

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 1701 S. 2nd Street
(If address is P.O. Box, also include street address.)

City Cabot State AR Zip Code+4 (9 digits total) 72023-3328

County Lonoke County

Telephone (501) 743-3566 Fax (501) 843-5802

Web site/URL
<https://www.cabotschools.org/schools/westside-elementary> E-mail frankie.glover@cps.k12.ar.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Tony Thurman E-mail tony.thurman@cps.k12.ar.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cabot School District Tel. (501) 843-3363

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 Mrs. Sarah Owen
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	60
1	80
2	67
3	63
4	73
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	343

*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):
- 0.3 % American Indian or Alaska Native
 - 2.9 % Asian
 - 3.8 % Black or African American
 - 14 % Hispanic or Latino
 - 0.3 % Native Hawaiian or Other Pacific Islander
 - 66.1 % White
 - 12.6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 14%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1, 2021	343
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

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

Filipino, Hindi, Japanese, Korean, Spanish, Tagalog, Urdu, Vietnamese

English Language Learners (ELL) in the school: 15 %
50 Total number ELL

7. Students eligible for free/reduced-priced meals: 69 %

Total number students who qualify: 238

8. Students receiving special education services with an IEP: 18 %
Total number of students served 62

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>4</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>37</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 10 %
Total number of students served: 36

10. Number of years the principal has been in the position at this school: 3

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	94%	94%	93%	93%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

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

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

Yes ☐ No ☒

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

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

We will provide a safe, supportive, and positive environment where everyone is loved and important. We are committed to empowering our students to reach their full potential and to be successful in their future endeavors by setting high expectations, both academically and personally.

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

<https://www.cabotschools.org/human-resources>

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

PART III – SCHOOL OVERVIEW

Westside Elementary School (WES) is a part of the Cabot Public School System in Cabot, Arkansas. The city of Cabot, located in the central portion of Arkansas, has a population of approximately 26,000 people. Families choose to reside in Cabot for its small-town rural atmosphere. Our proximity to the state capital of Little Rock gives our families access to opportunities provided by a larger metropolitan area. This vicinity, coupled with Cabot School District's commitment to preparing today's students for tomorrow's opportunities, has led to a diverse community of families with backgrounds in agriculture, military, politics, education, and other occupations. The Cabot School District serves this growing community through seventeen campuses. Of the nine elementary schools in the community, Westside welcomes a sizable population of multilingual families from diverse cultural and socioeconomic backgrounds. For this reason, WES qualifies as a Title I school and is known as the international school in Cabot.

To provide for our diverse population, WES utilizes the expertise of several staff members with English as a Second Language (ESL) certifications and years of practical experience to create the optimal environment for English language acquisition. Our school currently has sixty ESL students speaking eight different foreign languages. Many of these students learn English at school because their families only speak their native language at home. Our teachers understand the barrier this can create when trying to communicate and diligently use the TransPerfect translation service and interpreters to bridge the language barrier between staff and parents. We champion these cultural differences as a benefit to our school and honor our students' traditions and celebrations through Hispanic Heritage Month, Indigenous Peoples' Day, Lunar New Year, and Black History Month.

Westside Elementary makes use of a variety of key strategies that make our school a thriving place. Weekly Professional Learning Community (PLC) meetings are the place where teachers, instructional coaches, special education teachers, administrators, other support staff, and stakeholders meet to collaborate on topics that support our students in reaching their highest potential, as well as engage in deep planning and understanding of our curriculums. During PLCs, teams monitor the academic growth and progress of each student in our school through our three-tiered Response to Intervention (RTI) program. Using a variety of assessments throughout the year, teams consisting of administrators, teachers, and support staff identify the needs of each student and determine what tier of intervention strategies best address a student's needs. These tiered interventions and strategies are revisited every six weeks, with data-driven adjustments made as needed. We also take advantage of PLC time to ensure all staff have access to high-quality, relevant professional development (PD) that furthers our vision of excellence. PD presented during PLCs provides opportunities for staff to learn and apply highly effective teaching strategies, ensuring equity in learning for all students.

The implementation of research-based curricula at WES has challenged our students to reach their potential to the fullest. Through the use of Phonics First, Structures, and Wit and Wisdom curricula, students engage in multisensory activities, rich language, and foundational reading skills based on research from the Science of Reading. Our newly adopted Illustrative Mathematics (IM) curriculum is a program that promotes equity for all students by providing instruction with a low-floor, high-ceiling problem-solving approach.

Westside Elementary cultivates a community of excellence by holding every student to a high standard while also recognizing the varied needs of the learners in our school. WES implements an innovative intervention initiative known as Growing and Learning Our Way (GLOW). During GLOW, students participate in small groups with various teachers to receive the instruction they need to succeed. Students move fluidly through instructional groups that cover a range of skills from remedial to extension for students to grow academically.

