

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

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 566 South Mabry Street  
(If address is P.O. Box, also include street address.)

City Eudora State AR Zip Code+4 (9 digits total) 71640-2941

County Chicot

Telephone (870) 355-6040 Fax (870) 355-6045

Web site/URL  
<https://www.lsschool.org/home/eudora-elementary-school> E-mail ross.sims@lsschool.org

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

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

Name of Superintendent\* Dr. Billy Adams E-mail badams@lsschool.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lakeside School District Tel. (870) 265-7300

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

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

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

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

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

**SCHOOL** (To be completed by all schools)

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

- Urban (city or town)  
 Suburban  
 Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	14	12	26
1	14	11	25
2	12	13	25
3	11	10	21
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	51	46	97

\*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 % American Indian or Alaska Native
  - 0 % Asian
  - 94 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 2 % 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 2018 - 2019 school year: 10%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2018	110
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Spanish

English Language Learners (ELL) in the school: 2 %  
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 93 %

Total number students who qualify: 90

8. Students receiving special education services: 13 %

13 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>1</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>2</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>7</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>8</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	8
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 12:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	98%	99%	99%	99%	99%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes  No

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

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

The mission is to provide all students with optimal learning opportunities in the safest possible environments, so they may reach their fullest academic and social potentials.

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**

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Eudora Elementary School is a K-3 school in Eudora, Arkansas. It is one of four schools that make up Lakeside School District, in Chicot County, Arkansas. Eudora had 2,269 people living in city limits as of the 2010 census. The racial makeup of the city was 89% Black, 9% White, 1% Hispanic, 1% Other. Eudora is the Southeastern most town in Arkansas, bordering both Louisiana and Mississippi. Industries in the community include agriculture, commerce, and textiles. There are a number of entrepreneurs active in Eudora, providing a number of services to the community. Many of these business owners are parents of the students in the school and are active members of the community. Eudora is a community that works hard to see itself succeed.

Academic success has always been celebrated at Eudora Elementary School. Individual and class successes are recognized throughout the year via onsite announcements, awards assemblies, parental communication, and social media recognition. Previously awards include community provided bicycles for meeting academic goals and gift cards to local eating establishments to encourage students to continue their academic pursuits.

Academic tools we use include Accelerated Reader, STAR360, iReady, IXL, Direct Instruction, Reading Wonders, Eureka Math, Mystery Science, Google Classroom, Google Drive, Science of Reading, Remind, APSCN, and Arkansas AMI. This is in no way an exhaustive list as we are continuously working to find resources that will best help us meet the many varied needs of our students.

We have an active PTA and Eudora Elementary School regularly participates in open house events where community members can come in and learn more about how the school operates and how we can provide more services to our students. The school has done multiple open house meetings and even had 3rd-grade students write questions to the mayoral candidates to encourage them to be involved in the local political process. Our students have also been encouraged to be involved in community care and recycling projects. We have been collecting and recycling plastic and metal in our school for years.

One focus during this academic year has been becoming a stronger Professional Learning Community. We've partnered with our local Education Service Cooperative and Solution Tree to have a team learn more about the PLC process and how we can utilize it to become an even stronger resource for our students and community.

Eudora Elementary School has also partnered with local and state entities, such as the J. Austin White Cultural Center, the Tommy Marshall Curiosity Center, the Rockefeller Foundation and Winrock International to help provide students with learning opportunities even when the school is not open. Eudora READS is a program that is partnered with the Dolly Parton Imagination Library. We register families to receive books so they will have reading materials that will continue to grow with them.

The emotional wellbeing of students is also a major focus of the staff of Eudora Elementary. Rather than focus solely on disciplining a child, we attempt to determine why certain behaviors are happening to help students make the right choices and know how to respond in the most effective manner possible. Eudora Elementary utilizes a variety of tools to try to reach every student at their level. Those tools include a variety of software options as well as curricular programs that provide different approaches, depending on the needs of the student.

In order to better represent the community and better represent who we are as a school, Eudora Elementary adopted the mascot of their local community, the Badger. When Eudora School District was annexed in 2006, a lot of the identity of the community was lost. In an effort to recognize who we are, we brought back that mascot and the original school colors. Although we look to the future and what we hope to accomplish, we should not forget where we came from and all that we have done.

