

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 1025 Alexandria Pike  
(If address is P.O. Box, also include street address.)

City Fort Thomas State KY Zip Code+4 (9 digits total) 41075-2519

County Campbell County

Telephone (859) 441-0506 Fax \_\_\_\_\_

Web site/URL https://www.fortthomas.kyschools.us E-mail keith.faust@fortthomas.kyschools.us

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

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

Name of Superintendent\* Mr. Brian Robinson E-mail brian.robinson@fortthomas.kyschools.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Thomas Independent School District Tel. (859) 781-3333

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. Ann Meyer  
(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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

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

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 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. **Only include demographic data for the nominated school, not for the district.**)

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 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	31	37	68
1	42	36	78
2	33	33	66
3	27	31	58
4	36	22	58
5	32	21	53
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>	201	180	381

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
  - 0.3 % Asian
  - 1.3 % Black or African American
  - 2.4 % Hispanic or Latino
  - 0.3 % Native Hawaiian or Other Pacific Islander
  - 91 % White
  - 4.4 % 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 2020 - 2021 school year: ≤1%

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, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2020	376
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 50

8. Students receiving special education services with an IEP or 504: 7 %  
27 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>4</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>1</u> Other Health Impaired                 |
| <u>3</u> Developmental Delay     | <u>7</u> Specific Learning Disability          |
| <u>1</u> Emotional Disturbance   | <u>7</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: 11
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.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
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 18:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	96%	97%	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 2021.

<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. 2011

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

Students and staff will communicate their ideas, emotions, and content in a variety of ways with clarity, such that the traits of respect and leadership are profound.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Students, their families, employees and potential employees of the Fort Thomas Independent School district are hereby notified that the Fort Thomas Independent School District does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex or disability in employment, vocational programs or activities as set forth in compliance with federal and state statutes and regulations.

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

## **PART III – SCHOOL OVERVIEW**

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Samuel Woodfill Elementary (WES), founded in 1922 is a kindergarten through fifth-grade campus located on the southside of Fort Thomas, KY and is part of the Fort Thomas Independent School District. In 2011 a new Woodfill Elementary building was erected on the site where the old campus sat for 89 years. The new building brought many changes with updated technology and innovative instructional spaces for our students. What did not change was the close-knit, small school culture and a community connectedness that has existed for close to 100 years. Additionally, our tradition of academic excellence remains strong and has propelled us to be one of the top-performing schools in the state. Our enrollment of 385 students is composed of students with diverse backgrounds, varied socioeconomic levels, a special education population with physical and cognitive delays, and a gifted and talented student body with an array of talents. Our school mission places a premium on communication, leadership, and respect. We believe that everyone has a genius and we strive to give students opportunities to communicate, learn and practice leadership skills in a variety of ways. Visitors to our building comment that upon entering they sense we are a community of respect, we honor student voices, and we embody a positive culture.

The cornerstone of a successful school is having a guaranteed viable curriculum. Our school utilizes the Fort Thomas Curriculum Framework and Toolkit to ensure all Kentucky Academic Standards are taught in a manner that addresses the varying needs of all students. Each standard is divided into quarters with levels of mastery assigned so our teachers can address the appropriate depth of knowledge. To teach these standards we have research-based programs such as our Wonders Reading Series, Everyday Math, Inspire Science, History Alive, Junior Great Books, Mystery Science, Lexia, Junior Achievement, Simple Solutions, Great Leaps and First Steps for social-emotional learning.

To sharpen our instructional practices we have a system of Professional Learning Communities (PLC's) where we partner with multiple agencies such as the Kentucky Autism Training Center, Northern Kentucky University for inquiry-based science instruction, and our business partner KLH Engineers. Examples of some of our learning in PLCs include a book study of Jennifer Serravallo's *The Reading Strategies Book*, exploration of writing practices through *The Writing Revolution*, Orton Gillingham literacy approaches, and the Reading Workshop approach towards literacy. We have also completed our Portrait of a Graduate as a district and follow the Fort Thomas Independent Schools blueprint for each of our five identified competencies. Additionally, we are a 1:1 school using ipads to enhance our learning. Our students can leverage this technology to reinforce, enhance, expand, create and design products that demonstrate their learning.