Westside Elementary acknowledges the impact of confidence and self-esteem on a student's ability to learn by implementing several recognition programs that inspire students to be their best selves and successful learners. To address our students' social and emotional needs, WES adopted the Capturing Kids Hearts (CKH) curriculum. CKH focuses on creating a culture of community within our school and in the classrooms. We also foster confidence and a positive growth mindset by implementing a set of daily

affirmations that students speak aloud, reinforcing what makes each child unique. WES is also fortunate to have a full-time emotional support dog named Dapper. Dapper provides unconditional love and support as he helps to reduce anxiety and stress for students and staff.

Students track their behavior and academic progress by setting goals for themselves and frequently reviewing their data with staff support. Once a student completes one of their objectives, we celebrate them with our Positive Office Referral program or reward students with our school currency known as Dapper Dollars. Teachers also work to acknowledge and celebrate academic growth with quarterly celebrations for all students. Everyone at WES is encouraged to use shout-outs during morning announcements to recognize and celebrate students and staff for notable acts or efforts and positive encouragement.

Westside Elementary's achievement is due to our shared belief that education is the key to a brighter tomorrow.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Westside Elementary commits to a high standard of excellence for all reading and language arts instruction. Through intensive professional development on the Science of Reading (SOR), teachers focus on the five key concepts at the core of effective reading instruction. Each literacy block includes explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers use data from standards-based common assessments in weekly professional learning communities to analyze the needs of students and plan for literacy instruction. As teams plan, special attention is given to John Hattie's high-yield strategies in an effort to maximize learning in these core areas.

WES utilizes a variety of researched-based curricular programs to address the core areas of literacy, including Wit and Wisdom, The Writing Revolution, Heggerty, Kilpatrick's Equipped for Reading Success (Kilpatrick), and Phonics First. Wit and Wisdom is a comprehensive literacy curriculum that prepares students to be strong readers, writers, and communicators by providing a solid vocabulary and background knowledge. Kilpatrick and Phonics First are implemented daily through vigorous routines across all grade levels to develop and strengthen foundational phonemic awareness and skills needed for success in reading. While participating in literacy PLCs, teaching teams identified a need for a supplemental writing curriculum to improve instructional outcomes. Through a careful review and application process, WES received a state grant for staff training in the highly recommended program The Writing Revolution. This program aligned with the research of SOR as a method that builds from sentences to compositions and embeds in curricula across all content areas and grade levels.

Students across all grade levels learn literacy through various settings, including whole-group instruction, small-group instruction, and engaging literacy centers. K-2 classrooms use whole-group instructional time to address grade-level literacy standards while providing small-group instruction for differentiated needs based on assessment data. Literacy centers offer opportunities to collaborate with peers while practicing essential speaking and listening skills and vocabulary acquisition. Third and fourth grade literacy teachers collaborate continuously throughout the school year, working to vertically align content and essential standards into a cohesive learning program through routine monitoring of students' progress.

Assessment of student progress in learning essential standards is a crucial piece of literacy instruction at WES. Teachers across all grade levels administer screening assessments at the start of the year, including the Phonological Awareness Screening Test (PAST) and Phonics First Initial Placement Tests, to determine where to begin instruction. These assessments address letter identification, letter writing, phoneme sound recognition, and layered phonetic assessments. Three times a year, all students at WES participate in the Measure of Academic Progress (MAP) from the Northwest Evaluation Association (NWEA) to determine growth and proficiency. By periodically implementing the MAP Reading Fluency assessment, instructional teams can track the progress of foundational reading skills and oral reading fluency. PLC teams work to develop common assessments in literacy that address predetermined essential standards. These teams analyze standards students must master in a particular skill area, create tasks that align with these standards, and measure student understanding of the content. Teachers work collaboratively to review and revise the assessment items until they are satisfied that it accurately measures student understanding and mastery of the content.

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

Each teacher at WES is committed to mathematical excellence and the ambitious goal of developing lifelong learners and doers of math. For many years, teachers studied the process of student-centered mathematics through Cognitively Guided Instruction (CGI) to plan and implement high-quality instruction. This commitment to mathematics education resulted in a partnership between teachers and the local educational cooperative Wilbur D. Mills (Co-op) to participate in a state-initiated PD program called Arkansas Math

Quantitative Essentials for Students and Teachers (QuEST). QuEST emphasizes equity and engagement of all students in meaningful mathematics learning experiences through reasoning and problem-solving. Involvement in QuEST requires teachers and administrators to participate in sustained, job-embedded PD focused on student performance and collaboration. When the time came for our district to adopt a new math curriculum, teachers could contribute their knowledge of deep mathematical instruction from QuEST and assist in selecting the Illustrative Mathematics Curriculum (IM) for grades K-5.

