

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 1703 West Phillip Avenue
(If address is P.O. Box, also include street address.)

City Norfolk State NE Zip Code+4 (9 digits total) 68701-4737

County Madison

Telephone (402) 644-2561 Fax (402) 644-2562

Web site/URL
<https://www.norfolkpublicschools.org/schools/westside-elementary> E-mail tracylichty@npsne.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jami Jo Thompson E-mail jamijothompson@npsne.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Norfolk Public School District Tel. (402) 644-2500

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. Sandy Wolfe
(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

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

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):
- 7 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 10 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	22	25	47
1	21	18	39
2	17	27	44
3	22	21	43
4	19	19	38
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
Total Students	101	110	211

*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):
- 3 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 34 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 50 % White
 - 11 % 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: 13%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2020	200
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

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

Spanish

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

7. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 130

8. Students receiving special education services with an IEP or 504: 20 %
43 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>8</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>13</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>1</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.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	10
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 21:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	95%	96%	96%	96%
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.

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

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

Yes No

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

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

Prepare all students to pursue their goals for the future. Our vision is to be a top-performing school that provides outstanding educational opportunities for every student and is a source of pride and an asset to our community.

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

Elimination of Discrimination:

The Norfolk Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. The district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination. The Norfolk Public Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles) color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law.

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

Westside Elementary School is located in Norfolk, Nebraska, which is in the heart of northeast Nebraska. The city of Norfolk, with a population of 25,000 residents, is the epicenter for the surrounding rural communities. Norfolk has an equally mixed workforce of both blue-collar and white-collar jobs. Overall, Norfolk is a city of sales and office workers, service providers, and professionals.

Westside first opened in 1959 and is one of seven elementary schools within the Norfolk Public Schools District. It has had an average enrollment of 214 students over the past five years. The student body consists of a diverse population. Forty-seven percent of our students come from a minority population. Westside also has 6% of our students qualifying for English Language services and sixty percent qualifying for free and reduced lunch. Our school also averaged 17% mobility over the past five years.

To meet the needs of our diverse population, we have several programs in place. We provide English Language Learning, Title I, High Ability Learner Program, Speech Therapy, Occupational Therapy, Physical Therapy, Counseling, and Special Education services. Our staff works collaboratively to meet the personal and educational goals of all of our students.

Westside Elementary houses two unique programs. We provide a Behavior Skills Program that serves our Emotionally Disturbed students for all elementary schools in the district and a LIFE program, which serves half of our district's "high needs" elementary students. We truly have representation of all types of students coming through our doors.

Our school, with its diverse population, has worked tirelessly to create a system where the needs of all students are being met. In the last few years, all of the Norfolk Public Schools have begun implementation of Multi-tiered Systems of Supports (MTSS). This framework fits right in with our desire to identify struggling students (behaviorally and academically) and to provide them with the necessary assistance. The MTSS process has helped to provide a structure for our staff to have real conversations about our needy students. These conversations are embedded with data to remove the guesswork. Through this process, we provide an opportunity to group students based on their educational levels by providing a small group intervention time for both Math and Reading. During this time, students are assigned to leveled groups in their home classroom, Title, Resource, and ELL, depending on their academic needs. Likewise, the 6-week intervention periods give us an adequate amount of time to determine if our interventions are effective. These groups are fluid and students can move between them depending on their improvement and IEP status. At Westside, we do a tremendous job of servicing our special education students. However, the students who are on the bubble, and do not qualify for SPED, are equally important. Our staff pride themselves on not letting those "bubble students" fall through the gap. Everyone takes their job very seriously and works together for the greater good. One of the best qualities about our school is the collaborative atmosphere. This atmosphere is paramount to our overall success.

A unique feature we offer at Westside Elementary is our reinforcement of positive behaviors. We have a school wide reinforcement system completely based on the book "Have You Filled a Bucket Today?" by Carol McCloud. This story focuses on the idea that when we choose to be kind, we not only fill the buckets of those around us, but also fill our own bucket. Conversely, when we choose to say or do mean things, we are dipping into peoples' buckets. Each day, you have the choice to either fill up or dip into each other's buckets by what we say and what we do. This story emphasizes positive behaviors like sharing, listening, kindness, helping, politeness, and many others. To emphasize this message, the Westside staff are on the lookout for behaviors that show students are being "Bucket Fillers". If a staff member catches a student filling a bucket, they write their name, and what that student did, on a bucket filler slip. Students and staff will bring the bucket filler slips to the office and add them to the buckets we have set up. There is one bucket for each grade level. Each morning, the principal will draw one slip from each bucket and read it outloud to the school during morning announcements. The students who are chosen will come down to the office to select a prize from our shelf of rewards. In addition to our daily rewards, our school also has a monthly Bucket Filler assembly. At this assembly, our teachers select a "Bucket Filler of the Month" to highlight someone who is a consistent bucket filler or someone who has been following our school wide