While all of these strategies and resources play a part in the success our school has had over the years, we believe strongly that it has been our implementation of the Leader in Me (LIM) process that has had the greatest impact. LIM follows Steven Covey's 7 Habits of Highly Effective People. LIM has been implemented in thousands of schools across the world. So while we are not unique in its implementation we do feel our LIM journey has transformed how our teachers think about education. Our students are no longer bystanders in their educational journey. Rather they have a voice and sense of ownership in their learning through goal setting, classroom and schoolwide leadership roles, data collection, and incorporation of the 7 habits each day. Each student K-5 is taught foundational executive functioning skills such as being proactive, beginning with the end in mind, putting first things first, seeking first to understand before being understood, think win-win, synergizing and lastly taking care of your mind, body, spirit, and heart by sharpening your saw. These habits have highly effective practices that every Woodfill student learns and practices daily. We believe every student has leadership potential and through our LIM process, we are developing leaders not just for the six years at Woodfill, but for the rest of their lives.

One unique program we started in partnership with Special Olympics KY has been our commitment to the inclusion of students with disabilities. For decades Woodfill has had the privilege of teaching students with significant cognitive and physical disabilities from across the district. As we grew more and more comfortable being a LIM school our next step was to provide an authentic leadership opportunity for our students. Unified Bocce, Unified Club, and Unified PE give our students this opportunity. At its essence, the concept of Unified is the pairing of a student with a disability and a non-disabled peer to compete in a



sport, but friendships are formed, empathy is enhanced, inclusion occurs outside of the classroom, leadership skills are developed and a school community rallies behind an idea that everyone has value.

That being said, it's not the Leader in Me process or Unified that makes us unique, it is the people. We are fortunate to have incredible students, teachers, parents, and community members who all love their school. This is demonstrated through our active PTO, daily volunteers, Nationally Board Certified Teachers, an Education Foundation that has awarded us over \$75,000 worth of grants, supportive administration, and a school board that allows us to do whatever is necessary to meet the needs of our students and teachers. The people of Woodfill are unique. Being awarded a National Blue Ribbon affirms their efforts and contributions to our students, and we are honored to be nominated.

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

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

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

Woodfill Elementary School implements an academic standards-based approach to teaching and learning. Teachers carefully and intentionally address on-grade level standards with a multi-tiered system of supports to advance student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment, and intervention. We are committed to the full integration of the Kentucky Academic Standards in all content areas. Teachers and administrators have collaborated within our school to develop a comprehensive curriculum framework that ensures all students have access to a high quality learning experience and the opportunity to master grade level content and competencies. Our school is focused on verifying that all teachers are following a solid curriculum, one that consists of a common set of standards so that students have opportunities to learn at a high level.

To enhance our curricula, faculty have engaged in a professional culture of collaboration through Professional Learning Communities and an outcome of significant strength for our school is the development of common assessments. Teams of teachers and administrators verify that all students are evaluated and supported in demonstrating their learning in all subject areas by using common assessments as a key tool in addressing students' individual needs. Furthermore, the entire faculty have participated in professional learning opportunities that unite teachers and administrators in sustaining collective efforts in promoting the highest levels of student achievement and the closure of gaps that may arise between student subgroup populations. Examples of these endeavors have included book studies, such as the Writing Revolution, and explicit professional development in the Kagan model of student engagement strategies in order to specifically target differentiation in classrooms. The instructional program at Woodfill Elementary School emphasizes the development of students' abilities to acquire and apply the standards and assure that appropriate accommodations are made for the diverse populations of students.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

The WES Reading/English Language Arts curriculum is based on our district Curriculum Toolkit and aligned with Kentucky Academic Standards. We use the district-adopted McGraw Hill Reading Wonders program which includes both literary and informational texts and daily instruction on fluency, vocabulary, comprehension, and phonics. Students are exposed to companion texts in order to practice the skills, strategies and vocabulary through multiple pieces of literature. Leveled-readers are used to differentiate based on Lexile levels. We incorporate literature circles and book clubs using classroom novels to enhance interdisciplinary studies in all grade levels. Additionally, in the primary grades, Reading Workshop is utilized to build reading stamina and fluency. Teachers model through mini-lessons and students use post-it notes to code their thinking as they read. Accountability partners meet to practice weekly fluency passages. Teachers confer with students about their progress while checking on reading goals in the areas of fluency, Dolch sight word recognition, book level, and Accelerated Reader progress.

