

***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. Alan Gordon  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 1012 5th Avenue  
(If address is P.O. Box, also include street address.)

City Warner State OK Zip Code+4 (9 digits total) 74469-6900

County Muskogee

Telephone (918) 463-5171 Fax (918) 463-5936

Web site/URL https://www.warner.k12.ok.us E-mail agordon@warner.k12.ok.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. David Vinson E-mail davidvinson@warner.k12.ok.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Warner Public School District Tel. (918) 463-5171

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 Mr. Chris Thompson  
(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):
- 1 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 2 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	24	27	51
K	33	23	56
1	31	37	68
2	26	29	55
3	42	30	72
4	21	30	51
5	35	35	70
6	30	28	58
7	25	23	48
8	27	31	58
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	294	293	587

\*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):
- 49 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 34 % White
  - 13 % 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: 6%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2020	610
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Spanish

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

3 Total number ELL

7. Students eligible for free/reduced-priced meals: 78 %

Total number students who qualify: 455

8. Students receiving special education services with an IEP or 504: 29 %  
170 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>14</u> Autism                 | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>22</u> Other Health Impaired                |
| <u>1</u> Developmental Delay     | <u>36</u> Specific Learning Disability         |
| <u>10</u> Emotional Disturbance  | <u>80</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>4</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: 5
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.	51
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

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

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

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

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

Yes  No

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

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

The mission of Warner Elementary School is to create lifelong learners and great citizens. Sharing high expectations for academics and behavior across all grades, with a purpose of helping each student be their best self, is our ultimate goal. "We Are Warner" is a term we adopted to reflect our dedication to be accountable for the best education experience as students and teachers.

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

<https://www.warner.k12.ok.us/vimages/shared/vnews/stories/53ab3955b8a77/Section%2011%20-%20Discrimination%2012-11-19.pdf>

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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Warner Elementary School is a small rural school located in Southeastern Oklahoma. It is a class 2A school district that is located in Muskogee County. We proudly serve approximately 600 students from Pre-K through 8th grade. Warner Elementary School reflects the morals and standards of a conservative community. The layout of this community consists of no stop lights, one grocery store, and one bank. Many of the stakeholders in our community serve or work with agriculture related businesses/operations. Although the size of the community is small, we utilize all resources to provide a safe and welcoming environment for all students. The majority of our student population is Native American. We take pride in ensuring every student receives an opportunity to have a quality education. In the last five years, Warner Elementary has provided a positive educational experience for students from Cambodia, Mexico, Vietnam, and India. Although the language barrier was a speed bump to overcome, Warner Elementary School identified paths to success for each and every student.

As a school district, we make it a priority for our students to always give a 100% in everything that they desire to pursue. In addition to academics and athletics, we encourage our students to give that same 100% everyday to become a productive member of society. We firmly believe that each of our students should treat all people with respect and love. These characteristics have created a culture where every student is embraced in our school. When we have events of any type, our student populations always encourage each other. The students at Warner Elementary always celebrate the success of each of our students, especially the students that would be considered "the underdog". Every month, we have an Eagle of the Month celebration for our Pre-K through 5th grade students. These students are celebrated in an assembly and rewarded with a pizza party. This day of the month shows the character of our students because the cheers from the students can be heard outside the gym. Upper elementary students participate in the Study Buddy Program. This program provides a safe space for students to get assistance with academic work. During this time students are also encouraged to engage with students that they would not normally interact with because of the fear of being different. The Study Buddy Program has been successful in helping many students academically and socially.

Warner Elementary School believes in creating lifelong learners, as well as leaders for tomorrow. We have two programs that are integrated into our schools that provide opportunities to enhance leadership skills. Our Eagles of Excellence program provides our 5th grade students the opportunity to demonstrate their leadership skills throughout the year. They are chosen by their classroom teachers based on character, integrity and academics. This program catapults young leaders to our Leadership Team for our upper elementary students. These group leaders are involved in many different activities in our school and community. They have the chance to participate in events that highlight their ability to be a leader by working with stakeholders in our Warner Community. The members of the leadership teams scaffold to the high school leadership team and continue to enhance their skill set.