behavior expectations. Students get a certificate, a picture on the wall of fame, and a kindness bracelet. A group photo of all of the award winners is also added to the monthly newsletter. This unique system has a very positive influence on how we discuss behavior expectations.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Westside Elementary is a Kindergarten through 4th grade Title 1 school that also houses both High Needs (LIFE) and Behavior Skills programs. Teachers utilize the Norfolk Public Schools Instructional model which increases student engagement and understanding. This model guides both whole group and small group instruction. All grade levels cover the same core curricular areas to ensure that state standards are met.

Under the MTSS framework, all students are provided high-quality core academic and behavioral instruction and support within the classroom. Westside utilizes researched based programs and techniques when working in tailored intervention groups determined by various screeners and assessments. Progress is closely monitored and reevaluated in 6 week cycles.

Westside staff participate in grade level, building, and vertical Professional Learning Communities (PLC). PLC meetings serve as a time to discuss data, collaborate with other professionals, and address learning gaps.

Westside teachers are held accountable through the use of SMART Goals. Certified staff members identify areas of need and develop an action plan to reach their set goals. Progress is then monitored and reflected upon each semester and data is presented at the end of the year.

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

In the area of Reading, we use the Wonders curriculum. All grades spend 60 minutes a day on whole group Reading instruction. During this time, Kindergarten through 2nd grade focus on developing vocabulary, grammar skills, phonemic awareness, phonics, spelling, high-frequency words, listening comprehension skills, reading comprehension skills and strategies. These are all taught throughout the year using informational and fictional grade level texts. In 3rd and 4th grade, we focus on developing vocabulary, grammar skills, spelling, comprehension skills and strategies. These are taught throughout the year using fictional texts 3 weeks out of each unit and informational texts 2 weeks in each unit.

At Westside, all grade levels utilize an additional 40 minute small group Reading period. Small groups are created using MAPs Fluency, MAPs Growth, and NSCAS Growth data. The curriculum is differentiated to meet the unique needs of each group. During these small groups we use the leveled readers provided by the Wonders curriculum. These readers tie back into the whole group lessons by practicing the same comprehension skills and strategies and integrating the same vocabulary words. We give special focus to reading fluency to ensure all students can meet grade level expectations. The primary grades also add in specific phonics and phonemic awareness skills with each lesson. All priority standards are assessed using district developed assessments. These assessments are specific to grade level and occur naturally as they are taught within the curriculum. All students are given the opportunity for reteaching specific skills and strategies and then are retested as needed.

At Westside, we provide support to enhance our core Wonders curriculum. We use IXL to give students another opportunity to practice specific skills that are taught in our whole group lessons or are part of our grade level priority standards.

Writing is taught in conjunction with the Wonders curriculum. Students are given the opportunity to write about what they are reading. We use the 6 Traits of Writing approach to teaching the necessary components of quality writing. Our writing focuses on specific traits on a unit by unit basis and then are put together in comprehensive writing pieces throughout the year as well.

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

At Westside Elementary we utilize Envision Math 2.0 as our K-4 curriculum. The Envision's program provides opportunities for teacher-led instruction, guided practice, and independent assessment. This rigorous program also provides ample opportunity for students to develop problem solving strategies and hands-on learning through the use of manipulatives.

Our Math whole group direct instruction time is 60 minutes and follows the district instructional model. This model includes elements such as engaging sparks (bell ringers), student friendly objectives, student focused instruction, formative performance assessment, and a closure component. Technology is mindfully integrated to enhance daily lessons.

It is a whole school effort to implement Math intervention blocks. Each grade level has a 20 minute block where teachers and paras support students at their individual levels. In addition to whole group instruction, small group instruction is differentiated to accommodate student needs. This time is used to focus on district priority standards and reteach concepts derived from summative assessments including MAP Growth.

At Westside, we use programs like IXL and Dreambox to integrate technology. IXL diagnostic is a tool used to assess and provide support or enrichment based on student needs. This is a program that we use to provide support outside of the classroom and is utilized during our after school IXL Math Club. We utilize Seesaw to communicate with parents and to provide activities to help engage learning at home through online portfolios.

