

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 Mr. Todd Franze

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

Official School Name Hampden Elementary School

(As it should appear in the official records)

School Mailing Address 441 Skyport Road

(If address is P.O. Box, also include street address.)

City Mechanicsburg

State PA

Zip Code+4 (9 digits total) 17050-6825

County Cumberland County

Telephone (717) 737-4513

Fax (717) 506-3941

Web site/URL <https://ha.cvschools.org/>

E-mail tfranze@cvschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. David Christopher

E-

mail dchristopher@cvschools.org

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

District Name Cumberland Valley School District

Tel. (717) 697-8261

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. Heather Dunn

(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):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 11 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	93
1	96
2	107
3	74
4	89
5	85
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	544

*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):
- | |
|--|
| <u>0.4</u> % American Indian or Alaska Native |
| <u>26.8</u> % Asian |
| <u>5.8</u> % Black or African American |
| <u>4.4</u> % Hispanic or Latino |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>60.2</u> % White |
| <u>2.4</u> % 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: 14%

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	39
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	68
(4) Total number of students in the school as of October 1, 2021	503
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

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

Nepali, Arabic, Telugu, Tamil, Turkish, Urdu, Vietnamese, Burmese, Farsi, French, Gujarati, Hindi, Kannada, Korean, Malayalam, Marathi, Punjabi, Spanish

English Language Learners (ELL) in the school: 11 %

59 Total number ELL

7. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 99

8. Students receiving special education services with an IEP: 13 %
Total number of students served 73

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>34</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>7</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>39</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 8

10. Number of years the principal has been in the position at this school: 3

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
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	95%	97%	96%	97%	97%
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.

Hampden Elementary, in partnership with family and community, is committed to providing a safe and nurturing learning environment that inspires our students to achieve success and a love for learning.

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

https://www.cvschools.org/support_operations/human_resources/non-_discrimination_information

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

Located just outside the state’s capitol of Harrisburg, and in the suburbs of the town of Mechanicsburg, Hampden Elementary sits in between several walkable, residential communities along the picturesque Conodoguinet Creek. Throughout the day, community members are seen walking or biking past the campus, while bald eagles and hawks soar in the skies above the kayakers in the creek. After school, former students and families are gathered at the edge of campus, eagerly waiting for dismissal to end to enjoy our playgrounds and facilities. Hampden has not only served as the hub of the community but also is an integral part of its history.

Hampden was built in 1968 and renovated in 1998 and 2020. The most recent renovation in 2020 resulted in improvements to building cosmetics (paint, carpet, lighting), furniture upgrades, technology enhancements (intercom system, security cameras, TV studio, classroom audio systems, etc.), HVAC improvements, as well as the addition of an elevator and two playgrounds. The renovation improvements have proven to not only modernize the facility but also provide a visually stimulating and inspiring atmosphere.

Hampden is one of eight elementary schools in the Cumberland Valley School District. Our large school district serves over 10,000 students within our rural and suburban communities. Hampden Elementary currently serves a diverse population of about 550 Hampden Township students in grades K through 5. Students are provided special programming for services in Learning Support, Autism Support, English Language Development, and Gifted Support. Within the past three years, our student population has continued to evolve resulting in a more diverse community of students who speak 19 different languages. Additionally, in the 2020-21 school year, Hampden welcomed our first Autism Support classroom and since then, has expanded the program to four classrooms serving almost 30 students.

During the COVID pandemic, Hampden experienced challenges similar to those felt in schools throughout the country. Although we were fully virtual at the end of the 2019-20 school year, our district provided in-person learning beginning in the Fall of 2020, while also establishing our Cumberland Valley Virtual Academy to provide options to all students. Although providing options to students and their families brought its own challenges as a district, our students were still provided rich learning opportunities regardless of the mode of instruction. An additional challenge resulting from the pandemic, and experienced at Hampden, was the substitute teacher shortage throughout the 2020-21, 2021-22, and beginning of the 2022-23 school years. The shortage resulted in all staff (teachers, support staff, and administration) supporting each other to cover classrooms and district leaders adding flexible Teacher Assistant positions to aid in classroom coverage.