The Covid pandemic was certainly path altering for education around the globe. As the world was in a whirlwind situation, we did our best to continue educating our students by being creative and innovative. At the beginning of the pandemic, we worked to guarantee that all students were provided with breakfast and lunch. This was a task that involved our administration as well as the coaching staff driving "food routes" to every inch of our district. Next, we ensured that we provided learning opportunities for our students by providing online lessons or paper packets. We partnered with our local telecommunication company in our "Connect the Children" initiative. This nationally recognized program provided service to any household in our district who needed home internet. Cross Communications connected families in all areas of our district within a three week period. As we returned to school, we ensured our students safety by following all the guidelines of the CDC. This task could be challenging at times due to limited space, but we conducted class through various methods. We were one of the few schools in this area that was able to have a full school year, with limited shutdowns. In addition to the in-person instruction, we hosted socially distanced graduation ceremonies for each of our students. These efforts made Warner Elementary a 2020 honoree of the FCC's Digital Opportunity Equity Recognition (DOER) award program.



## **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:**

Warner Elementary School believes in order to achieve academic success, high expectations must be set in every facet. This includes administration, educators, support staff, students, and even the parents. In order to be successful, every member of our school community must buy into the vision that we have for our educational program.

The success of Warner Elementary is multi-dimensional. There are many aspects that play a vital role in our achievements. In addition to high expectations; classroom management, the structure of our facilities, quality discipline, and effective teaching is key to the level of success we all can achieve.

Warner Elementary uses a research based curriculum and follows the Oklahoma Academic Standards. It is imperative that teachers create lessons that meet the Oklahoma Academic Standards to ensure that all students have a proper foundation to build their academic career. Cooperative strategies and efficiently using all resources can be seen daily in our classrooms and hallways. This can include the proper use of teacher's aides to the availability of technology. For example, our 1:1 initiative for devices to students has proven to be a successful approach to supplement core teacher strategies.

Warner has a motto of teaching "bell to bell". We allow for no down time. Teachers must be prepared. They submit yearly curriculum mapping to show that they have a plan and intent to cover each and every standard by the end of March. Teachers also submit monthly curriculum mapping. This shows where they had to make adjustments in their curriculum as we know that adjustments are always necessary.

Curriculum is standardized across all grade levels. Individual teacher collaboration and innovativeness is encouraged. Funds are provided to allow these staff members to augment core curriculum with more engaging aspects and deeper thinking activities.

PLC's meet regularly to discuss successes and weaknesses. This time is used to discuss curriculum and students who are struggling. Upper elementary teachers utilize data sheets to quickly identify any potential stumbling blocks that may impede a student's learning. This data aids in driving each decision for the implementation of Oklahoma Academic Standards through all grades. We have witnessed tremendous success throughout our student body in many of our students.

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

Reading/ELA are an integral part of the curriculum at WES. STAR Reading, Saxon Phonics, Literacy First, and Accelerated Reading are programs used to monitor and develop our students' love of reading. All students are different, we strive to provide reading materials from a wide array of genres to help the students find their favorite reading list. The Reading Street series of text provides a backbone for our Reading/ELA teachers. Saxon Phonics and Literacy First serve as researched based, vertically integrated phonics programs in our Early Childhood program. The weaknesses of the individual students are identified and addressed through a carefully designed intervention program that has the rigor and relevance to turn the weak areas into a strength.

Vertical alignment and scaffolding has proven to be one of our best strategies for ensuring student success. Open lines of communication between grades/buildings/campuses has been critical to our overall success and high student performance. We believe that no teacher at WES is on an "island". The EA team meets regularly to develop and plan. From novel studies to foundations of vocabulary and spelling, our team is focused to move in the same direction.

We believe in taking advantage of making every moment a learning moment. Students know to transition to reading when they are complete with their independent practice. This helps to build reading stamina for all students. This has proven to be successful for our elementary students and has increased our high school ACT scores in reading as well.