Eudora Elementary School is a small school with a big heart. We are interested in the education of our children, as well as their social and emotional well being. We do our best to meet their individual needs to

set them up for success in the future, whatever that may look like. In that, we hope to encourage them to continue to contribute back to their community and to continue their educational endeavors throughout their lives.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Eudora Elementary School utilizes a variety of strategies to attempt to tailor the educational process to meet the needs of each student. We assess their capabilities using multiple tools, including DIBELS, STAR360, ACT Aspire Interim Assessments, i-Ready assessments, classroom assessments, and student performance assessments. Gathering all of this data allows us to understand the needs of our students and how we can best tailor the educational experience for them.

We create plans to teach students and communicate our goals to our students and their parents.

As we teach our students, we track their progress to see if we are providing the right challenge, if we need to remediate or provide enrichment. We reflect on our practices and we continue the process. These practices are done across all subjects. Often times, subjects may be cross-curricular. There may be a reading passage from social studies or science that can also be used in a math or English lesson. These opportunities are utilized whenever possible.

Students work in a variety of group settings to help meet classroom needs. Students may work individually, as part of a group, as part of the whole class, one on one directly with the teacher or an aid, or any of a variety of other groups, depending on the needs of the student.

Our focus at Eudora Elementary School is to do what we can to try to meet the varied needs of each of our students. This requires flexibility, creativity, and commitment.

Our curriculum is guided by College and Career Readiness standards. The standards have been developed to prepare students for success after high school. The framework is organized around anchor standards and grade-level standards. The anchor standards address overarching knowledge and skills. Although the document is organized by strands, the standards are integrated during instruction. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for Grades K-12. The grade-level standards include teacher notes that provide explanations, definitions, and links to resources to support teachers.

The curriculum at Eudora Elementary is comprehensive, balanced, and based on research. Teachers work collaboratively during professional learning communities to review the usefulness of the curriculum and to develop additional instructional strategies to support students' learning needs. Our instructional staff uses an extensive diversity of strategies and resources to meet students' academic needs.

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

Eudora Elementary School approaches reading through a Direct Instruction model, which provides students with direct instruction and guided reading practice. Students are placed in instruction at their skill level.

The program's structure is designed to ensure mastery of the content. It is organized so that skills are introduced gradually, giving children a chance to learn those skills and apply them before being required to learn another new set of skills. Only 10% of each lesson is new material. The remaining 90% of each lesson's content is review and application of skills students have already learned but need practice with in order to master. Skills and concepts are taught in isolation and then integrated with other skills into more sophisticated, higher-level applications. All details of the instruction are controlled to minimize the chance of students' misinterpreting the information being taught and to maximize the reinforcing effect of instruction.

Classroom teachers and paraprofessionals are provided professional development in Direct Instruction and  
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Guided Reading. This process encompasses focused small group instruction through the use of a scripted Direct Instruction Program. Students are engaged in choral read aloud, partner reading, and independent reading. A minimum of 120 minutes per day is dedicated to literacy. Additional time is built into the intervention schedule for guided reading activities. Students practice reading at home with leveled Direct Instruction readers. The key to EES reading curriculum consists of five essential elements (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The foundation grades focus heavily on phonemic awareness and phonics, while the upper grades concentrate more on fluency, vocabulary, and comprehension. To develop a love for reading, we encourage healthy reading competitions through the Renaissance Accelerated Reading Program.

A Three-Tier Reading Model is implemented for delivering quality reading instruction and decrease reading difficulties among kindergarten through third-graders. This model provides a focus on strategies and methods grounded in scientifically based reading research. Assessment instruments are used for screening and progress-monitoring. The Three-Tier Reading Model is meant to be descriptive of how to approach instruction for students with reading difficulties. By identifying early warning signs, interventions for struggling readers are incorporated including goals and objectives for student achievement. By putting all the pieces together, students have a better chance of reading success. Several events at Eudora Elementary School are designed to foster an appreciation of poetry and literature. Our students have the opportunity to engage with literature through visits from a hometown author. We have foster grandparents and parent mentors working with our K-3 rd grade students to enhance reading skills. EES celebrates Read across America program to encourage children to meet reading challenges. There are three part-time librarians who bring different teaching methods and reading strategies to our students. Once a week, the students attend the library to increase their reading skills. The librarians support core teachers by providing additional reading strategies, check out reading materials, and engage in a reading project. Students participate in annual reading fair that are judged by community stakeholders.