Since the 2019-20 school year, there have been many changes for the staff at Hampden: a new principal in 2019, pandemic protocols, substitute teacher shortage, building renovation, and the expansion of special programming opportunities. Although Hampden was eager for some consistency, the 2022-23 school year still brought the implementation of our new ELA core curriculum, as well as other programmatic initiatives in ELA. Since the 2020-21 school year, there were many professional learning opportunities provided for staff to gain essential foundational knowledge prior to the curriculum’s implementation. A steering committee was also created to develop the vision, inform programmatic decisions, and select the new core curriculum. In addition to the core curriculum, we have implemented sound walls in classrooms and targeted, skill-based small group instruction during a daily 45-minute block. Since its implementation, there have been encouraging student outcomes due to students’ exposure to rich text and content, as well as explicit and systematic instruction aligned with the Science of Reading.

In addition to our ELA core curriculum implementation, Hampden has been engaged with our district and 100 community stakeholders to develop our Portrait of an Eagle (Portrait of a Graduate) initiative, which establishes seven common competencies (adaptation, communication, confidence, critical thinking, empathy, problem solving, responsibility) for students to master prior to graduation. With these skills developed from our portrait work, students would be able to successfully enroll, enlist, or be employed. As a part of the first stage of implementation, Hampden focused on the responsibility competency during the 2022-23 school year by developing “Unit Zero” which aimed to communicate clear student expectations

throughout our various school environments. In the near future, all seven competencies will be explicitly taught or fostered through various learning opportunities.

Hampden has many reasons for our sustained tradition of excellence and many of those reasons can be easily described. What's difficult to describe is the feeling when you walk through our doors and observe the heartwarming sights and sounds of our school. At the beginning of the day, you would regularly hear staff and students wishing each other, "Good morning" and it wouldn't be abnormal to hear many students say to each other, "I hope you have a great day." Our principal would be exchanging fist bumps or challenging students to a game of four-square during recess. Laughter and excitement would fill the hallways as teachers give personalized handshakes and greetings to students. If you're lucky, you'd catch our student "Yay of the Day" team filming and interviewing other students and staff throughout the building. All in all, you'd see staff and students working cohesively to create an exceptional school experience.

This is Hampden. It is what makes our "Hampden Family" special. It is why "Hampden Pride" is alive and thriving.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

In the 2022-2023 school year, our district adopted and implemented an evidence-based core English Language Arts resource that aligns to the Science of Reading for students in grades K through 5. In an effort to fully address the pillars of effective reading instruction, our district adopted the Amplify Core Knowledge Language Arts (CKLA) programmatic resource. Developed and built through the Science of Reading framework, CKLA capitalizes on a skills and knowledge-based approach to instruction. Skills-based instruction is grounded in systematic and explicit teaching focused on essential reading competencies (concepts of print, phonological awareness, phonics, word study, etc.). The knowledge component provides literature rich in content and vocabulary, designed to engage students in critical thinking, engaging discussion, and comprehension strategies.

The Science of Reading research indicates instruction must use explicit and systematic methodologies to develop foundational skills among students. This approach is known as “Structured Literacy.” The greatest number of learners have the best outcomes in reading when they are taught how to decode (word recognition) and given multi-sensory practice in language (listening, speaking, writing, conversing, etc.) to develop language comprehension. Word recognition involves phonological awareness, decoding and spelling, and sight recognition. Language comprehension involves the development of background knowledge, vocabulary knowledge, language structures, verbal reasoning, and literacy knowledge. Systematic, direct, explicit instruction in the development of the associated skills of word recognition and language comprehension have the greatest impact on students' proficiency in reading comprehension.

Staff members are continuously trained in the science of how children learn to read. In turn, we apply our knowledge, research, and best instructional practices to ensure every student becomes a skilled reader. We firmly believe essential foundational skill development is critical for all students. We also believe in tailoring instruction through differentiation. Intervention and support will continue to be provided for students that are struggling with skills. Additionally, as students master foundational skills, and word recognition becomes automatic, we will advance and enrich students in their reading journey. The expected result is to see students fill gaps based on diagnostic data and have a higher percentage of students reading at grade level based on the transition to the structured literacy model. The effectiveness of instruction and resources implemented will be monitored through benchmark testing, assessments, and teacher input.

