

***U.S. Department of Education***  
***2021 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 Mrs. Jessica Collins  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 201 East 5th Street  
(If address is P.O. Box, also include street address.)

City El Dorado State AR Zip Code+4 (9 digits total) 71730-3823

County Union

Telephone (870) 864-5071 Fax (870) 864-5070

Web site/URL  
<https://www.eldoradopublicschools.org/o/hugh-goodwin> E-mail jcollins@esd-15.org

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

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

Name of Superintendent\* Jim Tucker E-mail jim.tucker@esd-15.org

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

District Name El Dorado School District Tel. (870) 864-5006

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 Renee Skinner  
(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, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature 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 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) 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)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 6 TOTAL

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

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	49	50	99
1	50	48	98
2	49	50	99
3	50	47	97
4	53	43	96
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>	251	238	489

\*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
  - 1.4 % Asian
  - 33.4 % Black or African American
  - 7.4 % Hispanic or Latino
  - 0.4 % Native Hawaiian or Other Pacific Islander
  - 52.5 % White
  - 4.9 % 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 2019 - 2020 school year: 6%

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, 2019 until the end of the 2019-2020 school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2019	488
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Spanish, Arabic, Bengali

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

7. Students eligible for free/reduced-priced meals: 80 %

Total number students who qualify: 389

8. Students receiving special education services: 5 %

26 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>5</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>11</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>2</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>3</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: 2

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
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 22:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	85%	85%	85%	85%	85%
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 2020.

<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.

At Hugh Goodwin, students are our first priority. We believe every child can learn, wants to learn, and deserves to learn. We will do whatever it takes to achieve academic excellence while providing each student a safe and loving environment. The core concepts of Reading, Writing, Math, and Science will remain the focus of our curriculum.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

We are open as usual with modifications in place. We do service 28 students who are virtual only. Most teachers have at least 1 virtual student in class. However, in kindergarten we only have 1 virtual student. In 4th grade, we only have one hybrid teacher who has both in person and virtual students.

17. **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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El Dorado, Arkansas, nestled near the calm waters of the Ouachita River in the Timberlands region of South Arkansas, is home to approximately 20,000 residents. It is the largest county in South Arkansas, approximately the size of the entire state of Rhode Island! El Dorado originally came into notoriety because of the booming oil industry here in the early 20th century. Since its humble beginnings, El Dorado has blossomed into so much more. Our city is one filled with southern charm, history, and some of the best entertainment in the south. Though the annual median household income of \$39,000 for Union County residents is roughly \$10,000 less than the state average, we still only report a 5.5% unemployment rate. This is significantly lower than the surrounding areas.

As a community, we pride ourselves on instilling the importance of education. El Dorado is the home to South Arkansas Community, a 2 year institute offering over 60 different degrees and certificates with an enrollment of approximately 1,000 students. To help ensure that all students of the El Dorado School District have the opportunity to succeed after high school, Murphy Oil Corporation created the El Dorado Promise in 2006. This \$50 million scholarship program allows students who graduate from El Dorado High School the opportunity to attend college tuition-free! The El Dorado Promise has been a key cog in revitalizing economic growth and establishing a focus on quality education here in the local community.

A source of pride for our community is being the corporate headquarters for Murphy USA, a national gas station and convenience store chain. Here you can also find the headquarters for Nexans AmerCable, Anthony Timber, CanFor Southern Pine, and PotlatchDeltic.

Hugh Goodwin Elementary, one of three elementary schools in the El Dorado School District, is set in the historic district of our town. Our central location affords us unique opportunities for learning. Across the street from our campus is the South Arkansas Arts Center. Our students and staff use this facility to display their artwork, partake in dance classes, and hold performances. Our PE classes frequently take advantage of having access to the track at Memorial Stadium and the recreational facilities at the Boys and Girls Club located only one block away.

Our school is an active member of the Farm to School network. Students gain access to healthy, local foods as well as education opportunities such as school gardens, cooking lessons and farm field trips. Farm to school empowers children and their families to make informed food choices while strengthening the local economy and contributing to vibrant communities.

Each year our school chooses a theme that drives our planning, our instruction, and our relationships with each other, our students, and our community. This year's theme is "Cultivating tomorrow's leaders...Growing stronger together!". Not only is this a nod to our affiliation with the Farm to School network, but it serves as a reminder that while students are only in our care for a small amount of time, the impact that we will have on them prepares them for the rest of their lives.