### **1c. Mathematics**

Eudora Elementary School utilizes the Eureka Math program, along with a variety of other resources to help meet the individual needs of each student. Anchor standards are selected based on the state frameworks focused on Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations using fractions, Measurement and Data, and Geometry. Anchor standards are selected in the summer utilizing assessment data based on student performance for the prior year.

The students' current knowledge and capabilities are assessed at the beginning of the year using Star 360, ACT Aspire Interim Assessment I, i-Ready assessments, teacher-made assessments (based on the state curriculum), and Eureka Math Assessments. Based on the anchor standards selected and student assessment data collected, we can determine the educational, remediation, and enrichment needs of each student and provide them with a variety of resources, including direct instruction, i-Ready, IXL, and other assignments. Math is the educational focus in every classroom for a minimum of 100 minutes each day.

Most assignments are typically focused solely on math, but on appropriate occasions, maybe cross-curricular, to include any number of other subjects, including literacy, science, social studies, music, physical education, etc. These assignments can be varied to meet the individual needs or interests of our students. Students may be grouped in small group settings, whole group settings, or may even go to a different grade level if it is determined that they need remediation or enrichment in a specific skill.

Teachers are able to track student progress in i-Ready and IXL and determine if a student is meeting their goals and need to be provided with a more rigorous set of assignments or if the need remediation, which may be provided via one on one instruction or utilizing a different tool. Students in need of remediation or enrichment may be involved in an afterschool process where they are exposed to different strategies and skills, based on what they need.

Students may be sent home with a variety of assignments based on the skills they learned for the day. It is always enrichment or practice and never new skills. If parents are frustrated about the skill or unsure of how to help their student complete an assignment, Eudora Elementary School has provided one on one assistance

or provided a number of resources to parents to help them so they may better assist their student in completing homework.

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

In the past, science has always been the focus of the fall semester and social studies the focus of the spring semester. This year, that was changed. Both science and social studies received equal time spread throughout the year.

Science did not have a single specific curriculum program selected as a tool used throughout the school. The state standards were utilized by each grade to select which subjects should be taught. Once a specific standard was selected, a variety of tools were used. Mystery Science was one tool that was utilized multiple times to teach projects to entire grades. Video resources on YouTube and Vimeo were utilized. Other tools included IXL and the ACT Aspire interim assessments.

Many lessons were done as cross-curricular projects with Math and English, such as gathering data for charting or writing open responses based on observations. This aligns with the connections made in the standards to the Arkansas English Language Art Standards and the Arkansas Mathematics Standards.

Starting in the 3rd-grade, science is tested on the state assessment. Starting in that grade, students and teachers utilize the ACT Aspire to track progress and skill attainment. This data is used to help focus on areas of remediation and enrichment.

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

In the past, science has always been the focus of the fall semester and social studies the focus of the spring semester. This year, that was changed. Both science and social studies received equal time spread throughout the year.

Social Studies did not have a single specific curriculum program selected as a tool used throughout the school. The state of Arkansas produced standards and even provided ample resources utilizing LiveBinder. Eudora Elementary selected anchor standards and designed lessons focus on those standards. Once a specific standard was selected, a variety of tools were used. The Arkansas Social Studies LiveBinder was one tool that was utilized multiple times to teach projects to entire grades. Video resources on YouTube and Vimeo were utilized. Other tools included IXL, NewsELA, C-SPAN, NatGeo, and PBS.

Many lessons were done as cross-curricular projects with Math and English, such as gathering data for charting or writing open responses based on observations. This aligns with the connections made in the standards to the Arkansas English Language Art Standards and the Arkansas Mathematics Standards.

#### **1f. For secondary schools:**

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

### **2. Other Curriculum Areas:**

Eudora Elementary School offers art, physical education, computer technology, library, music, and a character-building course. All of these courses, with the exception of the character-building course, are planned directly into the master schedule, so they have dedicated time every week.

Art is taught by a veteran teacher who also provides classroom support when he is not teaching art. This is beneficial to both the art classes and the other classes, as the art teacher is aware of what is being taught in those classes, so he can reference and include information that is taught in the regular classes. He also gets the opportunity to see his students perform in other areas, giving him a better chance to know more about his students, allowing him more familiarity and better connections with his students. We align our art curriculum with the Arkansas State Standards for Visual Art.

