

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Etta J. Wilson Elementary School
(As it should appear in the official records)

School Mailing Address 14 Forge Road
(If address is P.O. Box, also include street address.)

City Newark State DE Zip Code+4 (9 digits total) 19711-7619

County New Castle County

Telephone (302) 454-2180 Fax (302) 454-2052

Web site/URL https://www.christina.k12.org E-mail Natalie.Birch@christina.k12.de.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. Dan Shelton E-mail dan.shelton@christina.k12.de.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Christina Tel. (302) 552-2600

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 Dr. Keely Powell
(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. 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 2020 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 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	28	17	45
1	23	18	41
2	22	20	42
3	21	21	42
4	23	26	49
5	28	12	40
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	145	114	259

*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):
- 0.4 % American Indian or Alaska Native
 - 1.6 % Asian
 - 21.69 % Black or African American
 - 14.06 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 55.82 % White
 - 6.43 % 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 2018 - 2019 school year: 12%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2018	298
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

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

Spanish, Gujarati, Punjabi, Portugese, Greek

English Language Learners (ELL) in the school: 20 %
53 Total number ELL

7. Students eligible for free/reduced-priced meals: 37 %

Total number students who qualify: 96

8. Students receiving special education services: 24 %

62 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.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 22:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	95%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

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

To give every student opportunities to learn in an academically challenging, safe, equitable and nurturing school environment. We pledge to value parents, caregivers, and families as partners in educating our students to learn, live and lead in the 21st century and beyond.

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

Etta J. Wilson Elementary school is a public school situated in Newark, Delaware. It is a school within the Christina School District. The school was built in the 1960's and has maintained a focus on academic excellence. Current enrollment is 259 students in grades kindergarten through fifth. We currently house two Delaware Autism Classrooms (DAP) at our site. Students in the DAP program receive specialized instruction in a separate environment, however they are integrated with their grade level peers during related arts instruction, lunch, recess and instruction when appropriate. We provide a welcoming and inclusive environment for all students at our school. The school community is vested in the success of the school and we have an active Parent Teacher Association (PTA) that gives of their time to support our work.

The mission at Etta J. Wilson is to give every student opportunities to learn in an academically challenging, safe, equitable and nurturing school environment. We pledge to value parents, caregivers, and families as partners in educating our students to learn, live and lead in the 21st century and beyond.

Creating a positive school culture is vital for learning to occur. To accomplish a positive school culture, we utilize a school-wide Positive Behavior Support program. Instruction in school wide expectations begins on day one of school. The four expectations we have at Wilson are to be respectful, to be responsible, to manage yourself and to follow directions the first time. Students are recognized for following the behavioral expectations in a number of ways. Pizza with the Principal luncheons are provided to students who exhibit the four PBS expectations all day, every day. Students receive a certificate, pizza, juice, cookies during a special celebration. Quarterly Awards Ceremonies are held and students are recognized not only for academics, but also for being a good citizen. Monthly rewards are held for all students with a re-teaching component of the PBS expectations for those students who are still learning to internalize the PBS expectations.

At Etta J. Wilson we encourage our students to become involved in activities to grow their leadership abilities and to serve our school. The opportunities currently offered to our students include; Photography Club, CREW (Creating a Respectful Environment at Wilson), Safety Patrol, and Peer Tutors. Through the Advanced Academics Program, our students are able to participate in outside competitions such as Lego League Competition, Science Fairs and Meaningful Economics. Girls on the Run and basketball league are two after school sports offerings that allow students to build their character, learn team work and get physical exercise.