In addition to a yearly theme that changes, we have developed a vision for our school that remains steadfast: "At Hugh Goodwin, students are our first priority. We believe every child CAN learn, WANTS to learn, and DESERVES to learn. We will do whatever it takes to achieve academic excellence while providing each student a safe and loving environment. The core concepts of Reading, Writing, Math, and Science will remain the focus of our curriculum." Our teachers are dedicated to educating the WHOLE child. We want to produce students who have a strong understanding of the curriculum, but we also want our students to have an appreciation for the arts, a strong sense of connection with our community, and to harbor a sense of self-worth. We view ourselves as stewards of the children who embark upon their lifetime of learning at Hugh Goodwin. We are charged to wholly and fully educate all facets of the child. Developing our students where they currently are, encouraging them to rise to new levels of achievement, all the while equipping them for their futures is the mark of a truly successful program.

Our program has experienced tremendous academic success over the past several years. According to the Arkansas Department of Education's Report Cards, our school earned a "B" rating in both 2017 and 2018

with scores of 76.79 and 76.8, respectively. In 2019 we reached the highest level of achievement with an “A” rating and an overall score of 82.84. Between the 2018 and 2019 year, our staff decided that we would rely on our vision statement to drive our plans for the future. We wholeheartedly adopted the phrase “whatever it takes” and used it to motivate not only the staff, but also the students. We believed that our students, teachers, and support staff were the absolute best and were capable of nothing less than an “A” status. Our positivity was contagious and we raised our already exceptional scores to a peak, and finally achieved our “A” rating - the only “A” rating in our entire district!

In order to provide all our students with the targeted instruction needed to be successful, Hugh Goodwin employs full-time, highly trained paraprofessionals that provide intensive intervention in both literacy and math for struggling students. These paraprofessionals, along with classroom teachers, meet with students in small group and one-on-one settings to reteach and reinforce skills. Programs utilized during these sessions include Orton-Gillingham Strategies and Phonics, SonDay program, Empowering Writers, Write to Learn, Moby Max, and Imagine Learning.

Our staff and community work together to develop the whole child. Using programs such as 4H, Coding Club, Union County Extension Office Outreach, and local non-profit organizations such as El Dorado Service League, we are able to provide unique opportunities to our students and their families. Students learn about gardening, raising and caring for animals, cooking, computer programming and coding, and growing their own food. Additionally, a weekend “backpack” program has been implemented that allows students who experience food scarcity to take advantage of weekly bags of non perishable items that sustain them over the weekends and during breaks from school. We also collaborated to create an intensive tutoring program that meets after school three days a week, half days on select Saturdays, and during school breaks such as Spring Break and throughout the summer, to ensure students do not experience regression. In addition, other local businesses and community organizations frequently provide the resources needed by our students and their families such as counseling, clothing, shoes, eyeglasses, and even Christmas presents.

Hugh Goodwin, established more than 50 years ago, has stood the test of time. We remain a constant in our community, yet have managed to adapt to the ever changing needs of our students. We have proven time and again that our relentless pursuit of excellence will never change. We are committed to providing our students and their families with the tools necessary for success in the decades to come.

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

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

Hugh Goodwin educators hold the belief that we are not the leaders, but rather the guides along the path of learning that each of our students take. In all areas of instruction, it is the job of our teachers to facilitate the thinking and learning process of each child. Our teachers encourage students to take charge of their own learning and seek help when help is needed. Our teachers employ an “I do, we do, you do” approach within our classrooms. Modeling appropriate thought patterns, techniques, and strategies is a way in which students gain the confidence to utilize these techniques without fear of failure. A gradual release model provides a sense of security and confidence as the students learn to make the necessary corrections, thus solidifying their understanding of core concepts and eventually their achievements.

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

Hugh Goodwin educators hold the belief that we are not the leaders, but rather the guides along the path of learning that each of our students take. In all areas of instruction, it is the job of our teachers to facilitate the thinking and learning process of each child. Our teachers encourage students to take charge of their own learning and seek help when help is needed. Our teachers employ an “I do, we do, you do” approach within our classrooms. Modeling appropriate thought patterns, techniques, and strategies is a way in which students gain the confidence to utilize these techniques without fear of failure. A gradual release model provides a sense of security and confidence as the students learn to make the necessary corrections, thus solidifying their understanding of core concepts and eventually their achievements.

1b. Reading/English Language Arts

The driving force of our reading and language arts curriculum is the Arkansas State Standards which provide clear learning goals for both students and teachers. Weekly meetings of grade level teams, both vertically and horizontally, ensure that teachers understand the manner in which their curriculum should mesh with that of other grade levels. These meetings allow time for teachers to “unpack” the standards, to create on-level lessons as well as lessons that provide remediation to struggling learners. Additionally, these meetings allow for review of assessment data and the planning for future instruction.

Our teachers providing literacy instruction have all received thorough training in the Arkansas Reading Initiative for Student Excellence (R.I.S.E.) campaign. This comprehensive initiative focuses on implicit phonics instruction and phonological awareness. Kindergarten through second grade implements the Heggerty Phonemic Awareness program which provides a workshop model to strengthen students’ phonemic awareness and their ability to manipulate sounds and words orally.