Physical Education is taught by a veteran teacher who also provides classroom support when he is not teaching Physical Education. This is beneficial to both the Physical Education classes and the other classes, as the Physical Education teacher is aware of what is being taught in those classes, so he can reference and include information that is taught in the regular classes. He also gets the opportunity to see his students perform in other areas, giving him a better chance to know more about his students, allowing him more familiarity and better connections with his students. We align our Physical Education curriculum with the Arkansas State Standards for Physical Education.

Computer technology is taught with a focus on skills needed to help students prepare for the use of devices in relation to education. Oftentimes, students may use this class for online remediation or enrichment, provided that they are also working toward their computer skills. This class time may also be used for the assessment of skills if computers are needed to perform the assessments. Software used includes Accelerated Reader, Star 360, IXL, i-Ready, ACT Aspire, Google Classroom, Google Drive, Typing.com as well as other online tools.

Library / Media is taught with a focus on library skills needed to help students perform research and to help instill a lifelong love of reading. Students learn about research skills and learn about subjects related to current and historical events. Students use a variety of tools and resources, including search engines, Dewey decimal system, computers, interactive whiteboards, printers. Encyclopedias, and other reference books. All lessons taught are aligned with the Arkansas State Library Media Standards.

Music is taught at Eudora Elementary School using an online format. The facilitator shows each class the lessons in a whole group format, utilizing an interactive whiteboard and the online curriculum. If a student misses a class, they have the opportunity to log in as an individual and take an individual lesson by themselves. The curriculum is taught by a licensed Arkansas teacher and is aligned with the Arkansas State Standards for General Music.

The character building course is developed and taught by the Eudora Elementary Counselor. It is not a class that is built directly into the schedule and it allows the counselor to monitor the classes to determine which skill may be taught to each class or if a specific student may need focus for a certain skill. The classes are usually taught from a storybook with a moral in the story taught in the first week, with an open response, project, or presentation from the students in the second week. All lessons taught are aligned with the G.U.I.D.E for Life developed by the Arkansas Department of Education.

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

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

Eudora Elementary School approaches each student's learning by first determining if the student has the prior knowledge to learn a specific skill. If they are not prepared to learn a skill then we need to provide them with the base. If it is determined that a student is performing severely below grade level, parents are notified of the severity and that a plan is being developed to close the gap.

Remediation is then provided via a variety of different methods depending on the deficit and the skills that need to be attained. Some skills may also be retaught and assessed using a digital platform. Some tools that are used for remediation at Eudora Elementary School include IXL and iReady. After the skill is retaught, the student may be reassessed to determine if they are prepared to return to regular skill attainment.

If it is determined that digital platforms and standard remediation practices are not meeting the student's needs, we can schedule after school activities to help provide the student with individual focus and specialized practice.

For reading, a Three-Tier Reading Model is implemented for delivering quality reading instruction and decreasing reading difficulties among kindergarten through third-graders. This model provides a focus on strategies and methods grounded in scientifically based reading research. Assessment instruments are used

for screening and progress-monitoring. The Three-Tier Reading Model is meant to be descriptive of how to approach instruction for students with reading difficulties. By identifying early warning signs, interventions for struggling readers are incorporated including goals and objectives for student achievement. By putting all the pieces together, students have a better chance of reading success.

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

Eudora Elementary School approaches each student's learning by first determining if the student has the prior knowledge to learn a specific skill. If they exceed expectations, students may receive more challenging versions of assessments. If it is determined that a student is performing well above grade level, the student may be recommended for the gifted and talented program. Identification for the Gifted and Talented program consists of several stages.

Stage 1 – Referral – Students may be referred to the GT program at any time during the year. Referrals may come from parents, teachers, other school personnel, students, and community members.

Stage 2 – Data Collection – Data will be compiled as the GT Coordinator receives referrals. Data collected MAY consist of current standardized test scores, non-verbal abilities test, school abilities test scores, creativity test, grades, task commitment inventories, parent rating scales, teacher rating scales, and other data deemed appropriate by the GT Coordinator.