Technology used to enhance instruction includes: Flip Grid, Jam Boards, Google Slides, Brain Dumps, Book Creator, Flocabulary, and Seesaw videos (to demonstrate inflection). Classrooms utilize anchor charts, project-based learning, fluency partners and independent studies which provide differentiation based on independent reading levels. School initiatives such as the 40 Book Challenge, Book Vending Machine, book clubs, and Accelerated Reader help to motivate and foster a love for independent reading through student choice.

Teachers participate in monthly Professional Learning Communities to discuss schoolwide reading and writing initiatives. A current focus is on incorporating Jennifer Serravallo's, *The Reading Strategies Book*, with 300 ready-to-use strategies collected from experts across the field. Teachers at each grade level, in collaboration with the librarian, select a monthly strategy to implement in the classroom.

STAR Enterprise is administered 3-4 times per year so that students and teachers can work together to develop individualized goals and appropriate strategies for growth. For students performing below benchmark, Title 1 services are provided in the areas of phonics, fluency, and comprehension through programs such as Great Leaps, Simple Solutions, and My Sidewalks. Monthly ATM's (Advisory Team Meetings) are held to discuss student progress and growth. The goal of the ATM is to create a collaborative working environment that allows the regular education teacher, intervention staff, and administrators to have input on each student's education plan while making necessary changes.

Direct writing instruction occurs in all classrooms at WES using developmentally appropriate instruction focused on narrative, expository, opinion and explanatory writing. The writing process of brainstorming, drafting, editing and revising is used to produce finished pieces. We use the Kentucky Writing Scoring Rubric for grading finished pieces and providing feedback. Specific lessons are taught to target On-Demand writing as well. Common language such as "FAT-P" and "3-5-5-5-3" is used throughout the school for organizational alignment. Writing instruction is embedded in all academic areas, and content area teachers ensure that good writing strategies, techniques, and proper grammar are used when answering open-ended questions. Writing portfolios are kept at each grade level to show a writer's growth over time. These pieces are housed in student leadership portfolios along with scoring rubrics.

### **1c. Mathematics curriculum content, instruction, and assessment:**

At WES, math instruction is planned using the Everyday Mathematics curriculum as a guide. Pacing and sequence are set using the district's Curriculum Toolkit (which has been aligned to Kentucky Academic Standards). The Everyday Mathematics program includes a spiraled review approach to foundational skills, as well as a scaffolded approach to number sense and computation. Teachers at WES expand upon the foundation that Everyday Math provides using differentiated enrichment and reinforcement according to each child's achievement level. Many classrooms at Woodfill can be seen utilizing a centers-based approach, including group activities which foster "math talk" to encourage use of math vocabulary and reasoning.

In the primary grades, number sense is built using manipulatives, games, technology supports, and interactive experiences that allow students to "play" with numbers. All modes of learning can be seen including songs, tactile experiences, and visual tools (such as number grids, base ten pieces, number lines, counters, etc.). A heavy emphasis is placed on the students' ability to construct and decompose a number, recognize number patterns, and work fluidly with place value concepts. These skills are then applied to the grade level specific skills, as well as real world situations through problem solving. In an effort to live our school mission of communication of ideas, content, and emotions, many teachers have woven foundational math skills into their morning meetings/routines to achieve a daily practice of money, place value, skip counting, time, and more.

For older students, math instruction involves using multiple strategies to solve traditional and real-world problems. The intermediate grades focus on discovery to allow students to use non-traditional algorithms (along with widely accepted methods) to solve daily problems. Teachers focus on showcasing everyone's genius within the classroom by encouraging multiple strategies to achieve the goal. Intermediate teachers believe that students learn best from multiple sources (from teachers as well as other peers), and that there is no wrong way to solve a problem as long as the solution can be communicated. Intermediate math teachers at WES know how important engagement is for their students, and find creative ways to apply the math skills being practiced to real world problems and mysteries to solve.