At all grade levels, teachers conduct small group reading instruction. Students throughout the building are grouped by reading levels and are provided with lessons and activities based on their specific needs determined by student data. A variety of strategies are employed to build accuracy and automaticity of skills including decodable text reading, assisted learning, and sound manipulation. Lower grades spend the majority of their time focusing on phonemic awareness, letter identification, concepts of print, and multisensory activities. Many of the activities include the use of manipulatives such as magnetic letters, sand trays, and visual cards. Literacy centers are also integrated into these lessons to reinforce previously taught skills. In the upper grades, students receive targeted instruction in the areas of phonemic awareness, text structure, and vocabulary development in order to build language comprehension.

While decodable books are used primarily in the lower grades, skill-level appropriate reading materials such as novels, trade books, and periodical publications such as Storyworks and Scholastic News are used in upper-level reading groups.

We use a wide variety of assessment tools to monitor students’ reading abilities and growth. At the beginning of the year, students in grades Kindergarten through second are given the STAR Early Literacy NBRS 2021

test as well as the Orton Gillingham beginning of the year assessment. These tests are repeated at the middle and end of the school year as well. The data from these assessments is analyzed and discussed during periodic Response to Intervention (RTI) meetings to determine the individual intervention and enrichment needs of each student.

In the upper grades, students begin the year with a STAR Assessment that determines their independent reading levels. Growth throughout the year is determined by the administration of the same test in December and again in May. Teachers and interventionists also conduct accuracy and comprehension checks on a regular basis. This information is used to assign students to needs-based intervention groups that meet each day.

Empowering Writers is the curriculum we use for writing instruction. This curriculum enables teachers to provide instruction of the writing process at a deep level. Students in grades Kindergarten through second are taught the basics of writing. Students in grades three and four take that basic knowledge of writing and learn to annotate and develop their own ideas. In all grades, students learn to work collaboratively with their peers to edit and revise their writing. Teachers lead writing conferences on a regular basis in order to provide timely feedback and opportunities for students to continue to improve.

In the spring semester of each year, students in third and fourth grade students use the web-based program Write to Learn. This program allows teachers to create their own rubric and prompt and then assign it to students. Once the students write their essay, they submit it for feedback and receive detailed improvement ideas immediately. This allows students to quickly make corrections, edits, and alterations without waiting for a conference time with their teacher. Students are allowed multiple attempts to correct their work and can clearly see the manner in which improvements in their writing increase their scores.

Literacy Edulastic exams are administered throughout the year. These assessments are created by our district literacy chair to mimic the ACT Aspire that students in grades 3 and 4 take each spring. Monthly assessments monitoring specific reading and language skills from our scope and sequence are given to drive instruction during intervention classes. Interim assessments are given at the end of each quarter and serve as a cumulative assessment to determine the skills still not mastered.

#### 1c. Mathematics

Hugh Goodwin Elementary provides students with a number of math resources to help them excel. Our math curriculum follows the scope and sequence created by our district's math chair. Our math facilitator creates daily lessons and activities using new skills for the week drawn from the scope and sequence, but also includes review items based upon the students' performance from the previous week's assessments. As a result of these needs specific lessons, our school has continually shown growth in our math scores each year. Most recently, our third and fourth grade students score 20 and 16 points above state average on the ACT Aspire assessment.

Because of varying skill levels in each class, teachers present lessons using a wide range of strategies. In a typical math lesson, teachers will teach, model, reteach, work with students in small groups, and provide individualized instruction to students that need additional support. Students also receive instruction from paraprofessionals in small groups and even in one-on-one settings. Teachers use innovative, hands-on activities to engage students and deepen their understanding of core concepts.

In the lower grades, students use mathematical manipulatives that visually help them develop strong number sense when learning addition and subtraction, place value, shapes, and how to tell time. Examples of these manipulatives include base ten blocks, ten frames, two color counters, 120 charts, dice, playing cards, 2D and 3D shapes, tangrams, and coins. In the upper grades, teachers continue the use of these manipulatives for those students requiring extra support. Additional manipulatives are introduced when teaching geometry, fractions, and other skill progressions aligned to third and fourth grade standards. Examples of these manipulatives include rulers, fraction tiles, geometric shapes, multiplication arrays, tangrams, liquid measurement tools, number lines, and play money. Students are presented with multiple strategies to solve problems and then are given an opportunity to choose the strategy that works best for them and their

learning style.

Hugh Goodwin doesn't employ a single method to assess students' understanding. Daily assessments along with questioning, exit tickets, white boards, technology resources such as Freckle and Moby Max, along with observation and Edulastic interim exams are all used to formatively assess students' math comprehension. Summative tests include regular classroom assessments, unit tests, Edulastic exams, and the ACT Aspire. Freckle and Moby Max are digital resources that aid in standard specific test prep questions. Students at Hugh Goodwin are constantly challenged and given multiple pathways by which they can show their successes with mathematics.

