

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Yolanda - Harris

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

Official School Name College Station Elementary School

(As it should appear in the official records)

School Mailing Address 4710 Frazier Pike

(If address is P.O. Box, also include street address.)

City Little Rock State AR Zip Code+4 (9 digits total) 72206-9644

County Arkansas (AR)

Telephone (501) 490-5750 Fax (501) 490-5756

Web site/URL http://cses.pcassd.org/ E-mail yharris@pcassd.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.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Janice Warren E-mail jwarren@pcassd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pulaski County Special School District Tel. (501) 234-2001

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Linda Remele
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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

1. 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.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 7 | 8 | 15 |
| K | 16 | 11 | 27 |
| 1 | 14 | 7 | 21 |
| 2 | 15 | 12 | 27 |
| 3 | 14 | 15 | 29 |
| 4 | 20 | 15 | 35 |
| 5 | 13 | 18 | 31 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 99 | 86 | 185 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 80 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 11 % White
 - 0 % 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 2015 – 2016 school year: 20%

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, 2015 until the end of the 2015-2016 school year | 14 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 25 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 39 |
| (4) Total number of students in the school as of October 1, 2015 | 193 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.202 |
| (6) Amount in row (5) multiplied by 100 | 20 |

6. English Language Learners (ELL) in the school: 6 %
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish and Korean

7. Students eligible for free/reduced-priced meals: 83 %
Total number students who qualify: 151

8. Students receiving special education services: 13 %
24 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.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 2 Multiple Disabilities
- 0 Orthopedic Impairment
- 6 Other Health Impaired
- 4 Specific Learning Disability
- 9 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 1 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|------------------------|
| Administrators | 1 |
| Classroom teachers including those teaching high school specialty subjects | 11 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 7 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 3 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 3 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 93% | 92% | 93% | 93% | 0% |
| 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 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

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.

Our mission is to partner with students, families, staff, and the community to create a supportive learning environment which promotes collaboration, communication, creativity, critical thinking, and technology

integration. We use a team approach to ensure the development of each student's unique capacities through academic challenges, as well as through extra-curricular and community service activities.

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

College Station Elementary School was the first school built in the College Station community for African American children in 1909. It was a small 3 room building, it housed 1st through 8th grade. The school is located in the industrial park community near the Clinton National Airport. We currently serve a diverse student population. We are proud to be the only elementary school in Pulaski County Special School District which offers gifted and talented core classes, in addition to an award-winning orchestra program taught by a professional symphonic musician. Our school provides curriculum and instruction designed to accommodate the unique learning styles, interests, abilities, social, and emotional needs of gifted students. The program features self-contained classes with reduced teacher-to-student ratios for the gifted areas in third through fifth grades. Together the staff, students, community partners, and members of the neighborhood transformed the school into an award winning learning environment that benefits students, parents, and the community.

With a tradition spanning for many years, College Station Elementary prides itself on being an institution that is rich in tradition. Each year students take part in school wide pep rallies, father daughter dance, field day, fall festival, and fifth grade promotion ceremonies. We have made great strides to achieve academically. College Station Elementary School is above both the state and district averages for the percentage of students eligible to receive free or reduced-price lunch. On average, 54 percent of students in Arkansas qualify for free or reduced-price lunch, while 83 percent of students at College Station Elementary School who qualify. At the district level, 55 percent of students qualify. College Station was recognized by the Arkansas School Recognition Program for high student performance and high student academic growth. We were in the top 5%.

College Station Elementary is a Title 1 school where over 80% percent of students are economically disadvantaged. Our school takes nontraditional approaches to take our students to performance levels to the next level. Several of our students do not have the resources at home needed to build their reading skills. College Station wants to be sure to provide these resources for them at school to become better readers, we provide with student with reading materials they can take home. We partner with a local AR Kids read. They provide students with reading material to take home and read.

Motivating students is one of the major challenges teachers faced on a daily basis. The teachers at College Station began to implement the following strategies; Ensuring the classroom environment is welcoming to students from all culture, making students feel accepted and affirmed, making the classroom feel warm and inviting. Teachers also allowed students to be risk takers. They integrated problem solving activities and allowed for students to discuss their failures. This helped students develop confidence and commitment to learning. Students also completed an interest survey at the beginning of the year to provide teacher feedback on what students' likes and dislikes. Information from the surveys was as a motivator for academic engagement. This also allowed teachers to create lessons that were challenging and enriching to students. The lesson plans were geared to be inclusive, not exclusive. Lesson plans work best in context with other ideas and concepts, not in isolation. We focus on students working within social situations rather than alone. We provide activities, techniques, and goals that are interactive and interdisciplinary. Most important for us is to allow student to be actively involved in the process of their own learning. We often use choice boards. Choice boards are activities or assignments that give students the option of choosing what they will do to meet their requirements. As a general rule, these boards outline a variety of instructional options that are targeted towards a specific academic goal. Choice boards are easily adapted across disciplines and grade levels, and give students an opportunity to showcase the skills they've mastered, practice new content and skills, and extend their learning.

