

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

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

School Mailing Address 3000 Wayside Drive  
(If address is P.O. Box, also include street address.)

City Bartlesville State OK Zip Code+4 (9 digits total) 74006-6526

County Washington

Telephone (918) 333-8000 Fax \_\_\_\_\_

Web site/URL https://sites.google.com/a/bps-ok.org/wayside/home E-mail CopelandKG@bps-ok.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Chuck McCauley E-mail McCauleyCR@bps-ok.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bartlesville Public Schools Tel. (918) 336-8600

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Scott Bilger  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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):
- 6 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 9 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	45	51	96
K	47	43	90
1	43	46	89
2	41	48	89
3	45	46	91
4	58	36	94
5	47	52	99
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
<b>Total Students</b>	326	322	648

\*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):
- 10 % American Indian or Alaska Native
  - 5 % Asian
  - 1 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 60 % White
  - 18 % 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: 13%

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

Not applicable. Our mobility rate for the 2018-2019 school year was 13.18%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	49
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	84
(4) Total number of students in the school as of October 1, 2018	637
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

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

Spanish, Chinese, Arabic, Tamil, Telegu, Russian, Hindi, Bengali, Swahili, Gujarati, Persian, Portuguese

English Language Learners (ELL) in the school: 4 %  
29 Total number ELL

7. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 171

8. Students receiving special education services: 8 %

53 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>1</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>3</u> Other Health Impaired                 |
| <u>24</u> Developmental Delay    | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>38</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</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: 9

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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	94%	95%	95%	94%
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.

<b>Post-Secondary Status</b>	
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.

Provide an environment that is conducive to learning which allows each student to develop their unique potentials so they can meet the challenges of tomorrow.

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**

---

Bartlesville is a small town located in Northeast Oklahoma with a population of approximately 38,000. Bartlesville is the location of the first commercial oil well in the state. Bartlesville was home base of operations for Phillips66 Petroleum Company until the early 2000s when the company merged with Conoco Oil Company and formed ConocoPhillips. Ten years later, Phillips 66 formed an independent company again, and Bartlesville currently remains the base for many of the Phillips 66 and ConocoPhillips divisions.

Wayside Elementary, one of the school district's six elementary schools, serves approximately 650 PreKindergarten through Fifth Grade students. As per our district website, Wayside serves nearly 25% of the district's elementary students.

Demographically, Wayside serves forty-five students (7% of the student population) who are identified as gifted. Wayside serves fifty-three students (8%) who have an Individualized Education Plan (IEP). These IEP students include mild/moderate as well as severe/profound placement. Students eligible for Free/Reduced Meals number 171 (+26%), with approximately 90% of the Free/Reduced-eligible students at the level of Free meals.

For the past seven years, Wayside has earned Model School status from the Great Expectations (GE) organization. This achievement requires that ninety percent of teachers are practicing 100% of the 17 GE practices as determined through classroom observations performed by GE coaches annually. GE allows for ten percent of teachers to not score 100% as an allowance for new teachers to the profession. The GE 17 practices and 6 tenets are drawn from educational research from individuals such as Glasser, Bloom, Ginott, Likert, etc. GE teaches and reinforces traits such as respect, self-esteem, high expectations of self, the value of hard work, and perseverance. Each day during announcements, our students and teachers recite the GE practice being focused on for that week. The school creed is also recited, "We are the Wayside Warriors walking the path to success. Together we are fearsome learners leading each other to achieve our personal best. We are aiming for responsible choices every day, and determination will guide our way."

Wayside teachers and staff watch students' social achievements closely, both individually and as a group. A 'Way-to-go-Warrior' certificate is given to children when they are observed doing something positive, kind, or above-and-beyond. This often connects with the GE practices. A simple act of kindness such as allowing others to go first may be recognized with a certificate. Students bring their earned certificates to the principal's office and share what they've done. At that time they are given a small candy as encouragement and a thank you from the principal.

The district mascot is a bruin. Wayside has dedicated time each day (15 minutes) for the "Building Better Bruins" (BBB) program. During this time, academics are set aside and each teacher connects with a student from his/her class. The child determines the topic of discussion. This individualized attention allows teachers to know and understand each child more deeply for the unique individual he/she is. As the relationships between teachers and students deepen, the school is better prepared to serve each child. These conversations last only a few minutes. Teachers try to connect with two students during each BBB session. While this occurs, the other students relax and play; therefore, it is insightful when they ask teachers, "when will it be my turn to talk?" Further, teachers observe students being more attentive to their classwork after BBB. The research regarding trauma and the resulting effects are clear. Through the BBB program, Wayside teachers are providing each child with that 'one adult who truly recognizes and cares about them' to a deeper level.