#### 1d. Science

Creatively designed science lessons that provide students with a high level of engagement are critical to produce critical thinkers and problem solvers. Teachers use Mystery Science curriculum to ignite a love for science through hands-on, inquiry-based learning. During science lessons, teachers step aside, working solely as facilitators, and encouraging students to lead their own learning. These evidence-based lessons require students to work collaboratively to solve real world problems. A scientific issue is presented and then students apply their knowledge to design effective solutions. Students often study topics such as erosion and matter, light and sound, and structure and function. Students are then afforded a wealth of opportunities to engage in true-to-life scenarios like building a city and then saving it from a landslide, designing a container to prevent an egg from breaking upon impact, designing a roller coaster, and programming their own robots. We focus on STEAM activities with students learning engineering lessons as early as kindergarten. Students' participation in experiential learning opens their eyes to what is happening in the scientific world around them and provides confidence to apply their knowledge in order to become an agent of change. Teachers assess student projects and provide timely feedback on improving designs to deepen understanding and depth of knowledge, cementing these skills within the students' minds.

In addition to these science lessons, students have access to a Maker Space within our library. Lessons are aligned to the Arkansas Science Standards and also act as an extension of the Mystery Science curriculum. Here, students participate in collaborative work where they observe lifecycles and engage in real-world science experiments. Our farm and garden areas also provide an ideal place where hands-on opportunities involving butterflies, mealworms, caterpillars, the incubation period of ducks and chicks, and the planting, upkeep, and harvesting of crops abound. Students not only learn the value of growing their own foods, but also are exposed to the scientific aspects surrounding the plant life cycles. Our staff bring science to life and provide meaningful lessons that extend learning far beyond the walls of the traditional classroom.

#### 1e. Social Studies/History/Civic Learning and Engagement

Utilizing the Arkansas State Standard, students receive an introduction to civics and government, economics, geography, and history. These standards are taught in an integrated manner, providing students with the opportunity to learn about the world around them. Students also participate in activities that provide real-world scenarios. For example, our students participate in a mock election where they must register as voters, research the candidates, and then cast their votes using paper ballots. Fourth grade students also participate in a class election. Students enter the race as "Gator Ambassadors" that serve as tour guides for families visiting our school or new students who join our HG community. The students running for these positions campaign using signs, speeches, and spots on "The Hugh", our morning news channel. Fourth graders then cast their votes for the best candidates and these students serve our school the remainder of the year.

Each November we honor our community's bravest citizens - our veterans. Our school holds the county's only Veteran's Day Parade. Students' families are invited to attend this moving event where local marching bands, cheerleaders, community groups, and each class at Hugh Goodwin come together to pay tribute to the members of the community who served our country in uniform. After walking the parade route, everyone returns to our school where all veterans introduce themselves and list the years and branches of service in which they served. Many of the veterans are parents and grandparents of our students. The pride on the faces of these children and their families is immeasurable.

During the month of February, our students celebrate Black History Month, President's Day, and also participate in our annual History Day Parade. Students research historical figures, dress up as their character, and present a speech to the student body telling about themselves and their accomplishments. Students in kindergarten draw a portrait of their historical figure and students in first through fourth grades research their character and write an essay outlining their contributions to the world. This is a unique opportunity for students to learn about the lives, adversities, and accomplishments of people they may have never been exposed to beforehand.

One of our main goals at Hugh Goodwin is to create students who will one day become productive members of their own communities. Each year our school also participates in a community food drive as well as a fundraiser for Arkansas Children's Hospital and our local animal shelter, Union County Animal Protection Society where we collect pet food, blankets, and toys. We strive to teach our students various ways in which they can contribute to society and the importance of community service in hopes that the practices of giving back remain in their hearts long after they have exited the halls of Hugh Goodwin.

**1a. For secondary schools (middle and/or high school grades):**

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

**2. Other Curriculum Areas:**

Hugh Goodwin offers our students a wide range of specialty courses. Students participate in non-core curriculum classes including art, music, physical education, computer technology, and library media each week. These specialists meet regularly and collaborate with core classroom teachers in order to create meaningful, cross-curricular learning experiences that engage students with all learning styles.

