

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name W. R. Odell Elementary School
(As it should appear in the official records)

School Mailing Address 1885 Odell School Road
(If address is P.O. Box, also include street address.)

City Concord State NC Zip Code+4 (9 digits total) 28027-7503

County NC

Telephone (704) 260-6030 Fax (704) 723-9529

Web site/URL <https://wrop.cabarrus.k12.nc.us/> E-mail lisa.ober@cabarrus.k12.nc.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* Dr. John Kopicki E-mail john.kopicki@cabarrus.k12.nc.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cabarrus County Schools Tel. (704) 260-5600

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. Denise Adcock
(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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 21 Elementary schools (includes K-8)
9 Middle/Junior high schools
13 High schools
1 K-12 schools
- 44 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, 2022 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 Students
PreK	0
K	0
1	0
2	0
3	272
4	314
5	338
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	924

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 38.7 % Asian
 - 16.4 % Black or African American
 - 5.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 38.7 % White
 - 0 % 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 2021 - 2022 school year: 10%

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, 2021 until the end of the 2021-2022 school year	38
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	58
(3) Total of all transferred students [sum of rows (1) and (2)]	96
(4) Total number of students in the school as of October 1, 2021	924
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Telugu, Tamil, Spanish, Tagalog/Filipino, Punjabi/Panjabi, Portugese, Nepali, Mathari, Malayalam, Kannada, Hindu/Indian/Urdu, Gujarati, French, Chinese, Bengali, Arabic, Ethiopian, Vietnamese

English Language Learners (ELL) in the school: 12 %

110 Total number ELL

7. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 135

8. Students receiving special education services with an IEP: 9 %
Total number of students served 85

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>23</u> Autism	<u>2</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>31</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>4</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %
Total number of students served: 33

10. Number of years the principal has been in the position at this school: 7

11. 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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	41
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

12. 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 23:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

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

Through hard work, collaboration, and creativity, Odell will inspire fearless, independent learners who will become globally competitive leaders.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.cabarrus.k12.nc.us/nondiscrimination#:~:text=Our%20District&text=In%20compliance%20with%20federal%20law,origin%2C%20age%2C%20or%20disability>

18. **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

The W.R. Odell Elementary School (WROES) served students from grades kindergarten through twelfth on its original site from 1926 until 1966 when grades 9-12 were moved. In 1988, grades 6-8 were relocated and W.R. Odell became an elementary school. In 2007, a new K-5 school was built on a new site but tremendous growth in the area triggered the need for yet another school in 2016. The decision was made to split the schools into a K-2 primary school and a 3-5 elementary school with the new 3-5 building being erected on the site of the original W.R. Odell School. This school opened in 2016. The two schools share an active PTA that contributes to cohesiveness for parents and students and benefits from an engaged and vibrant community.

Since the school opened in 2016, WROES has developed a reputation for highly engaging instruction with rigorous expectations. It has exceeded academic growth expectations every year and has consistently received a school report card grade of A after receiving a B the first two years post-opening. W. R. Odell Elementary School ranks among the top 20% of public schools in North Carolina for: highest overall rank (Top 10%), highest math proficiency (Top 10%), highest reading/language arts proficiency (Top 20%) and most diverse schools (Top 20%). This commitment to excellence is evident in the numerous opportunities offered for student achievement including Battle of the Books, Science and Math Olympiad teams, and Vex robotics teams. This year alone the school produced the district Spelling Bee champion, the Elementary Battle of the Books Winner, the district-winning Science Olympiad team and advancement to the state level for the Vex Robotics team. After-school clubs offer numerous opportunities for students to excel and include Chess Club, Drama Kids, Tennis and Chorus. Just this February, the school's talent show had to be divided into two sessions due to the number of acts and featured student pianists, violinists, dancers, singers, and gymnasts.