Parents are our partners at Wilson Elementary. Many opportunities are provided for parents to partner with us. The PTA is one way and they are a strong support to our school. They provide many opportunities for families to come together to meet and support our students and school. Weekly parent emails are sent by the principal to families with information about upcoming activities at the school. Teachers typically have 100% attendance at parent/teacher conference time. Monthly PTA meetings take place at Wilson in the evening.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The curriculum that is used is aligned to the Common Core State Standards. The Christina School District provides teachers with curriculum maps and pacing guides, but teams of teachers work in Professional Learning Communities (PLC's) weekly to plan instruction collaboratively. The expertise of the strategies and approaches agreed upon during the PLC's, as well as the teacher's utilization of a data driven approach to addressing students' individual needs, is what leads to our success. Through the Response to Intervention framework, students are provided research based instruction in the areas of reading, math or both. This thirty minute block of time is designed to advance the students so that they are able to attain grade level standards. The teachers and staff maintain a growth mindset at Wilson and we strongly believe that you must look at the whole child when creating a plan for instruction. Students come to us with a range of social, emotional and academic needs and as a result, we provide multi-tiered levels of support. If basic needs are not met, then learning will not occur at optimal rates. Based on a variety of data points, the teachers and staff work collaboratively to address the social and academic needs of the students. Mentoring and Check In/Check Out are just two examples of the interventions we use for students.

1b. Reading/English language arts

Wilson Elementary School uses the Common Core State Standards as a framework for delivering instruction that systematically addresses the skills necessary for our students to become lifelong readers, writers, speakers, and listeners. Foundational reading skills are addressed at every level and are continually refined so our students become confident in utilizing word analysis and decoding skills that promote accuracy and fluency. Comprehension and vocabulary strategies are emphasized to support the independent reading of grade level text. Students learn to incorporate these strategies as they hone the craft of writing with purpose. We focus on developing these skills as the students move through the grade levels by building on the experience of writing to narrate, give an opinion, inform, and explain. Grade level conventions and grammar as well as publishing and sharing work are important components of our instruction in this area. Students are taught the expectations of appropriate participation in collaborative conversations and they are encouraged to engage in instructional dialogue to clarify and seek additional information.

Instruction is delivered through both whole group and small group lessons. Whole group instruction is dedicated to modeling and guiding students as they are exposed to the core curriculum. Small group instruction allows for application and transfer of the skills taught. Small group lessons are carefully planned to fill in instructional gaps for students. Additionally, students complete a written response to reading on a daily basis. This work, along with independent center offerings, provides opportunities for students to gain independence and take ownership in furthering their literacy development. Centers are built around skills and developed to provide additional opportunity for independent skill application. All of our instruction is informed by data. Information gained from various diagnostic tools including; computer generated assessments, district assessments, progress monitoring, as well as individual screening is utilized to determine the area(s) of greatest need for each student. The information gathered informs small group needs and Response to Intervention (RTI) placement. The RTI initiative is utilized on a daily basis. This tiered instructional process allows us to deliver intensive instruction to small groups of students with the same need focus. It has a positive impact on learning and allows our students to practice the precise skills necessary to make progress. Data is analyzed after each cycle and students are moved into different instructional tiers as needed. This powerful approach is paramount in helping our students fill in learning gaps and advance their literacy skills.

Based on Marzano's work in the Art of Science and Teaching, the teachers at Wilson Elementary have also developed student scales and rubrics which help students monitor their progress on a continuum towards mastery of a standard. Through this work teachers are utilizing strategies to support students in complex tasks, building relationships and utilizing engagement strategies. Providing clear learning goals to students,

along with the use of proficiency scales and rubrics, have allowed teachers to create solid instructional environments that provide supports for students as they further their skills through heightened engagement and confidence in taking risks to further develop proficiency.

1c. Mathematics

At Wilson Elementary, we are in our third year of implementation of a new math program. Classroom implementation is demanding, rigorous, engaging yet accessible to all learners. Standards are addressed in a way that support student learning through exploring, developing, discussing and applying ideas. Visual and concrete models support students as they learn new skills and concepts. These models deepen mathematical understandings as well as support a high level of engagement. Standards are addressed through investigations and problem solving in the areas of numbers, operations, geometry, algebraic thinking, measurement, and data. A 60-minute math lesson is composed of whole group, small group, as well as independent activities. Assessments are built into instruction in the form of both formative and summative. Teacher observation, checkpoints, work samples and unit assessments are included components. Based on Marzano's work in *The Art of Science and Teaching*, teachers have also developed student scales and rubrics which help students monitor their progress on a continuum towards mastery of a standard.