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

The mathematics curriculum is based upon the PA Core Standards which are adapted from the National Common Core Standards. It includes standards, assessment anchors, and eligible content in Numbers and Operations, Algebraic Concepts, and Geometry, as well as Measurement, Data, and Probability. At each grade level, new skills are introduced and skills previously introduced are moved to mastery. Our ultimate goal is fluency which we define as a combination of flexibility, appropriate choice of strategies, efficiency, and accuracy. It is more important that our students have a strong number sense and understanding that will serve them well in future mathematics courses than the pure memorization of facts and algorithms.

The district is currently implementing Math Expressions as our curricular resource. Math Expressions is a comprehensive, standards-based resource that offers a balanced approach to teaching and learning mathematics. Math Expressions uses manipulatives, visual models, conceptual language, and real-world situations to help students build deep mathematical understanding.

Teachers utilize a flexible grouping model within the classroom to best meet the needs of each of their students. Teachers begin with a preassessment of student skills followed by a whole group lesson. Many teachers then meet with small groups to work on targeted instruction and enrichment while the other students practice or extend their skills through centers and online programs, such as our supplemental

personalized learning software, Imagine Math.

Students are assessed through standards-based grade level assessments administered at the end of each unit of study. Students are also assessed throughout the lessons through the use of various formative assessments. Screeners, such as FastBridge also provide additional opportunities to assess students, particularly to determine those who need additional support.

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

Our core language arts program utilizes rich non-fiction text to instruct knowledge acquisition in the domains of Science and Social Studies. Although many feel that a hands-on approach is the best way to learn science, we have found that by engaging our students in a minds-on fashion for critical reading, writing, and social processes tasks, their acquisition will be more engaging and support retention.

Along with this content acquisition, students will be taking part in application activities that provide them access to new technologies, and opportunities to deepen their understanding of the fundamental skills of scientists and engineers. By fourth and fifth grade, they begin to capitalize on this knowledge acquisition by focusing more on the hands-on components of science during structured inquiry experiences. Some examples of the interactive and hands-on experiences are conducting various experimental studies in our nearby creek, interacting with live farm animals from our high school's Future Farmers of American program, engaging in our star exhibition at our mobile planetarium, and participating in our Great Pumpkin Experiment. Students are assessed through these interactive experiences as well as the science content infused throughout our core language arts curriculum and its assessments.

We plan to continuously monitor the achievement of our students through this knowledge-based acquisition learning, and track their growth against a set of crosscutting concepts that are ubiquitous across the disciplines and represent key lenses through which students should be viewing the world around them. We plan to make periodic adjustments to the application experiences in order to provide the scaffolds and resource supports needed to help our students to grow.

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

Our core language arts program utilizes rich nonfiction text to instruct knowledge acquisition in the domains of Science and Social Studies. Students are engaged in building their background knowledge in the areas of Social Studies which are aligned to the PA standards. Topics of study include Presidents and American Symbols, Early World Civilizations, Early American Civilizations, American Independence, Colonial America, Westward Expansion, Empires in the Middle Ages, The Renaissance, The Reformation, and Native Americans, just to name a few.

In addition to their integrated study of Social Studies, fourth and fifth grade students have an additional block of time that is dedicated to the study of Social Studies. Our fourth grade students focus on Pennsylvania Civics and Government, Economics, Geography, and History. The culminating experience for our students in fifth grade is their preparation for and participation in the Junior Achievement BizTown experience. Through the BizTown experience students practice preparing a resume, selecting positions, interviewing for jobs, and more. They also get to be active citizens by voting in an election.

Students are engaged in many interactive and hands-on experiences to explore social studies content. Some of examples of these experiences are our Colonial Days exhibition, wax museum projects, and Time Traveler Trunks experiences where hands-on artifacts are explored in the classrooms. In addition, there are ties to Social Studies content in several of our off-site field trips. Students are assessed through these interactive experiences as well as the social studies content infused throughout our core language arts curriculum and its assessments. We will continue to monitor the achievement of our students throughout their knowledge acquisition, and application through other activities.