Data drives most all decisions for our elementary school staff. We benchmark every 6 weeks to monitor the progress of our students. Literacy First assessments are given approximately every 6 weeks for PreK-3rd. Students test on STAR and AR regularly to provide snapshots of overall performance. Data is reviewed and instruction is based on the assessment data.

In fourth through eighth grades, WES gives benchmark assessments aligned with state standards in each subject area, every 6 weeks. STAR Reading Assessments are given every month for Kindergarten through eighth grade. Benchmark assessments and STAR data are reviewed by administration and teachers. Results of each assessment are a driving force in modifying and developing curriculum maps. If a particular student scores low in a certain area, they will be retaught the skill by the teacher or through interventions, tutoring, etc. Adapting to assessment data has proven to be a key component of our success and working to leave no student behind.

Students in third through eighth take state assessments yearly. This data is reviewed and weaknesses are identified. Administration looks at this data closely in order to make teaching assignments, curriculum adjustments, etc. Our teachers are readily aware of the expectations for performance, as well as our students. However, throughout the year we encourage and prepare students to be successful to reduce their level of anxiety. By the time we arrive at state assessments, our students feel it is just another day to showcase what kind of rock star students they are.

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

Warner Elementary School was given the opportunity to purchase a new math curriculum 3 years ago. Warner adopted a curriculum from National Geographic called Big Ideas. This curriculum was purchased for grades kindergarten through eighth grade. Administration oversees that the curriculum is implemented consistently, systematically, and explicitly.

The most important thing with the curriculum is that the content correlates to the Oklahoma Academic Standards. Teachers take their curriculum and align it with the Oklahoma Academic Standards. If a standard is not in the curriculum or appears weak, teachers will add supplemental materials to address the weakness. Each year as students are assessed, if an area is identified as a weakness, progress monitoring, in various ways, is more frequent while the teachers and admin will make adjustments as needed.

Math benchmarks are given every 6 weeks. STAR Math assessments are given every month for grades kindergarten through eighth grades. Benchmarks and STAR scores are looked at very closely by administrators. Weaknesses are identified whether it be something the teacher needs to reteach or something that the students need to be worked with on an individual basis. If growth is not shown, a plan is made to address the reason why they are not moving academically.

Students in third through eighth grades take state assessments yearly. We receive data from the Oklahoma State Department of Education. This data is reviewed and weaknesses are identified. There are times where it shows weaknesses in an individual teacher. It might show an entire grade who didn't get a certain standard. Administration looks at this data closely in order to make teaching assignments, curriculum adjustments, and drive professional development decisions.

Through PLC meetings, it was identified that math facts are weak across all grade levels. Warner implemented a math fact initiative in the second through eighth grades called the "Opening Five". This is an internal plan where each math class opens their class with a 5 minute review/practice of math facts. Implementing this across all grade levels has allowed us to build the foundation of mathematics within each student.

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

Warner Elementary adopted McGraw Hill science curriculum in 2021 in the Upper Elementary. This curriculum is aligned to the Oklahoma Academic Standards. Administration oversees that the curriculum is implemented consistently, systematically, and explicitly. This is key to our success.

Science benchmarks are given every 6 weeks. Benchmark assessments are reviewed by administration and teachers. If many students score less than proficient, teachers make a plan to reteach the standards. If a particular student scores low in a certain area, they will be retaught the skill by the teacher or through interventions, tutoring, and individual instruction.

State Science Assessments are given at the fifth and eighth grade level. This data is reviewed yearly and curriculum is realigned if needed.

Warner Elementary School has implemented STEM as much as possible in our science classrooms to help maximize student engagement. Hands-on activities in our area are far preferred to the mundane textbook assignments often historically offered.

One of the most successful programs we have implemented is STEM Wars. Our 5th grade teacher has invited other schools to participate. They offer several different STEM competitions and the schools compete with one another. We involve the community as several members judge the competition. Covid-19 stifled this program for two years, but this year, we were able to bring it back, and each year we expect to make it bigger and better. Additionally, we have cultivated with in-state and out of state colleges to expose students to ideas and projects.