The principal felt more could be done for the Wayside students and desired to further equip them for future success in life. Focusing on students' lifelong health and the data that childhood obesity is at an all-time high, "Bruins-On-The-Run" was born. Bruins-On-The-Run is an after-school running program for fifth graders directed by teachers and volunteer community members. The teachers receive no compensation for their efforts with this program. In its first year, thirty students participated along with eleven teachers/community volunteers. Throughout the program the first year, all students stayed dedicated and finished the program by running in a local 8-kilometer (over 5-mile) race. In the second year, all six

elementary schools in the district wished for their fifth graders to participate resulting in 87 students and 48 teachers/community volunteers participating. All but one student participated again this year in the Woolaroc 8-kilometer race.

The school district does not offer any sport for elementary age students. Bruins-On-The-Run is not about the sport or competition, but rather about teaching students about health and the joy of exercise. The program also teaches how to set a long-range goal, create a plan to achieve the goal, and persevere to realize the goal. Their faces told the story as they completed their 8-kilometer race. Wayside teachers believe to have given them more, just as the principal had initially envisioned.

## **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

Wayside Elementary endeavors to have written, taught, and assessed curricula that meet or exceed the Oklahoma Academic Standards. We continuously research and implement innovative strategies that increase student achievement within our school. Instruction must be supported with an exemplary curriculum that sets high expectations for teachers as well as for students. The purpose of our core curriculum is to provide an overall system that will ensure that students from grade to grade learn specific objectives and build foundations for future learning. The curriculum defines what we teach and what students are expected to learn.

Our site believes that teachers are the most important influence on student achievement and that effective instruction causes learning. Guided by the standards for each content area, teacher teams create curriculum maps to address goals, outcomes, and expectations gleaned from the content standards. Teachers analyze data for all subject areas at our weekly PLC meetings. The data is then used to drive differentiated instruction in the classroom. Data are the building blocks of diagnostic, formative, and summative assessments all of which are key elements at our site where learning is personalized to ensure learner success. PLC groups are utilized building-wide and always keep learning standards and essential questions as the basis for decision making. When we are in PLC teams we try to concentrate on what students need to know, how will we know they have learned it, and what will we do when students struggle or when students already know an objective. This helps guide our teaching and our reflective thinking. Our philosophy can be summed up in two words: growth mindset. We believe that all students can learn and that it is our responsibility to meet children where they are and help them grow.

**1b.** Reading/English language arts

Throughout the grades, English Language Arts (ELA) is emphasized at Wayside Elementary. The primary grades focus on building phonemic awareness and phonics skills. This is to help build fluency in the process of learning to read. This preparation builds on the comprehension necessary in order for students to be successful as they read to learn.

There are a variety of approaches and resources that Wayside uses to meet the standards that have been set in place for Oklahoma students. This is communicated across the grades through data teams and vertical alignment to drive instruction. Each grade level uses curriculum mapping to meet state standards and to ensure that the skills are covered throughout the year. Some of these skills include comprehension, main idea, figurative language, inferencing, story elements, and text structures. One important aspect of meeting the standards is developing an increasingly detailed understanding of sentence structure. This process is helpful as our students learn to write simple sentences and a basic five point paragraph. As they progress to the 4th and 5th grade, they begin to lengthen their sentences as they learn how to write compound and complex sentences. This progression builds the foundation necessary in the 5th grade where each child is expected to write a 5 paragraph essay. Sentence structure, vocabulary usage, grammar usage, and understanding of the different writing structures gives our students the tools to be successful not only on state tests but also as they prepare for middle school.

Differentiated instruction has become more and more a valuable approach to each grade. At Wayside you will see one-on-one tutoring during the school day as well as before and after school. This is an accommodation that is provided to children who have not met the minimum standards set in place by the district. This standard is evaluated through formative and summative assessments such as the Standardized Test for the Assessment of Reading (STAR) testing. The data gathered drives the small group instruction as well as being used as a measure to evaluate summative assessments.

Technology-based support is a large piece in the summative assessments. Reading Eggs, Exact Path, Study NBRs 2020

Island, and Spelling City are used regularly to build skills and to challenge those who need to work at a more advanced level. Reading Counts is another program that is used to evaluate the comprehension of independent reading.

Small group instruction gives our teachers a more thorough understanding of individual needs that a formative assessment can miss. Wayside believes that eye-to-eye interaction with children is very advantageous. One aspect of this small group approach is done through GATE, our gifted and talented program.

Modeling a love for reading is a vital part of instilling a desire to be a lifelong reader. The librarian, as well as each teacher, works with students to encourage nightly reading. The children are encouraged to take a Reading Counts test on the book they are reading. There are rewards throughout the year for meeting goals and performing well on the tests. Their success is announced on morning announcements which is a huge motivator for continued reading.