As an extension of their core math instruction, technology programs help students build fact fluency, and engage with targeted and spiraled math activities. Programs that are used include: Xtra Math, Pet Bingo, Prodigy, Seesaw, Schoology, and Dash and Dot robots. Some of the routines of the entire school support active participation in data tracking and graphing skills. Each student graphs their STAR assessment growth and scores, as well as other math related assessments such as math facts (primary) or test scores (intermediate). Students who receive Title I services in math have an accuracy percentage goal that they track. In the hallways, each grade level displays a graph indicating their growth towards their Wildly

Important Goal and their score for each formal assessment along the way. Parallel to our intervention approach with reading, student performance is communicated monthly in a round table discussion at ATMs with the principal, school counselor, grade level teachers, and the title I team to decide on intervention needs.

#### **1d. Science curriculum content, instruction, and assessment:**

The WES science curriculum, grades K-5, is aligned with the Next Generation Science Standards. These standards set the expectations for what students should know and be able to do. This framework, along with our adopted science materials, provide students with inquiry-based lessons including labs and engaging experiments. Our adopted science program for the intermediate grades, Inspire Science, uses an online platform that allows students to have access to digital interactive lessons whether they are at school or at home. We use Page Keeley Probes to check for prior knowledge and address misconceptions. Inquiry-based science lessons include interactive science notebooks, open ended questions, virtual simulations, leveled readers related to specific science content, as well as a variety of online resources and videos. Students are taught to think like scientists and solve problems like scientists using the scientific method. Science fair projects allow students to explore a scientific question of their choice, make a hypothesis, create a plan to test the hypothesis, gather data and then draw conclusions. WES students learn to write like scientists by recording their observations, explaining their thinking and drawing conclusions about their findings. Weekly science lessons are infused with STEM career connections where students learn and explore careers that involve science and technology. WES students use a grow tower and raised-garden beds to learn about cultivating plants and plant needs. Our school partners with a local farmer and we bring in guest speakers to enhance this learning. Performance tasks, where students demonstrate their learning, are used as an assessment in our intermediate classrooms. Online tests/quizzes in Schoology along with traditional paper/pencil tests are used to assess student learning. Students use a variety of technology to create presentations to share their learning with others. Science related field trips in various grade levels are used to support and enhance the science content.

#### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

The WES social studies curriculum is aligned with the Kentucky Academic Standards and the newly developed FTIS Curriculum Toolkit for Social Studies. Standards have been bundled to reflect an inquiry approach, exploring the disciplinary lenses of civics, geography, economics, and history. Our teachers develop compelling questions which inspire students to learn at deeper levels. Primary and secondary resources are used to enrich the Social Studies Alive interactive program, as well as other resources specific to grade-level needs, including Time for Kids magazines, Scholastic News, Studies Weekly Newspapers, and Kentucky history and geography resources. Teachers design high-interest lessons which allow students to construct explanations and arguments about historical context and collaborate with community members and civic organizations to provide authentic learning opportunities. In the primary grades, students work with the Archaeological Research Institute of Indiana to learn about Native American cultures and explore archeological sites, while other classes collaborate with a local farmer to learn about access to fresh produce and supply and demand. Intermediate students have annually studied Fort Thomas history through an interdisciplinary unit involving local historians, museum docents, and civic leaders, while others have collaborated with our community museum and a relative of our school's namesake to learn more about the rich military history of our town. We engage parents and community volunteers in facilitating our schoolwide Junior Achievement program, and our 4th grade Kentucky Wax Museum project promotes research and public speaking skills in a creative exploration of famous Kentuckians. Additionally, students explore cultural infusion through interdisciplinary units with our world language program. Many of these projects allow for student choice, differentiation, use of technology, and inclusion of the arts. Engaging lessons include interactive matrix activities, inquiry journals, mock elections, and investigations into unsolved mysteries from history. Historical novel studies, guest speakers, and field trips to an outdoor history museum bring the curriculum to life!

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

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

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

Students have a diverse range of other curriculum areas at Woodfill. All students explore the areas of world language, library, art, music, physical education, and social-emotional learning.