A supplementary 25 minutes of math daily is given to all Wilson students. During this time, students are grouped according to needs based on data. Students are in a flexible small group setting. Teachers address skills and concepts that need remediation, reteaching, and/or enrichment.

Another element of math instruction at Wilson is the daily 20-minute Number Corner. Number Corner is a carefully planned collection of quick daily activities that address the five mathematical areas. During these daily activities, students are engaged in problem strings, calendar patterns, data collection, procedural fluency, and problem solving. Number Corner creates a math rich environment for students to build both procedural fluency and conceptual understanding. The monthly calendar activities are designed to revisit previously taught concepts or preview grade level ideas that will be taught in future units.

In addition to the math block, students are given opportunities to use technology to support their learning. Students complete online instruction lessons based on a previously administered diagnostic results. Students complete tutorials and quizzes to support and build mathematical understandings. Student growth is monitored through growth monitoring checks and a winter and spring diagnostic. Teachers examine student data and passing rates on a weekly basis to ensure that students are progressing through assigned lessons. Teachers address lessons with students when they have struggled or failed to earn a passing score.

1d. Science

The purpose of the Next Generation Science Standards (NGSS) is to set a framework of science standards for teachers to use as a guide as they plan engaging and investigative lessons. Wilson Elementary meets these standards by aligning with the Christina School District and State of Delaware in using the Delaware Science Coalition elementary science curriculum. This curriculum consists of hands on materials that engage the students in inquiry-based science lessons. Lessons are often introduced with a scientific phenomenon that sparks interest. This phenomenon may be a video clip or an observation of an experiment in the classroom. In response to the phenomenon, students ask questions that they work to answer through their investigations. Once they have investigated, they are able to show their understanding with CER (Claim, Evidence, Reasoning) assessments that ask students to make a claim, support it with evidence (from their investigations), and state the scientific reasoning that makes their claim accurate.

All students at Wilson Elementary participate in science using the kits from the Coalition. Teachers also use a web based program, Mystery Science, to support the science curriculum. Mystery Science starts lessons with a phenomenon, talks students through the reasoning behind the phenomenon, and gives students the opportunity to explore further with an experiment at the end of each lesson. Sometimes Mystery Science is used to support a difficult lesson. Other times Mystery Science is used to extend their thinking or help them investigate one of their questions further.

Science assessment occurs throughout the unit in the form of teacher observation and feedback, and ends with an opportunity for students to show what they learned with a CER. Additionally, fifth graders at Wilson Elementary take the DESSA Science Assessment, which assesses them on content learned throughout fifth grade. Teacher observations, CERs, and the DESSA Science Assessment are meant to give the teachers data to better inform their science teaching.

1e. Social studies/history/civic learning and engagement

Etta J. Wilson Elementary School employs a dynamic social studies curriculum with four areas of focus: Geography, Economics, Civics, and History. These four strands are the same strands for all students Kindergarten through fifth grade. Our students participate in rigorous instruction based on district level curriculum maps and the Delaware Recommended Curriculum (DRC) units. Practitioners from across the state have used the DRC units, reflected upon them, and adjusted the instruction based on authentic classroom experiences to best serve our student populations. Specifically at Etta J. Wilson Elementary School, the data from these units is reviewed at the grade level, in multi-grade level professional learning communities (PLCs), and at the district level in Social Studies Content Chair meetings. In addition to teaching the Christina School District Social Studies standards, students also undergo activities that employ Common Core Reading and Writing Standards in an interdisciplinary approach. Technology serves as an important tool for student engagement with the social studies units. Some examples of technology usage are: building background knowledge, research, interactive websites, and presentations. Student acquisition of knowledge is documented via both formative and summative assessments over the course of a unit. Formative assessments can take the form of exit tickets, quick writes, and teacher observation of student collaboration and skill acquisition. Summative assessments are in the form of transfer tasks that require students to take the information they have acquired and apply it to a related task. The units employ a variety of instructional methodology for student achievement. Problem based learning and student collaboration are woven intricately throughout the units. Instruction is differentiated through teacher scaffolding, presentation of information using multiple media types, and passages with varying Lexile levels. The texts chosen for these units are rich texts that provide students with authentic connections to the presented material. The curriculum is designed to create critically thinking citizens of the future. In first grade, the plot of Dream Works' Shrek the Third is used as a spring board into exploring the question of how leaders should be selected.

