

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 1310 Burgie Street
(If address is P.O. Box, also include street address.)

City Elizabethton State TN Zip Code+4 (9 digits total) 37643-2892

County Elizabethton City Schools

Telephone (423) 547-8030 Fax (423) 547-8031

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Richard VanHuss E-mail richard.vanhuss@ecschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Elizabethton City Schools Tel. (423) 547-8000

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 Mrs. Rita Booher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 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	25	37	62
1	36	23	59
2	25	29	54
3	27	31	58
4	26	28	54
5	20	44	64
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	159	192	351

*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
 - 0.8 % Asian
 - 0.2 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 4 % 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: 8%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2018	347
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Korean, Spanish, Chinese.

English Language Learners (ELL) in the school: 1 %
3 Total number ELL

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

Total number students who qualify: 93

8. Students receiving special education services: 14 %
48 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>2</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

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

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
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 20:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	98%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

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

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

The mission of West Side Elementary is to provide a safe, encouraging, and engaging environment which will promote the development of respectful, responsible lifelong learners.

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

West Side Elementary is part of the Elizabethton City School District located in Upper East Tennessee in the town of Elizabethton, TN. We are one of the three elementary schools. Our system is also comprised of one junior high school and one high school. 2,465 students are served in grades K-12. ECS has 180 classroom teachers and 19 administrators. West Side Elementary currently has 351 students. Twenty-six percent of the school population receives free or reduced lunch. Fourteen percent of our students receive Special Education services. Ninety percent of our students are white. The other 10% are of a diverse ethnicity. West Side Elementary is a Title I school. This status has fluctuated over the years, but our reputation for academic excellence has been consistent. We have been a Reward School five of the last eight years. We were recently recognized as a 2019-2020 Bronze Level RTI2-B Model of Demonstration School.

Our programs at West Side Elementary are designed to prepare students for their future careers and help them develop their own vision of personal success. We have a dedicated advanced learning block. During this time all students receive 40 minutes of additional instruction daily in their area of need. Tier II math, reading, and written expression students receive additional instruction with the classroom teacher of record. Tier III students receive additional instruction with the math or reading interventionist. Special Education students receive additional instruction with the resource teacher. In grades 3-5, Tier I students are divided into heterogeneous groups and rotate weekly between core subject teachers for enrichment and reinforcement of academic standards. During this time, every student in the building is “advancing their learning.”

We use culturally responsive teaching practices to help dependent learners develop the cognitive skills for higher order thinking by building resilience and an academic mindset. At West Side Elementary, we see the worth in each student and build from his or her strengths. We model for students and families how best to achieve their goals. At West Side Elementary, we build authentic relationships that provide a nurturing learning environment to help students understand what the expectations are and how to achieve the learning targets established for them. These relationships are the first step to engagement and learning. We use the brain's memory systems for deeper learning by connecting new content through music, movement, and visuals to strengthen the neural pathways for comprehension.

At West Side, we use trauma-informed education and social-emotional learning practices to boost academic success, decrease disruptive behavior, and reduce emotional distress. It involves teaching the whole student, considering their personal history, and the resulting coping mechanisms when attempting to understand behaviors and teach learners. Adults in the school community are prepared to recognize and respond to the students who have been impacted by their past experiences. Positive response methods and strategic interventions are used to directly address students' behavioral issues. Our trauma-informed methods have shown to improve reading scores and reduce absenteeism.

The Tennessee Physical Education Standards represent the skill, knowledge, or behavior outcome of the students. Our physical education teacher creates developmentally appropriate learning experiences that meet the standard and is aligned with school district documents. Each standard is observable and measurable and therefore can be assessed. West Side Elementary encourages lifelong wellness by connecting physical, emotional and social health with education. Morning Mile allows students to walk the track in the morning before school. The Girls on the Run program is available to female students in grades 3-5 at WSE. The principal sponsors an after school running club which gives students the opportunity to run daily and participate in local races. This coordinated approach improves the student's health and their capacity to learn through the support of families, communities and schools working together.