It is very evident that each grade is a piece in the puzzle of progressing students to be successful readers and writers. Comprehension comes as a child is given the tools, time, and resources that Wayside places as a top priority. Wayside teachers believe that if a child loves to read they have a lifelong gift.

### **1c. Mathematics**

Each teacher at Wayside Elementary focuses on the Oklahoma Academic Standards. Fact fluency is essential for students to achieve our rigorous real-life problem-solving in our weekly lessons. My Math provides vocabulary practice with direct instruction which starts the lessons so all students have an opportunity to collaborate with peers through writing and speaking mathematically. Teachers use the gradual release strategy after a readiness assessment and pretest are given. First, students receive direct instruction on a standard. Students then work with a partner to demonstrate understanding. Eventually, students work independently to master the standard. As part of our math block, small group learning is also utilized for differentiation. This time provides the teacher and students the opportunity to communicate mathematically which prepares the learner for collaborative projects. Students also complete on-line and paper-pencil assessments to demonstrate understanding Oklahoma Academic Standards. Results from the 2018-2019 state assessments are 80.7% of students scored proficient or advanced.

Students participate in technology-based programs such as STMath, Study Island, and Exact Path. These programs provide students to progress in their mathematical understanding at their level of mastery. Students integrate pretests and posttests to confirm skills mastered and identify when compacting is needed. Teachers use this data to guide the technology to align with our curriculum and standards and the students' strengths and weaknesses.

A variety of strategies are used by the teachers to engage our students. The use of games allows for the skill practice to gain mastery. In Kindergarten, the game, Number Top-It, is introduced to students to recognize numbers from zero to one hundred. Number Top-It transitions into Addition Top-It. As the students master these skills, this same format game is useful for subtraction, multiplication, and fractions.

Wayside teachers understand the importance of addressing all learning styles of students. Singing songs incorporates the arts which help many students' connections. Songs may improve readiness to remember key concepts.

Using manipulatives for hands-on activities provide a meaningful opportunity for thorough understanding. Kindergarten teachers use pattern blocks to teach shapes and patterns. First-grade teachers provide activities to sort pattern blocks. Second grade continues to use those same pattern blocks to represent fractions. Fourth grade moves to fraction strips.

Incorporating literature that involves mathematical concepts is expected of all teachers at Wayside Elementary. Reading trade books, magazines, and on-line articles improve the connection to real-life mathematical situations. Teachers allow students to choose relevant topics for collaboration.

Providing projects engages students in planning, critical thinking, reasoning, and creativity. Allowing students to use the skills that they mastered in projects enhances the real-life connections of math in their daily lives.

#### **1d. Science**

As the demand for computer science careers is on the rise, Bartlesville Public Schools decided to give all K-12 students an all-encompassing program that allows students the opportunity to engage in hands-on activities to develop critical thinking skills and nurture a love and interest in science and engineering. This pioneering mindset has led to the provision of Project Lead The Way (PLTW) STEM program for all K-12 students. Wayside is using PLTW to build the technological skills that all students will need in middle school, high school, and beyond. PLTW engages the learner through the utilization of the engineering design process as the tool to solve authentic scenarios, such as designing code for desired output, evaluating biomes to synthesize outcomes, designing and testing engineered robotics, and offering students the opportunity to work with biomedical science. In addition to PLTW, Wayside incorporates the Full Option Science System (FOSS) as a way to enrich all Oklahoma Academic Standards. FOSS allows students to practice the Scientific Method by collecting data, making observations, and predicting outcomes. Furthermore, Wayside is nearing a 1:1 ratio of Chromebooks/iPads to inspire, engage, and empower our future scientists.

Our teachers continue to grow and stay on the cutting edge of current science and technology practices through professional development, such as the Oklahoma Energy Resources Board (OERB) and PLTW National Convention. Outside entities such as Phillips 66 and SMC contribute greatly to our students' potential professions in the areas of petroleum, chemistry, engineering, and research.

The goal at Wayside is to create an environment of learning for students in which they are able to examine the vast world of science in as many avenues as possible throughout the short time they are at Wayside. Wayside teachers strive to be the facilitators of experimentation, provide inquiry-based opportunities, and model the importance of metacognition, instead of mass-producing the same product via lecture.

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

Social studies, history, geography, and civic responsibilities are emphasized at Wayside from Pre-K through Fifth grade in a plethora of age-appropriate learning experiences. The use of technology, field trips, hands-on projects, assignments, and assessments fulfill these educational goals. Students begin learning civic responsibilities in Pre-K because we are a Great Expectations school. This is modeled all the way through 5th grade when they participate in an annual school-wide collection of canned goods to donate to families in need. They also learn environmental responsibilities by participating in Wayside's Service Club, which includes recycling and assisting teachers throughout the building.