IM is a problem-based core curriculum grounded in content and practice standards to foster learning and achievement for all. Students learn through performing math by solving problems, developing conceptual understanding, and discussing and defending their reasoning. Every lesson in IM tells a coherent math story across units and grade levels based on standards and research-based learning projections, allowing students to view math as a connected set of ideas. Every lesson incorporates one or more of the eight mathematical teaching practices and one or more of the eight student standards for mathematical practices.

The implementation of IM in our math block consists of direct and indirect instruction in whole and small-group settings. A typical lesson begins with an introductory activity or problem that captures the students' attention and motivates them to learn more. Students then engage in instruction on the mathematical concepts by working on intentionally sequenced problems. Teachers help students understand these problems, ask questions to push their thinking, and orchestrate discussions to ensure clear mathematical takeaways. By working collaboratively in small groups, students talk about math, listen to each other's ideas, justify their thinking, and critique the reasoning of others. IM is structured for students to build procedural fluency and conceptual understanding through the representations, strategies, and understanding they encounter throughout their units of study. Centers have a heavy implementation in grades K-2 as extra practice to build fluency, focusing on the significant work of the grade level, with vertical alignment across the year and different grade levels. Implementation in grades 3-4 is less frequent but has the same emphasis on building procedural fluency from conceptual understanding.

The monitoring of student progress through assessment drives planning and instruction at Westside. The Universal Screener for Number Sense (USNS) from Forefront Education is administered to every child three times a year across all grade levels to assess readiness for grade-level standards and identify students needing support. The IM curriculum offers a variety of formative and summative assessments to gauge student progress throughout the implementation of units. PLCs modify and adjust these assessments to ensure students demonstrate an understanding of essential standards. Students also participate in the math portion of the NWEA MAP assessment for progress monitoring purposes.

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

One of Westside Elementary's overarching goals is ensuring every student receives a well-rounded education. Our school recognizes the importance of science instruction in fostering curiosity, creativity, critical thinking skills, and scientific literacy; however, instructional time is a struggle every classroom teacher faces. Science is generally integrated into literacy instruction to help students understand scientific concepts while improving their reading and writing skills to alleviate time pressures. Through the careful study of Arkansas state science standards, teachers work diligently to cover essential skills through each of their literacy units. Teachers at WES have several resources available to help supplement science instruction, including the Picture-Perfect Science lesson series, Mystery Science curriculum, Generation Genius resources, and the Core Knowledge Science curriculum.

Science, technology, engineering, arts, and mathematics, better known as STEAM, is an important area of focus at Westside. STEAM education is crucial for young children as it helps them develop critical thinking, problem-solving, and innovation skills necessary for success in the modern workforce. Teachers address the National Science Teachers Association's Next Generation Science Standards (NGSS) through various planned lessons separate from their literacy units. Every classroom participates in a weekly STEAM hour by focusing on a rich problem-solving task with scaffolded support. We provide a dedicated STEAM resource center featuring a variety of reusable materials as well as consumables for teachers to access as needed. WES also participates in a yearly STEAM week celebration where students engage in classroom STEAM challenges and observe a variety of exciting scientific demonstrations.

Teachers mainly assess scientific learning through student performance on common literacy assessments in grades K-2. Due to science being a tested subject in our end-of-the-year testing for grades three and four, these teachers work collaboratively to develop common assessments that monitor student progress throughout the year.

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

Westside Elementary integrates many state social studies, history, and civics standards into the English Language block. Our social studies standards are easily integrated in Wit & Wisdom's thematic units. Units for kindergarteners and first graders focus primarily on the study of cultures around the world and geography. Grades 2-4 expand upon the previous learning of culture, emphasizing how it has impacted our nation's history and the relationships between people and places. The Core Knowledge Language Arts (CKLA) curriculum and Scholastic News magazine provide a supplement to meet these objectives and state social studies standards. In order to provide children with real-world experiences and foster deeper connections with content presented through the literacy block, grade levels choose from a variety of Arkansas historical sites for students to attend on field trips. Teachers also provide virtual field trips to relevant locations worldwide to enrich student learning.