The school counseling program at West Side plays an important role in the educational process for our students. The school counselor works with students, families, communities, faculty and staff to address issues that have a substantial impact on student academic, personal/social and career development while striving to meet the needs of all students. This year we developed a house system to give students the opportunity to connect with students across classes and grades that they may not normally have a chance with which to interact. This helps students gain more friendships and create a family-like culture at our school. It also provides additional opportunities to recognize and encourage positive student behaviors in a fun way.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At West Side Elementary, we believe students should be provided equal educational opportunities. We provide a safe, encouraging, and engaging environment which promotes the development of respectful, responsible, lifelong learners. Learning is the responsibility of the students, their families, the community, and the educators. Together, the school community partners with students in all areas of development and learning. At West Side, students are provided an environment which promotes the academic, social, emotional, and physical traits necessary to become successful members of society. The students are challenged to develop their potential through programs that provide a variety of teaching techniques, flexible learning situations, and an assortment of activities. Students are provided a wide array of instructional opportunities that address their many diverse needs and interests. They develop skills to communicate effectively, and students are empowered to become lifelong learners. West Side Elementary develops community relationships which are supported through parent engagement activities. These activities target the cooperation and interaction between school staff and parents, while providing educational awareness programs. A balanced program of instruction is provided to meet the varied needs and interests of all students. Our instructional efforts focus on student needs, and our learning activities are tailored to fit the students' developmental patterns. At West Side, we believe the education of children is a task that must be undertaken in cooperation with other agencies and institutions. Multi-level brainstorming, sharing, and cooperation are important facets of our school. West Side provides high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State of Tennessee's academic achievement standards. We maintain high expectations of both ourselves and our students. We make efficient use of academic learning time. Research-based strategies are used to complement instruction.

1b. Reading/English language arts

Literacy is a multi-faceted, complex relationship of interrelated skills. The ultimate goal of literacy instruction is for students to become proficient readers, writers, and speakers. West Side ELA instruction is based on a three-tiered approach. Tier I instruction is the 90-120-minute lesson received by all students. Tier II and Tier III instruction are additional supports in place for students who need remediation. These are both discussed in a later section. Tier I ELA instruction is based on the grade level District Pacing Guides for Tennessee State Standards. Various skills-based and standards-based assessments such as running records and Cyclone Checkpoints, are administered to students at the end of each nine weeks. Teachers adjust instruction based on data gleaned from these assessments.

Before reading, writing and speaking proficiency can be achieved, children must adequately develop the essential foundational skills during the early grades. Students begin with foundational skills and progress to the sophisticated application of oral and written language. In the early years, students are exposed to rich vocabulary and complex texts through interactive read alouds and oral discussions. Students engage in writing based on these rich literacy experiences. Foundational skills are promoted through mini-lessons, explicit phonics instruction, and center activities to practice these basic building blocks of reading.

In grades 3-5, Tier I literacy instruction centers around Tennessee State Standards embedded in novel units of study. Skills are taught in context, not in isolation, in order to help the students gain a deeper understanding of the content while analyzing and synthesizing the information. Where applicable, we do cross-curriculum instruction to help the students make meaningful connections to other texts and the world. Daily tasks are completed to build conceptual knowledge and understanding needed to complete the culminating task.

Direct, explicit instruction of language and reading leads to strong, confident readers who are able to: make inferences in increasingly complex text and logically explain their thinking behind the inferences; determine

central ideas of texts, unpack the development of the ideas, and summarize key aspects of a text to show the relationship between the details and the central ideas, analyze how and why ideas, events, and characters develop and interact over the course of a single text; interpret the explicit and subtle uses of language to shape meaning; analyze how form and structure contribute to meaning making; assess how point of view, perspective, and purpose impact the development of a text; integrate and evaluate content in diverse media formats and analyze the impact of the text; evaluate arguments and trace the key points; analyze ideas across texts and time; build knowledge from content-rich nonfiction; and consider alternate and opposing interpretations of text.

1c. Mathematics

Proficient math students have conceptual and procedural knowledge they can use fluently. Tier I math instruction is based on the grade level District Pacing Guides for Tennessee State Standards and the scope and sequence of the math series developed by Curriculum Associates. Math instruction at West Side is rooted in state standards and taught through the instruction of concrete, representational, and abstract math concepts. Work is designed to build math proficiency by moving students from work with low level demands, like memorization, to work with high level demands, like a math task. Teachers gather evidence of student performance from District Cyclone Checkpoints, school level universal screeners and other classroom level assessments given regularly. Instruction and student groups are adjusted based on the evidence to ensure all students have access to appropriate math content and instruction.