Neighborhoods, geography, landmarks, and community helpers are emphasized with cross-curricular activities and learning experiences in the lower grades. Some of these include making a map from home to school, having local professionals visit the classroom, and studying the biographies of prominent local citizens. This is followed up by making a visit to a local landmark relating to that citizen. These standards taught in the lower grades continue to build in third grade when students study local and Oklahoma history and geography. To add interest, teachers and students plan and participate in Pioneer Day, a re-enactment of the Land Run.

In Fourth grade, students delve deeper into local, state, and national governments. They also learn about Native American tribes, regions of the United States, and their landmarks. Interactions with the environment and economy are also areas of focus. For many years, our Fourth-grade classes have visited the state capitol building to see our government in action and to meet with our state representatives.

By Fifth grade, students have the background knowledge to help prepare them to learn about early colonization of America, the American Revolution, and the American system of government. They continue

to learn about being a good citizen by studying the rights and responsibilities of a citizen. The history comes alive for students with primary source information and many pictures, activities, and discussions brought to them from their teachers' visits to Colonial Williamsburg.

Through standards learned at each grade level, Wayside promotes students from Fifth grade who have a better understanding and respect for United States history, government, geography, economy, human rights, environment, and their civic responsibilities as young people and future adults.

**1f. For secondary schools:**

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

In our Pre-K program, we begin laying the foundation for the grades after to build on their learning experiences and skills. Our Pre-K program is for children who turn four years old by September 1st but is currently not mandatory. It is a free, full-school-day program provided through Bartlesville Public School Systems, in conjunction with the regular school program.

Pre-K follows state standards by utilizing thematic units, STEM, literacy, math, art, music, PE, and real-life experiences. These learning experiences prepare our students for further success in the coming years. We use fiction and non-fiction books and teach songs with visual aids as well as physical movement. We work closely with our kindergarten teachers to determine prerequisites that are helpful with the students' success in learning and interacting socially and emotionally with others.

Our school has a wonderful parent support group that raises additional funding to enrich our students' learning experiences. They also help provide funding for field trips, manipulatives and other learning tools to help our students succeed. Our students' parents are also very actively involved in volunteering in the classroom. Our parent support group has provided funding to ensure success by providing outside technology/online subscriptions that are academically appropriate.

Our school participates in data cycles in which we collect, analyze, evaluate, and use data as teams based on our state's educational standards in order to target strengths and weaknesses in our individual students. This helps to drive our instruction with regards to remediation and acceleration when needed. Additionally, we utilize small group skills work and one-on-one instruction to further meet benchmarks as needed. To assess our students on their early literacy skills we use an online resource called STAR (Standardized Test for the Assessment of Reading) as well as the Literacy First battery of individual assessments and district-made assessments for math standards.

**2. Other Curriculum Areas:**

Wayside Elementary employs extra-curricular areas that support students' acquisition of essential skills and knowledge. The Wayside Elementary Mission Statement, "to provide an environment that is conducive to learning which allows each student to develop their unique potentials so they can meet the challenges of tomorrow's society," supports the exposure of all students to fine arts, physical education, technology, literacy, guidance lessons, and other enrichment activities.

Fine arts at Wayside Elementary is multifaceted. Music instruction for all grades is provided weekly. Students learn to sing, play instruments, and perform at a high level. Second and fifth graders present programs for Veteran's Day and Christmas, which include speaking parts as well as individual and group musical performances. Third and fifth graders learn to play instruments, and the fifth graders perform with the Bartlesville Symphony Orchestra during the Carnegie Hall Link Up program. Students start learning to read music in first grade and are well prepared for the middle school arts programs upon completion of fifth grade.

The Wayside art room is home to a multitude of disciplines within the fine arts realm. All students are provided weekly instruction in the Elements of Art and Principles of Design through Oklahoma and National Art Education standards. Twice a year, students participate in the district art show held at the

nationally-recognized Price Tower, Frank Lloyd Wright's only fully realized skyscraper. The opportunity to show their work in the Art Center of the Price Tower serves as a great incentive for students to stay focused and give 100% effort in each of their projects.

“A Healthy Body - Promotes A Healthy Mind” is the mantra of the Wayside physical education program. With great purpose and pleasure, the PE teacher guides our young friends to achieve an appreciation for life-long physical fitness through weekly PE instruction for all students. Students are led in character development through learning fair play and teamwork. The Wayside PE program focuses on students' understanding of their physical, mental, and social strengths and weaknesses. To complement the state PE standards, Wayside Elementary has embraced the “Project Fit America” elementary core curriculum as well as “Archery in the Schools”, an Oklahoma Department of Wildlife Conservation initiative. All Wayside students participate in an annual walk-a-thon and roller skating is learned by first- through fifth-graders.