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 in grades 1 through 5 receive a robust art curriculum once every six day cycle. Instruction focuses on the artistic process, rather than an end product. Students both self-reflect and peer critique art in order to grow in their art knowledge. Throughout their elementary experience, students produce a wide variety of 2D and 3D art projects. A favorite project of our students is creating clay dragons in fifth grade. Our staff is always interested to see which unique dragons our students will create. If you were to walk the halls of Hampden, you would notice the multiple pieces of art throughout the school. Students have helped plan and develop these projects to create a visually appealing, student-inspired atmosphere.

Students in grades 1 through 5 attend Music class once during a six day cycle. Students are exposed to a wide range of vocal and instrumental music. One of the students' and staff's favorite days of the year is YES day in Music class. This special day asks students to be creative and confident as they plan and execute a musical performance of their choice for the class. In addition to music class, fourth and fifth grade students participate in chorus, which sometimes functions as an ensemble to our school musical. Students are also able to join band and strings in fourth and fifth grade as a voluntary option.

2b. Physical education/health/nutrition

Students participate in physical education class once during a six day cycle. They participate in a multidisciplinary approach that includes larger, overarching themes such as cooperative learning, teamwork and collaboration. In addition, students are encouraged to focus on their own personal growth and improvement. Many of our PE units are unique and engaging. As you enter our gymnasium, you may see students participating in our cardio drumming unit or using the Wii on our large projection screen to learn new dance moves. If our students aren't having PE class in the gymnasium then you may see them on our playground blacktop using bikes and scooters to develop their balance and coordination.

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

2d. Technology/library/media

Explorations is a Cultural Arts STEAM course that meets once every six cycle days. This innovative 1 through 5 grade course explores numerous aspects of creative and critical design in maker space and computer science environments. The integration of Science, Technology, Engineering, Arts, and Mathematics supports student inquiry to learn through collaborative and hands-on experiences. Reflective learning, during and at the conclusion of each project, is a component that encourages students to grow from mistakes and recognize their own resilience to challenge while enhancing their 21st Century skills of communication, collaboration, creativity, and critical thinking.

Students also visit our school's library once each six day cycle. During their time in the library, they have instruction in library resources as well as have the opportunity to check out books from a well-maintained library collection. Students are also exposed to quality literature via a weekly read aloud by the librarian. The library is also used as a resource for students and staff to conduct research projects.

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

Hampden students are recognized for their positive behavior through verbal praise and acknowledgement, as well as through our Dragon's Pride program. The program asks staff members to identify students who exhibit our expectations of being respectful, responsible, and safe. A Dragon's Pride ticket is filled out with details of the student's actions and submitted to our morning announcement team. The morning announcement team acknowledges the Dragon's Pride recipients on our televised morning announcements then recipients bring the tickets home to share and celebrate with their families.

Students with autism receive an adaptive class in addition to attending class with their regular education peers. The PE, Art, Library, Explorations, and Music teachers plan and develop innovative ways to adapt their curriculum to provide the foundational skills necessary to be successful in their traditional classes.

There are many opportunities for students to participate in extracurricular experiences at Hampden. Recently, we have established a buddy program to primarily benefit our students with autism. Our program pairs a student with a student with autism to develop strong connections and personal relationships. This program has not only benefited our inclusion initiative, but provided our students with invaluable lessons of promoting empathy, understanding, and awareness. The Hampden Green Team uses their horticultural skills to develop and manage our garden areas around the school. The team helps preserve the beauty of Hampden's exterior as they learn important lessons in teamwork, responsibility, and problem solving. A well-admired club at Hampden is our musical cast and crew who put their theatrical talents to the test as they pursue their personal interests and prepare for additional theater experiences in middle and high school. Hampden also has a large number of students who participate in our Girls on the Run team. This teacher-led program has proven to help students live healthy lifestyles as it promotes joy and confidence.

3. Academic Supports

3a. Students performing below grade level:

Hampden provides a variety of resources to parents and students who have children performing below grade level. Hampden teachers are well versed in the ability to differentiate their instruction to support students who need further intervention and guidance in skills that are covered in the core curriculum.

Within the regular education classroom, you will find Hampden staff using manipulatives, real life examples, and whole brain learning strategies to support their students' learning. Using a variety of strategies and learning styles allows for teachers to reach all abilities in the classrooms. Small group instruction areas can be found in classrooms so that teachers are able to pull small groups of students together to work on skills they have observed and need to reinforce with students.