Stage 3 – Placement – After all data is collected and compiled, the placement committee reviews and analyzes the data and makes professional decisions on the placement of students. The placement committee is made up of a minimum of five members consisting of administrators, teachers, and/or counselors and is led by the GT Coordinator. Student placement decisions are based upon multiple criteria. No single criterion or cut-off score is used to include or exclude a student. Parents and teachers will be notified of the decision to place or not to place in the GT program. Consent to place forms will be sought of those students who are placed in the program.

Kindergarten, first grade, and second grade are serviced through whole group enrichment for a minimum of 30 minutes per week.

The GT teacher and the classroom teacher will share this responsibility. Exemplar work and student responses are collected from these students and kept on file for long term identification.

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

Special Education Services are provided to students based on the determination of the IEP committee, which consists of a variety of members. IEP Committee always includes the Special Education Teacher, the Special Education Coordinator, a general education grade level teacher, and the parent or guardian of the student. Other IEP committee members may include the principal, counselor, Speech Therapist, curriculum specialists, behavioral consultants, and other pertinent members of the student's educational community.

IEP Meetings consist of discussions related to a specific student's disabilities and needs, based on findings from teachers, medical professionals, assessments, parents, administrators, etc. These meetings allow the committee to generate a document to help teachers know how to provide a specific student with proper modifications to an assignment to allow the said student to learn in the least restrictive environment possible.

Modifications are wide and varied and may apply to a small portion of the classroom or may include every facet of an individual student's educational experience. Eudora Elementary School provides self-contained classrooms, individualized lessons, one-on-one instruction, and assessment, online and paper resources, homebound lessons, and more. Modifications are tailored to each student's needs based on the documentation provided and research done.

IEP meetings are held in confidence and the data created is only provided to the teachers directly related to the students. Meetings are held annually to determine if the student needs their modifications adjusted.

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

Eudora Elementary School works with the district ELL coordinator to provide assessments and material related directly to our ELL students. The coordinator comes in weekly and works directly with the ELL students. They use a variety of tools including the ELPA21 and Rosetta Stone to help students close gaps related to English Language Learning.

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

Eudora Elementary School works with an external provider to provide additional assistance to migrant and highly mobile students.

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

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

Student engagement and motivation are the keys to a healthy and successful school. At Eudora Elementary School, we pride ourselves on ensuring that we consistently engage every student and provide the motivational tools needed to ensure success.

During the summer, teachers work hard to ensure that the building and classrooms are inviting. As you walk through the halls of Eudora Elementary, the walls are covered with motivational words that we hope inspire our students to be all they can be. These words also provide teachers the opportunity to teach while walking through the halls daily. You can often hear students asking, “What does compassion mean?” When questions are asked, staff members pause and give students examples of ways they can show compassion. Once learned, students tend to use the vocabulary and let their fellow classmates know when they are being compassionate or when they are not being compassionate.

Because literacy is a major focus at Eudora Elementary School, we believe that reading should be promoted daily; therefore, we encourage our students to checkout and read books that they enjoy. Once they have read the books, they take Accelerated Reader quizzes. Students are rewarded for meeting their Accelerated Reader goals monthly. They are given certificates. They receive shout-outs during the announcements. The top readers from each class have their names posted in the lobby of the school. Students are excited to hear their names which encourages them to strive even more and read more books. You can often hear students who may not have reached their goal during a given month say things like, “I’ll make it next time.” This system of recognition promotes literacy in our school.

Three times per year, students are required to take the STAR diagnostic assessments as well as I-ready diagnostic assessments. Students are taught to read and analyze their data. They have learned that the key to learning is showing growth each time the diagnostic is given. The older students calculate their growth points. Students are recognized for showing growth after each assessment. They are also given certificates and their names are posted on walls in the classrooms.

Student behavior is also essential in having a successful school. At Eudora Elementary School, we recognize students who have followed rules and who show good citizenship. These students are given shout-outs via morning or afternoon announcements. They are also given monthly certificates and their names are posted on the walls in the halls. We also recognize students with improved behavior.

At Eudora Elementary School, we believe that with positive student engagement and motivation, there is nothing that our students will not be able to do. Therefore, we will continue to engage them in meaningful ways that will support their academic, social, and emotional growth.