Wayside Elementary classrooms have interactive whiteboards, student computers, and document cameras with access to seven Chromebook carts and four iPad carts, containing 30 devices each, and a 30-station computer lab. Beginning with the learning objective in mind, these devices allow students to access, explore, and create information. Wayside is a Google Apps for Education school with access to many district services through the single-sign-on Clever portal. Technology access provides remediation and reinforcement of the essential skills and knowledge through review and interactive learning platforms.

In the Wayside Elementary library, all students receive weekly instruction from a certified library media specialist. Volunteers and a part-time assistant allow for continuous access to library materials at the point of need for students and staff. All students are given the opportunity to participate in one of two statewide student choice book awards, the Redbud award, and the Sequoyah award. Participation in these award programs requires students to diversify their reading and experience new genres. Reading Counts quizzing is introduced in first grade and continues through fifth grade with incentives provided at various point levels, with the goal of encouraging the habit and love of reading. The library media specialist, in collaboration with classroom teachers, challenges second-grade students to read as many Caldecott Medal-winning books as possible in one month. The unit concludes with a Battle of the Books competition over the Caldecott books. Students grow both academically and in life skills acquisition during this unit. Information literacy and research skills are taught in accordance with the American Association of School Librarians Standards Framework for Learners. The library media center also supports students and families with two book fairs annually, author visits, Dr. Seuss week, Young Authors' Day, and technology instruction to students and staff.

Wayside Elementary provides strong support to students in their acquisition of essential academic and life skills through the weekly attendance of all students in the fine arts, physical education, and library media programs, as well as other enrichment activities throughout the year.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

Wayside Elementary uses the state-approved Standardized Test for the Assessment of Reading and Math (STAR) as its research-based assessment. In compliance with the Reading Sufficiency Act (RSA), tests are conducted at the beginning, middle, and end of each school year. The STAR identifies those students reading Above, On, and Below in the areas of reading and math. Any student scoring below the 40th percentile is then classified into the categories of On Watch, Intervention, or Urgent Intervention. For progress monitoring, Wayside reassesses students in October and in March as well. Teachers also administer the Words Their Way spelling inventory three times a year. Each grade level meets weekly in a Professional Learning Community (PLC) and incorporates DuFour's data team cycle model to decide on an essential skill that will be pre- and post-tested. Through these multiple assessments, areas of strengths and weaknesses of students are identified.

Another way teachers differentiate is by collecting Response to Intervention (RTI) data that will help fill in the gaps. A recent example of RTI success includes a third-grade struggling reader who was receiving additional support and went through the RTI process. Through this process, Wayside discovered that not

only was this student qualified for an Individualized Education Plan for reading but also was qualified for placement in the Gifted and Talented Program.

Using this information, teachers differentiate instruction. Students in need of academic support receive interventions throughout the week targeting a skill. In addition to the regular grade-level instruction, teachers work individually or in small groups with students who are identified as below the 40th percentile. Other supports provided to struggling students include, but are not limited to, tutoring from trained tutors, before- and after-school tutoring for our second and third graders by certified teachers, and interventions through computer programs such as ExactPath, Reading Eggs, and MathSeeds. Wayside Elementary's primary mission is to have all students excel and reach their personal best.

### **3b. Students performing above grade level**

The success of every student population is the primary goal of Wayside Elementary. Success is achieved through research-based instruction, assessments, and interventions. Using the state-approved Standardized Test for the Assessment of Reading and Math (STAR) as the primary research-based assessment and in compliance with the Reading Sufficiency Act (RSA), testing is conducted at the beginning, middle, and end of each school year. The STAR identifies students reading above, on, and below in reading and math. Each grade level meets weekly in a Professional Learning Community (PLC) and incorporates DuFour's data team cycle model to decide on an essential skill that will be pre- and post-tested. All Wayside Elementary's second-grade students are administered the Otis-Lennon School Ability Test (OLSAT). The OLSAT is also administered to non-second-grade students upon recommendation by their teacher if the student transferred in after the second-grade year or for early identification. The data used from these assessments allow teachers to differentiate the learning of those students who are identified as advanced.

The students scoring advanced are given opportunities to enhance their learning. Students scoring in the 90th percentile on the STAR assessment have lessons over the previously-mastered objectives compacted, and the learning is extended and enhanced at a deeper level. Self-directed study, an individual or group project, or even direct instruction from the teacher at the advanced level are provided. Wayside also incorporates technology in differentiating instruction for high-performing students. The use of programs such as ExactPath, Study Island, and STMath has provided level-specific instruction over specific objectives. Students who score at or above the 97th percentile on the OLSAT qualify to attend the districts' Gifted and Talented Education (GATE) class weekly. This class utilizes hands-on learning, technology, and STEM units to challenge these above-grade-level learners. Through the use of research-based instruction, assessments, and differentiation, Wayside Elementary supports each student to achieve their personal best.