We recently started professional development on Positive Behavioral Interventions and Supports. We are acknowledging students can do right and making the school more positive. Teachers have focused on giving students positive behavior habits. The professional development is used in providing teachers and staff the support to improve school climate. Participating in ongoing professional development is the key to College Station staff. They are provided regular opportunities to meet once a week to learn from each other.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

College Station Elementary is a talented and gifted specialty school. That provides curriculum and instruction designed to accommodate the unique learning styles, interest, abilities, and social and emotional needs traditional and gifted students. Our mission is to partner with students, families, staff, and communities to create a supportive learning environment which promotes collaboration, communication, creativity, critical thinking, and technology integration.

Our school curriculum is based on the backwards design model. The backwards design model allows you to begin with the end in mind which allows teachers to prepare learners to perform well on the final assessment. It is designed to support a 90 minute literacy block. These components include phonemic awareness, phonics, comprehension, writing, and vocabulary. Teachers/students in kindergarten through third grade use Journeys as their core curriculum with supplements from Word Journeys. Through the use a variety of text, students are taught to support their understanding with evidence from the text.

Each student is encouraged to use the Accelerated Reader Program. Students begin by taking a standardized reading assessment through the Renaissance website. This website determines their zone of proximal development (ZPD) in reading. Students may then select weekly library books within their ZPD and take computerized comprehension and vocabulary tests. Teachers will then use quiz data to monitor student progress.

Math at instruction at College Station Elementary follows the Math Workshop Model. The Math Workshop Model is used to support differentiated learning for all students. This model is a 90 minute block that includes instruction, practice, and reflection. 60 minutes of the day is dedicated to core math instruction, 30 minutes of the day is spent in the areas of math fluency, spiral review, enrichment, remediation, and intervention. Go Math (Think Central) is the primary resource for our math instruction. Our students grade K-5th use a computerized math program called Dreambox to promote growth in the area of mathematics. The two programs include Dreambox learning and Reflex math. Students' grades 1st-5th used a computerized math program called Reflex for math fluency.

Scott Foresman is a science based curriculum that focuses on extensive research, analysis, and guides the instructional design. Our vision for science education is to engage students in the understanding of science and the ability to make sense of novel phenomena in the natural design world. Teachers use the science GRC Framework gather, reason, and communicate. Gather means to obtain information use models to gather data. Reasoning is to evaluate information use models to predict and develop evidence. Communicate information use models to communicate written and oral. Located on our campus is a full functioning science lab. Each class goes to the science lab weekly for an hour. During this time, teachers focus and provide hands-on labs for students to conduct.

Each year students participate in a school wide science fair. Students go through the scientific process of their project and set-up a display showing their data. From the school science fair, students have an opportunity to take their learning from the classroom to real life.

College Station uses Houghton Mifflin Social Studies Program. This program provides engaging content and activities that helps students experience past cultures that help make up the world today. This program provides teachers the opportunity to teach cross-curricular through reading, writing, and technology. Students learn about the community around them through trips to the Presidential Clinton Library, State Capitol, Old State House, and Central High School. Each year, students participate in a Global Celebration. The celebration showcases different countries, cultures, and traditions around the world. The students use a variety of ways to present information PowerPoint, slides, food, skits, drawings, etc. Students research and present their information for the community, parents, peers, and staff.

Transitional kindergarten also known as Pre-K consists of students who are age four. Our Pre-K program

follows the early childhood education framework. This framework was developed by educators from Arkansas and the Arkansas Early Childhood Commission. Our program is designed to provide learning opportunities that promote growth of the whole child. This framework promotes the five developmental learning strands. These strands include social/emotional development, creative/aesthetic learning, cognitive/intellectual learning, physical development, and language.

High-quality classroom instruction must remain at the foundation of civic learning at College Station Elementary. Our Democratic classrooms incorporate curriculum that actively engages students, allowing decisions to be made through a collaboration of students and staff. The power is shared, allowing an opportunity for students to manage and take ownership of their behaviors. Students are allowed to help establish class and school rules. The principal's cabinet comes up with incentives for the students to participate in.