In art class, students are provided with lessons that allow them to explore various genres of art, artists, and styles of visual art. Students implement their critical thinking skills and employ creative problem solving to create art working using a variety of mediums such as crayons, markers, paints, as well as oil and chalk pastels, and even beads. Students gain confidence throughout the year as our art teacher fosters creative expression all while challenging each student to follow his or her own path by creating art that speaks personally to each one. The art teacher recognizes the accomplishments of each student by displaying artwork and projects throughout our school and community. Creations such as self-portraits, mixed media collages, hand-made Christmas ornaments, and masks are always on display. Students also participate in local, regional, and state art competitions. By partnering with the South Arkansas Arts Center, our students frequently have the opportunity to display their works in one of the galleries located directly across the street from our school. Classes visit the Arts Center to explore their classmates' exhibits.

In music class, students develop fundamental skills for making and enjoying music. Our music teacher focuses on training students to hear tonality, creatively construct music, and to distinguish various beats and movements. Students gain a sense of community by creating music together. Through collaboration between students, staff, and community stakeholders, our teacher creates unique opportunities for students to participate in performances like musicals, a kindergarten opera and caroling at local nursing homes and long-term care facilities. Third and fourth grade students learn to play songs using a recorder and have even performed alongside the South Arkansas Symphony! Because music, like laughter, is a universal language, our school understands the importance of exposure to music from an early age. Currently, our staff and students are participating in a March Madness Song Bracket during Music In Our Schools Month.

The physical education (PE) teacher promotes health and wellness to our students and staff. The teacher's overall goal is to show students how to be physically fit in multiple ways. By providing students with exposure to a variety of sports and games, students gain confidence and skills that are beneficial to many

different facets of their well being. Annual events like the Jump Rope for Heart campaign, The Mile Fun Run, and our annual Field Day provide opportunities for students to compete against one another individually and as a team, but also for students to improve their own past personal performances.

Our library media specialist promotes a love of reading by partnering with classroom teachers to provide engaging lessons and activities. Throughout the year, she exposes students to a variety of genres and authors. Using a variety of technology, students participate in research and virtual scavenger hunts, exposing them to nonfiction texts. Our librarians have worked hard to create a magical space for students that allows them to “visit” magical places without ever leaving the library. Additionally, the biannual book fair is always a favorite of both students and their families. Students are encouraged to participate in “Bring Your Grandparents to School” days in which students along with their grandparents can visit the book fair to select new reading materials. Parents and grandparents are invited to volunteer in our library shelving books, reading stories, and assisting students with taking tests using Accelerated Reader (AR).

Once a week, students spend time in the computer lab where they learn about the newest technology, software, and the guidelines for becoming responsible digital citizens. Keyboarding technique is a key focus in second through fourth grades. The computer lab time is an extension of the lessons taught in their traditional classrooms through the use of programs like Moby Max and Imagine Learning to reinforce previously taught skills. This time is also utilized to help students become proficient with the use of programs in the Google Suite, including skills that will help them in the future such as formatting documents properly and navigating programs to convey their ideas clearly.

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

Hugh Goodwin prides itself with having a comprehensive Response to Intervention (RTI) program. Since its implementation, students have experienced tremendous academic and social emotional successes. At the core of our instruction, teachers ensure that all students receive quality Tier 1 instruction through access to a guaranteed and viable curriculum as well as evidence-based instructional strategies in all classrooms. A committee made up of classroom teachers, interventionists, instructional facilitators, counselor, ESL teacher, and principal meet quarterly to analyze multiple data points and to provide timely and targeted intervention strategies and supports for academically and behaviorally challenged students. Should students need support beyond what is offered within Tier 1 instruction, students may be placed in a Tier 2 or Tier 3 intervention group focused specifically on closing the achievement gaps. Teachers then monitor student progress weekly and make revisions as needed to the intervention plans. This RTI process has not only helped students to be more successful, but has also yielded strengthened collaboration between classroom teachers and interventionists. Teachers willingly share their best practices and offer their support and expertise not only horizontally but vertically and across content areas as well.

#### **3b. Students Performing Above Grade Level**

Students showing traits of giftedness in their cognitive abilities, creative thinking, affective domains, and intrinsic motivation are referred for our Gifted and Talented (GT) program. These nominations are generally made by the classroom teachers, but can also come from specialists within the school or parents. These students typically perform above grade level and need more challenging tasks that extend their learning beyond the core curriculum. All kindergarten and first grade students receive whole-group enrichment lessons from a certified GT teacher. Second through fourth grade students who have been identified as GT leave campus one day per week to receive instruction with other students from across the district at a central location. It is during this time that GT students receive the enrichment activities that allow them to reach their full potential.