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

Eudora Elementary School utilizes various methods and strategies to partner with families and community members. At Eudora Elementary, it is the belief of being transparent and using an open line of communication contributes to student success and school improvement. At the beginning of the school year, the school hosted an open house. Parents were invited to the school to see Eudora School life in action. Parents and community partners were kept informed concerning student’s academic progress through parent conferences, parent meetings, and Parent University. During these meetings and sessions, parents were given an opportunity to improve their skills as it relates to child development, what children are learning in school, advocacy, parent leadership, effective leadership and parenting skills. Also, parents were informed of school activities, special dates, recognition of achievements and helpful strategies to work with their children at home. Our school provided a Title One meeting in which parents were given the opportunity to learn about our school improvement status, student academic achievements, curriculum, school messenger, and safety procedures. An invitation was also extended to parents and community members to serve on Eudora’s Parent Engagement Committee and other parent committees. To share in the school’s success,

parents and community members were invited to participate in parades, a bike give away and end of the year awards program.

Eudora Elementary School seeks to empower families and community members to extend learning beyond the school day. For example, the third grade teachers provided a parent and community math professional development night at a local business. As a result, parents were shown the strategies students used to problem solve. To keep parents informed of skills students are learning, teachers sent home weekly newsletters. Also, students were given assignments that engaged families.

The community was influential in promoting school success. The Austin White cultural Center partnered with the school as an outlet for families by providing many educational activities such as parent meetings, parenting skills, STEM activities, and health and art fairs. Also, Little Jacob, a nonprofit after school program partnered with the school to provide additional educational services to meet the needs of students and families. This program continued the skills taught at the school in addition to providing after school snacks, homework assistance, field trips, plays and many other community activities. Furthermore, Eudora Elementary School partnered with a university that offered courses for employees and community members to enhance their skills to support teaching and learning.

Eudora Elementary School, the community and outside agencies have been instrumental in fostering student success and school improvement. A partnership was formed with the Winthrop Rockefeller Foundation that provided grants and technical assistance for organizing community stakeholders. Through the foundation, a Parent Mentoring Program was established including parents as school mentors and tutors for improving grade level reading challenges and other skills. Also, the school incorporated a Foster Grandparent Program that provided one on one assistance for students who have been identified as in need of support. Several times a year, we had a community author who worked with the students on literacy activities. In supporting the schools' goal of improving academic achievement, local churches have been a powerful resource helping students and families meet their social, emotional and spiritual needs. The churches held supply drives, served as tutors and mentors, provided moral support and encouraged family engagement. Eudora Elementary partnered with Mainline Health Clinic to implement a school based health clinic in the school. As a result, the amount of student and staff absentee decreased. Also, the clinic provided health, mental health and dental services. Moreover, the clinic worked closely with the nutrition department in providing healthy meals for students.

Eudora Elementary School recognized the important role that families, partnerships and the community played in supporting student success and school improvement. Therefore, the school has implemented strategies for promoting effective methods of involving parents from all segments of the community in supporting student and school success.

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

Building a positive school culture, Eudora Elementary School employs different approaches to create a professional environment where classroom teachers feel valued and supported. It is the goal of all staff in our school to foster a positive relationship with teachers and the school community. Therefore, we celebrate large and small successes among our teachers and our students when appropriate. Also, we allow teachers flexibility in indicating what professional development they need and what they would like to focus on which allows teachers to take responsibility for their own learning as well as their teaching abilities and strategies.

Teachers are celebrated and recognized for the outstanding work that they accomplish in our school community. During staff meetings, accomplishments of teachers and students are acknowledged where teachers and principals are given the opportunity to communicate successes. During our local Parent Teacher Association meetings, teachers are highlighted for their work inside and outside the school community.

Eudora Elementary School teachers are supported in the general education classrooms. The use of a consultant was implemented to coach teachers in the Direct Instruction reading program for support and to



assess students to be placed in an individualized leveled reading program. Teachers are provided positive feedback with actual evidence of observation. In addition, the reading specialist was responsible for teaching several reading groups to bring to mastery and on-level. Each teacher has interventionists come in daily to assist students who are at risk and/or experiencing learning difficulties. These interventionists are certified teachers who have been scheduled to use their expertise and educational support in the general education classrooms. Also, teachers have individuals in the Parent Mentor Program assigned to the classroom to assist the students and teachers. These individuals perform duties such as tutoring, monitoring, and any other essential needs of the students.

Teachers are given a level of autonomy in selecting their professional development needs. Giving teachers a survey sends a clear message that administrators care about the opinions and experiences of the teachers. Additionally, it provides significant data to consider when planning professional development. As a result, the student learning environment is adequately enhanced as teachers feel the independence to use learned teaching strategies that shift student engagement and student autonomy in the classroom.