When students walk into the Spanish room once a week, they create a community using many approaches, strategies, and techniques to make the delivery of Spanish understandable, meaningful and relevant. They explore the Spanish language and culture by reading books, acting out stories, playing games, and using music to get input that is comprehensible. Student leaders start out each weekly class by being the professor and asking relevant and personal questions. Students work together reading novels and chapter books, like *Capibara con Botas*, which bring to light geography, culture, and cross-curricular connections like biology, the water cycle, and deforestation in the Amazon. Overall, our students leave Woodfill with an introduction to Spanish and a new love and inspiration for the world and all of the diverse languages and people in it. Students also learn how to merengue, salsa, and order from a food truck in Spanish.

Our library media center is a community hub within the school and it is frequently utilized for small groups, book clubs, media teams, classroom activities, collaboration and other school events. All students attend weekly classes in the library media center. Our classes focus on library and research skills, high and low tech creation tools, coding, technology education, and building a lifelong love of reading. Students actively collaborate, engage in critical feedback and revisions and create to demonstrate their learning. Students are also welcome to participate in lunch time book clubs, book fairs, book swaps, summer reading, reading challenges, and daily open checkout times.

Every student at Woodfill has art once a week. In class students demonstrate leadership skills, and have a voice when it comes to creating their artwork. Students learn the foundations of art planning, design, and creation. When the opportunity presents itself students make cross curricular connections to what they are learning in other content areas.

Once a week for one hour, students receive general music education lessons. Lessons are based on National Standards and the Fort Thomas Independent Schools Curriculum Guide for Arts and Humanities grades K-12. Students also participate in grade level plays for the school community.

Once a week students receive 55 minutes of physical education/health lessons. The lessons are aligned with the National and Kentucky Department of Education standards that include movement, strategies, teamwork, problem solving and health related fitness.

Twice a month students receive counseling lessons through our school counselor. These lessons are created from Second Step's new digital program, a research based social-emotional curriculum that meets the needs of our classrooms. The lessons range in topics such as conflict resolution, feeling identification, emotion management, empathy, problem solving, and college and career readiness. Additionally, our classroom teachers plan lessons through our work within Leader in Me. These lessons provide students with additional social-emotional skills.

### **3. Academic Supports**

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

Woodfill has a Title I program for students performing below grade level. Our principal, school counselor, Title 1 teacher, and classroom teachers meet together one time a month for Advisory Team Meetings. During these meetings, we analyze student reports on Star Enterprise testing and classroom performance to determine eligibility of Title 1 services. When students attend Title I time, they can receive math and/or reading instruction tailored to their specific needs. Our Title I teacher uses Orton Gillingham and other

research based programs to provide these interventions. The advisory team reconvenes each month to discuss student progress and continues services or makes changes as needed. Our teachers and students collect data in the form of reading fluency checks by doing weekly hot and cold reads. Students keep this data in their leadership portfolios and are able to monitor their progress and growth.

At the end of the year, teachers make recommendations for students who could benefit from summer school. This is a two-week intense instructional time for students to get extra support in reading and/or math before the upcoming school year. Also, all students receive a summer workbook to help bridge the gap between the end and start of the school year. Students receive a special night at our local Newport Aquarium upon completion of the workbook.

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

Through a referral process, our district formally identifies WES students in grades 4 and 5 for participation in the District Gifted and Talented Program (Quest). Students in the primary grades who display gifted or talented characteristics are more informally placed in a primary talent pool and receive services which allow continuous progress. Multiple service options are provided for students who demonstrate eligibility in one or more of the following areas: general intellectual aptitude; specific academic aptitude; creative or divergent thinking; leadership skills; and visual or performing arts. GT teachers are available for collaboration and consultation with regular classroom teachers as needed. In order to more broadly meet the needs of students who perform above grade level within our school, we offer several opportunities for enrichment through after-school clubs and summer activities. Our intermediate students have the option to participate in Academic Team and Governors Cup Competitions, and all students may participate in drama, art, and choir opportunities after school. All-State Chorus is a competitive option, as well. Chess Club, Robotics Club, Lego League and Engineering Club (in conjunction with our business partner), are other ways we meet the needs and interests of various learners. Other Summer Enrichment courses spark in-depth learning and investigations and are offered throughout the district. Within the regular classroom setting, teachers provide differentiation through learning centers, choice boards, and small group settings based on abilities, interests and needs. Book clubs facilitated by parent volunteers and various district employees (including the principal) also meet the needs of all learners. As a Leader in Me School, our Lighthouse Team and schoolwide leadership jobs provide opportunities for students of all abilities, allowing above-average learners to work in heterogeneous groups to promote the mission of our school.