For an hour out of the day, Hampden has an instructional block called SOAR where students are placed in flexible, skills-based groups for ELA instruction. Using the benchmarking data, coupled with follow-up diagnostic assessments, teachers identify and instruct students on specific skill areas that target their specific needs. While the targeted instruction is personalized for the student, possible skill groupings include, but are not limited to decoding skills, phonemic awareness skills, writing skills, encoding skills, and much more.

The intervention groups, led by our trained professional staff members, capitalize on this time and use a variety of evidence-based resources to meet the students' needs. Teachers are trained in utilizing a variety of programs and regularly monitor student progress to decide if further instructional changes need to occur. All interventionists received explicit, intense training on effective reading instruction through the AIM Institute. Such intervention practices are grounded in the Science of Reading and include resources like decodables such as Moon Dog, Dandelion Launchers, Power Readers, and Supercharged Readers. Our staff members also regularly use resources like the 95% Lesson Library, and West Virginia Phonics. Pending student progress, further more intensive interventions are available for students such as UFLI and ECRI Intensification.

3b. Students performing above grade level:

At Hampden, though we believe the majority of our students' needs will be met through regular education offerings/opportunities, some student's needs will be challenged through other specially designed instruction as determined by the Gifted Individualized Education (GIEP) Team. We meet the diverse needs of gifted learners on a personalized and individualized basis by facilitating appropriate differentiation, enrichment, intervention, acceleration, and specially designed instruction as determined by the GIEP Team.

Many of our teachers do guided math which allows them to meet with small groups to focus on skills with which they need practice. Some of the groups formed are for students who need help taking their math farther and higher. This involves more real life math problem solving and advanced math topics. One example of teachers truly taking their above level students farther is demonstrated in a classroom that has "experts" in math. The teachers provide these "experts" time to prepare and design a lesson that goes along with the topic being covered. The students love a chance to shine and their peers show them respect and kindness as they share their lesson.

In ELA, our teachers also find creative ways to expand student knowledge and help the above level students grow. Many of our teachers utilize novel studies with the on and above level students. These novel studies dive into vocabulary building, real life connections, authentic writing, and chances to expand their knowledge of the world. The novel studies are guided to provide students with a chance to develop their independence and time management, while still also providing instruction in those crucial critical thinking and semantics skills they need to focus on.

Providing students a chance to collaborate with students outside of our building that are also above level is another opportunity Hampden students have. They are provided with a chance to connect virtually with other gifted students to work together through brainteasers, puzzles, and other critical thinking tasks. This time is perfect for authentic learning with peers that are working on the same level.

3c. Students with disabilities:

Our students with special needs are provided with differentiated core instruction alongside their same-age peers in the regular education environment, but when more support is deemed appropriate by the IEP (Individual Education Plan) team, a variety of research-based supports may be put into place. In the special education setting, students will receive instruction in identified areas of need via research-based curricula and multisensory methods. Our special education teachers and their educational assistants use varied presentation modes to allow for repetition and therefore, improve content retention and generalization of skills across settings.

In the 2019-20 school year, Hampden started an autism support program with one classroom. Since then, we have added three additional autism support classrooms. Within each classroom, the autism support teacher and their staff have many resources available to meet the unique needs of their students. Students with communication needs may receive explicit instruction utilizing errorless teaching protocols to learn the communication skills needed to navigate the school and home environment. Other students may need modified academic tasks paired with explicit, research-based behavior plans to teach coping and self-regulation skills. Every student's programming is tailored to their individual needs in the least restrictive environment. A common interest for many of our students with autism is exploring our sensory room and sensory path. Many of our students with autism receive an adaptive special period in addition to attending specials with their neurotypical peers. Our students with autism actively engage with their peer buddies when buddy program students visit their classrooms. Our autism support teachers are supported by paraprofessionals, educational assistants, registered behavior technicians, autism consultants, board certified behavior analysts, and related service providers.

The coordination and teamwork amongst the IEP team (general education teachers, related service providers, parents/guardians, administration, etc.) has been essential in our students' success. Regardless of the type of support students receive, what makes our Hampden programs special is our unwavering advocacy and strong desire to help our students persevere through any challenge.