Teachers who join the staff at W.R. Odell Elementary do so knowing they are committing to providing a pathway to excellence through effective collaboration practices and rigorous examination of data to drive instructional decisions. Parents are highly involved and have their own strenuous expectations for staff and students. In recent years the school has experienced a demographic shift that has drastically increased the number of Asian American families enrolling. We often hear stories from parents about how they located our school on social media and moved from as far away as India and Europe to attend WROES. The highly diverse population is embraced as a resource for global citizenry and cultural depth of experience. Traditions and observances of many religions, ethnicities, and races are celebrated and valued. The annual Cultural Night is highly attended by families and the community. This year's event included: 20 booths hosted by Odell Elementary families showcasing cultures from countries including Jamaica, Egypt, Colombia, India, Belize, Puerto Rico, the Bahamas, Scotland, Russia, and more; a Language Showcase hosted by multilingual learners; a 3rd Grade Art Auction to raise money for hurricane relief efforts in Puerto Rico; artwork and classwork representing students' unique cultures and identities; music and dance performances by the Odell Elementary chorus and individual students and food trucks with a variety of global cuisine.

WROES has built its reputation on creating a highly successful population of students ready to embark on numerous college and career pathways as prepared global citizens. The intentional hiring of a passionate, motivated faculty has combined with the involvement of an ambitious, supportive community to create a culture of excellence for all stakeholders.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The common instructional framework for Cabarrus County schools recommends a 90-120 minute literacy block that incorporates word study, read-alouds with accountable talk, mini-lessons, writing, and small group work. WROES follows the district Understanding by Design frameworks for curriculum units aligned to the North Carolina Standard Course of Study for English/Language Arts. Four units, designed around ELA power standards and spanning one nine-week period apiece, are integrated with social studies standards to give context and provide opportunities for application. Curriculum units of study progress across literature and informational text domains and delve into structures of texts, characteristics of genres, analysis of elements, and writing as a craft. Foundational skills based on the science of reading are embedded into whole-group and small-group instruction. Phonics and phonemic awareness instruction is scaffolded by the scope and sequence of the Letterland program and supplemented by district resources. Students in third grade are measured three times a year in the areas of decoding, fluency, and comprehension with the MClass Dibels program. Departmentalized teams on each grade level plan rigorous instruction aligned to the NC ELA SCOS. Students in grades third through fifth complete benchmark assessments three times a year and participate in North Carolina's End of Grade accountability testing in reading. They also utilize the IReady Online platform for personalized instruction and regular progress monitoring.

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

District curricular documents provide a common instructional framework for a mathematics block that includes mental math, a launch/explore/discuss whole group experience, independent practice, and small group work. Curriculum documents provide resources, instructional strategies, and learning roadmaps along a continuum of skills and concepts in the content areas of numbers/operations, algebraic thinking, geometry, and measurement/data. The IReady online mathematics program is used to assess students and devise curriculum pathways through intentional, differentiated online lessons. The accompanying Think Up! student workbook is used for independent practice. Departmentalized teams on each grade level plan rigorous instruction aligned to the NC Math SCOS and measured by the End of Grade test in mathematics for each student.

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

WROES follows the district Understanding by Design documents based on the North Carolina Standard Course of Study for Science. Third graders explore units on the Earth, ecosystems, the human body, forces and motion, and matter. Fourth graders extend those content areas; for example, third grade's study of the human body transitions into molecular biology in fourth; fourth grade's study of molecular biology gives way to a study of evolution and genetics in fifth. In third and fourth grades, there is dedicated time in the schedule for science and read-alouds for literacy are tied to this content. In fifth grade, however, teams are departmentalized with a 90-minute block for the science curriculum. A dedicated science teacher on each pod delves into the fifth-grade standards. Having a dedicated science team in fifth grade is not common in elementary schools in fifth grade and has given WROES a huge advantage with science content mastery.