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

Woodfill Elementary is committed to high quality practices, collaboration, data driven decisions, and inclusion in our special education department. One way we live this commitment is through our monthly department meetings. We use this time to collaborate on best practices, share resources, discuss scheduling of related services and support one another. Another system we put in place was our partnership with the Kentucky Autism Training Center. This year-long partnership gave us professional learning on best practices and an education on students with autism that both grew our staff and enhanced the experiences for our students with autism. Additionally, we have committed to the approach of inclusion through our partnership with Special Olympics KY and our efforts to become a Unified Champion School. We have successfully implemented the 10 national standards for Elementary Schools set forth by Special Olympics North America which include Inclusive Youth Leadership, implementation of a Unified Sports Program, Whole School Engagement and an intentional plan for program Sustainability. We have achieved these standards in a variety of ways but most notably through our Unified Sports programming. Unified Bocce, Unified Club and Unified PE all support inclusion and strengthen the relationship between disabled students and their non-disabled peers. Finally, each spring we participate in a schoolwide Everybody Counts program where the entire student body learns about different disabilities through books, videos, classroom lessons and participation in simulations of varying disabilities. Everybody Counts week puts an emphasis on the power of relationships and regardless of a student's cognitive or physical disability the goal is to strengthen the friendships and realize that students have more in common with one another than they do not.

### **3d. English Language Learners, if a special program or intervention is offered:**

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

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

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

Keeping students engaged at WES is a top priority. We want school to be a place where students feel connected, supported and challenged. WES faculty and staff work hard to develop a positive learning environment that supports the emotional and social well-being of our students. We look for ways to involve our students in leadership roles by implementing the Leader In Me program. Within this program students can serve on our school Lighthouse team and can hold school-wide leadership jobs. The Lighthouse team is similar to a student council where they address school issues and develop plans for school initiatives. Growing and developing leaders at WES is one of the biggest ways we keep students engaged in school and their learning. Students can also serve in a leadership role within their classroom, by holding a classroom leadership job. If there is a job that a teacher would normally do, we try to find a way to give the job to a student. This helps build confidence and it helps the student feel worth and value to the school community. We want all students to know, everyone has genius. Leadership is not just for a few. Students take ownership for their learning and stay engaged when they set academic goals with specific action steps needed to reach these goals. We call this “WIGS” (Wildly Important Goals). Students will be more engaged in their learning when we make it specific to their academic needs. These WIGS are housed in their Leadership Portfolios.

As a staff, we offer many after school opportunities to foster student engagement. Some of these offerings include but are not limited to: choir, bocce, girls on the run, chess club, art club, variety show, after school tutoring, robotics, Lego club, STLP, etc. Students have the chance to sign up for these clubs at the beginning of the year. Within these clubs, students have the chance to develop a specific skill or talent they possess while also developing a relationship with an adult leader within our building. Making adult and student connections is vital to keeping students engaged.

Another way to keep students engaged is with our mentoring program for our at-risk students. After the counselor identifies students who might be at-risk with emotional or academic needs, she pairs these students with another adult in the building that is not their homeroom teachers. This adult then makes it a point to check in with the at-risk student on a regular basis. Just knowing another adult is looking out for a student or supporting them along the way will go a long way to keeping students engaged in school. WES faculty and staff go above and beyond to make sure all of our students feel valued and supported. We create an atmosphere that assures our students of their worth and belonging.

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

Woodfill recognizes the importance of strong community partnerships. Our PTO, business partners, volunteers, district Education Foundation, and families give so much to our school financially and social emotionally. Strategies we have implemented revolve around providing as many opportunities as possible for our community to volunteer and work with students. One such example is our Watch D.O.G.S. program where we invite dads, grandfathers or other positive father figures into Woodfill to work with students. This may be sitting with a small group in the hall reading, working on a writing piece, practicing math facts, serving food in the cafeteria or walking the perimeter of our building making sure our campus is safe. Since we have started Watch D.O.G.S. we have had over 100 father figures participate each year.