3d. English Language Learners:

The English Language Development (ELD) teachers and educational assistants provide instruction centered around ELD-specific curriculum and standards. The goal of the curriculum is to foster English language proficiency growth. Classroom teachers tailor content instruction and assessment for English Learners by referencing the ELD Standards and the Can Do Descriptors for each student in order to provide accommodations and/or modifications dependent on student need. Sample accommodations might include: visual/image support, graphic organizers, sentence stems, manipulatives, and pair/group work. Modifications may include simplified texts or alternative assessments.

In order to close the gap between the ELD subgroup's achievement and that of all Hampden's tested students, the school supports English Learners with both push in support and pull out direct instruction. ELD staff receive training on materials and strategies to support language growth and appropriate language skill interventions. Classroom teachers are provided professional development on differentiated instruction and the use of data to provide targeted instruction that is accessible to all students.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

When our students look back at their time at Hampden, we know they'll be reminded of the special moments they've created and therefore, we've made it our mission to create unique and memorable experiences that students will never forget.

Hampden begins our day with televised morning announcements conducted by selected fifth grade students. Our recently upgraded television studio offers a realistic experience similar to that of a news production studio. There are many roles students need to fulfill to manage the equipment and execute the live production. The producer, anchors, meteorologist, camera operators, teleprompter operator, laptop coordinator, and video/sound technician all play important individual roles, yet are required to collaborate and use problem solving skills to produce a successful show.

Our new ELA curriculum has proven to have rich, authentic content and our teachers have used it to create memorable experiences by bringing the content to life in various ways. It is not abnormal for our staff to be dressed in unique and engaging attire, such as Greek goddesses, kings and queens, astronauts, or dinosaurs. Classrooms have transformed overnight into scientific labs, outer space, operating rooms, or Viking ships. Every day, students are eager to find out what exciting adventure will be happening in their classroom.

Our Junior Achievement program is a chance for students to feel inspired and to help prepare them to succeed in the global economy. Students in grades kindergarten through 5 interact with a volunteer from our community while participating in lessons focusing on finances, community, product production, and more. In fifth grade, students interview for jobs and participate in elections before venturing to Biztown. Biztown is an interactive town where students authentically show their knowledge of business, finances, and more by engaging and participating in specific community roles. The Biztown experience is a core memory moment for many of our students.

Every morning when you enter a classroom at Hampden you are greeted by the sounds of students interacting and welcoming each other during morning meetings. This time is a space for students to connect, reflect, and grow in their social emotional skills. Perhaps you will walk in to students welcoming each other in their native languages or see a game of four corners taking place. In other rooms, you may hear a read aloud or perhaps a sharing time about their favorite food. This chance to foster relationships and develop bonds is essential in the community of Hampden Elementary.

2. Engaging Families and Community:

Consistent communication and connecting with our community is an important factor in our sustained success. Families receive weekly updates from classroom teachers, as well as schoolwide parent newsletters from the principal. Hampden uses its social media platforms to tell its story by giving families and the community a peek at students' daily experiences via pictures and videos. As a part of sharing our experiences, Hampden has developed a "Yay of the Day" team to celebrate our student and staff successes on our school social media platforms. Students and staff are asked to write out and share their "Yay of the Day" on cards to be selected by the team. Once selected, the team, consisting of an anchor and camera operator, interviews the individual and sends the video to the staff editor who edits the video and shares it on social media. This student initiative has not only proven to be a student favorite but parents and community members enjoy hearing our successes, as well as seeing our students facilitate and lead a project.

Hampden is well known for its active community engagement with various organizations. During Fire Safety Week, the local fire department has used their equipment and vehicles to set up several stations for students to conduct simulations and learn about fire safety. Every year, we work with our local police departments for several students to spend the day with a police officer for breakfast and a shopping spree. Our school and district also participates in coordination with the Four Diamonds Association to hold special school events to bring awareness and raise hundreds of thousands of dollars for pediatric cancer.