#### **3c. Special Education**

Hugh Goodwin works diligently to provide high expectations for all of its students. Our teachers believe that every student, when given the right support, can reach their full potential. Core classroom teachers provide lessons with accommodations and modifications to support students on a daily basis. Our self-contained classroom supports our intellectually disabled students. In this classroom, students experience an extremely low student to teacher ratio where they receive individualized instruction through center rotations and small group instruction. Here, students also receive social emotional instruction to help support those students with social deficits and high-magnitude behavioral issues. A district-based behavioral specialist works with teachers and students to provide proactive behavior strategies. In addition to our self-contained classroom, students with an Individualized Education Plan (IEP) receive academic support in our Resource Classroom. Individualized academic goals and objectives are addressed through targeted lessons in one-on-one settings and in small groups. Speech therapy as well as occupational therapies are offered within our school. Students receive these services to assist in speech or physical delays. Teachers and staff work tirelessly to ensure that special education students receive equal access to school programs and events. Full participation in assemblies and special programs and events are strongly encouraged. Hugh Goodwin teachers go above and beyond to ensure every student has the opportunity to experience all that Hugh Goodwin has to offer.

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

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

We foster a climate and culture of positivity and inclusion by making students and their families feel safe, valued, and supported. We understand that relationships are the cornerstone of a successful educational experience. Teachers and staff are intentional with relationship building and understand the power of building a strong connection beginning even before the first day of classes. Prior to the changes brought about by Covid, we pride ourselves on having an open-door policy that encouraged parents to visit campus. We provide a picnic area within our Gator Garden where parents can enjoy lunch with their students. We host several events each semester that provide opportunities for parents to see their children shine both on stage and in the classroom. Each morning our student-led television program provides announcements and reminders for our faculty and students. This segment allows students to be recognized for their achievements, provides an opportunity for shout-outs, and even birthday greetings. This is key to empowering our students before their learning for the day begins.

Inside the classroom, our learning spaces allow students to feel safe when making mistakes or taking academic risks. We have adopted a growth mindset approach that empowers students with phrases like “I can’t do that YET” or “I figured out another way that doesn’t quite work the way I had planned”. Teachers implement Class Dojo to track positive behavior as well as appropriate work ethic. This program keeps students accountable in addition to keeping parents informed of the students’ successes and struggles. By keeping an open line of communication between the school and parents, we can address issues at an early stage before they grow into larger problems.

Student motivation is a large factor in our success. Students, along with teachers and parents, set goals for themselves for each grading period as well as year-end goals in areas such as reading and math. Throughout the year, students take multiple assessments in these core areas. They are rewarded not just for obtaining another benchmark level of performance, but also for their growth on these assessments. This allows all students to experience success and earn rewards for their efforts. These rewards begin in kindergarten when students participate in a Kinder Clap Out for reaching their end of the year reading goals. This happens each quarter so there are multiple opportunities for all students to experience this success.

Our campus also begins each Friday with a dance party during student drop-off. Staff and faculty greet students and parents as they arrive with high fives, cheerful music, and a dance party! We have even been known to have “special guests” such as members of the El Dorado Fire and Police Departments, members of the ESD athletic teams, and members of our local school board to help students from their cars and into the building. The Easter Bunny, the Grinch, and Santa Claus have also made appearances! This helps to grow a sense of community and excitement where students are excited to come to school. The energy created in the parking lot transcends into the hallways and classrooms and provides greater opportunities for learning.

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

Parental and community involvement have always been an integral part of Hugh Goodwin’s success story. Our school is fortunate to have parents that know the value of a strong education and who are actively involved in that process. Our community also whole-heartedly supports our school through fundraisers, donations, and volunteering. Teachers consistently use two-way communication to engage parents concerning academic and behavioral concerns along with student progress. We strive to provide positive communication both early and often. Our teachers recognize that parents send us their very best every day. Our efforts should match that. Staff members frequently send hand-written notes to both students and parents and make regular phone calls to parents when there is good news to report. We work hard to let parents know that we are not just concerned with the problems, but we are also one of their child’s biggest cheerleaders when that student experiences success.

Our school takes advantage of the communication opportunities provided by social media. Through the use of Facebook and Instagram, our parents stay informed of news, updates, and happenings within the school.

The photos of daily learning in our classroom, reports on the status of our garden, and daily reminders are some of the most utilized features on our social media accounts. A favorite of our students and parents alike is our weekly “Goodnight, Gators” feature. Each Friday a different member of our faculty and staff, community leaders, and district administration read a bedtime story to our students. These pages allow us the opportunity to share our story in a way that our local community, as well as others across the country, might not otherwise see.

Former teachers, parents, alumni, current student athletes, and community members are all encouraged to be active participants in the learning process at Hugh Goodwin. During our celebration of National Education Week, guest readers and speakers frequent our classrooms. Guests are also welcomed in our classrooms to speak about their college experiences, their careers, and their roles in the community. Additionally, Hugh Goodwin opens its doors for assemblies, award presentations, ceremonies, art shows, and class parties.

Our PTO plays an important role in the engagement of our parents and the community. Parents assist with planning and volunteering for various school events. Each Friday a different family or business sponsors our “Woot Woot Cart”, a traveling cart for teachers filled with snacks, treats, and drinks to celebrate their best efforts during another week of school. The PTO also provides monthly meals for our teachers during lunch breaks and a hospitality room during Parent Teacher Conferences each semester.