The media selected is designed to capture student attention while being directed toward the goal of determining the proper characteristics of leadership.

Lesson two uses a story about a class that elects representatives to propose names for a class pet as a way of exploring the question how should a representative represent us.

A transfer tasks for third grade students involves authentic situations such as writing a letter to a local swim club to ask them about mitigating all of the loud noises causing bother to neighbors on the street. In it, the students are expected to incorporate their rights and responsibilities as citizens, which they would have learned prior to the transfer task. This allows them an opportunity to critically think about their rights as a citizen while also handling a problem in a diplomatic way.

In one of the Delaware Recommended Curriculum units for fifth grade, our students are required to analyze multiple texts involving a historical conflict. The goal is for them to identify preconceptions or misconceptions when conducting research. This is done by examining the conflict between Hamilton and Burr. Ultimately, they are to become discerning consumers of information through identification of primary sources versus secondary sources. This allows students the opportunity to critically assess the validity of historical claims.

1f. For secondary schools:

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

2. Other Curriculum Areas:

All students in grade kindergarten through fifth grade attend a 45 minute related arts period. The related arts include art, music, physical education and library. The art program at Wilson provides to students ranging from Kindergarten through fifth grade an opportunity to enrich their learning. Students participate in skill building as well as in depth lessons connecting with their classroom curriculum. The art teacher works closely with the classroom teachers to implement concepts from curriculum maps such as measurement, geometry, sequence of events and more into every lesson. Students collaborate to create pieces of art that are meaningful to them for their self-expression. Their creativity is sparked to draw ideas from the world around them. Our curriculum touches on elements and principles of art and design, art history, as well as artistic problem solving. Wilson has created a learning environment that students not only gain math, reading, and verbal skills but self-confidence, motivation, and team work.

Music: The music program at Wilson provides numerous opportunities for its kindergarten through fifth grade students to cultivate skills as both musicians and community learners. In our music class, children work independently and together to learn the fundamentals of musical performance using both instruments and their voice, as well as expand their knowledge on a variety of music genres and artists. Our music curriculum touches on several topics including music theory, history, American musical theater, aural and listening skills, and creative movement. The approach to music at Wilson prepares students for living and learning in a connected world. If you were to step into our music classroom not only would you see students having fun and making music, you would also see students learning how to be patient and persistent with difficult tasks, work collaboratively, delay gratification during whole group performance activities, develop curiosity, problem solve and work hard with an end result in mind. The music program at Wilson is essential in supplementing the core curriculum by supporting young learners in making connections between subjects and addressing the creative needs of the child.

Library: The library program seeks to empower students to become lifelong learners and to foster a love for reading. The librarian gathers print and digital resources to support the teachers in many ways. Students are offered resources to extend a lesson based on the students' inquisitive minds. The librarian also teaches students how to find, gather, and use information in various forms. This includes lessons on digital safety. Exposing students to award winning authors and illustrators to spark a love of literature and the written word is also a focus of the librarian. The librarian follows the International Society for Technology in Education Standards when planning for instruction.

Physical Education: The program at Wilson provides a sequential, standards-based curriculum that empowers its kindergarten through fifth grade students with the ability and confidence to be physically active for a lifetime. Instruction is designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. The focus is on lifelong movement, problem solving, collaborative team thinking, team work and individual success with the goal of students achieving their personal best. The core curriculum is integrated by introducing new vocabulary words, practicing counting using multiples, spelling out words related to physical education and by providing students with information texts on game rules. Our physical education program not only increases student physical health, but also academic performance contributing to the overall success of our school.