In addition to collaborating with our community partners, Hampden has a supportive parent community who organizes and participates in many memorable events. An annual event that our students look forward to is our Veterans Day program where our parents who are veterans join a school assembly to celebrate this special day with speeches, songs, and other recognition activities. Our Hampden PTO organizes a BINGO event, movie night, school dance, fun run and many more events to support our school community. Our district also engages families to promote literacy in the home by coordinating a One District, One Book initiative where families are asked to read and complete engaging activities associated with a common book selected by the district. These events help establish and fortify a special bond and connectedness between our school and community.

3. Creating Professional Culture:

Hampden Elementary School creates an environment where teachers feel valued and supported socially, emotionally, and professionally. There are frequent opportunities to build community and foster relationships. For example, the Social Committee hosts a monthly themed potluck during lunch and the principal facilitates a Fun Faculty Meeting once a month to play games and provide a foundation for social-emotional relationships. Hampden has a morning meeting buddy classroom program where students and staff have the opportunity to build cross-grade level relationships and learn together. Staff at Hampden model a climate of support and collaboration for students and the community.

Professionally, teachers' professional needs and wants are identified through a variety of surveys hosted by third-party surveys, district-created surveys, and ongoing informal conversations. For example, in response to a recent survey, staff identified needs in the areas of collaboration and effective professional development. In response to the collected data, staff were given the opportunity to identify and share their areas of specific needs (content, resources, social-emotional supports, etc.) and how they would like the support provided (individually, small group, or large group). Support is provided at the school level by the Instructional Coach and Instructional Specialists during PLC (Professional Learning Community) meetings and planning periods to provide high-quality instructional resources and assessment tools to impact student achievement. These roles at the school ensure ongoing and onsite support following district-provided professional development. This has been essential with the adoption of a new core English Language Arts curriculum. Additionally, a Pineapple Chart, a system for informational peer observations was implemented to further build relationships, collaboration, and provide professional development.

Effective communication has also contributed to the supportive culture at Hampden. The three faculty support teams: School Leadership Team; Faculty Advisory Council; and Social Welfare Committee; provide a clear, systematic process for staff to communicate challenges, create action plans, and reflect on team decisions. In addition to these processes, the Principal, Instructional Coach, and Instructional Specialists often participate in weekly PLCs, as well as engage in informal conversations with staff throughout the building. Although there are various communications from many stakeholders throughout the school, the principal strives to create clear, consistent communication by sending a weekly staff newsletter and daily staff updates.

Hampden's student achievement continues to grow due to the nurturing environment that the staff creates and models for students. Because staff are supported emotionally, socially and professionally, they are able to provide that same value and support for their students.

4. School Leadership:

Hampden has one building administrator, the principal, who leads all administrative tasks, such as supervision and evaluation, scheduling, student/staff development, budget, staffing/hiring, curriculum planning and execution in coordination with the instructional coach, and special programming in coordination with special education supervisors, as well as other administrative tasks. Over the past three years, the principal role has shifted from its traditional duties to planning and executing new initiatives, managing classroom coverage, and supporting the evolving needs of students and staff.

Since the principal started at Hampden prior to the 2019-20 school year, the support needs have shifted, but the leadership philosophy has remained consistent. The principal strives to be a servant leader who models a special commitment to students and resilience amidst evolving challenges. He demonstrates an optimistic, yet realistic mindset and models the significance of authentic relationships, as well as positive energy to cultivate a thriving school environment. As you walk through the hallways and classrooms, it is clear these beliefs resonate with Hampden staff who are consistently creating high impact learning moments and work vigorously to make a positive impact on students.

The principal fosters a shared decision making approach by coordinating building-level decisions with the School Leadership Team. The SLT is composed of a representative from each team or department and meets often to plan future projects and initiatives. Hampden also has a Faculty Advisory Council who is a problem solving team who discusses current challenges and provides solutions with the principal. Hampden's social welfare committee leads initiatives to celebrate staff and their accomplishments. These three teams play a vital role in ensuring Hampden retains its excellence by meeting the current and future needs of staff, students, and families.

The school is supported by the district's Superintendent of Schools and its Cabinet members which includes: an Assistant Superintendent for Elementary Education; an Assistant Superintendent for Secondary Education; an Assistant Superintendent for Curriculum, Instruction, and Assessment; a Director of Technology and Innovation; a Director of Human Resources; a Director of Professional and Student Services; a Director of Special Education; and a Director of Finance and Operations. The principal works closely with these district members as well as special education and curriculum supervisors who coordinate professional learning, execute curriculum or programming, and supports students and their families.