Another strategy we have sustained over the past decade is our strong commitment to service learning. While learning and servicing those in need across the globe is great, we have found that serving those in our community had the most impact for our students. One such example is our 3rd graders visiting our local retirement home, Carmel Manor. Students and residents participate in a variety of activities including: bingo, crafts and during Halloween we parade around the facility to show off our costumes. Annually we do a 1 mile Turkey Trot with our 4th and 5th graders. This is a culminating activity to our kindergarten power pack food drive. During the month of November classes collect items and then create “Power Packs” of food that are donated to local schools in Northern Kentucky for students to take home over the weekends. Fourth graders partner in a “Giving Tree” hat, coat, and glove drive with our business



partner KLH Engineers. Students create promotional videos for the employees at KLH encouraging them to participate in the campaign. All donations are then given to the Brighton Center in Newport who then outfit the homeless in our river city communities with the donated items.

One final example that demonstrates our commitment to engaging families is our WES Talks Event. Modeled after TED Talks we invite our families and community to hear inspirational stories from the amazing people right here in our community. This may be a parent, teacher, local tv personality, author, artist, entrepreneur, or student to share their story of inspiration and hope. The idea is that our school is more than a place where we educate students. We are here for our community to provide a multitude of experiences.

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

The professional climate at Woodfill emphasizes collaboration and creative solutions. Many structures are in place that allow for regular, intentional conversations and strategic planning for student needs, building operations, staff supports, and event management. But the cornerstone of the professional community at WES is teacher choice in the work that they participate in.

Since becoming a Leader in Me school, all professional organizations have shifted their approach. Each certified and classified staff member is placed on an action team of their choice that meets monthly. These action teams have specific purposes ranging from school climate, student learning, professional development, family engagement, etc. Each month, the teams meet and hear input from staff in all settings in our building in order to make choices and implement those decisions schoolwide. A trust exists between action teams to focus on our own individual circles of control, rather than everyone working on each project.

Each summer, during regular professional development days, Fort Thomas Independent Schools hosts PD Academy. This is a two day experience in which teachers from across the district host sessions on areas by which they are the expert or are most passionate about. Teachers then choose which sessions to attend each hour, and engage in roundtable discussions, practice new approaches, and hear from industry leaders presenting on certain topics. As it pertains to resources needed or supports necessary to teaching effectiveness, teachers have a plethora of resources at their disposal for technology help, curriculum collaboration, systems to support student needs, and material attainment.

Weekly Professional Learning Community (PLC) meetings occur during common planning time with the principal, grade level team, and one member of both the special education and special area teams. These meetings range in purpose from engagement with the district's curriculum toolkit, Leader in Me booster lessons for the staff, discussion around our Wildly Important Goals, ATMs, administrative news, and new training (such as reading strategies, or the Kentucky Autism Training Center).

Above all, the climate for teachers at WES is one of support and encouragement. The Sunshine Committee exists to support colleagues in times of celebration and hardship through bonding events, gifts for special occasions, information regarding funeral services for family, holiday festivities, etc. Each day on the morning news, a different teacher and class are highlighted on the principal's segment of "Something Good I Saw Yesterday." Teachers and staff highlight strengths of those around them using shoutout bulletin boards. Teachers check in with administration weekly through a survey asking about their well-being and what supports they need. WES is an incredible community for a teacher to belong to.

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

The leadership at Woodfill believes that people, relationships and shared decision making are key elements to the success of a school. Hiring teachers and staff who are committed to the mission of our school has allowed us to create a culture that yields positive outcomes for students. This starts with our school council's consultation policy. When a vacancy occurs a team of teachers meet to identify characteristics of what we are looking for in a prospective teacher, we draft questions together, send candidates through a screening process led by the principal and ultimately conduct interviews that are based both on disposition

and content knowledge. We feel that taking the time to hire the right staff is so very important for our student success. Another structure Woodfill has implemented has been the creation of action teams that support a model of shared decision making. The composition of our action teams include teachers, classified staff and parents. We have six action teams at Woodfill that follow the Leader In Me framework to help us identify areas for growth each year. This framework puts an emphasis on culture, leadership and academics. Each fall the action teams review the framework and identify an area for growth. Focus areas in the past have been on the physical environment, the creation of a student lighthouse team who has voice in the decisions made around school, implementation of student leadership portfolios, an action team committed to staff well being, and making stronger home and school connections. Six times throughout the year the teams meet to make decisions on how they can best implement their idea. The principal has supported each team in their decision by providing time, resources and space to ensure the ideas are fully implemented and are successful. This shared decision making model increases staff buy in to new ideas and initiatives and empowers everyone throughout the school.