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

Cabarrus County schools integrate social studies curriculum with English/Language Arts units. Extending the concept of 'reading to learn' for developed readers, the aligned instruction supports research into civics and citizenship, NC and US history, economics, culture and the environment. Read-alouds connect ELA skills and social studies concepts on a daily basis and the Learn Serve Engage encore class incorporates instruction through the development of highly-engaging service projects. In the effort to grow a global citizenry, the application of concepts is a key pedagogical component of learning activities at WROES.

1e. For schools that serve grades 7-12:

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students are encouraged to explore different mediums in Art and create beautiful masterpieces that show their best qualities. They work on many different collaborative projects where each piece comes together to create something bigger. Our Art teacher works tirelessly to create an inclusive and inspirational space for every student who walks into her class. In Music, they explore different cultures and languages through song. They learn how to play the recorder and the importance of working together as a group. Students have the ability to participate in an after-school Choral program that has performed for our Board of Education and competed at Carowinds! Our Music teacher has taken his knowledge of leading many choirs to create an elementary program that is not only fun but performs!

2b. Physical education/health/nutrition

PE and Fit and Mindfulness Lab work together to focus on a healthy mind and body. When students go to PE they play games, work on athletic skills, and explore different sports. Through these activities, they also work on crucial skills such as teamwork, compassion, empathy, and determination. Large-scale competitions have drummed excitement between the grade levels. In Fit and Mindfulness Lab, students are introduced to ways to problem solve with peers, meditation and calming strategies, and given a place to process any issues they may be able to work through as a class. This class is led by a trained school counselor who has many years of experience in helping children with their social and emotional needs.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

In Media, students are able to find books that indulge in their favorite topics and explore the world through stories. All students have time during the week to visit the library in order to return books and check out new books. They also learn about what it means to be safe online and how to research topics of interest. Our Media Specialist has worked to build a collection that takes into account student interests and curriculum needs while updating materials as needed. She also sponsors and coaches our school's Battle of the Books team and led them to a district victory for the 22-23 season. Digital Learning/Genius Hour allows students to explore the world of coding, robotics, creativity, and future STEM careers. They create games using coding, videos using Canva, and pixel art in spreadsheets. Our Technology Facilitator has worked to create classes that engage students in exploring their interests while allowing them to safely navigate the web and other programs.

2e. Any other interesting or innovative curriculum programs you would like to share

Learn, Serve, Engage (LSE) is a unique Encore class that is specific to Odell Elementary School. LSE is built on the foundations of the service-learning framework and culturally responsive pedagogy, and it is upheld by the pillars of advocacy, student voice, and student agency. Throughout the academic year, student teams in all grade levels design and implement student-led, curriculum-based service learning projects in order to invest in and give back to our local and global communities. In LSE, students are agents of change,

and they regularly participate in the transformation of their world. Throughout the course, students work through each of the five stages of the service learning framework in order to design and implement a project that will solve a problem they care about. However, what makes LSE truly unique is that students are decision-makers throughout the entire process. They choose the problem they want to solve as a grade level, generate a variety of action steps to solve the problem, design the scope and sequence of the project, implement each action step, and reflect along the way. In the past, students have tackled issues including but not limited to water inequality, student mental health, and local and global deforestation. This year, two of our three grade levels are working on an international service learning project with partners in Zimbabwe to benefit endangered species in both regions of the world (rhinos in Zimbabwe and monarch butterflies in North Carolina). And just this spring, four fifth-grade students met with the City Manager and City Planner of Concord, NC to share a presentation focused on their concerns about deforestation brought about by construction surrounding the school.

3. Academic Supports

3a. Students performing below grade level:

To address the diverse and individual needs of students performing below grade level, each grade level participates in data dives during PLC meetings three times a year. During these data dives each grade level identifies trends in the grade level data; once trends in grade level data are identified, each teacher within the grade level reviews their individual class data to determine if/how grade level trends are impacting students in their classrooms. Then the grade level works to identify students who will benefit from focused small-group instruction to address their individual needs and students whose data indicates a need for intensive instruction using a research-based intervention. Finally, the grade level works together to identify strategies and/or interventions to meet the needs of these students and plans/maps out their small group instruction designed to address these students' needs.