Throughout the year events such as Literacy Night and Math Night encourage the involvement of families. Students return to school after hours with their families and take part in story time, craft activities, family challenges, carnival style games with prizes, and even a book fair. Through the generous donations of local businesses, along with our PTO, we are able to provide refreshments during these events, thus increasing our attendance.

Perhaps one of the strongest sources of parental input comes in the form of our parent surveys. Through these anonymous responses, parents can reveal their true feelings and concerns about the events, programs, and happenings on our campus during the year. Parents are encouraged to provide suggestions for improvements as well as given the opportunity to sign up as a volunteer for our school. We always have a high participation rate in these surveys. Parents have responded that they appreciate the opportunity to have their voices heard concerning their child’s educational environment.

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

As is shown by research, the greatest impact on student achievement comes from effective teaching. At Hugh Goodwin, it is our responsibility to provide evidence-based, innovative, and engaging teaching strategies on a daily basis. In order to facilitate this obligation, a top priority is to ensure teachers have a plethora of opportunities for instructional growth. By providing on-going, relevant professional development (PD) that supports our school-wide and district-wide goals, we are ensuring the success of not only our students, but also our staff. Using an inquiry-based approach, teachers and administrators prioritize our highest needs and create a PD plan that promotes learning in those specified areas. For example, we recently recognized a need for more targeted writing instruction. As a result, one of our school-wide professional growth plans (PGP) focused on writing. Through both vertical and horizontal grade level meetings, we discussed the areas in which we had the greatest needs, the manner in which each grade level could best contribute, and the ways in which each grade’s state standards could be more effectively targeted. This proved to be successful as we saw an increase on our state report card from a B to an A.

We collaborate with our district literacy, math, and science chairs on a regular basis, inviting them to present the newest data findings, techniques, and trends during grade level meetings. During these sessions, teachers learn about grade level specific strategies to improve student learning and achievement. Classified staff members also benefit from PD such as this as their knowledge base of instructional strategies is increased, thus helping students participating in intervention groups.

Most recently, Hugh Goodwin has implemented the Professional Learning Community (PLC) framework. We have seen our collaborative efforts strengthened. Teachers freely share best practices in an on-going, reflective, and collaborative manner. Teachers provide support one another, provide assistance and

guidance where needed, and are a wealth of resources for one another. Teachers are eager to learn from one another. This is evidenced by their desires to observe other teachers, not only in our building, but across the district. Our teachers place great value upon the experiences of their colleagues and use those shared experiences to guide their own teaching practices, thus improving student learning.

The common thread in all of our successes at Hugh Goodwin is the quality educators that make their homes here. We realize that without quality teachers, our students would lack the current level of success that they experience on a daily basis. We recognize the efforts of these extraordinary teachers and celebrate their hard work and accomplishments routinely with regular feedback, individual and grade level shout outs, personalized handwritten notes, treats, meals, and prizes. While these rewards are excellent reminders of their importance, our staff recognizes that the positive relationships amongst themselves is what they value most.

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

Our principal is the driving force behind the positive influence of our culture and climate at Hugh Goodwin. Through her genuine love of our school, staff, parents and students, she has grown our school into a welcoming environment where everyone feels welcomed, valued, and connected. Her leadership by example drives our staff to be better each day. One can never question her loyalty to our school or if she has the students' best interests at heart. One word to sum up her dedication to our school is intentional. She is directed, fair, consistent, and approachable. Her expectations for our building are high and she works alongside the staff to learn new techniques and strategies. There is no job beneath her. You will see her covering duties in the halls, playground, and cafeteria or even within our classrooms. She frequently visits rooms unannounced just to "check in" with students and teachers alike. She willingly shares her professional knowledge with staff and makes improvements within her own practices. She opens our building to others from around our district, county, and even the state. Visibility and accessibility are key to her. Effective communication is one of her strongest qualities, and she ensures that she connects with families and all staff on a regular basis.

The principal provides multiple opportunities for our teachers to take leadership roles in our school. At the beginning of the year, teachers are often asked to serve on steering committees that support the overall functioning of the school. This allows teachers to offer up their expertise through serving the students and families of our building. Grade level team leaders provide leadership for their teams and a sense of community through collaboration with their content-area specialists. These committees and teams meet regularly to ensure the commonality of the goals and plans for Hugh Goodwin. Topics addressed during these meetings include attendance, building procedures, professional development needs, communication, and duties.