In the Lower Elementary, we use Studies Weekly. Studies weekly consists of a weekly newspaper that incorporates all of the Oklahoma Science Standards. They also offer hands-on activities to engage the students. Students at the Lower Elementary level are really engaged in science activities with this curriculum. They are able to complete hands-on science projects and the curriculum also pulls in and reinforces numerous reading and math standards.

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

Warner Elementary uses Studies Weekly for Social Studies curriculum in Kindergarten through 5th grade. This curriculum is very engaging for our students. It offers an online version for the students to interact with along with a newspaper issue. It is written in a very engaging way and makes learning Social Studies fun for the students. The goal of Warner Elementary School students in history is to bring it to life. This makes this subject more exciting and easier to understand. The lower level elementary students use the opportunity to enhance their history experience through our Colonial Day activity and our Living Oklahoman Museum. History is not just a core subject to teach, it is a core subject to garner interest and understanding. Cross curriculum teaching between history and ELA promotes literacy by teacher in different disciplines working to garner

In the Upper Elementary, Houghton Mifflin Harcourt is used to teach Social Studies. Again, the goal is to bring history to life. From the Oklahoma Land Run to interviewing veterans, our students are expected and encouraged to not just read about history, but to learn and explore this subject, and achieve a deeper comprehension of historical aspects.

Social Studies benchmarks are given every 6 weeks. Benchmarks are looked at very closely by administrators and teachers. Weaknesses are identified, it can be something the teacher needs to reteach or something that the students need to be worked with on an individual basis.

Warner has implemented a system of bell to bell teaching. There is no down time. This helps the students stay engaged and actively learning during scheduled learning time.

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

Warner Elementary School has integrated ICAP (Individual Career Academic Plan) into our curriculum. ICAP addresses college and career readiness. We begin this in Pre-K and go all the way through 12th grade. At the elementary level, ICAP includes guest speakers, field trips exploring different careers, Living History Museum, Leadership Class teaching typing, soft skills, managing money, participation in OKCollegeStart.org, where students write goals and action plans, career surveys, etc.

WES Students are immersed in finance through the roles of JA Biztown. They interview and are hired into "jobs" throughout a fictional city. Financial literacy is discussed and encouraged through community partner visits and expertise. Coding and robotics are offered to upper elementary students then students are introduced to digital arts in high school.

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

Warner Elementary School provides a Pre-K program for 4 year old students. The overall goal for Pre-K is to develop a love of learning. Warner Elementary focuses on the basics of letter and number recognition, sounds, writing first and last name, and etc. Pre-K teachers use fun, kinesthetic, interactive and musically driven activities to engage their students.

Our Pre-K program follows the Oklahoma State Standards to guide the curriculum. The purpose of creating a meaningful foundation for students to build upon is a major function of our program. This has proven to be successful as the students move forward as academic learners.

Pre-K also uses Literacy First. This research based program is founded on the Science of Reading. The goal of Literacy First is to assess students on a regular basis and build a firm foundation by making sure all of the students are where they need to be based on their assessments. If a skill is not mastered, students are assisted through a small group setting to develop these skills.

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

Warner Elementary offers a variety of curriculum areas. Art, Physical Education, STEM and Computer Science are all areas that are a focus.

Warner Elementary Students receive Physical Education 30 minutes daily through the fourth grade. We use this time to give every student time to engage in activities that will create a healthy lifestyle. Fourth through eighth graders are allowed to participate in competitive sports at WES. Football, basketball, wrestling, and track are sports programs that we provide to engage our students. PE is also an option for fourth through eighth grade students. Our physical education program is modeled after Oklahoma Physical Education Academic State Standards. They focus on motor skills and movement patterns. Our PE program is designed to teach students skills and knowledge to maintain a health-enhancing level of physical activity and fitness and to teach student responsibility and social behavior. Our physical education teacher is required to turn in curriculum mapping that is aligned to the Oklahoma State Standards.

Warner Elementary Students receive Music/Band instruction daily through the fourth grade. It is an option for students in fifth through eighth grades. They are introduced to the basics of musical foundations and in grades fourth and up, they participate in Beginning Band which ends in concerts twice a year. There is nothing more impressive than seeing fourth grade students perform for the first time at their own band concert.