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

The primary grades at Westside have recently adopted Twig Science. This is a phenomena-based teaching program. Students are able to use a hands-on approach to learning about the world around them. This program was created to follow the "Next Generation Science Standards". Students are able to play different STEM roles as they problem solve and make sense of real world situations. Teamwork is encouraged through the many investigations and labs in the program. Teachers use different levels of questioning to help students think about their learning and encourage students to ask questions about their learning as well. Units are centered around nature and the world around us. Some topics are about Animals, Plants, Habitats, Sun and Planets, Newton's Laws, and Land Features, just to name a few. Each unit has an end of unit assessment. Beyond their STEM roles, students encounter hundreds more STEM careers through film and text. Exposure to science and engineering careers at the elementary level helps to inspire and engage students.

Our 3rd and 4th grade teachers use the Elevate curriculum. It is a scientific situation-based curriculum that includes the "Next Generation Science Standards". This program also uses topics centered around nature such as Newton's Laws, Weather, Climate, Life Cycle, Fossils, Earth, and the Human Body. Students are given real life situations to immerse themselves in the inquiry process. They are given the opportunity to use problem solving and critical thinking skills throughout the lessons. Students are engaged by questioning, exploring, and finding answers through hands-on opportunities. Teachers appreciate the use of the CISD Instructional Model. Allowing students to connect, investigate, synthesize, and demonstrate. Students are also assessed after each unit.

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

Currently at Westside Elementary, we use a variety of resources to teach Social Studies. First and foremost, we rely on cross curricular teaching, with many Social Studies standards being covered while teaching from our Wonders Language Arts materials. Using the Nebraska State Standards, teachers will also develop their own lessons during PLC meetings that engage students and help them to learn about the real world around them. Teachers focus their lessons on the areas of Civics, Economics, Geography, and History. Our school will also utilize community leaders, speakers, field trips and other resources to allow the students to experience and learn about different traditions and cultures. We also use Scholastic News magazines, library

books, articles, and hands-on experiences as resources for teaching. Teachers are also responsible for generating assessments based on our state standards and reteaching when needed. Our 4th graders also have a focus on Nebraska state history. This year culminates with a trip to our state capitol. The Norfolk Public Schools District does not currently use company purchased Social Studies curricular materials at the Elementary level. However, this is slated to be reviewed next year.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Westside Elementary students receive Specials (PE, Music, Media, Art, and Guidance) 60 minutes a week, with a rotating Wednesday for 40 minutes. All Specials teachers attend building and district PLCs with other elementary Specials teachers on a weekly basis. Vertical PLC meetings allow teachers to collaborate and align district curriculum two to three times annually. Specials teachers also create SMART goals to provide motivation, direction, and enhance their curricular areas.

PE-The Physical Education program is based on Nebraska state standards. It is an integral part of the total education of every child at Westside Elementary. The PE program emphasizes improving children's muscular strength, flexibility, and cardiovascular endurance and offers a wide range of developmentally appropriate activities for all ages and all levels. Our program instills a stronger sense of self worth in children, based on their mastery of skills and concepts in physical activity. They become more confident, assertive, independent, and self-controlled.

Music-The Music program at Westside is aligned with the National Music Standards. Students engage in music making activities designed to develop beat, rhythm, the skills of reading and listening to music, and vocalization. Movement through activities, like folk dancing or music games, is an integral part of the music program. This helps to enhance gross motor movement, spatial awareness, and body control. Playing instruments provides opportunities for improving fine motor skills, encourages creativity, and strengthens collaboration.

Media-During Media, all students become familiar with the computer parts and how to navigate around the computer successfully. Second, third, and fourth grade students learn to type through keyboarding practice and begin to research using Google applications. The importance of digital citizenship is also taught at all grade levels. Another important skill students learn is coding through computer programs and with Dash and Dot robots. Westside students also learn to problem solve and create with makerspace items.

Art-At Westside, students are provided with a wide variety of art experiences at each grade level. Throughout the elementary years, students are introduced to a range of art media, tools and techniques that also benefit them in the regular classroom.. The elements and principles of art are an integral part of the curriculum and a focal point in almost all lessons. The Art class provides students the opportunity to explore their ideas and creativity in ways that are unique to the Visual Arts classroom.