Much like our science instruction, assessment of progress and understanding of social studies standards are generally monitored through literacy comprehension in grades K-2. We assess fourth graders' understanding of civics and history through the production of our annual Living Wax Museum. After completing research on a chosen historical figure, students dress up and present a biographical speech. Students from every grade level visit the museum accompanied by parents and other community members. Third graders participate in a similar research project to demonstrate their social studies proficiency by creating a graphic display of a notable figure in black history with the opportunity to use technology to present their research in their classrooms. We motivate our students to be interested in history through these projects as they immerse themselves in the history of individuals who have made their mark on the world.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Kindergarteners through fourth graders participate weekly in both art and music classes.

Students participate in creating art using what they have observed from different artists around the world. Our students study famous artists' designs and artwork and replicate the artwork using different mediums. Classes study different traditions and types of media, techniques, and periods. By exploring other cultures through art, we have laid the foundation for cultural awareness in our students. Our students participate in various contest opportunities throughout the year, such as the Doodle for Google contest and the Arkansas Museum of Fine Arts student exhibit. Classes create displays for national and international special programs, displaying their artwork in the halls throughout the year. All of these components provide WES students with a well-rounded art experience.

In music class, students obtain knowledge of various musical elements through hands-on activities and projects. Our music classes use instruments such as claves, hand drums, maracas, rhythm sticks, ukuleles, and wood blocks. Students enjoy playing these instruments to classical and current musical pieces. We also

study the impact and contributions of musical composers. Our older students participate in group projects diving into the lives of the composer's childhood, musical education, composed pieces, and interesting facts with opportunities to present their information. Grade-level musical performances that incorporate speaking opportunities are another component of our music program at Westside and occur throughout the year.

2b. Physical education/health/nutrition

Physical Education (PE) at Westside Elementary is taught to all students once per week through instructional units, focusing on a variety of sports and physical skills. The design of these units meets state standards to maximize students' physical development while fostering good sportsmanship, teamwork skills, and healthy habits. Our PE teacher integrates cross-curricular objectives into planned activities, purposefully choosing mastered math and reading skills from the classroom to incorporate into physically challenging activities that reinforce these topics. Students have several opportunities to bolster their self-confidence and perseverance throughout the year by completing challenging activities in PE classes. In addition to a fifty-minute PE block each week, students receive two twenty-minute blocks of physical wellness daily. The Wellness program is developmentally appropriate, grade-specific, and outdoors if possible. We feature a variety of sports and activities to expose our students to a diverse range of extracurricular experiences, with the goal of establishing life-long habits of physical wellness long after they leave the elementary school environment.

WES partners with a local health system to provide students with various resources they need to make healthy choices for a lifetime. This program focuses on the fundamental values of good nutrition, hygiene, and mental health.

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

2d. Technology/library/media

The library media center at WES is a learning hub for all students in the building. Kindergarten through fourth-grade students have weekly opportunities to check out books, research various topics, and participate in Makerspace activities. Makerspace provides students with the opportunity to work through the elementary engineering design process. Students create with different building materials, such as Legos, Keva planks, and marble runs. WES takes advantage of The Lego Group's Build the Change Program through a grant offered to Title I schools and the Lego Replay Program. The media specialist implements various reading challenges during the school year, including Read Across America 50 States Challenge, the STEAM-based Storybook Pumpkin Book Character Contest, and our Thanksgiving Balloon Float Character Parade.

WES's technology class is taught to all students once per week and covers a broad range of computer skills, from primary computer education to programming. Kindergarten and first grade students focus on basic computer fundamentals as an introduction to computers and educational software. Second through fourth grade students are introduced to coding, word processing, and presentation skills. In grades 3-4, students are encouraged to use Tinkercad to design and print a 3D model. Our curriculum helps students by setting them up for success in today's technological world.

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

We are very fortunate at Westside Elementary to have a school guidance counselor available to meet the diverse needs of our students. Through a combination of whole and small group lessons our counselor uses the Second Step social-emotional learning (SEL) curriculum to promote the positive attitudes, knowledge, and skills needed for students to monitor and manage their own social/emotional growth. This program is structured to allow for culturally relevant instruction that evolves as students progress through elementary school, setting them up for success in school and beyond. In counselor-facilitated group settings, students connect with content and their peers as they build new skills, including space for real-life scenarios that keep the program relevant for students. Every classroom at WSE visits the counselor for forty minutes twice a

month.

For students who present with specific social or emotional needs, our counselor creates small groups for targeted SEL interventions while also being supportive by working with classroom teachers to find strategies and solutions that keep students in the classroom and learning. For some students that demonstrate a high level of need, the counselor is able to work with families and connect them to counseling and support resources outside of school.