The principal's cabinet also started the recycling program at College Station. They met with the local waste management company to partner to start the recycling program. They are committed to making recycling easier, more efficient and more productive for our school. Students put together a plan that included having a school wide assembly to introduce the recycling process to the student body. They also ordered all materials needed to put recycled materials in. Posters we placed around the school to remind students what items should be recycled. Each Friday the principal's cabinet goes around to each classroom and dump recycle bins. They were also able to take a field trip the waste management plant and visit the landfill.

2. Other Curriculum Areas:

Our school is dedicated to the differentiated of instruction for all students. Beginning in grades Kindergarten students are exposed to weekly enrichment lessons called Discovery. These lessons promote critical thinking skills, problem solving and collaborative group work. Students are exposed to science, math, writing, lab experiments, and literature at a more rigorous pace.

At College Station we believe healthy habits and practices will help promote better learning. All students receive 70 minutes of physical activity instruction weekly with an additional 75 minutes of physical activity such as recess each week. Students also participate in extra activities such as Jump Rope for Heart, Field Day, and Red Ribbon Week. Teachers also use GoNoodle as a way to get students moving throughout the day and during inside recess.

At College Station Elementary we are a 1:1 to school. Being a 1:1 school means that each student has an Ipad or Chrome book. Students in kindergarten through second grades have I pads and students in third through fifth have Chrome books. Each classroom at College Station has either a Smartboard or an Apple TV. Some classrooms have both. Both of these devices offer ways to help engage students in hands-on activities to help make learning more fun. All students at College Station have Google accounts. These accounts allow for communication between classmates and teachers. Students participate in Google Classroom. Many teachers use this as their way of communicating with students, post class announcements, and give assignments.

College Station provides students with the enrichment of art/music 80 minutes a week for students in kindergarten through fifth grade. Students in the fourth and fifth grade are provided the opportunity to participate in the school choir. Students receive direct drawing instruction to promote individual creativity. Students in grades third through fifth participate in an award winning orchestra program taught by a professional symphonic musician. The big culminating activity of our fine arts program is our Picnic of the Arts. During this activity the arts program display artwork from the year, the orchestra students' play, and the choir sings. It is a display of all our fine arts in one place at one time.

We believe in students' having an opportunity to be well-rounded individuals at College Station. There are several clubs/activities that students have an opportunity to join. The first club is the President's Cabinet. The President's Cabinet is a group of students who display leadership qualities among their peers and teachers. These students head up our school recycling program and oversee most school projects. The next school activity is the school basketball team. This team is made-up of students in grades fourth and fifth

grades. Students practice after school and must maintain good grades and display good character. Our last school activity is our school's cheer squad. Like our basketball team, these girls must maintain good grades and display good character throughout school. The squad is made-up of girls in the third through fifth grades.

3. Instructional Methods, Interventions, and Assessments:

Here at College Station we use a team approach to ensure the development of each student unique capacities through academic instruction and interventions. Each week teachers participate in an 80 minute professional learning committee. During this time, teachers share strategies, analyze data, plan interventions, and review differentiated lessons.

Although, instructional methods are provided, some students require additional interventions to excel academically. Through teacher recommendation and through teacher/district made assessments students are identified as needing Tier 2 interventions or Tier 3 interventions. Students identified as Tier 2 or Tier 3 receive interventions, in addition to core curriculum. Students identified as needing interventions are pulled into small groups. These students are also offered after school tutoring which is offered 3 times a week on Monday, Tuesday, and Thursday from 2:30-4:00. Some of these students may receive push-in or pull-out service from the Special Education teacher where she utilizes a program called Mindplay. Mindplay is a literacy program that helps students that are behind at least 2 years in reading. It focuses on reading, grammar, and phonics.

Students identified as needing Tier 2 inventions are what we call our "bubble" students. These are students whose performance was almost proficient. These students are eligible for our multi-age class. This class has two teachers, one teacher and one intercessor. An intercessor is a special helper that assists the teacher with special duties to help meet the needs of the students in the class. The multi-age class can only have 12 students, which makes it ideal to do small groups. The students are able to get more one-on-one time to bridge the gaps. There is a special committee to place students in this class.

We have a team mentality here at College Station. All hands are on deck when it comes to the education of our students. Our media specialist, literacy facilitator, math facilitator, counselor, and other teachers help implement interventions with our classes and students that need additional support.

We use STAR Literacy and Math Renaissance Place data to drive our interventions and help make decisions about what skills students did not master. In addition to STAR, we use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and DAZE as other sources of assessment pieces to help monitor students' progress.