Guidance-Westside Elementary provides students with a comprehensive school counseling program. First through Fourth grade students receive classroom instruction for 60 minutes on an every other week basis, with Kindergarten receiving instruction weekly for 30 minutes. The counseling curriculum teaches students social-emotional learning (SEL) through the Second Step program. We also utilize Character Libraries, the Why Try curriculum, and Career development through career fields and clusters using Nebraska Career Connections. Individual, small group, and large group counseling are also provided. During this time, a variety of SEL books and resources are used to guide students to grow into caring, successful, ethical, and productive citizens.

3. Academic Supports

3a. Students performing below grade level:

At Westside Elementary, the Multi-tiered System of Support (MTSS) framework helps to guide us through the process of meeting the needs of all of our students. Our MTSS meetings occur every six weeks and help us to determine if students are making progress. We also discuss if we should continue an intervention, change an intervention, or discontinue an intervention if progress has been made. During MTSS meetings, we discuss and use data to inform our core instruction as well as aid our decisions when placing students in supplemental (Tier 2) and intensive (Tier 3) interventions. Students who are below proficiency, then receive support from Title Reading, Special Education, ELL, and paraprofessionals. Classroom teachers also provide additional support to students not performing at grade level within the classroom during scheduled intervention blocks.

During our data-based decision-making process, we use a combination of universal screeners, such as MAP Fluency, MAP Growth, diagnostic, progress monitoring and common formative assessments. As part of our progression through the MTSS framework, at-risk students not making progress may be recommended to our Student Assistance Team (SAT). The SAT team also meets every six weeks to discuss student referrals, formulate strategies, and plan for further instruction, intervention, or possible special education testing if interventions are not making a difference.

Extended learning is offered to the students of Westside Elementary during the school day, as well as after school hours through the following programs; Intervention Blocks, Homework Room, IXL Club, Summer school, At home practice through Clever app, At home reading.

3b. Students performing above grade level:

Westside Elementary provides a program for High Ability Learners (HAL). Students qualify for the HAL program by showing evidence of exceptional intellectual, academic, creative, or artistic capacity. Students are identified for the gifted program using multiple criteria including standardized test scores, sustained outstanding performance, teacher and parent referral, and behavioral inventories. For students who qualify, we provide enrichment, accelerated or differentiated curriculum programs. Our goal is to provide a safe learning environment that promotes leadership development, creativity, positive social interaction, emotional well-being, and practical educational services.

We also strive to meet the needs of our high performing students who may not meet the criteria for our HAL classes. We are able to accomplish this during our Reading and Math small group intervention times. During this time, higher performing students are placed in leveled groups and receive instruction, extensions, and interventions at a higher level than the whole group class time.

3c. Special education:

Westside Elementary offers three special education programs to meet the unique needs of individual students.

Resource is a special education program where students with educational disabilities, such as specific learning disabilities, are given direct specialized instruction and academic remediation. Resource students come to the Resource room for small group or individual instruction and access education materials in a way that best suits their learning style and capabilities. Resource students can also be supported in the regular classroom through modifications and accommodations or special education paraprofessional support. The Resource room can also be used as a less distracting area to work or a place to calm down when upset. All students who access the Resource room have an Individual Education Plan (IEP).

The Emotional Disturbance (ED) program is a Level 3 Behavior Skills Program. In this program, Boys Town social skills, the level system, and the reward system are used to support students with severe social-emotional needs. Students start out in the self-contained ED classroom where they learn the proper skills to

help them deal with their behavior and emotional needs. Students are slowly integrated back into regular education classrooms with para support. The goal is to give ED students the tools to help them manage their own behaviors and to return to the classroom with little to no classroom support.

The LIFE program serves students with significant disabilities. This semi-self contained program allows students to participate with their peers in grade level classes while receiving the support and specialized instruction necessary for success in academics, mobility, communication, and improving independence for life.

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

Westside offers English Language Learner (ELL) support services that are designed to help children acquire the English skills necessary to succeed in an English-only mainstream classroom. The ELL program at Westside is a content-based program in which students are grouped by language ability level. Group assignments are flexible and temporary, changing according to the learners' needs. Students spend the majority of the school day mainstreamed in the regular education classroom. Students receive relevant and meaningful support services from the ELL teacher and paraprofessional.