Art is offered at Warner Elementary in sixth through eighth grades. In the Art Program, students are exposed to a variety of types of visual arts. They paint, do pottery, ceramics and enter competitions. There is a Native American Art Club that students are encouraged to participate in. They also compete in competitions. Warner Elementary School students also compete in choir. From school musicals to Song Around the State. Students are allowed to perform in multiple settings and gain an appreciation for music and music history.

Computer Science is another area of focus at WES. Every student has a device from a tablet to a laptop to

ensure we are ready for a continually developing digital world. Students are exposed to keyboarding, coding, and digital web design. Our library is available daily for any student in our school. They are allowed to choose books that peak their interest. The Accelerated Reading program is addressed during the library time to help students with reading fluency and comprehension.

### **3. Academic Supports**

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

Warner Elementary School is a data driven school. Students are assessed on a regular basis through Literacy First Assessments, STAR Assessments and benchmarks, all of which are research based. State test scores from the previous year are also reviewed at the beginning of each school year. When a student has been identified as being behind, they are referred to our interventionist team.

When test data is reviewed, subgroups of students are also reviewed. If a particular subgroup showed an achievement gap, Warner Elementary would create a team to develop a plan to address this gap. The students who are identified would receive interventions, but a plan would be put in place to deter this from happening again in the future.

Warner Elementary School employs retired educators to work with students in small groups. These interventionists help our students who are behind grade level. We hired an additional teacher per grade level to reduce class sizes and overcome the "lag" we experienced during the pandemic. Tutoring was provided to struggling students throughout the school year, as well as an after school child care program with academic support for students and families.

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

Warner Elementary School makes every effort to differentiate lessons for students to attempt to teach students at their level. Because of the different level of students, we have some that are performing above their grade level. To provide a source to challenge these students, we utilize many different methods. Students are engaged with a digital curriculum through programs such as IXL. Our students from 3-8th grade are nominated to participate in the Gifted and Talented program. This has provided many numerous activities for our students such as museum visits/field days to STEM activities. Advanced coursework is available to challenge these students to reach their highest potential. The members of the Gifted and Talented are encouraged to help others in the community, tutor struggling students, and read to our younger students. Our academic team is another resource that is provided for our advanced students.

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

Warner Elementary School is a full inclusion special education environment focused on meeting students where they are. We help them grow, adapt, and succeed. Our special education staff and paraprofessionals are focused on identifying best practices and avenues for success for every student. We utilize 1-1, small group, peer tutoring, mentorship from high school students, and multiple online, digital strategies. Special Education students at WES are not just packed into a room, out of sight and out of mind. They are a big part of our everyday classes and curriculum. Professional teachers differentiate instruction across all curriculum and collaborate vertically with preceding/succeeding grades to overcome learning curves when working with students.

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

Warner Elementary School has a very limited number of English Language Learners. Each student who is identified receives an English Language Academic Plan where goals are identified. If needed, interventions are offered to these students. Each plan includes assessment data and academic goals in the area of listening, reading, speaking and writing. Students are placed appropriately with language instruction services that range from being mainstreamed with no direct English Learner services to pull-out EL services. Each plan is based on each student's individual needs.

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

Warner Elementary is in Rural Oklahoma. When asked about different populations represented at Warner Elementary, our answer would be that we have a large number of students who are identified as Native American and we have a large number of students who receive “Free and or Reduced lunches”. These students are those who fall within the lower socio-economic status. We do not have any students who are identified as migrants and a very small amount of our population are identified as “homeless”.

Warner Elementary encourages Native American students to participate in our local Johnson O’Malley Program. This program provides support with school fees, student school supplies and other support to Native American Students. Native American Students are also encouraged to participate in a variety of Native American competitions such as the Native American Indian Academic Bowl, Native American Art Competition. Warner is located in the Cherokee Nation. They partner with our school in a variety of areas such as sports competitions and art competitions.

