
    - Implementing a multi-tiered system of support (MTSS) framework to address academic, behavioral, and social-emotional needs of students.
    - Offering counseling services, academic tutoring, and mentoring programs to provide personalized support for students.
    - Creating a positive school climate through initiatives such as restorative justice practices, anti-bullying campaigns, and mindfulness programs,
    - Partnering with community organizations to provide access to health services, food assistance, and other basic needs for students and families.

    - Strengthening attendance systems and family outreach efforts to reduce chronic absenteeism, remove barriers to attendance, and increase academic achievement.
    - Strengthening implementation of our PBIS framework through explicit instruction of schoolwide expectations, positive reinforcement systems, behavior interventions, and ongoing monitoring of student outcomes.
2. **Family and Community Engagement:**
    - Hosting regular parent-teacher conferences and workshops on topics such as literacy strategies, homework help, and college readiness.
    - Continuing to develop a parent advisory council (SSC/ELAC) to involve families in decision-making processes.
    - Organizing family nights, cultural celebrations, and community events to foster connections between school staff, students, and families.
    - Expanding opportunities for parent leadership, volunteerism, and participation in school decision-making.
    - Collaborating with local businesses, non-profits, and faith-based organizations to provide resources and support for families in the school community.
    - Partnering with a local mural artist to facilitate a collaborative mural project involving students, families, staff, and community members to strengthen school connectedness, pride, and ownership of our campus.
    - Outreach to families to offer outside community resources.
    - Hire an additional Vietnamese Community Liaison to work morning hours so we can better engage and support our Vietnamese-speaking families, strengthen home-school partnerships, improve attendance, and increase student achievement.
3. **Collaborative Leadership and Practices for Educators and Administrators:**
    - Facilitating professional learning communities (PLCs) where teachers collaborate to analyze student data, share best practices, and develop instructional strategies.
    - Providing opportunities for job-embedded professional development through coaching, mentoring, and peer observation.
    - Continuing to develop shared leadership structures (SST) to distribute decision-making and promote collective responsibility.
4. **Extended Learning Time and Opportunities:**
    - Offering before and after-school programs focused on enrichment activities, homework help, and skill-building workshops (ELOP, ESP).
    - Implementing summer learning programs to prevent learning loss and provide additional academic support for students (SLRP, ESY, ESP-summer camp).
    - Providing access to online learning platforms for students who need extra help outside of regular school hours.
    - Providing targeted after-school intervention and tutoring in reading and mathematics focused on essential standards and identified student needs to accelerate academic growth and achievement.
    - Continuing to develop and implement Webber's Visual and Performing Arts (VAPA) specialty program through standards-based arts instruction, community partnerships, performances, and arts integration opportunities.

- Expanding access to visual and performing arts opportunities through partnerships with community organizations such as Pacific Symphony's Class Act program, supporting student creativity, engagement, and achievement while strengthening our VAPA specialty program.