Lessons in the ELL classroom are centered on the four domains of Language: Reading, Writing, Speaking and Listening. The English Language Proficiency Assessment (ELPA) is administered every year for all students in grades K-4, who qualify for ELL services. This is a vital tool used in discussing student growth in the areas of reading, writing, speaking and listening. A typical ELL student will spend two to four years in our ELL Program. Once the student has met the basic requirements on the ELPA, they are assigned to the regular classroom full time. Then they will be monitored for a period of one year to assure success in the regular education program.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

To help students be successful academically, socially, and emotionally, Westside has developed a Positive Behavior Intervention and Support (PBIS) system called “The Westside Way”. All students are trained in specific behavior expectations by teachers and staff at the beginning of the school year. Students are expected to demonstrate appropriate behavior and are re-trained as needed. At Westside, we not only value positive behaviors, but also being a positive influence on those around you. As a school, we adopted the positive message from the book “Have You Filled a Bucket Today?” by Carol McCloud. In this book the message of treating others with kindness and compassion is the foundation to our rewards system. On a day-to-day basis, teachers and staff who notice students exhibiting kindness can be awarded a bucket filler ticket. A student from each grade will be recognized during the morning announcements and will come to the office to receive a reward. Each month, the school holds an assembly to recognize our “Bucket Fillers of the Month”. One student from each classroom is chosen to receive the award. Recipients are students who have been following the Westside Way behavior expectations and showing kindness to those around them. At the assembly, students will also watch a video that was recorded by our Fourth Grade student leaders. That video is meant to teach and model next month’s behavioral topic.

Aside from PBIS, teachers use various tools and strategies to engage students. They greet students at the door in the morning, use positive reinforcement, and build relationships. Teachers use the Norfolk Public Schools’ instructional model that has various components (spark, objective, student-centered instruction, assessment, closure, technology integration, and professional practices) to hold students’ attention and keep engagement throughout the lesson. Students are grouped for small reading and math instruction with other students of similar ability levels. This helps to keep them actively engaged in an appropriate lesson to meet their needs.

SeeSaw is used school wide to communicate with parents and guardians. It is an online portfolio to engage students in various activities and share them with their parents. Older students are paired with younger students to promote community throughout the entire school. These groups meet biweekly or monthly to complete a short activity together to engage in building relationships.

2. Engaging Families and Community:

Westside Elementary School has a warm and inviting environment. Parents are considered partners in the educational success of their children through participation and communication. Each year, parents, teachers and students sign the School-Parent Compact. This document encourages collaboration to benefit students by providing role clarity and expectations for all. Westside has 95% of parents sign this compact, with 100% participation in parent teacher conferences as well.

At Westside, there are many celebrations and activities throughout the year that involve students and their families. For example, students and families are invited to attend our open house to meet the staff and explore the school. They can also attend our Family Reading Nights, hosted by our Title I program. Our Parent Teacher Organization does an outstanding job of hosting various activities, such as the Father/Daughter Dance, Muffins with Mom, Donuts with Dad, Grandparents Day, the Book Fair, and the All School Carnival.

Communication between parents and the school is highly encouraged. The staff at Westside utilize a variety of communication platforms such as SeeSaw, Remind, E-mail, Twitter, Facebook, and our school and teacher websites. We also utilize writing notes in our student planners and making phone calls home on a regular basis.

Westside provides a variety of opportunities for parents to be involved in the education of their children. They are invited to all SAT and IEP meetings. Parent observations and ideas are always a valuable part of the education process.

Westside Elementary has a transition plan for incoming preschool students. This plan includes an opportunity for the Westside kindergarten teachers to observe and interact with incoming students at our district preschool and the local Head Start. Westside's Special Education teachers also visit the preschool a few times to observe and meet incoming Special Education students.

Kindergarten Roundup is held in the Spring. Our kindergarten and preschool teachers gather to provide parents with information to support their students as they transition into elementary school. Teachers address kindergarten expectations and answer questions concerning individual readiness for school. Invitations are sent to families and information is also provided on the district, school, and teacher websites. We offer a survey concerning kindergarten round-up to parents following the meeting. Our hope is to make the transition to kindergarten as smooth as possible.

When new students come to Westside, a welcome tour is given. The families also receive a Westside information packet to help answer any questions or concerns. The staff at Westside work together in order to best support the needs of our new students for a smooth transition into our school.

3. Creating Professional Culture:

A positive and professional climate is one of our biggest strengths at Westside Elementary. We strive to provide plenty of opportunities for teachers to work cooperatively. Title, ELL, and special education teachers work closely with classroom teachers to support and plan instruction to meet the needs of all students. Teachers brainstorm and encourage each other when challenging and difficult situations arise. Grade level teachers share the lesson planning and workloads during their shared planning period.