Assessment is an important part of any school. At College Station Elementary, we use assessment to help drive instruction, plan meaningful lessons, and help plan professional development. Students in grades first and second take the Iowa Assessment. This assessment is a norm referenced test that will compare how students are progressing in key academic areas. Students in grades third through fifth take the ACT Aspire interim assessments, as well as, the summative test. The interim assessments are given three times a year to gauge progress and readiness towards the summative test. The summative test is taken one time a year. This test should show what students have learned in a year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

School climate/culture is a major driving force in a successful school. Great classroom teachers know that planning is the key to keeping students engaged and motivated in their learning. By being proactive, holding students accountable for their actions and having interesting lessons, our classroom teachers are the foundation of our positive school climate. Our staff are dedicated individuals willing to do what is necessary for our student's success. College Station Elementary engages in many diverse activities that begin with being greeted by name in our open courtyard daily, to the positive cafeteria staff and then branches out and continues throughout the entire school environment. One example of positive engagement and motivation is that students are recognized weekly for their good choices in citizenship by the school counselor. Another example is that students are recognized for meeting their reading goals by the librarian. Classroom teachers also reinforce and reward these accomplishments and encourage those that are still working to meet their goals not to give up. A third example is the "Star Wars" parties where students who show growth each month are celebrated by the school's instructional facilitators. Whenever possible students are also recognized on social media for their accomplishments. Lastly, our administration takes a hands-on role and studies data regularly and then seeks out individual students by name, congratulating the ones who found success and giving positive encouragement to the ones that are still working toward their goals. Students recognize that the entire school is there to support their efforts not just academically but emotionally also.

Teachers at College Station feel valued and supported in several ways. One major way in which teachers are shown they are valued is simply through positive emails, texts and literal pats on the back from the administration. Our principal is quick to give positive feedback and show appreciation both in private and public arenas. Another way that teachers feel supported is in the safe zone that has been established in our professional learning community, our PLCs. Teachers feel safe to speak their mind and in return get helpful suggestions, constructive criticism, and positive feedback from school leadership as well as their peers. Finally, another way staff shows support for each other is through "shout outs", a bulletin board in the lunch area that the staff can and does use to give anonymous, positive comments to each other. At CSE teachers know they have the support of the entire staff behind them. From the friendly faces of the office staff, to the custodial staff and security, teachers are made to feel valued and supported.

2. Engaging Families and Community:

College Station Elementary utilizes various communication strategies to provide information to parents to support their child's learning. The Pulaski County Special School District has implemented a system for parents called Home Access Center (HAC). HAC provides parents with information about student's attendance, discipline, grades, report cards, and interim reports. Parents are provided a username and password. Other communications from the school include a weekly classroom newsletter, school calendars, and social media websites; call out system, and the school web page.

College Station Elementary holds regular scheduled parent meetings, conferences, and activities throughout the school year providing flexible meeting times to increase parental involvement and build staff and parent capacity. Parents are also invited to serve on local school committees.

Each year before school begins, the school will host an Open House which will serve as a time for parents to come to school and meet their child's teacher. PTO meetings are scheduled throughout the year. Meetings concentrate on what students are learning and how parents can be involved in the learning experience. We present and discuss with parents updates in the curriculum and State Requirements for High School Graduation. We provide parents with opportunities to learn how to prepare their child for State testing, good study habits, and share materials with parents they can use on a daily basis to help their child.

College Station Elementary has a Parent Resource Center. The center operates a library with materials to

help parents assist their child's school achievement, including curriculum materials, instructional aids, and books. Each nine weeks, parents learn hands-on teaching techniques in math and language arts through center workshops conducted by school math and literacy specialists. At these workshops, parents can make and take educational materials, such as flash cards and board games to help their children learn at home. Resources are available for parents to check in and out. We also have a computer in the lab for parent use.

The school engages parents in the annual evaluation of parental involvement efforts through an annual evaluation using comprehensive needs assessments filled out by teachers, parents, and school staff. A parental involvement survey is used to measure the success of the parental involvement activities at our school.

3. Professional Development:

In recent years, research in the fields of school improvement and professional development has converged in a remarkable consensus about the most effective ways to improve student achievement. This is not just about providing professional development but about providing effective professional development. This Professional Development Plan for the College Station Elementary describes a vision for adult learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement that is aligned with the District's Professional Development plan. The scope of professional development at College Station Elementary is not be limited to attending a workshop or participating in a seminar with a visiting expert. It will be based on data derived from the experience, expertise and needs of the recipients. It reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn. Professional development is consistently an ongoing process that involves sustainable improvement in student learning and instructional practices. This involves assessment of student performance and teacher self-assessment, identifying likely sequences of action, taking new approaches, assessing results and then beginning the process.