3. Academic Supports:

3a. Students performing below grade level

To address the needs of students performing below grade level, Wilson teachers monitor data and determine the areas of need in both Reading and Math. Students are assigned to flexible groups so that the identified need can be addressed for a six week period. Students receive 30 minutes of research based instruction daily in the area in which they are struggling. At the end of this period through progress monitoring, the grade level team meets and determines whether the child has met the standard and achieved the required growth or proficiency. They also determine the next plan of action for that child. Instructional groups meet daily with the support of the regular education teachers, special education teachers, reading specialist, related arts specialists, and paraprofessionals. The students are placed in a focused intervention group. Wilson supports students with a team approach. All hands on deck is our way. This team methodology has led us to

successfully move children to proficiency. In addition to the 30 minute RTI block, students who are struggling receive daily, small flexible group instruction as part of the daily reading block. Their reading needs are met during this time with the goal of advancing them to grade level proficiency. Students who are below level in math receive 25 minutes of research based instruction daily. We use the Bridges curriculum in our math classrooms and use the Bridges Intervention materials to help fill gaps for struggling students. This program gives supports to fill gaps in computation, fractions, decimals and word problems. Students struggling with concepts receive small group support in the form of practicing the skills in a work book or playing a work place game.

3b. Students performing above grade level

At Wilson Elementary, The needs of the Above Grade level student have been addressed with various strategies. Through classroom instruction, Wilson teachers differentiate to meet the needs of this population. Students read above grade level novels and are offered math extensions taking their understandings to the next level. In fifth grade, the advanced students underwent a novel study that was at the top of the Lexile level for fifth grade. This study included student led discussion on theme, character development, and vocabulary acquisition. When reading work was more independent, students were pushed to annotate tough texts as if they were having a discussion with the text itself. Teacher involvement is carefully calculated with the Advanced Academics Program (AAP) students such that the students are doing most of the heavy academic lifting. The goal is to get students thinking about their thinking when they are engaged with challenging texts. Students meet with their classroom teacher during small group time. Students are challenged through the use of higher order questioning and creative critical thinking is developed during this time. During the AAP pull out time the students receive services in reading and math using William and Mary curriculum. These units require students to use deeper levels of thinking to analyze, synthesize, and evaluate what they are reading. A separate AAP math curriculum is used for these students and it is embedded with higher order, critical thinking, problem solving tasks and questioning.

3c. Special education

Etta J Wilson Elementary School has a diverse student population. Students with Disabilities (SWD) represent 23% of the student population. When teaching SWD, who often include students working below grade level, instruction is individualized so that students work towards specific goals and benchmarks. Special education teachers, in conjunction with regular education teachers, provide support for SWD in the form of consultation, team teaching and small group instruction. Multi-sensory instruction and research based programs are used with struggling students. In addition, special education teachers consult and coordinate with related services staff (Speech/Language Pathologist, Occupational Therapists, Physical Therapists, Educational Diagnosticians, Psychologists and School Nurse). Frequently, goals are addressed by both related services staff and special education teachers. In order to better meet the needs of all Wilson students, special education teachers participate with grade level team in PLC (Professional Learning Community) to review data and plan for instruction for students with and without disabilities.