3. Academic Supports

3a. Students performing below grade level:

Westside Elementary is incredibly proactive in seeking out interventions for struggling students. Students who have not mastered grade-level reading, phonics, and math skills taught during Tier 1 instruction are identified through common assessments and placed in Tier 2 intervention groups called GLOW groups. These groups are daily, 30-minute lessons designed to provide intensive, skill-focused instruction in smaller groups. Glow time is a school-wide, all-hands-on-deck, data-driven initiative that ensures students gain the skills necessary to succeed. Math and reading interventionists, administration, innovative instructional facilitator, secretaries, activity teachers, classroom teachers, and para-professionals play a part in this endeavor. In Kindergarten through second grade, GLOW teachers use Geodes, Specialized Program Individualizing Reading Excellence (SPIRE) reading, University of Florida Literacy Institute Foundations (UFLI), West Virginia Phonics, IXL learning software (IXL), Lexia Core 5, and Moby Max as curriculum supports to meet student needs. Our school and students also benefit from having a part-time, certified interventionist focusing on reading interventions with our K-2 students. In addition to the curriculum supports mentioned above, third and fourth-grade GLOW groups utilize Bridge the Gap in their arsenal of intervention tools to reach students' needs. Glow groups are revisited every six weeks during RTI meetings to determine if the interventions implemented are having a desired effect and prepare to adjust instructional plans and student groupings based on demonstrations of student needs.

At WES, we consult our speech-language, occupational, and physical therapists during RTI meetings to address the needs of students struggling with language or motor concepts in the classroom. Our therapists support students by providing inclusion-based services in the general education setting. For students with more significant needs, services are delivered in small groups or individually in the resource room. Our occupational therapists provide whole group instruction for students with fine motor delays as well as providing resources for sensory needs.

3b. Students performing above grade level:

To meet the needs of all students, we recognize the importance of providing support for students working above grade level or who have mastered skills taught in Tier I instruction. Adequately reaching these students with engaging instruction is paramount to their continued success. To meet these needs, we utilize small group instruction alongside software programs to provide students with personalized education and learning goals. These assistive learning tools include mathematical software (IXL) and reading-based programs (Lexia). IXL helps students transition from basic skills into higher-level critical thinking and real-world problem-solving. Lexia helps to develop the crucial skills needed for the process of moving from learning to read to reading to learn.

We employ a full-time gifted and talented (GT) specialist to provide further instruction and support for these students outside of differentiated instruction within the classroom. Our GT specialist runs our gifted program, which strives to give students the freedom to study areas of interest. Allowing for expanded levels of inquiry provides the opportunity for students to develop a sense of individual worth and a responsibility to self and society through the exploration process.

Students can qualify for our gifted program in second, third, and fourth grades. Identified students receive a supplemental differentiated curriculum in the GT classroom for a minimum of 150 minutes each week. Instruction in critical thinking, creativity, research, self-awareness, and communication meet the needs of

these gifted learners. In addition, fourth graders have the opportunity to compete with other elementary schools in a district Elementary Quiz Bowl.

Students of higher ability who still need to be placed in GT have the opportunity to meet with our GT specialist for up to 120 minutes a week. During this time, our specialist provides enrichment opportunities in logic, philosophy, critical thinking, math, and reading.

3c. Students with disabilities:

Students who qualify for special education (SPED) services receive instruction in various settings to meet their individual needs and serve them in their Least Restrictive Environment (LRE). WES has two SPED teachers, two speech-language pathologists, an occupational therapist, and a physical therapist consultant. These individuals, along with our general education teachers, develop specific learning goals for each identified student to achieve their potential. Stakeholders meet yearly to review students' Individualized Education Plans (IEPs). During this review, the committee (parents, student, teachers, and therapists) discusses the child's current strengths and needs to adjust existing goals that help the student obtain missing skills to meet grade-level standards. Students progress toward mastery of their goals through specialized instruction from teachers and therapists during the school year.

Students receive most of their IEP instruction through inclusion services in the general education setting. The implementation of inclusion practices at WES is due to an achievement gap between regular classroom students and students with disabilities. Our school believes we can close this achievement gap with intensive interventions. Our general and Sped teachers collaborate weekly to address students' IEP goals alongside grade-level material to maximize achievement. In the general education setting, students receive whole-group instruction alongside their peers. Our teachers and SPED specialists provide small-group instruction to reinforce concepts taught in whole-group lessons and support students in completing their independent work. Thanks to the inclusion model, our students are more confident in their abilities, and classroom teachers better understand their needs. With this collective efficacy, our students achieve higher levels than ever before.

At times, student needs may demand a more intensive approach. We provide this support through small group or individual instruction in the resource setting. Students receive interventions based on their needs to attain grade-level skills during this time. We also provide our students with additional time to work on grade-level assignments in this setting to provide an environment with less distraction outside of the general classroom.