### **3c. Special education**

Teachers at Wayside Elementary are using an approach called Response to Intervention. In this approach, teachers focus on each individual student to create an environment that is effective in teaching all students. While utilizing these tiered interventions in the classroom, teachers are able to reach students at multiple levels of learning and provide interventions where necessary. During interventions, teachers take important data that, as a team, they are able to see if growth is being made, or if a different intervention needs to be introduced. As a school, teachers are able to use these interventions to determine if additional supports, such as special education services, are needed.

In the classroom, teachers use a variety of tools to help students learn at their specific learning levels. We utilize programs such as STMath, Exact Path, Reading Eggs, Math Seeds, and Study Island to differentiate learning to all levels. In these programs, students can be assigned grade-level material, but they can also work below or above level when appropriate. Teachers are able to use the materials in their classrooms on Chromebooks to enhance the learning of all students and determine small groups to meet with.

At Wayside, we provide a learning environment for students with sensory needs. Wayside has a swing, trampoline, blue lights, wobble seats, occupational therapy games to help with sensory input needs. Some students utilize tablets in the school for personal communication devices. Wayside offers individualized schedules to fit the needs of students with outside therapy, as well as in-school therapy sessions that include occupational therapy, physical therapy, and speech-language therapy.

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

Wayside Elementary has a diverse group of English Language Learners. Languages spoken include Spanish, Portuguese, Russian, Swahili, Hindi, Tamil, Telugu, Arabic, Bengali, Persian, Gujarati, and Chinese. Each English Language Learner (ELL) student is assessed on his or her language ability by taking the WIDA screener at the beginning of the school year, or within ten days of enrolling.

Once qualification in the English Language Development (ELD) program has been established, the students receive direct, small-group instruction by a certified teacher trained in best ELL practices. This instruction takes place two times per week and includes intensive practice in reading, writing, speaking, and listening. This is taught in a variety of ways, including specific curriculum, guided reading books, games, cards, physical movement, and technology.

In the spring of each school year, students are administered the WIDA Access Test to determine growth and eligibility for the upcoming school year. These scores provide an annual record of growth, as well as an indication of strengths and weaknesses for each student. WIDA Access scores, Standardized Test for the Assessment of Reading (STAR) test results, and daily student activities and assignments are used to drive individualized instruction and build the student's individualized language plan. Each English Language Academic Plan (ELAP) is written annually by the ELL teacher, in coordination with the homeroom teacher and any teachers of special services the student may be receiving. Students receive daily instruction and interventions from highly qualified classroom teachers on a daily basis.

Parents are encouraged to attend monthly bilingual family events where families develop new friendships and build bonds within the community. Parents also receive extra communication from the school, as well as online supports to use at home to help their child stay on track. Upon testing out of the ELL program, students are monitored closely for the next two years to ensure individual success.

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

Wayside students participate in field trips to various fine arts venues and performances throughout the school year. Second-grade students attend the Bartlesville Ballet Company performance at the Bartlesville Community Center where they learn proper etiquette and appearance expectations. Fourth-grade students receive artists-in-residence instruction in theatrical performing and makeup before auditions for the Children's Musical Theater performance each year. The entire grade level then attends the performance, also at the Community Center, as well as visiting the Gilcrease Art Museum in Tulsa. Fifth-grade students attend a Fine Arts showcase at the middle school where they are given an opportunity to experience the wide range of classes that will be offered at that level. Third-grade students visit the Bartlesville Area History Museum, the Nellie Johnstone Well No. 1, and the Woody Guthrie Museum in Tulsa. These field trips reinforce their studies of local history in a museum setting through art and other curated exhibits.

Fourth and fifth-grade students go bowling at the local bowling alley, and second-grade students, through partnership with the YMCA, are provided swimming instruction for 10 days. Additionally, second-grade students experience a field trip to Wheels and Thrills for increased exposure to roller skating and STEM-related activities.

Wayside Gifted and Talented Education program (GATE) is a pull-out program for students who qualify in second through fifth-grade. Students participate weekly for two or two-and-a-half hours. They are provided an outlet for building, creating, wondering, and experimenting, amongst other things. Students engage in critical thinking, problem-solving, and enrichment activities while at GATE. Curriculum is an extension of the standards taught in the regular classroom. Fifth-grade students participate in the district science fair, while fourth-grade students participate in an invention fair.

STMath, Reading Eggs, Math Seeds provides review and remediation for younger students, while STMath, Study Island, and ExactPath engage and support our older students.