3d. ELLs, if a special program or intervention is offered

Eighteen percent of our student population at Wilson are English Learners, or ELs. The diverse culture and languages of the students are celebrated and encouraged by teachers in the building creating an inclusive and welcoming educational experience. The students are instructed in a dual push-in and pull-out model by an English Learner (EL) teacher based on student language acquisition scores from the WIDA ACCESS test and observational data. Students are taught in small groups targeted to their specific language needs. The teacher differentiates for each student by adding visuals, hands on learning, scaffolding, and technology to integrate language learning into the general classroom curriculum and to meet the goals of the CCSS. Academic, content related, and social language are taught using research based methods designed to help EL students. Newcomer students, are supported with language intervention programs both on the computer and in a small group setting. Language acquisition growth is tracked by progress monitoring and annual tests in the four domains of listening, reading, writing and speaking. All Wilson teachers are trained in research-based EL techniques and strategies to use during instruction. Wilson has been recognized by the Delaware Department of Education for our work in closing the achievement gap for EL students and traditional students.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Positive Behavior Support (PBS) is a school-wide behavior management system that establishes clear and consistent rules and procedures throughout Etta J. Wilson. The program involves all three important groups in each student's life: the student, the parents, and the Etta J. Wilson faculty and staff. The PBS committee developed a program to assist students in understanding acceptable behavior in a number of settings. It gives the student a support system to assist him/her in understanding and following the established behavioral expectations. There are four PBS expectations school wide at Wilson. They are Be Respectful, Be Responsible, Manage Yourself, and Follow Directions the first time. Students are continuously recognized for demonstrating our school wide expectations. Students receive PAW Prints during their related arts specials and earn class rewards for exhibiting PBS behavior during expressive arts classes. Students can be nominated by their teachers monthly for being a PBS Superstar to have Pizza with the Principal. A Heart of Kindness can be earned by a student when they are observed behaving kindly toward someone else. A Wilson favorite is our "Bucket Fillers" program. The language of this initiative is integrated throughout the school year and is based on the book "Have you Filled a Bucket Today?" by Carol McCloud. The book promotes the concepts of empathy, respect, and kindness towards others. Every week one student is nominated and his or her picture and a description of how they filled a bucket is placed on our Bucket Filler bulletin board as well as being announced over the intercom. Monthly PBS classroom celebrations are held at each grade level. Students have two choices in activities they are working towards earning. All students earn twenty minutes of reward time. Students are able to earn ten minutes of extra time for consistently following the PBS expectations. Those students that have not earned the extra time are part of a PBS re-teaching lesson during those extra ten minutes. Wilson also has monthly school spirit day celebrations for students and staff.

Classroom teachers also support students by utilizing our Second Step social skills curriculum daily. Through this curriculum, all students and staff use common language when learning and applying strategies in social-emotional situations.

We have monthly PBS meetings where we look at our discipline data and discuss student behavior. At Wilson, we provide our students with the tools they need to be successful. That could look like a quiet space in the classroom to decompress, a point card a student uses to manage their behavior, or a check in/out with a caring adult throughout the day. We have one full time and one part time counselor as well as a behavior interventionist. Their role is to support our students if and when necessary. Our counselors provide individual and group sessions based on student needs. Our behavior interventionist is an advocate for our students and provides restorative practices and sessions to ensure our students are able to return to class and focus on learning. These support systems enable the students to grow socially, emotionally and academically.

Wilson Elementary was the first elementary school to join the anti-defamation league's No Place for Hate® initiative in the state of Delaware. No Place for Hate® aims to reduce bias and bullying by creating more inclusive environments, increasing appreciation for diversity and building communities of respect. Every year we have a No Place for Hate® kickoff event and all Wilson staff and students sign the No Place for Hate® Promise. By signing the promise, we are agreeing to treat everyone fairly, treat everyone kindly even if they are different from ourselves, if someone is being hurt or bullied report it, and agreeing that everyone should be able to feel safe and happy at school. Each year Wilson does three school wide projects/events that meet the anti-defamation league requirement for us to continue to be a safe community that respects everyone that walks through our doors.

At Wilson, we have an excellent staff who give one hundred percent of themselves every day for their students. Our teachers hold one another accountable to do what is best for all students. Our leadership team does a phenomenal job supporting their teams through the process of analyzing student data and planning rigorous lessons that support all students. Our staff feels supported by administration because they are valued and trusted to do what is best for their students. They also welcome honest feedback from

administration to reflect on and improve their instruction. Our teachers are comfortable to provide feedback to each other as well and except feedback from their peers with the goal of improving their teaching.

2. Engaging Families and Community:

The mission of Etta Wilson Elementary School is to give every student opportunities to learn in an academically challenging, safe, equitable, and nurturing school environment. We pledge to value parents, caregivers, and families as partners in educating our students to learn, live, and lead in the 21st century and beyond.

We value and welcome parent involvement in our school. Our families are invited to all school events, field trips and awards ceremonies. Administration communicates with families through weekly parent emails, monthly newsletters, school and district websites,. Our teachers communicate through self-managers, agendas, email, phone calls, conferences, assessments, progress reports, interims, class websites and report cards. Families play an active role in 504, IEP's and behavior plan meetings for students needing accommodations to make them successful in the classroom.