Students who are identified as in need of more intensive instruction are referred to our MTSS team. This team is comprised of school administrators, the MTSS Coach, the School Psychologist and classroom teachers. Members of the MTSS team work together to further analyze student data to determine areas of need. They collaborate to develop a hypothesis as to why the student is struggling within a specific area, identify a research-based intervention that will address that area, plan how to provide that intervention with fidelity and identify how the student's progress with the intervention will be monitored. The MTSS Coach oversees the implementation of the intervention, assists with observations to ensure the fidelity of the intervention, and holds meetings every 8-10 weeks with the MTSS team and the student's parent to review the success of the intervention and to identify the next steps. This may include modifying the intervention or reducing/increasing the level of support based on what the data indicates.

These processes ensure the success of students performing below grade level by ensuring that every grade level has a pulse on their student's strengths and weaknesses. Since every teacher is aware of their student's strengths and needs, instruction is successfully tailored to address deficits and WROES continues to exceed growth on the yearly End of Grade tests.

3b. Students performing above grade level:

At WROES, gifted learners are supported through the enrichment program, SOAR (Strategies, Opportunities, Activities and Resources). Gifted students meet with a certified gifted education specialist two hours a week. The goal of SOAR is to address the needs of gifted children and to prepare them for a globally competitive world. Skills taught include personal skills such as time management, goal setting and teamwork. Our program strives to encourage a love of learning, innovativeness, and career readiness. Students practice these skills through hands-on units that include conducting and applying research on resilient people, robotics, architecture, and rocketry.

In addition to serving students in the SOAR enrichment program, the gifted education specialists at WROES support advanced learners in the regular education classroom by providing differentiation and enrichment resources for teachers and by supporting and encouraging classroom teachers who choose to participate in

the Cabarrus County Gifted Local Endorsement for Educators program. GLEE promotes a basic understanding of the characteristics and social-emotional needs of gifted students, as well as the implementation of differentiated content and instructional strategies for advanced learners.

Math Olympiad is another opportunity provided for gifted learners at WROES. Math Olympiad is a national mathematical program that encourages mathematical problem solving and complex thinking to solve advanced math challenges. Students meet weekly with the AIG teacher to discuss problems, share strategies/solutions, and work together to increase their mathematical skills.

3c. Students with disabilities:

WROES has a reputation for being responsive to the needs of students with disabilities. The school houses two centralized placement options: Learning Connections, for students with characteristics of autism on the NC standard course of study, and Living & Learning, for students with cognitive disabilities on the NC Extended course of study. Additionally, the school has multiple speech therapists and resource teachers to serve students with disabilities in the general education classroom. The team meets weekly with district coaches to collaborate and problem-solve in order to best meet the needs of students. Odell consistently demonstrates the commitment to being a responsive and supportive environment for students with autism and many families report moving into our district to secure services for their students, some coming from as far away as England. We have a high Asian Indian population of male students on the autism spectrum in centralized placements and the regular classroom.

3d. English Language Learners:

At W. R. Odell Elementary we meet the diverse and individual needs of our English Language Learners/Multi-Lingual Learners in various ways. We begin by assessing multi-lingual students' current language proficiency in the four domains of language (listening, reading, writing, speaking). Once we know our students' levels, we develop instruction to target their specific language goals. ML student goals are tracked through our Ellevation platform and are expected to move through from entering (1) to reaching (6) in the first few years in US schools. At W. R. Odell, collaboration with colleagues is essential for ML learner success as different team members bring in different expertise. The classroom teacher serves as the content expert while the ESL/ML Teacher serves as the language expert. EC teachers fill in the gaps for our dually identified students. We share information about language acquisition and best practices between the classroom, intervention, and EC teachers as needed. We also serve as advocates for our students with unique needs and language backgrounds. Throughout our school, strategies to support EL/ML and all learners are consistent. There is a strong focus on vocabulary development. The use of visuals, modeling, and graphic organizers are seen in every classroom. Additional supports such as sentence frames, read-aloud apps, and translation exists to support our newcomers in the classroom setting. Finally, at W. R. Odell we are very proud of how we incorporate students' home cultures and languages into instruction and classroom community. We have over 20 languages represented at W. R. Odell and students from all over the world. We have 81 active ESL/ML students. We celebrate and display the different languages in our classroom and encourage students to connect and use their language in their reading, writing, and speaking. Our school is proud to partner with families each year to host a Cultural Night. This night allows our families to host a cultural booth that showcases their culture and country. We also display art, and music, and enjoy food from different cultures.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

John Hattie, the author of Visible Learning Research, determined through his groundbreaking meta-analysis of numerous learning studies that high teacher expectations for students are one of the most significant factors for increasing successful student outcomes. The staff at WROES conveys those expectations to their students every day by sharing learning intentions, co-constructing success criteria and guiding student goal setting. Departmentalized teams of instruction allow teachers to build expertise in content areas and develop highly engaging activities for students. Science teachers use hands-on experiments and learning experiences to facilitate critical thinking skills and problem-solving capacity in students. Literacy and math teachers collaborate with content team members to implement high-yield strategies such as problem-solving teaching and use of prior knowledge to foster student efficacy. Teachers use formative and summative assessments to provide feedback of learning and feedback as learning. Students are provided numerous opportunities to extend and apply their learning through encore classes, academic competitions and service learning projects.

2. Engaging Families and Community:

W.R. Odell and Primary schools share a vibrant and supportive PTA. Multiple opportunities are offered for parents to become involved in the school; parent conferences are well-attended and school events are extremely popular with families. Class DOJO and Blackboard Connect are used to communicate events and there is significant interaction with the community via social media. Parent volunteers are used to support classrooms and fundraising efforts are extremely successful. A recently added Principal newsletter has been well-received. The All-Pro Dads group meets monthly to build relationships in the community through intentional, interactive lessons and supports with projects throughout the building.

Local Boy Scout troops, often comprised of former Odell students, complete projects for the school; this year they did a massive clean-up of our learning garden and built picnic tables for outdoor classroom lessons. Area recreation groups use the building to run leagues for basketball teams comprised of Odell students. After-school clubs provide access for students to local organizations such as Charlotte Chess club, Drama Kids, Charlotte Tennis Club, and Bricks 4 Kids. Additionally, the internal community of staff is fostered through morale-building activities such as door decorating contests, family events, social club-sponsored competitions and staff celebrations.

3. Creating Professional Culture:

Cabarrus County schools opened the 2022-23 school year with a RISE kick-off professional development conference centered around the book "Culturize" by Jimmy Casas. Designed to build a positive school culture to grow students and teachers, the book centers on cultivating a community of learners. Each chapter focuses on a 'soft' skill needed to build morale, facilitate teacher efficacy and create an atmosphere of collaboration. After the conference, school leadership at WROES decided to continue the culturize work through a book study. "Home teams" were created to bring together certified staff members across grade levels and content areas into vertical groups; these groups meet monthly to explore concepts featured in the book and develop plans for implementing them across the school in an effort to positively impact staff morale and increase student success outcomes.

Professional learning communities are the key instructional decision-making bodies in the school. PLC teams, facilitated by classroom teachers, are vibrant clusters of educators with shared goals that regularly use data analysis to plan aligned and meaningful instruction. Administration works diligently to trust these teams with the power to design curricular experiences for all students. North Carolina Teacher Working Conditions Surveys suggest that teachers at WROES believe they are given the opportunity to teach with minimal interruptions and are provided ample time to plan with their colleagues. They report that they are freed from duties that interfere with teaching and are supported with student conduct to a degree that allows them to instruct effectively. Teachers believe that they are regarded as educational experts in the building

and are encouraged to take on formal and informal leadership roles, creating a culture of teacher efficacy that makes a strong impact on teacher retention and student success.