3d. English Language Learners:

Many parents send their children to Westside for our outstanding English language learner (ELL) support. The WES English to Speakers of Other Languages (ESOL) program has one certified full-time interventionist that provides English Language Development (ELD) interventions using E.L. Achieve curriculum. This research-based curriculum addresses multiple proficiency levels and is thematically based. Students spend thirty minutes a day working through this program. WES students receive support from five ESL-certified instructional paraprofessionals providing culturally innovative and effective teaching techniques to our ELL population. These paraprofessionals use the Newcomer program for students with low English proficiency to bridge them to the regular ELD interventions. Newcomer students receive thirty minutes of small group instruction and push-in interventions until they have attained enough basic English to place in the regular ELD program. The school district has adopted the Look curriculum from National Geographic as supplemental support. This program helps learners make connections in English between their lives and their world through high-interest, global topics that encourage them to learn and express themselves. Reading Eggs is another supplemental program that supports learning through interactive learn-to-read activities.

Every parent completes a home language survey during back-to-school registration to determine which students need ELL support. If a parent lists any language other than English spoken in the home, students take an English Language Proficiency Assessment (ELPA) Screener. At any time during the year, students

can take an ELPA screener. Students take the ELPA21 Summative during the spring semester to monitor their English language acquisition. Our ELD interventionist and classroom teachers develop Limited English Proficiency (LEP) plans using the results of these assessments, including classroom modifications for student success. Our school currently supports the learning of sixty students who speak nine foreign languages.

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

Sixty-nine percent of Westside Elementary's student population has an identification as being of low socioeconomic status (SES), and 1 percent of the student population is considered homeless. This high population of low SES students warrants supplemental outreach assistance programs (SOAP). Food insecurity is a significant factor for many of our low SES students. WES understands that food insecurity has lasting impacts on the lives of our students. Food insecurity leads to weaker immune systems, increased hospitalization, lower IQ, shorter attention spans, and lower academic achievement. In addition to students receiving a free breakfast every day, the school counselor partners with churches and businesses in the community to help meet the nutritional needs of our at-risk students. WES is able to provide weekly food bags to students through the Backpack Buddies program. During the holiday season, we offer care boxes to families in need. These partners also give monetary donations to our School Supply Scholarship Fund annually. Westside Elementary works to connect families in need to community programs throughout the year, such as the Cabot Christmas Alliance and Shop with a Cop, to assist in providing gifts and meals for the holidays. The district also partners with community organizations to offer lunches over school breaks at various locations throughout the city.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Love and kindness permeate Westside Elementary, and it is felt when entering the school. A kind, loving staff member greets each student upon their arrival at school each day. This small action is essential because we believe learning starts with caring relationships. Teachers understand the importance of starting the day off on a positive note. They begin class each day using a Capturing Kids' Hearts strategy titled Good Things. Sharing Good Things is an engagement and exploration technique that empowers teachers to gauge the emotional state of students at the beginning of the day.

WES Affirmation posters are visible at each entry point because we want our students inundated with positivity. The cafeteria displays the Affirmation Wall of Fame, where pictures are displayed of students that have shared their affirmations. In addition to the Wall of Fame, students are recognized for demonstrating positive qualities of the affirmation by earning tickets for Students of the Week. Every month each teacher selects a student for Affirmation Superstar. The students are invited to a special luncheon hosted by the counselor, where they are awarded certificates and served pizza.

In addition to celebrating students for embodying affirmation qualities, students earn Dapper Dollars from staff members for growing academically, socially, and emotionally. Students exchange their Dapper Dollars each week for prizes. Staff members can also fill out Positive Office Referrals to recognize students for being kind, safe, respectful, and responsible. Students spin the prize wheel to win prizes, including gift certificates to local restaurants.

Teachers nominate students who would benefit from a positive adult role model to Fellowship's Mentorship Program. Upon obtaining parental permission, students are matched with mentors who will listen to and support them. Our students look forward to these visits and love to share their goals.

Students are recognized for showing growth in reading and math on the MAP assessment. They set goals and receive certificates from their teachers and principals when they meet their goals and celebrate them with activities such as dance parties.

Because we believe reading opens the doors to opportunities, events are held throughout the year to encourage our culture of reading. One example of this is the DEVoted Readers Program. WES was one of several schools to embrace this opportunity to partner with First Arkansas Bank and Trust and a University of Arkansas basketball player, Devo Davis, to challenge students to read as much as possible over a two-month period.

2. Engaging Families and Community:

A strong connection between Westside Elementary, its families, and the community is vital to building a safe and nurturing learning environment for students. We are very fortunate to enjoy a partnership with several local churches. Churches and the Junior Auxiliary of Cabot provide hygiene items for the counselor to distribute to any student in need. Another church provides the food for the Backpack Buddies Program. Other churches create care boxes with enough food and supplies to sustain a family over a long break from school.