Wilson has a strong Parent Teacher Association (PTA). One hundred percent of our staff are members of our Wilson PTA. We have a representative at each grade level attend our PTA meetings. Our PTA plans fun events throughout the school year for our school community. They also provide teachers with supplemental funds to help support instruction. Every year our teachers plan a literacy night and a STEAM night for students and their families. Our teachers also host student teachers from the University of Delaware in order to develop future educators.

3. Creating Professional Culture:

Professional development is important because education is an ever growing, ever changing field. Our most utilized professional development strategy is our professional learning communities (PLCs). Every week our teams meet for 45 minutes and focus on improving student achievement. PLC's are focused around analyzing student data, discussing learning goals, creating scales and rubrics, identifying student instructional needs, and selecting strategies to support student needs. Grade level teams plan collaboratively each week.

Each year, Wilson staff participates in a school-wide book study throughout the school year. Our staff is currently reading *The New Art and Science of Teaching* by Robert Marzano. Teams meet monthly to discuss chapters, complete a team study guide and have candid conversations on how to implement the strategies learned in their practice.

If only a small number of staff attend a training, when they return from the PD they turn-key what they have learned to staff through a staff meeting, school professional development day or during PLC's.

Our school district provides Professional Development days (PD) throughout the school year. Most recently, the focus for professional development has been on the topics of social-emotional learning, our New Bridges mathematics curriculum, and the implementation of proficiency scales and rubrics.

4. School Leadership:

At Wilson, all teachers assume leadership responsibility in their work to provide the best educational experience for all students. Our mission statement drives our work every single day. The mission at Wilson is to give every student opportunities to learn in an academically challenging, safe, equitable and nurturing school environment. We value parents, caregivers and families as partners in educating our students to learn, live and lead in the 21st century and beyond. To achieve this mission, each teacher leads and nurtures their students as they set personal achievement goals. Students are supported, and challenged to persevere, work hard and maintain a growth mindset. We tell the students all the time, you haven't mastered it "yet".

The Principal of Wilson has had the opportunity to develop a very high functioning leadership team over the
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past seven years. Together, we are learning and growing in our knowledge of instructional strategies designed to improve student achievement. This knowledge and collective responsibility enables us to accomplish our school wide goals and to exceed at high levels. Having a veteran staff enables us to tackle new initiatives with confidence. It also allows us to provide mentoring to our novice teachers as they begin their careers at Wilson. Teamwork is how we approach our work at Wilson. Teachers at our school are given academic freedom within the structures of the district and school expectations. Teachers serve as content area leaders in the areas of reading, math, science, social studies and technology. In these roles, these leaders guide our work and inform the staff through Professional development and other means of communication on important curriculum updates and information.

The leadership structure at Wilson also includes grade level team leaders in grades kindergarten through fifth grade, as well as a specialist team. These team leaders attend all school level team leader meetings and they are responsible for facilitating professional learning communities and for sharing information for their grade level. In the summer time, the leadership team meets to begin planning for the upcoming school year. This includes a review of our data, success planning and the planning of the instructional schedule. During the summer meeting, district initiatives and school wide expectations are shared with the leadership team and collaborative decisions are made in preparation for the new school year.

It truly takes a village to prepare students to learn, live and lead in the 21st century and beyond. The school wide leadership structures described above have allowed us to accomplish this mission through collective responsibility for the children in our care. We are extremely proud of our achievements at Wilson and we work tirelessly on behalf of our students each and every day.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Etta J. Wilson's success can be attributed to the staff's use of data to identify and determine areas of needs. The staff has participated in professional development over a two year period of time in the Taking Action with Data framework provided by the Delaware Department of Education. Through this ongoing, job embedded professional development we have learned how to use data skillfully. This in conjunction with response to intervention have allowed us to identify patterns in our data, identify the strengths and needs of the students and determine how to provide immediate, corrective intervention to address these needs. During weekly Professional Learning Communities, each grade level team spends time analyzing whole school assessment data as well as classroom and individual assessment data. Item analysis is conducted to identify errors that are common across classrooms with the goal of identifying the root cause of the errors and the reteaching of those areas to improve outcomes. This ongoing cycle of data analyzing, strategizing collectively, and acting on the assessments given, results in student growth and achievement.