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

Woodfill Elementary School respects the diversity that exists within the students, families, and staff that comprise our community. We have committed to the thoughtful implementation of programs, strategies, and approaches to ensure that we address diversity, equity, and inclusion. Through a partnership with the district, our school has embraced the concept of inclusive excellence. We are dedicated to developing culturally competent and multi-ethnically aware students. Additionally, our school promotes equity and inclusion as considerations in continuous improvement initiatives. The spirit of inclusion lies within all aspects of the efforts in place at Woodfill Elementary School, including our Special Olympics Bocce sports program, which is extremely unique and celebrates the comradity between our disabled and non-disabled students. This distinctive program highlights the regard we have for all students to have a meaningful connection to school - regardless of any differences among them.

Students are led through carefully constructed learning opportunities in the domain of social emotional learning and character education, among others. In order to foster a culturally responsive teaching and learning environment, our school applies evidence-based curricula with the Second Steps and Leader In Me programs. It has been vitally important that our teachers and administrators promote the social-emotional development, safety, and well-being of our students with tested and proven solutions. The Second Steps program has provided a framework for us to offer these rich experiences for our students. Furthermore, our classrooms engage in regular Morning Meetings to facilitate a caring community of learners that embrace diversity of all kinds. Woodfill Elementary School has invested significant time, resources, and improvement efforts in building leadership and life skills in students, creating a high-trust school culture, and laying the foundation for sustained academic achievement. Our intentional integration of the Leader In Me program has fostered this positive environment where all stakeholders desire to learn, work, and grow.

Teachers and administrators collaborate to improve our already high performing school by providing learning experiences that will enable our students to thrive in a diverse and globally minded society. We partner with the regional cooperative for educational services to receive targeted support and intervention for our English Learner students. There is also a commitment to Service Learning at our school, where students learn theories in the classroom and at the same time volunteer and engage in reflection activities to deepen their understanding of what is being taught. The concepts of respect and dignity for all people are essential understandings we target in our school so that students demonstrate a favorable mindset towards the diverse needs and backgrounds of their peers and those around them.

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

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One practice Woodfill has implemented that contributes to continued success has been our goal setting process. We call these goals our WIGs (Wildly Important Goals). The WIG process is something that permeates throughout our building in all grade levels on both a personal and academic nature. Our teachers model this process at the beginning for the year by sharing something with the class that they may be working to achieve. This may be to finish a home improvement project, read a novel, exercise more, eat healthier. We teach our students that goals should be written in a very specific format, using an “X to Y by when formula”. For example, a teacher goal may be, I will go from having 0% of my kitchen painted to 100% painted by the end of September. By modeling this behavior our students see that their teacher believes in the process and in turn the students help hold them accountable. While the teacher is modeling their personal WIG with the class they are observing their students, watching for behaviors that will turn into a class behavior WIG. Examples of this have included: reducing the number of call outs, increased homework participation, or quiet in the hallways. The teacher and class will then develop a class behavior WIG together with “lead measures” or action steps to achieve the goal. The class tracks their lead measures daily on a scoreboard, monitoring their progress. Once the goal is achieved the class celebrates with a predetermined reward such as pajama day, extra recess, or a popcorn party. Around October the students, class, grade level and school progress to an academic WIG. Academic WIGs in the past have been focused on reading and writing achievement. We follow the same process using academic data we have collected in the early months of the school year to help determine our area of focus. An example student academic WIG may be, on my STAR reading assessment I will go from a 635 scaled score to a 655 scaled score in December. The class will follow the same process writing a class academic WIG, grade level academic WIG and finally a school WIG. Each of these WIGs are connected to the same content area across the school so the students can see that their success helps the class, grade level and ultimately the school. By teaching our students this process for setting and achieving a goal, whether academic or personal in nature we feel this is a transferable skill that will benefit them for years to come.