WES recognizes the importance of informing stakeholders about school programs, events, and day-to-day happenings. We provide parents with daily news, upcoming events, and essential information about our school through Facebook and Twitter. Our parents love to see updates of their child's day on social media and the rewards they have earned throughout the week. In addition to social media platforms, the principal publishes a monthly newsletter to inform parents of upcoming opportunities. The principal collaborates with teachers and specialists to provide pertinent information and educational recommendations to our families.

WES hosts a multitude of events to foster strong ties between the school, families, and the community.

Hundreds of families from all over Cabot visit our school to participate in these festivities. Some of our most popular events include Meet the Teacher Night, Grand People's Day, The Veteran's Day Celebration, Fall Festival, and Winter Extravaganza. The Fall Festival is a collaborative effort between WES and a local church. Several hundred families attended the fall festival this year, and most of our staff were able to donate their time to the event. Our Veterans Day celebration is another event that draws people from the community by inviting Veterans to participate in a school parade and appreciation breakfast provided by our staff. Westside hosted a drive-thru Winter extravaganza that brought families to our school to celebrate winter holidays worldwide. Students that attended the extravaganza received a book and a STEAM activity to complete at home with their families.

WES students take part in the service organization Kiwanis Kids (K-Kids). K-Kids is a student-led group of aspiring leaders who cultivate community spirit through outreach and service. Club members learn leadership skills through service as they raise money for St. Jude's Children's Hospital, Ronald McDonald House, and our local animal shelter. K-Kids inspires students to discover their passion and desire to serve their community.

3. Creating Professional Culture:

The professional climate and culture at Westside Elementary is an essential factor that makes our school successful. Establishing norms for professional behavior is one of the many tools we use to develop a safe and positive environment for all who enter our building. These norms are established by staff at the beginning of the school year and are revisited before PLCs and team meetings to help staff approach tasks with a positive mindset. Members of the administration and school leadership directly influence the climate of our school by modeling respect and positivity, even in difficult situations. This includes treating others with kindness and empathy, active listening, valuing diverse perspectives, and providing encouragement to all staff members. Emphasizing the importance of respect results in a positive and productive work environment for everyone at WES. As a result, staff members can respectfully collaborate with their peers regardless of differences of opinion.

The development of a professional culture at WES is supported by the growth and learning of our staff throughout the school year. Our mindset is that the more knowledge we gain, the more we can share with one another, and the better our school will achieve as a whole.

Through this philosophy, our staff has shown interest in pursuing knowledge outside of the yearly required professional development. Many teachers are furthering their education based on professional interest in administration, STEAM, ESL, dyslexia, and Gifted and Talented specialties. This wealth of knowledge makes point-in-time professional development possible. For example, instructional coaches for literacy and math host book studies for any staff member that wishes to participate, as well as relevant embedded PD opportunities during PLC meetings. The WES principal is a RISE trainer; through this distinction, she can effectively train and support staff as they implement strategies that increase rigor in the reading classroom. Our literacy PLCs are structured to ensure that all staff is equipped with the necessary knowledge and tools to teach reading effectively. WES math interventionists have also pursued their QuEST trainer certificates, using their expertise to train others in effective mathematical strategies as well as co-teaching, modeling, and observing teachers to ensure quality and effective instruction. WES has several CKH Process Champions that attend supplemental training throughout the year to mentor colleagues in implementing the concepts and skills, answer questions, model behaviors and support their peers in the CKH mindset.

4. School Leadership:

The principal actively works to establish and maintain a culture of excellence and believes that students can overcome any barriers to success. This is achieved by holding everyone to high standards and leading by example. The principal identifies instructional deficits in the building and chooses relevant literature to personally conduct book studies on, promoting equity in instruction across the building. The principal teaches a group of students during GLOW and has had several faculty members observe. She uses the data collected from these students to make decisions during PLC meetings right alongside the teachers. These practices help to cement the belief that we are all in this together.

Shared responsibility is an essential component of our leadership structure. The principal understands that when everyone involved works together, students achieve more. Every student in the building is one of "our" kids, meaning the success and growth of students is the responsibility of every member of the Westside team. To achieve this goal of growth and achievement, leadership and instructional support staff provide teachers with weekly opportunities for co-teaching and planning. Administration revamped the master schedule to create a 90-minute block for each grade level to collaborate on student needs, lesson plans, assessments, interventions, and growth each week. Increasing the amount of time dedicated to grade-level planning increases the degree of trust among peers. It is common practice for teachers to observe their peers to gain ideas and instructional strategies for use in their own classrooms.