This year through grade level Professional Learning communities, the staff completed a needs assessment for professional development. The data from that assessment yielded that teachers wanted more training on student engagement. Teachers are working through a model developed by "Jobs for the Future." The title of the module is "Engagement Professional Development Module." The completed PD series consists of four modules of 3-4 lesson hours each, totaling around two full days of PD. Teachers lead the discussion and worked through the lessons and took turns facilitating the sessions.

Professional Learning Communities are professional development opportunities, when teachers, and at times with coaches, focus on teacher needs. Teachers' needs are addressed during these grade level meetings. Teachers' also meet to review student work products so that there is shared expectation for student success is one of the best uses of grade level meeting time and accountability. The use of professional learning communities in our school offers a powerful infrastructure where teachers can engage in constructive dialogue, reflect on and improve instruction, and learn how to become more effective in the classroom to improve student learning. Implementing effective PLCs requires engaging teachers in ongoing conversations about teaching and learning. The district provides support and feedback to help cultivate an atmosphere of trust.

4. School Leadership:

The leadership philosophy at College Station Elementary can be defined by a few key points. The principal and other teacher leaders at College Station Elementary have built a strong school vision, they empower other teachers by turning them into leaders, they lead the learning community through PLC's, they use data to make decisions, and they monitor the learning going on the school. The principal understands the effect good leadership can have on the climate of a school and also student achievement. These core values have had a positive effect on College Station's school climate in a number of ways.

The principal of the school develops teachers for future leadership roles in the school and district by encouraging them to further their education through various professional developments and college courses. A second grade teacher at College Station was recently promoted to a math instructional

facilitator at the school. Teachers are in the process of earning master's degrees, and two teachers have earned National Board Certification. This is notable due to the small size of the school, which has 11 classroom teachers. The principal is able to determine strengths in staff members and bring those strengths out in each individual. The commitment by the principal in the continuation of developing teachers by encouraging further education and promoting teachers into leadership positions has had a very positive effect on the school as a whole. This development of teachers into leaders, in turn, trickles down to the classroom, where those leadership behaviors are also often seen in our students. An example of student leadership can be seen with the school's Principal's Cabinet. These students are chosen by their peers as President, Vice-President, and committee members to organize many events that take place such as Valentine's Dances and fall festivals. They lead the school in its recycling efforts. These students meet regularly to discuss events and problem solve ways to make school a success experience for their peers.

Another key aspect to the success at College Station is PLC's (Professional Learning Communities). These groups have given teachers and the principal time to talk about what is needed from the teachers and also what the teachers need from the principal. These PLC's are a time when teachers and the principal really dissect the data from students and make sound decisions based on the data. Teachers offer input and oftentimes lead the PLC's, which helps them grow as leaders. The principal actively monitors classrooms to make sure things discussed in PLC's are carried out in the classroom.

The principal at College Station leads by setting an example and empowering teachers by including them in decision making and giving them leadership duties (heading committees, promotions, etc.) that bring about the leadership qualities in each person. With the focus of education in the early 21st century showing a demand for accountability to increase student performance and the expectation that all students must ensure that all students achieve mastery in all curriculum objectives, much of the instructional leadership has fallen on the shoulders of all staff. These examples indicate the reason College Station Elementary is considered one of the highest performing schools in the district by receiving high ratings from the Arkansas State Department of Education for several years and will continue to achieve high marks in the future.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The Leadership Team regularly looks at school performance data and aggregated classroom observation data. The data is used to make decisions about school improvement and professional development needs. The leadership team has established a data wall, setup a form in Google forms to do Classroom Walk throughs, and given student/teacher surveys to focus on school improvement. Students are given STAR Literacy and Math through Renaissance Place. This data is reviewed every two weeks and that data drives small group instruction. Students are given additional literacy and math assessments once a month, such Dynamic Indicators of Basic Early Literacy Skills (DIBELS), running records, and Think Central math assessments. After reviewing the data each month teachers updates the data wall, form intervention groups, and plan instruction based on identified areas from the data. Students in grades first and second take the nationally normed referenced test Iowa Test. Students in grades third through fifth take the ACT Aspire Assessment. The data from these assessments are used to help guide instruction, as well as, provide information to be used to offer after school tutoring.

Most importantly, teachers and staff are using the data to provide authentic student learning. With authentic student learning students must exercise higher levels of thinking; teachers try to provide learning that encourages students to solve real world problems. Because teachers integrate subjects students learn other skills through projects. Authentic learning experiences fuel students' motivation. Through authentic learning experiences, students don't merely receive knowledge; they attain it.