Educators and administration strive to protect and manage instructional and planning time carefully. Kindergarten, first, and second grade teachers collaborate daily to ensure equity of instruction. Students have direct instruction, guided practice and math skill reinforcement through centers and homework. A solid grasp of foundational skills is essential for math success as students progress through school. It is essential that concrete knowledge is established in primary grades using manipulatives so that students can visualize and transition to representational work which provides the foundation for the transition to abstract work. Math tasks and writing prompts are incorporated to ensure and assess student fluidity of conceptual and procedural math knowledge. Teachers provide tasks with real world applications such as preparing and executing a party or a cupcake shop as a class. Error identification and correction is emphasized because students who can identify an error and provide the correct method for solving a problem and communicate it through math talks have the necessary depth of math knowledge for the topic. Basic facts are emphasized and reinforced at every grade level to build true fluency through flexibility, efficiency, and accuracy. Third, fourth, and fifth grades are departmentalized to ensure equity of instruction and a high level of collaboration. Practices are evaluated and adjusted based on strong collaboration by the faculty. They also implement direct instruction, guided practice and skill reinforcement through homework. The tasks and writing prompts at this level encourage rigorous real-world math work. Regardless of the grade level, math teachers at West Side require students to read, think, choose a process, then prove an answer they understand and can explain in many formats. The evidence that this structure for math instruction is successful at West Side is proven by student scores on state assessments and universal screeners. Student scores improve each year so very few require intervention support by fourth grade.

1d. Science

The Science learning standards are addressed using a basal series that incorporates cross curricular standards to align with ELA and mathematics, which is a major reason why this approach was chosen. The integration of multiple content areas enable students to make connections between their core subjects. Learning takes place in a variety of ways, including direct inquiries, guided reading activities, and independent checks for understanding. Instruction is delivered in several ways. For example, direct instruction is given, as well as guided small group practice and many opportunities for project-based learning. Chrome books are also available and used as a means for students to conduct research. Formative assessment is given in many ways. The teachers provide both written and verbal feedback on class assignments. Each lesson has a brief quiz or check for understanding, which is used to determine students' overall understanding prior to giving a summative assessment. Often, labs and/or projects serve as summative assessments. This data is tracked and used to target students who are struggling and need remediation, as well as students who need a higher challenge.

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

In Social Studies, the learning standards are addressed using Studies Weekly Newspapers. These texts are aligned to the standards and present the information in a way that is intriguing to students and opens the door for many discussions. The content is delivered using whole group instruction, small group instruction, and independent inquiries. Often students are heterogeneously paired/grouped so that peer tutoring takes place. Much of the student work comes in the form of written responses. This gives teachers the opportunity to give specific verbal and written feedback and allows students the opportunity to polish their writing skills. This is also easily differentiated based on students' individual abilities.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Music has many benefits; it is a creative outlet for students. All students engage in music for 30 minutes twice a week for half a school year. It boosts self-esteem, listening skills, math skills, and is important for social and emotional growth as humans connect through music. Music boosts parts of the brain responsible for decision making as well as the ability to focus attention and inhibit impulses. It also benefits cognitive abilities, spatial abilities, and memory. West Side music class provides building blocks for future music classes such as band and chorus in middle school and high school. West Side students learn music through movement, singing, and playing instruments. They also learn to read music while playing instruments. West Side Students are part of a school-wide musical performance called May Day. May Day is a well-known tradition and has been part of West Side's heritage for over fifty years. The music teacher, physical education teacher, and the classroom teacher collaborate to ensure May Day is a huge success year after year! Each grade level learns two songs that align with the May Day theme. During physical education class, students learn dazzling choreography to complement their songs. Teachers and parents design, sew, and purchase costumes for the students. At the conclusion of the performance, students feel a great sense of accomplishment and learn to value the importance of teamwork because at West Side Elementary, the show must always go on!

West Side Elementary encourages lifelong wellness by connecting physical, emotional, and social health with education. All students participate in 30 minutes of physical education twice per week. The Tennessee Physical Education Standards detail the skill, knowledge, or behavior outcome required of the students. Our physical education teacher creates developmentally appropriate learning experiences that meet the standards, align with school district instructional documents, and can be observed, measured, and assessed. In addition to structured PE class, students also have at least 20 minutes of unstructured play with their homeroom class each day.