For students who are considered from a lower socioeconomic status, we are able to partner with our community churches and congregations to provide a backpack program of food for students at risk. Students in need receive a healthy non-perishable food bag every Friday of the school year. We have also partnered with one of our local electric cooperatives for an annual \$2000 grant to help fund this endeavor. Additionally, WES was approved for a "grant" from Good Sports to purchase athletic apparel at a fraction of the cost for our student-athletes and students. These are name brand clothes that help meet the foundational need of warmth and security for each student. We also partner with the County Sheriff’s Department at Christmas time where they take one or more families to “shop with a cop”.

Our Upper Elementary Leadership Team partners with our High School Leadership Team to provide a “memorable Christmas” for students who are in need. They raise funds all year long and at Christmas, they purchase gifts for each Elementary student and they provide funds to take students on family field trips to local restaurants and touring Christmas lights.

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

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

Warner Elementary welcomes students into our buildings and campuses each day. Our nurturing, consistent learning environments provide the best opportunities for student success. Implementation of learning styles strategies and cross curriculum teaching through all areas has proven an excellent endeavor. Students and teachers both know the expectations daily, and deviation from these processes is rare.

WES celebrates whenever we have a chance. From student of the month, community outreach for our Christmas Extravaganza (attended by more than 1000 citizens for free), or volunteering at our senior citizen center- we work to model the behaviors each day that we expect for a student's life.

Partnering with Cross Communications in our "Connect the Children" initiative ensured every student in our district had home internet and the best opportunity to work in a digital world during Covid. Since the original disruption, we have had two more "spikes" in our community, and our students were able to continue the educational process far better than most districts. The "Connect the Children" initiative continues to provide 100% of our students with home internet service.

Our school strives to produce future leaders. We began a leadership program in the 5th grade. We have an "Eagles of Excellence" program where two students are chosen each month to be a part of this program. These students get to lead various activities throughout the school year including "Clean up our School Day" and "Fun Day".

In our sixth through eighth grades, we have a Warner Leadership Team. These students are highly engaged in our Community Christmas. They play a vital role in providing a gift for each Elementary student and providing clothing and gifts for approximately 150 angels each year. Each year the Leadership Team helps raise around \$15K. The students help in all aspects of fundraising. They smoke hams at Thanksgiving, host a school-wide fun run (1 mile) for all students to run or walk in November. They have assisted in developing and working in the Warner Leadership Team Haunted House at Halloween. It is a full haunted house, but low admission charge for our community. The team also hosts a fall festival. This is another low cost option for our community members. Carnival games and competitions are a fun opportunity for many families who might not otherwise be able to travel and participate.

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

Communication with parents is very important. WES has installed a digital sign outside of the school where announcements are made. We also have an active Facebook page. Another source of information is the Thursday folders. Warner Elementary sends home a folder each Thursday, and only on Thursdays. Anything that needs to be sent home, is sent that day. We also send a Thursday Newsletter where all of the vital information regarding Warner Elementary is included in this newsletter. Another source of communication is our all-call system. We use this in the event that school is canceled, if we have an emergency, etc.

Warner is located in a very rural area however we are very fortunate to have Connors State College located here. We have been able to partner with Connors to bring in college students to read to our Elementary students. We also partner with our High School FCCLA class and they come and tutor daily for 18 weeks out of the school year.

WES invites parents and patrons in during our Eagle of the Month assembly. It is here where we not only recognize outstanding students, we also recognize community partners. Recipients have ranged from employees of Connors State College (our local community college), Armstrong Bank, Cross Communications among many others. These stakeholders are recognized for their efforts to help our kids.

Warner Upper Elementary students help coordinate a Christmas Extravaganza where we have over 20

community partners participate in a free evening of Christmas fun for our community. The event is free for everyone.

Additionally, we moved our homecoming parade route during Covid-19 through the nursing home driveway so the patients/patrons of the home could be a part of our celebration. It is enough to bring us to tears each year. Because many of our senior citizens were wary of Covid-19, we began to stream nearly all of our school events on our school's YouTube channel. These stakeholders were still able to be a part of each activity from the safety and comfort of their living room.

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

Creating an environment where all teacher's feel valued and supported is very important to the success of our school. As an administrator, we make sure to lead by example for the staff members. The roles of an elementary administrator can be viewed differently based on certain areas. We take pride in making sure we don't ask our staff to do anything that we would not do ourselves. This gives the example that we are with them through it all.