All staff uphold the growth mindset we encourage for our students. PLC time is spent examining data and refining groups and instructional methods of our academic standards. PLC meeting norms include trust accelerators that focus on providing professional and respectful meetings where all participants feel valued and heard. Teachers are also provided opportunities to grow professionally through a variety of training. Some of these trainings include MTSS, PBIS, LETRS, SEL and curriculum, just to name a few. The building principal communicates weekly news and important information with staff. At Westside, all teachers actively participate in our school-wide initiatives.

4. School Leadership:

At Westside Elementary, overall leadership in the building is handled by the Principal. However, school leadership also comes in many other ways. Norfolk Public Schools utilizes district administrators to facilitate programs like Teaching and Learning, Human Resources, Special Education, Student Services, Business Services, and Technology. All of these programs help to make our building run smoothly and to support our staff as they do their jobs. Within our building, we have several shared district staff that help our teachers accomplish their goals. Some of these shared leadership positions include Instructional coaches, School Psychologist, Occupational and Physical Therapists, Deaf Education Coordinator, and High Ability Learning (HAL) Coordinator.

Every staff member of Westside Elementary has an opportunity to provide leadership to our building. There are a multitude of opportunities for staff to step up and take charge. Some of these opportunities include; fulfilling their role in the school wide Multi-tiered Systems and Support (MTSS) process, being an active participant in Professional Learning Communities (PLC), being a teacher representative at our Parent Teacher Organization meetings, and organizing and running school activities, assemblies, or special events, just to name a few. These leadership opportunities are ways that our staff can feel like they contribute, make a difference, and gain ownership of our building.

5. Culturally Responsive Teaching and Learning:

Westside is committed to providing culturally responsive teaching and learning to all students. Teachers work to ensure that the needs of their students are being met regardless of their cultural backgrounds. To

make certain that those individual needs are fulfilled, teachers meet with students and connect with their families. They can find out the different interests, beliefs, and traditions that the family may participate in. Westside encourages all students to share and inform their classmates about their culture and beliefs. Within our classrooms, teachers are providing a variety of resources and lessons to broaden the students' understanding of many cultures. Some examples of this is through our Language Arts curriculum, Wonders. Throughout the stories, students are exposed to many different cultures and traditions, while also learning about diverse topics.

Teachers are also responsible for providing instruction that exposes and enhances the understanding of different historical figures and events. Some examples of these specific events or people include Dr. Martin Luther King Jr. Day, Native American month, and Black History month. Our school counseling lessons also help to address the different cultures, beliefs, traditions, and values of all students who are in the classroom. The students are taught to recognize, respect, and value the differences they may see from their own beliefs. Teachers are intentional when delivering lessons that provide inclusion of all students. Westside also offers other ways to promote inclusion through the Native American Cultural Program, the High Needs (LIFE) program, and the Behavioral Skills program.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Westside Elementary there is one practice that has been the most instrumental to our school's success. We use the Multi Tiered Systems of Support (MTSS) process to effectively meet the needs of all of our students. Our school MTSS team meets approximately every six weeks to analyze and discuss all children that aren't meeting their growth goals. We give special focus to students identified as "at-risk" of failing to meet state and district academic standards using our MTSS framework and following the decision rules identified by our district. This process focuses on effective core whole group and small group instruction with our Wonders Reading and Envisions Math program and research based interventions for students needing supplemental and intensive support.

To make sure all students are finding success we focus on a data-based decision-making process using a combination of universal screeners, such as MAP Fluency, MAP Growth, and NSCAS Growth, and diagnostic, progress monitoring and common formative assessment measures. At-risk students may be recommended to our Student Assistance Team (SAT) if adequate progress has not been made.

Under the MTSS umbrella, we also have school wide behavior expectations through the Positive Behavior Interventions and Supports (PBIS). The PBIS process has helped us to create building wide behavior expectations that our whole staff has rallied behind. This makes it easy for students to feel successful throughout the day. The consistent behavioral expectations throughout the building allows students to focus on academic goals in any classroom. This safe learning environment encourages and fosters positive student and staff relationships as they work through challenging academic expectations.

Communication among our staff is the key in making all of these processes successful and effective in meeting the diverse needs of our students. All staff members are devoted to helping students succeed and make growth among priority standards at each grade level. Our weekly PLC meetings ensure that all staff members are working towards the same goals for all students.