The Tennessee School Counseling Standards represent the attitude, knowledge, skills, and experiences required of students for academic, social/emotional, and college and career preparedness. Students participate in 40 minute lessons each week. Through these lessons, students learn how to become productive members of society, explore careers and college options, practice conflict resolution skills, and self-regulation practices. West Side Elementary also utilizes RTI2-B programs that support students being responsible, respectful, and safe in all areas of their school day and lives. We also have a K-Kids program available for 4th and 5th grade students which empowers them to give back to their school and community through service projects. It is through these hands-on learning approaches that students can experience and develop important skills and good character traits that will enable them to have a successful future.

Creating a foundation for lifelong learning is at the heart of the school library media program. The media center has moved far beyond a room with books to become an active, technology-rich learning environment with an array of information resources. Students receive 40 minutes of media center opportunity weekly. The school library media specialist today focuses on the process of learning rather than dissemination of information.

The library media specialist draws upon a vision for a student-centered library media program that is based on three central ideas: collaboration, leadership, and technology. The media specialist is the Accelerated Reader Coordinator. This includes testing kindergarten students in Early Literacy STAR testing and grades 1st-5th in STAR Literacy testing every 9 weeks. The media specialist takes time to discover individual students' interests and passions to build relationships with them in order to strengthen and foster their passion for reading.

The media specialist collaborates weekly with each grade level teacher centering student STEM activities with the grade level themes. STEM stations are utilized weekly with all grade levels. The students have opportunities during STEM stations to learn keyboarding skills, coding and computer programming skills, PowerPoint presentations, research techniques, robot building, and other STEM related activities.

Art has several benefits for our students at West Side, such as encouraging self-esteem, motivation, introducing students to different cultures, and positive self-expression. There are several ways to incorporate both ELA and Social Studies into art lessons. West Side art class provides building blocks for more advanced visual arts classes later in their academic careers. Students participate in 30 minute art classes twice per week for half a school year. At the end of the art year, West Side hosts an art show to display the various techniques and mediums the students have learned.

3. Academic Supports:

3a. Students performing below grade level

West Side implements a rotating, daily Intervention/Advanced Learning Block. A universal screener created by Aimsweb is administered three times a year to identify students who perform below the 25th percentile in reading, writing, and math. Students who score below the 25th percentile receive an additional 40 minutes of daily small group instruction in Tier II intervention traditionally completed by the classroom teacher and supported by instructional assistants. Students who score below the 10th percentile receive an additional 45 minutes of instruction in Tier III intervention traditionally completed by the reading and math specialists. Math Tier students receive instruction using Moving with Math Extensions Program and Reading Tier students utilize SPIRE, a systematic phonics program. Students who receive special education services have direct, small group instruction from the special education teacher during this block. During the intervention block, all faculty and staff are utilized to meet the diverse needs of all West Side students.

3b. Students performing above grade level

The high level of professionalism and expectations of West Side's teachers creates a school culture of high performance. West Side's daily Intervention/Advanced Learning Block allows teachers time to challenge students. The goal of this block is to advance the learning of all students. Target groups are formed based on TNReady, Aimsweb, benchmark, and classroom data. During this time, instruction and materials are designed to reinforce and enrich student learning. West Side utilizes Accelerated Reader from Renaissance Learning which allows students to read and monitor their comprehension at their individual level and pace. Teachers set goals, monitor student progress, and hold a weekly conference with students about Accelerated Reader. Students receive recognition and rewards each nine weeks for meeting their Accelerated Reader goals.

3c. Special education

For our students in an Extended Resource setting, placement is determined by a holistic evaluation. This evaluation involves various assessments and checklists filled out by teachers, guardians, and our school psychologists. Once data is collected, the IEP team determines the Least Restrictive Environment (LRE) for each student and creates a team-driven Individualized Education Plan that is unique to each child's needs. This IEP includes accommodations and modifications that support the full inclusion of each child in his or her LRE. These accommodations and modifications are implemented by all IEP team members and are annually evaluated to make sure each child receives the support they need to succeed.

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

General education teachers meet with ESL teachers at the beginning of each school year to review Individual student plans, WIDA EDL framework. ESL teachers train the regular education teacher in use of differentiation, strategies, and accommodations needed for each individual ELL student in their classroom that year to be successful in grade level content.

Some students are pulled out for more intensive intervention in English language acquisition and others have their needs met through a push-in model in order to support their language learning needs within the general education classroom for grade level content support. Transition services consist of monitoring and providing remediation as needed with individuals that have scored as English Language proficient. Individual student needs are considered as to which model is applied. These services are provided by an ESL teacher.