## **PART V – SCHOOL CLIMATE AND CULTURE**

---

### **1. Engaging Students:**

At Wayside Elementary, a positive school climate is the product of our school's attention to fostering safety; promoting a supportive academic, social, and physical environment, and encouraging and maintaining respectful, trusting, and caring relationships throughout our community. Our climate is one where individuals feel cared for and valued. This atmosphere contributes to effective teaching and learning.

Students are engaged from the moment they enter the building. Every day you will find adult car greeters outside, rain or shine, ready to open car doors and welcome students to school with a positive comment or a high five. As students get off the bus, teachers are greeting them with positive affirmations. When students enter classrooms they are greeted at the door by their teacher. Some teachers have a check-in chart by the door that allows students to choose how they want to begin their day: a high five, low five, smile, hug, or personal handshake. This simple gesture of meeting students with positive greetings can set the tone for the entire day. The day starts with morning announcements that are televised and led by students.

Our teachers feel the power of praise can mold a student's behavior. Wayside Elementary is a Great Expectations Model School. This is an achievement we are very proud of and it takes daily dedication from teachers and students to live up to this high standard. Students benefit emotionally and socially from this program. Our entire site promotes the Eight Expectations of Living and Life Principles. Students are recognized throughout the school by earning Way to Go Warrior slips. The student may then visit the office and choose a coupon from our community partners.

Our school has been focusing on social and emotional learning as another avenue to reach and engage students. The faculty has received training on becoming mindful of emotions, challenges, stresses, and trauma so that they can reach all students. During weekly PLC meetings, teachers not only focus on academics, but they also share and reflect on strategies to motivate and engage all students.

Our parent support group is another factor in our positive school climate. This creative and supportive group of parents pour into our students and staff on a daily basis. They volunteer in our classrooms, provide meals, lead fundraisers, offer many family outreach opportunities, and financially support our teachers with grants and classroom supply monies. Teachers are valued and appreciated at Wayside Elementary by our administration, our parents, our students, and our community.

### **2. Engaging Families and Community:**

Wayside Elementary benefits from families and a community that are actively engaged in student success and maintaining a positive school culture. Communication with families and the community is multi-faceted, including a district and school website, Facebook, newsletters, parent emails, grade level newsletters, and technological communication apps (such as Bloomz).

The Bartlesville Education Foundation provided a \$25,000 grant to start Bruins on the Run during the 2018-2019 school year. This program, initiated by the principal, is a physical fitness program for 5th-grade students at Wayside. Students are provided with an adult mentor from the community, and complete the program with a local 10k. The program has continued, and a spring mini-session was added. Local doctors volunteered their time to give physicals to students, a local shoe store (Brown's Shoes) offered deeply discounted shoes to student participants, and a local non-profit, Mary Martha, donated snacks.

Grand Lake Mental Health provides extra support for students needing behavioral, emotional, or mental health care during the school day. A local non-profit, Agape, provides snack bags for students in need every Friday and meals on longer school breaks. An active parent group (Wayside Parent Support Association) provides multiple opportunities for fundraising and community events.

When students who attended Wayside Elementary graduate from High School, they return to Wayside for a

graduation party and walk through the halls of the school in their caps and gowns. Wayside students and families have a canned food drive each fall to provide non-perishable goods for the local Salvation Army. Second-grade students attend swimming lessons each spring at our local YMCA.

Each of these activities contributes to student success including building a sense of community and service, assisting in the development of life skills such as resilience, problem-solving, social skills, and conflict resolution. Academic gains and improvements in the life of our school are dependent on the development of each of these skills.

### **3. Creating Professional Culture:**

Together the administrators and staff at Wayside work cohesively together to create an environment that encourages a growth mindset. It is the collective of individualized growth mindsets of each educator in this building that creates instructional leaders, passionate teachers, and opportunity-seeking colleagues. Understanding the philosophy of a growth mindset faculty, Wayside along with the Bartlesville School District offers educators a menu of professional development choices throughout the year. Individuals have the opportunity to use reflective thinking, setbacks, and feedback to personalize a professional development plan that will ultimately encourage high expectations of their students as well. Teachers have the opportunity to choose among online professional development courses, on-site training classes, book studies, in-district cohorts, and/or peer-led workshops. Teachers are encouraged to self-select what professional development journey to embark on, make suggestions (in committees and online surveys) for upcoming professional development days, and determine what areas of growth are needed for their current role in the building. Teacher choice(s) lead to collaborative colleagues, challenge seekers, and reflective thinkers. It can be the very foundation for a strong sense of value, appreciation, and support within a building. Once the foundation has been set, there is the expectation of a catalytic proportion that there is no limit to growth or what “best” teacher practices can do and have done consistently over the years in a school where everyone is a professional and regarded as such. Choice and input among staff are at the very root of every successful school. Student growth is expected and encouraged at Wayside Elementary because the teacher professionals have created a positive, growth mindset environment for themselves as well as the students.