5. Culturally Responsive Teaching and Learning:

Hampden has a diverse student population with varied academic, social, and emotional needs. Our staff support students through the MTSS (Multi-Tiered Systems of Support) process, as well as exposure to differentiated core instruction. After collecting and analyzing data from universal screeners, benchmark testing, and diagnostics, appropriate students are provided Tier II and III support services. Every trimester, our student support team, consisting of Instructional Specialists, Instructional Coach, Learning Support teachers, English Language Development teacher, School Counselor, and School Psychologist meet with classroom teachers to discuss students' academic needs after receiving updated progress monitoring data. In addition to meeting every trimester, our ESAP (Elementary Student Assistance Program) team, consisting of various school staff, meets biweekly to discuss students' social and emotional needs and create action plans with the students' families.

Hampden also follows the Responsive Classroom philosophy, which is an evidence-based approach to teaching that is deeply rooted in social-emotional learning and focused on engaging academics, positive community, effective management, and developmental awareness. Our staff aim to create safe and joyful learning communities where every student can thrive by helping students develop strong social, emotional, and academic skills. Many Responsive Classroom strategies have been essential in our success, such as daily morning meetings, interactive modeling of expectations, creating student break areas in every classroom, and the effective use of reminding and reinforcing language with students. These strategies with many others have created a responsive learning environment for all students.

The Hampden staff celebrate our diverse student population in various ways. Every classroom at Hampden begins their day with a morning meeting, which teachers often use for students to share personal stories about themselves or their families. The morning meeting share not only develops our students' communication skills, but it also creates deep personal connections and strong classroom communities. Throughout the school year, Hampden teachers integrate many culturally responsive activities into their instruction, such as making origami, exploring different holidays around the world, or learning about local African American heroes. A school initiative for the 2022-23 school year is to plan a cultural celebration night to establish strong connections between our school and community. The celebration will include Hampden families sharing their cultural traditions, such as food, dance, and music, as well as a fashion show to celebrate our diverse community.

PART VI - STRATEGY FOR EXCELLENCE

Any teacher, support staff, secretary, food service staff, custodian, volunteer, or student who walks into our school is considered part of our Hampden family. As a member of our family, individuals are held to specific values and standards by the other members. Throughout all areas of the school, staff consistently hold students to high academic, social, and emotional expectations. There is a common belief amongst staff that the standard for excellence will consistently remain high for all students. Even when students exhibit challenges, they will be provided with scaffolding and supports to meet our rigorous standards. Our high standard for excellence has proven to intrinsically motivate and instill confidence, and therefore, maximize our students' potential.

Our staff have naturally developed high standards for our school's climate and culture. At Hampden, there is a common expectation that staff will be fully invested in our students' success. Although this trait comes naturally to educators in general, there is a special level of commitment, advocacy, and energy that fills the hearts of the Hampden staff. Over time, this energy has become infectious and now is the standard. Since this common culture is established, collaboration and teamwork come naturally. Not only have Hampden staff exhibited their commitment to our students, but they are also committed to growing with each other, as demonstrated in our Professional Learning Community (PLCs) and informal peer observations. Hampden staff are consistently eager to expand their knowledge, as well as learn new skills and strategies to benefit our students.

It is clear that high student expectations have benefited our student achievement rates but they have also made a positive impact on other student skills that cannot be measured as easily, yet are crucial to a student's success. As a part of our Portrait of an Eagle (Portrait of a Graduate) initiative, Hampden has been intentional in developing our students' adaptation, communication, confidence, critical thinking, empathy, problem solving, and responsibility. This initiative has set a rigorous standard for developing a well-rounded, multifaceted graduate who will have the essential skills necessary to be ready to enroll, enlist, or be employed. Now, excellence at Hampden has been redefined by moving beyond an explicit focus on academic achievement and focusing on the development of the whole student.

When our students leave Hampden, we want our high expectations and standards to be deeply embedded into their character, preparing them for a rapidly evolving world. These rigorous expectations and standards with rich and authentic experiences will ensure our students are well prepared to be successful citizens.