4. School Leadership:

A previous assistant principal at the primary school was chosen to oversee the opening of Odell Elementary in the fall of 2016. This administrator had already built an impactful relationship with the community and was the perfect choice to lead the hiring of the initial staff. At this time of this submission, this principal has moved to a central office position and a new principal has been in place for six weeks. Conferences were held with teachers and staff after the transition and they were asked about what made Odell a successful school. Time after time, the replies were the same: the administration treats teachers as professionals, trusts staff to do their jobs with autonomy, and always supports the needs of employees' families. The three members of the administrative staff share the responsibilities of curriculum supervision, PLC collaboration, and instructional decision-making and work to build leadership capacity across the school with the recognition of staff talents. Special support is provided to new teachers through an effective mentoring program and regular meetings with the administration. The assistant principals exhibit sound decision-making skills and are given autonomy to facilitate teacher efficacy initiatives. The administration makes frequent, concentrated efforts to celebrate staff through shout-outs, wellness activities and appreciation events.

5. Culturally Responsive Teaching and Learning:

Everyday at Odell for 45 minutes all students in grades 3-5 participate in other curricular areas known as Encore classes. These classes are centered around three main focuses: healthy mind and body, a positive self-identity, and the ability to express yourself and explore the world.

All of these areas come together to put on our school's Annual Cultural Night where diversity and differences are celebrated. Students, their families, and staff members have the opportunity to share what makes their families special. Whether it's the country they came from or the places they visited every family at Odell is highlighted through dance, music, presentations, food, and more. We have had over thirteen different countries represented as well as HBCUs, America's Baseball Stadiums, and more. Our ESL Department joins in to help display a language showcase that highlights the many languages spoken in the homes of children. It is a night to remember year after year.

Additionally, the school makes an effort to recognize the holidays and celebrations of all cultures and races through social media, community building in morning meetings and content-based exploration of history and observances. Accommodations are made for religious observances; for example, the school scheduled Field Day, a day-long event held outside and requiring considerable physical activity, to be held after the conclusion of Ramadan to avoid intense exertion for students who were fasting. The school talent show also featured martial arts, music, and dance representative of numerous nationalities.

PART VI - STRATEGY FOR EXCELLENCE

WROES has built its reputation for excellence through a determined, intentional effort to embrace and celebrate the diversity of its population. Over the last decade, a significant influx of Asian Indian families has changed the demographics of the school and nearly 50% of the student body is now a multi-lingual learner. The decision to view this shift as an opportunity to capitalize on the vast array of experiences and cultural identities in the school has been instrumental in the success of all students and stakeholders.

Embedding different viewpoints and experiences into standards in literature, social studies, science, and the arts has exposed all learners to a more comprehensive understanding of the content and richer opportunities for application. WROES faculty embraced the high academic expectations of these families and their desire to cultivate career and college readiness for students. They accelerated the rigor of coursework and used intentional feedback for students as a way to build student efficacy and confidence that they could achieve the lofty goals set for them. The exposure to diverse ethnicities, religions and backgrounds also fosters empathy and connection to a global citizenry that will serve students in future endeavors.

Many Asian Indian parents here at Odell conceal the fact that their families speak other languages than English to prevent students from being enrolled in English Language Learning courses; however, they consider placement in Academically Gifted courses to be a priority and often supplement instruction with after-school tutoring and lessons. The leadership and faculty at WROES have been sensitive to these needs, including the ELL teacher in PLC meetings to help scaffold instruction for non-identified MLL students in the classroom. Teachers of the academically gifted also collaborate with teachers to embed high-yield problem-solving approaches and research-based strategies in both core and differentiated instruction to support these advanced learners.