We make it a priority to allow teachers to have a voice in the education process. We meet each Friday morning during the 1st and 3rd semesters of each school year. These professional development times are essential for allowing conversations on strategies, student development, and alignment. Teachers are encouraged to voice any concerns they may have regarding students' success.

Our staff has implemented the approach that each person should be working in the same direction-never against each other. Administrators provide opportunities for growth and reflection weekly for staff. Vertical alignment has been key to our success. Communication between grad

es has eliminated overlapping and enabled us to work through Oklahoma's Academic Standards. The needs of our teachers are met when they are shared.

Celebrations are important for all teachers. It makes them feel that they are part of a program that appreciates their hard work. We make an effort to celebrate teachers during our monthly Eagle of the Month assembly. This has approved the morale of our building tremendously. We honor our Teacher of the Year during our high school graduation ceremony.

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

The administrative team of Warner Elementary School is piloted by a district superintendent, an elementary principal(Pre-K-5th Grades) and an elementary principal(6th-8th Grades). Supporting the principals are two guidance counselors. The team works together cohesively to provide a quality learning experience.

Our superintendent ensures the financial solvency of the district while ensuring that all teachers are supported with the necessary resources. Both principals work daily to ensure the teachers and staff are fully equipped to meet the needs of the changing, diverse student population. The principals are tasked with leading their staff in maintaining high expectations of discipline, academic achievement, and personal growth for each student. The guidance counselors serve not only the mental health of the student body, but also of teachers. Serving essentially as assistant principals, they provide pathways to success and facilitate interactions between outside agencies and students. The Pre-K-5th grade counselor serves as the Curriculum Director for the entire school district. She provides valuable insight that has proven to be successful for many of our students.

From the superintendent to the counselors, each level of administration works diligently providing the necessary resources for success. Providing and helping to dissect academic data to drive PD, the team works collaboratively to recognize areas of need- then provide high quality opportunities to strengthen the whole team. The administration team is critical when it comes to the everyday function of our school. We still take time to value our teachers by understanding the vision of the district and assisting in achieving those goals.



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

Warner Elementary serves a diverse population of students. We have a large population of Native American students and a large number of students who receive free/reduced lunch. WE take the opportunity to expose our students to differing cultures when it is appropriate. The world is ever changing and we want to empower our students of all backgrounds. We first try to meet the basic needs of all students. We feel that students cannot learn if those needs are not met. We make sure that we have food for students in need. Our Snack Pack program provides food for students to get them through the weekend.

We believe that although the world may be ever changing, respect and love for every individual has to be recognized. We take pride in the inclusion of students with special needs into the classrooms. This has been vital when it comes to our students. Our students display compassion and empathy for individuals that are different on a daily basis. This has developed positive character traits for each and every student.

With respect to cultural awareness, Warner Elementary School takes this very seriously. We feel that we are all brothers and sisters, despite how we appear on the outside. Having a minority serving in the role of principal provides a great example of how people from different backgrounds can work together to create a positive learning experience for all students. During the last five year, we have made sure to take this opportunity to educate our students about different cultures. Warner Elementary celebrates Veterans Day, Black History Month, and Native American Indigenous Day to expose our students and create respect for people of different backgrounds. The JOM program also provides insight to Native American culture through activities such as art and language competitions. Each administrator works together to educate all students with respect to culture. We address areas of bullying, name calling, and even hygiene for our students to prepare them for the real world.

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

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The one practice that has been instrumental to the success of our school has been high expectations for all. This practice has motivated and shaped our school to always do your best in everything that you do. This practice is seen in all of our staff members and students. They are well aware of the standards and expectations of Warner Elementary. Even the support staff in areas such as maintenance and cafeteria have the same expectations for their everyday functions. It is ingrained into our students that we expect them to do their best and never to give up. The administration team from the top to the bottom uses high expectations to navigate through the daily routines of school life. This is used to drive every decision regarding our district. High expectations have given us all a road map to success for everyone involved in the Warner Elementary School program.