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

Eudora Elementary School is a small school in a small community. It takes input from every stakeholder, including parents, community members, government officials, police officers, business owners, teachers, students, and volunteers to make informed decisions regarding the education, safety, and social growth of our students. Input is gathered from all of the previously mentioned stakeholders. The community wants to help ensure that their rich local culture continues to be present in the school, even as we move toward providing an education which should prepare students for a global economy.

State Standards and best practices, which are research-based are utilized in decision making. Our teachers and staff want to ensure that we are trained and versed in practices that have data behind them, helping us make the best decisions regarding the education and safety of our students. We do not wish to waste taxpayers' money while using our students as guinea pigs on programs that are not research-driven.

Decisions regarding policies and procedures at Eudora Elementary are made by the leadership committee, a group which consists of the principal, grade level teachers, and curricular specialists, who depend on the input from the district level administrations, state regulations, and the input gathered from all of the previously mentioned stakeholders.

Data gathered included surveys done with teachers, staff members, students, parents, community members, and business owners. These surveys include a variety of questions about school safety and culture, effective teaching in every classroom, and the use of a guaranteed and viable curriculum at Eudora Elementary. The results of these surveys were disaggregated and used to help make decisions and communicate with the stakeholder. This helped them not only understand the decisions that we made, but that their opinions were valuable in our school.

Eudora Elementary wants to ensure that our students are prepared for the next steps in life. That means teaching curriculum, tracking student growth, strengthening any areas of need, continuing to challenge areas of strength, offering opportunities for social and emotional growth, collaboration, as well as giving students the chance to explore their own interests and find themselves as they grow. We want to create students who are creative, intuitive, and have a love of learning. That requires input from a variety of sources and leadership who is willing to listen, look at all of the data, and make the best-informed decision possible. That is what the leadership team at Eudora Elementary strives to do.

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

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One specific focus was placed on teaching with a high level of implementation and accountability with the belief that if the student hasn't learned the teacher hasn't taught. Emphasis was placed on the importance of an effective and caring teacher. This implementation also stressed the importance of teachers teaching from bell-to-bell utilizing every minute of instructional time which was integrated with classroom observations and coaching sessions to support the teachers so they could be successful.

Every teacher and every assistant taught groups in DI Reading, Spelling, and/or Language. This allowed the students to be grouped for differentiated instruction resulting in teachers getting the students to mastery and reaching acceleration levels throughout all the programs. The goal set for each instructor was to teach 1 to 2 lessons a day depending on the group in order to accelerate the students' achievement. The number of lessons taught a day was recorded on the DI pacing guide by the teacher and monitored. Also, the teachers maintained a testing notebook in their rooms containing all DI testing data. This notebook was monitored for mastery of lessons and to determine if acceleration in the various programs was possible. This acceleration or lack of acceleration was determined by evidence of the data.

The DI coordinator taught DI reading groups the entire day to improve the reading achievement levels of the students. Her job was to work with some of the lowest performers and to double-dose students in reading to accelerate the students' reading levels. This gave her the opportunity to differentiate the instruction for the groups and to address the skills the individual students needed. She taught at least seven groups a day and often pulled other groups needing support in the various DI programs during her non-instructional planning time.

A DI Tutor was assigned to teach DI Reading and Language groups the entire school day in the DI classroom under the DI coordinator's supervision. This allowed more students to receive differentiated instruction geared to their individual needs.

Students were grouped for instruction in DI reading, spelling, and language according to data evidence and placement tests. Students were tested for academic mastery of skills throughout the year and accelerated up in the DI programs to move them quicker through the reading, spelling, and language curriculum.

The ISS teacher taught DI reading and spelling groups every day in the third grade classrooms. The Computer Lab Instructor, taught DI reading groups in a 2nd grade classroom. The special education teacher and her assistant, were also observed, monitored, and coached during DI Reading and Spelling. Specific actionable feedback was given to them. Students were tested for mastery and placed accordingly to maximize instructional time and effort.

We instituted the practice that DI Reading, Spelling, and Language Arts were uninterrupted instructional time. Teachers were not to be called out of their classes or interrupted while teaching. The school secretary helped to monitor this from the office.