WIDA proficiency level scores give an indication of how students are performing in each domain of language acquisition; listening, reading, speaking, and writing. These scores are used to provide data for student placement including exit from direct instruction into a transition program.

Each school year ELLs are assessed for their English language proficiency which provides data to document their growth in language acquisition. This data is used to guide decisions for placement and individual learning plans. A score of less than 3.4 requires direct instruction of 5 hours per week. A score of 3.5 or higher requires direct instruction of less than 5 hours depending on the team's decision.

Exit scores are determined yearly by WIDA. The exit criteria vary from year to year. This year the criteria for exiting an ELL from direct services is an overall score of 4.4. After a student exits our program, we continue to monitor them as transition students for 4 years. General education teachers are asked to respond to monitoring questionnaires for ESL teachers on a regular basis.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

West Side Elementary is active in providing students with clubs and extracurricular activities for enrichment of their school and cultural experiences both in and outside of school. Assemblies are held throughout the school year to meet education requirements and to enrich the curriculum. Our book fair gives students an opportunity to purchase books and other printed items. Fifth grade students complete a 3-day, 2-night trip to Camp Explore. The theme of the camp is environmental education. Activities include: hiking, canoeing, etc. Character education is taught by the school counselor and reinforced by the Olweus Bullying program and weekly class meetings. There is an Art Show in the fall of each year that showcases student artwork. An annual field day is held at the end of the school year and is organized by the physical education teacher. Each class or grade level takes field trips throughout the school year. These meet academic standards relevant to the students' grade level. Students system-wide participate in school spirit week by dressing up each day of EHS's homecoming week. EHS cheerleaders and football players come to the school for a pep rally. Classes, grade levels, and students with the most school spirit during this week are also recognized. K-Kids are sponsored by the local Kiwanis Club, and is a co-educational service organization that provides 4th and 5th grade students with the opportunity to help others, serve the school and community, and build a positive future for themselves. Girls on the Run (GOTR) is a program that is open for girls in grades 3-5, and is on a first-come, first-served basis. GOTR is a transformational physical activity based positive youth development program. Its goal is to unleash confidence through accomplishment while establishing a lifetime appreciation of health and fitness. The West Side Running Club is for boys and girls in grades 3-5. It is for the purpose of promoting a healthy lifestyle through the sport of cross country running. The West Side Rocket/Pine Derby Club is a club for boys and girls in grades 3-5. The club promotes the use of thinking and problem solving through building rockets and pine derby cars. Following each grading period, a brief assembly is held to recognize those students who have achieved all A's and B's on their report cards, and to also recognize those students who have earned perfect attendance, high honors and have made great strides in the classroom.

2. Engaging Families and Community:

West Side has an unparalleled Parent Teacher Organization. This organization provides parents with an avenue to be more involved, informed and impactful. Families have leadership opportunities like serving on the Family Engagement and Parent Compact Teams where they provide feedback that influences school policy changes. West Side's PTO is dedicated to fundraising throughout the school year for needed academic supplies. Parent support is key to West Side's success.

Parents and community members support school-wide activities like field day and reward day. Some parents support the school daily by volunteering to work with students, help with a class project, or have lunch with their child. Every year, each class prepares and performs a special May Day presentation. May Day is West Side's school musical presented for parents and other family members. Clubs are another way parents and community members support students. The school website and Facebook page are used daily to highlight students and activities at school. Pictures from the Academic Pep Rallies and a list of Honor Roll students are published in the newspaper and posted on both the school website and Facebook page.

West Side's Parent Involvement Nights are designed to include parents in their child's education. The faculty takes steps to build parent ownership in the school. In an effort to engage everyone, parents have the opportunity to guide these functions by completing a survey. West Side also offers families the opportunity to view their student's artwork at our Art Show, support the library fundraiser by visiting the Book Fair and promotes a Math Activity Night in which families are offered the opportunity to engage. To support students' future aspirations, a College and Career Night incorporates research, writing and creative expression. Grade level parent meetings are offered to discuss academic expectations in a small setting so conversations could be encouraged, and childcare is provided.

Kindergarten students raise funds for classroom libraries by having cookie, muffin and cupcake shops

dispersed throughout the school year. Students and parents are heavily involved in the preparation, selling, and distribution of baked goods. The money raised provides the classrooms with books to send home with students to read with their parents. These books are returned to school and exchanged for more weekly.