Administration further fosters shared responsibility and the critical nature of collaboration through developing a leadership team. The leadership team comprises the principal, assistant principal, instructional coaches, instructional facilitator, counselor, special education representatives, and a lead teacher from each grade level. The leadership team meets throughout the year to discuss planned events, student progress, curriculum, student achievement, RTI, student needs, and school safety. Leadership team members create sub-committees that include other staff members to encourage everyone to engage actively in our school. These committees are responsible for planning and executing WES's various events and initiatives.

We work together to develop goals for our students and reward them when they attain them, celebrating their successes at a school-wide celebration. We invest in our students' futures at Westside and strive for them to work to their fullest potential to achieve excellence every day. Our motto for the school is "You are the best side of Westside," and our students aim to achieve the best of themselves every day.

5. Culturally Responsive Teaching and Learning:

Westside Elementary serves a diverse student population. The staff at WES strives to celebrate our students' heritage and history in various ways throughout the year. In September, our school honors Hispanic Heritage Month by discussing what Hispanic Heritage means, learning about different Spanish-speaking countries, and celebrating notable historical figures and events. WES also educates our students on the Lunar New Year in January and February. In the weeks leading up to the holiday, students learn about the Asian cultures represented in our building through various lessons and activities. We celebrate our military families throughout the year to honor their service to our country. Through cultural awareness discussions, a group of students developed a plan to create a poppy garden in support of the armed forces families in our community. The military children in our school maintain the poppy garden throughout the year as a service project.

Being a culturally diverse school, we understand that bridging the gap between teacher and student is imperative to student achievement. We strive to help teachers understand cultural differences to strengthen relationships that support academic success.

To develop cultural competence, understand the diverse needs of our community, and close achievement gaps between subgroups, teachers have attended several impactful professional development opportunities. Sessions that teachers have participated in include but are not limited to ESL Academy, Capturing Kids Hearts, Conscious Discipline, QuEST, and the RISE initiative. Our curricula reflect our students' diversity, perspectives, and experiences. When planning for instruction, teachers intentionally select texts that highlight characters from various cultures and backgrounds. Teachers implement instructional strategies that recognize and build upon their students' cultural experiences and knowledge to make deeper connections to the academic content. Students also benefit from differentiated instruction that meets the needs of their diverse learning styles, abilities, and backgrounds.

Engaging families in the education of their children is crucial to academic success. Teachers keep parents up to date by sharing pictures of students, classroom activities, lesson updates, and events through Class Dojo and Remind 101. Both communications platforms offer translation for parents whose native language is not English. The principal also purchased Rosetta Stone for the school nurse in order to clearly communicate health needs with families who do not speak English.

PART VI - STRATEGY FOR EXCELLENCE

The faculty at Westside Elementary operates with the shared belief that education is our students' key to a brighter tomorrow. Our students need us to be excellent, and we will settle for nothing less. Building collective efficacy has been most instrumental to our school's success. Collective efficacy grabbed our attention because a large body of research shows that it is a more powerful predictor of student achievement than socioeconomic status, prior achievement, parental involvement, and home environment. Collective efficacy combines the belief that together we can achieve more with the knowledge that all of our students can achieve at high levels because the faculty possesses the skills to make that happen. We employed several techniques to build this foundation. The master schedule was redesigned to create a 90-minute block for each grade level to engage in collaborative decision-making. Norms are established for these meetings to ensure that all team members feel valued, heard, and prepared to make adaptations to support every student.

Additionally, administrators and teachers work with students to set individual achievement goals. This strategy guarantees that high expectations are a consistent theme throughout our school. Goals are also established by grade-level teams and posted in our data room. The data room is a dedicated space for weekly collaborative meetings. Posting the goals that teams have determined as essential creates a visual display that constantly reminds team members of their impact on vertical alignment and their effect on students' college and career readiness. A fourth strategy is intentionally increasing the leadership capacity of teachers. When staff pursue advanced degrees or certifications, administration encourages them to put their knowledge into practice by leading book studies, training other faculty members, mentoring peers, and modeling effective practices during PLC meetings or peer observations. Studying John Hattie's Visible Learning unique and groundbreaking research has also contributed to greater collective efficacy. Understanding the effect sizes of the influences on student achievement has enabled teachers to select strategies that have been proven to maximize student growth. This was especially helpful upon returning to school from the Covid pandemic. We knew students had to recoup their learning loss and meet the current year's grade-level expectations. Using John Hattie's research proved to be an invaluable tool to address achievement gaps.

Due to the high achievement of our students across all educational areas, it is evident that collective efficacy is instrumental in the success of all of the students at WES.