Just recently teachers asked for additional time to work in vertical alignment teams, with grade-level data teams, on personal professional development goals, and in their own classrooms during school and district professional development days. Teachers were valued and supported. Their input was considered, respected, and changes were made to give teachers what they asked for and needed. Teachers know their own strengths and weaknesses just like they know students. They know what they need. They know what their students need. It is a powerful and wonderful elementary school where every single educator is regarded as a self-thinking professional who has so much potential to grow. It is this growth mindset that leads to continuous student growth at Wayside Elementary year after year.

### **4. School Leadership:**

The Wayside leadership philosophy is to provide teachers and staff the resources needed, utilize ongoing professional development, and provide ongoing feedback through data so Wayside will remain focused on student achievement.

Using the site budget responsibly combined with assistance from our Wayside Parent Support Association, the resources teachers need are provided. This allows teachers to have the necessary tools to properly teach students.

Testing results are utilized to disaggregate our students’ achievements. The principal leads the teachers through analysis of data to formulate plans for the current school year’s work, leading to the creation of the Site Improvement Plan (SIP). The SIP details the steps to be taken to achieve academic success for Wayside students. Further, this beginning work provides direction for teachers as they decide upon their individual “Professional Learning Focus” for the year.

Through the use of programs such as Response To Intervention (RtI), 504's, and Individualized Education Plans (IEPs), the Wayside Building Educational Support Team (BEST) committee assists students who are struggling with academics or social/emotional issues. The BEST committee is led by Wayside's assistant principal and includes the instructional coach, counselor, and classroom teachers.

Ongoing professional development practices are led by the site instructional coach. Examples include student assessments such as the Standardized Test for the Assessment of Reading and Math (STAR) Reading and STAR Math assessments. The data gleaned from these assessments inform Wayside's instructional coach and teachers what they are doing well and what needs improvement. It is, in great part, this process that the instructional coach and teachers determine their professional development needs and direction.

The daily work described above by our teachers, instructional coach, counselor, assistant principal, and the principal is combined with support from Wayside students' parents and the community. The Wayside Parent Support Association (WPSA) has supported Wayside in many ways, including the purchase of two iPad carts and two Chromebook carts (120 devices). Through these working relationships, "the village raises a child/children". Phillips 66, ConocoPhillips, and the Bartlesville Public School Foundation have combined significant donations for Science, Technology, Engineering, and Math (STEM) education in the district, providing another example of exemplary community partnership. As a result, Wayside students are some of the only children in the country to receive 4 units of STEM education each school year from Kindergarten through fifth grade.

Through the appropriate use of funds and community support to provide necessary resources, focus on data results to direct professional development and teaching practices, and the delivery of individualized teaching, higher learning for Wayside Elementary students occurs.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

---

Students' progress is monitored through ongoing collaborations among teachers in professional learning communities. Data cycles are used for specific learning objectives. These objectives are drawn from the state's 'blueprint of objectives'. This 'blueprint' guides teachers as to the objective's correlation with the annual state test. Previous successes or challenges for individual objectives with previous students are reviewed. Current formative assessments and teacher observations are also considered in the selection of an objective for the upcoming data cycle.

A pre-test is given at the beginning of the data cycle, establishing where the students' comprehension is at the beginning of the teaching of the objective. The method of delivery for teaching the objective is predetermined by the team of teachers, thus providing a deeper dialog of the craft of teaching among teachers. Wayside educators share their individual experiences and wisdom. This process is central to the benefits of data cycles and professional learning communities. When teachers are able to teach at a higher level due to collaboration and data tracking, students will achieve at a higher level.

Achievement is tracked for the whole group, individual students, and sub-groups. Sub-groups could include English language learners or students who have an individualized education plan. Targeting of objectives and monitoring of students and student sub-groups allows teachers to develop appropriate lessons. Differentiated instruction that is guided by this planning and monitoring is how Wayside teachers teach. It is an ongoing and fluid process.

Teachers continue to discuss their progress throughout each data cycle. As students respond, teachers adjust as needed. A data cycle can be shortened if students have mastered the objective sooner than expected. Likewise, a data cycle may be extended if students are still struggling with the objective.

Data cycles are instrumental in gathering data and evidence when an individual student continues to struggle. Consideration is given to the possibility of the student beginning the Response to Intervention (RtI) process. RtI is the documenting of efforts to remediate a student through individualized instructional techniques. If the student does not respond positively to these individualized teaching efforts, documentation of these efforts has been obtained. This documentation, which is a data cycle in itself, permits further considerations for support for the child such as an Individualized Education Plan (IEP). Through the process of data cycles within teachers' professional learning communities (PLC), Wayside teachers are able to plan, document, and deliver better teaching for Wayside students.