West Side Elementary partners with East Tennessee State University to place Read Across America tutors in classrooms throughout the year. This partnership is beneficial to both parties involved. There is also a partnership with ETSU, Milligan, and Northeast Community College to support preservice teachers.

3. Creating Professional Culture:

At West Side Elementary, we feel that when teachers have access to continuous learning opportunities and professional development resources, they're better equipped to become master teachers, especially if their students have learning needs or are performing below or above grade level. Increasing student achievement is the ultimate goal of all teacher professional development activities. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students are successful. There is no substitute for hands-on experience when it comes to effective classroom teaching. Professional development can help new and experienced teachers develop the skills they need to feel confident in the classroom. Effective professional development helps teachers shape career-long learning. Thoughtful, targeted teacher professional development opportunities boost student outcomes and promote a growth mindset. Teacher professional development encourages teachers to be active participants in their own learning and ensures that students and teachers alike are eager to learn. When you provide learning and support for your teachers, you communicate that the school community values the work they do and wants them to grow.

West Side strives to maintain the highest of academic standards while creating a safe and fun school culture for our faculty and staff. Fridays are system-wide spirit days. During football season, we typically wear the system colors: orange and black. All other Fridays are WSE days: wear red. One day per month, faculty and staff members are permitted to wear jeans.

Our Caring and Sharing Committee takes care of showers, bereavement, cards and holiday parties for the faculty and staff. Our secret pal program, Paw Pals, builds comradery by allowing people to engage on a personal level.

4. School Leadership:

West Side Elementary is a small school with low discipline and only one administrator. For that reason, leadership must be a team effort. Leadership at West Side strives to serve the students, parents, and staff to help them to be successful in all areas of their lives. The most important way leadership serves at West Side is to provide resources to ensure success.

The role of the principal is an unending and ever-changing role. The principal makes day to day decisions in the running of the school; creates schedules for custodians, teaching assistants, and office staff; develops the master schedule; updates the student handbook yearly; coordinates commencement and dismissal of students; oversees discipline; and completes certified and classified evaluations.

As the curriculum leader of the school, the principal attends all IEP meetings, 504 meetings, and S-team meetings. Preparing student class placement, assigning teachers to positions, overseeing learning leaders, managing building professional development, supervising fundraising, purchasing resources for teachers and students, and creating a yearly budget to follow are just some of the duties of the principal.

West Side has two learning leaders that are also full-time teachers. They ensure that students are learning the standards to a level of mastery. If students are not, they work with the teacher to determine how to help students achieve mastery of the content being taught. Learning leaders conduct the PLC meetings, communicate expectations of the teachers, facilitate professional development in needed areas, provide resources for teachers, are members of the leadership team, and are key to developing the school improvement plan. The leadership team is made up of one teacher per grade level, one related arts teacher,

one special education teacher, the two learning leaders, and the principal. This team will discuss and make decisions on curriculum, school events, school needs, schedules, and any concerns that are shared with them. This team rotates members every year so that everyone can have an opportunity to contribute.

West Side has a very active parent/teacher organization. This organization bases its goals on the needs of the school. It is made up of parents, school staff, and the principal.

West Side has had a long tradition of academic excellence and the goal of the school is to maintain high academic expectations for all students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The defining factor that sets West Side Elementary apart from other schools is the Culture of Excellence adopted by administrators, faculty, staff, students, parents, and the surrounding community. A culture of excellence is the root of all Wildcat success! This philosophy has been long-standing at our school, and it is difficult to pinpoint when it commenced. Veteran teachers testify that it was present long before the current faculty. However, we all strive to extend this culture to future generations. With a level of excellence in mind, traditions are honored and maintained, and new ideas are explored. This culture creates a selfless working environment that starts with administration and trickles to every staff member including the custodial staff, cafeteria staff, and other support staff. This selfless work environment promotes teachers to not only to take a vested interest in students, but in each other as well. This can range from team teaching, to morale building activities initiated by teachers, to covering for someone's class due to a personal emergency. We are a united front! The folks from the West Side stop at nothing to achieve success, whether it be to collect the most books for the book drive or read the most books for Accelerated Reader. Everyone in the building focuses on genuine student success, not just in academics but in performances, physical health, social and emotional health, the arts, and all other aspects associated with public education.