Our instructional facilitators (IF's) are a source of strength in leadership. IF's frequently drive the discussion during our team meetings, providing staff with instructional strategies and engagement techniques. They are often found co-teaching and observing teachers in order to provide timely feedback on how to improve instructional strategies. Our counselor leads all Social Emotional Learning through monthly lessons in the classrooms. She provides on-going support to teachers, students, and families in order to aid in their social development.

Shared leadership has been vital to the successes at Hugh Goodwin. Teachers take ownership of their leadership roles, displaying pride in the many roles they play. Delegating the leadership tasks between the stakeholders in our building have allowed us to maintain a healthy balance between the countless tasks that must be completed during the course of a school year. Teachers hold each other accountable for quality work and expect nothing short of excellence from themselves and their colleagues. Students are the direct beneficiaries of this type of distributed leadership.

#### **5. Culturally Responsive Teaching and Learning:**

Hugh Goodwin caters to a diverse background of students and families and strives to provide equal opportunities and access to the academic content and enrichment regardless of their English

Language Proficiency. We provide language supports for all students, and teachers do an amazing job of respecting and learning about each of their students individually.

By highlighting multicultural authors in our Reading Initiative, Read for the Record, to build a culture of reading for all students, students are able to better connect to stories and feel at home in our school community. Also providing students opportunities to listen to read alouds by different members in the community with different cultural backgrounds in both English and Spanish.

The school recognizes important historical holidays and awareness months like African American History month, National Hispanic Heritage month, etc. and teachers create lessons that build on student awareness. For example, Hugh Goodwin also strives to make families welcome and participate in school activities by making sure that there are interpreters available and parent leaders to encourage various communities that they play an equal part as stakeholders.

Our school also supports parents with social movements regarding pursuing education. With DACA becoming accessible once again this year, district leaders are helping our parents access accurate information through individual assistance as well as through the ELL department's website. They also support parents seeking opportunities for employment, English language education, and GEDs.

At Hugh Goodwin, we love to celebrate the diversity of our community. We do many things to honor and recognize these differences that make us all unique and create a diverse culture with in our classrooms and school as a whole. One year, our music teacher put together a musical in which the setting was a Mexican ranch. Students learned For example, because Spanish is by far the most common language that would be spoken in the home, we meet the needs of our families who are only Spanish speaking in several ways. We have a wonderful bi-lingual paraprofessional who goes above and beyond to make sure these parents are aware of extra tutoring opportunities, special events at school, and community events they may be interested in attending. She frequently makes house calls to check in with these families to make sure they have everything they need. She also tirelessly works to ensure these parents are provided school notes and important information in the family's native language. Teachers celebrate the diversity in their classrooms in many ways throughout the year. Around Christmas, you will find teachers incorporating traditions from around the world into their daily lessons where they especially focus on student traditions who have different cultural backgrounds.

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

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Teachers at Hugh Goodwin are excellent at managing the challenging behaviors of students. Effective classroom management techniques, such as clear expectations and procedures, are implemented beginning the first day of school. By providing explicit expectations for their students, teachers are able to avoid many disturbances. However, even with the best classroom management strategies in place, all classrooms experience select students with highly disruptive behaviors. Teachers know that building positive relationships early in the year is foundational for preventing classroom disruptions; therefore, they spend significant time making meaningful connections with students and their families.

Our teachers are equipped with a wealth of behavior strategies that are in place each day. These interventions are implemented seamlessly as they provide academic interventions. Teachers are extremely innovative in their approaches when met with difficult behaviors. Classrooms are equipped with “safe spots” and “cool down zones” where students can go when feeling angry, sad, or stressed. Students are allowed to visit these spots prior to entering crisis mode in an effort for students to remain in class for future instruction as well as a way to maintain safety for that student and those around him.

Teachers often collaborate with other teachers and the student themselves to create personalized plans that entail incentive charts, sticker systems, and visual schedules that meet the needs of each student. Multiple staff members, outside of core classroom teachers, complete check-ins with students individually and providing support, crisis management, and proactive strategies as an effort to keep students on track.

Students with hyperactive tendencies provide their own set of challenges, but our teachers meet these challenges seamlessly. Teachers have used yoga and regulated breathing as a source of calming and focus for students. Bouncy bands provide students the opportunity to bounce their feet in a manner that is non-disruptive to other students. Raised desks provide a standing option for students who find it difficult to remain seated for extended periods of time. Additional seating options such as wobble stools and bouncy balls provide outlets for movement during lessons. Some students access tools like fidget bands, chewies, sensory cushions, calming bottles, and weighted lap blankets also provide comfort for students. Trampolines have even been used as an outlet for students who need to wiggle.

The implementation of effective strategies and resources allows teachers to minimize the number of disruptions, thus maximizing instructional time. By supporting our students’ individual needs through a holistic approach, students learn to monitor their behaviors and regulate their emotions on a more personal level. Supporting students in this manner cultivates students who can thrive in an ever changing society.