

U.S. Department of Education
2015 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 Mrs. Lori Lowers

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

Official School Name Gihon Elementary School

(As it should appear in the official records)

School Mailing Address 2000 Belmont Road

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

City Parkersburg State WV Zip Code+4 (9 digits total) 26101-9028

County Wood County State School Code Number* 208

Telephone 304-420-9539 Fax 304-420-9540

Web site/URL http://woodcountyschoolswv.com/GE E-mail llowers@k12.wv.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____ Date _____

(Principal's Signature)

Name of Superintendent*Mr. John Flint

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

E-mail: jflint@k12.wv.us

Other)

District Name Wood County Tel. 304-420-9663

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

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. John Marlow

(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 that it is accurate.

_____ Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
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. 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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 19 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 27 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	21	19	40
K	29	27	56
1	21	21	42
2	22	22	44
3	19	22	41
4	22	25	47
5	23	20	43
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	157	156	313

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 4 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 3 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 21%

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, 2013 until the end of the school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	63
(4) Total number of students in the school as of October 1	306
(5) Total transferred students in row (3) divided by total students in row (4)	0.206
(6) Amount in row (5) multiplied by 100	21

7. English Language Learners (ELL) in the school: 1 %
2 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: TWI
8. Students eligible for free/reduced-priced meals: 53 %
 Total number students who qualify: 178

Information for Public Schools Only - Data Provided by the State

The state has reported that 43 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 19 %
64 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>22</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	99%	98%	99%	99%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: Eagles Soar to Success

PART III – SUMMARY

Gihon Elementary School is a WV School of Excellence serving 313 students located in Parkersburg, WV. We are an suburban school serving students from low to middle socio-economic status. Fifty-three percent of our school population is social-economically disadvantaged. We serve students of diverse cultures, who live in private homes, rented apartments, and public-assisted housing. The demographic population has been stable, but family units have changed from predominately nuclear families to more blended families. An increasing number of students are living in divorced, remarried, and split homes. Students share time between divorced parents due to visitation schedules. We also have seen an increase in grandparents who take an active role in raising children and an increase in the number of student transfers in and out of our school district.

Our school was originally built in 1956 and has had several additions and upgrades to accommodate a growing population. We have repainted inside and outside, installed new electronic bleachers, retiled the floors, replaced the cafeteria stage curtains, and installed and maintained new landscaping. A walking trail that meets ADA standards was installed and paved. This serves the students of the school and the surrounding community. Three separate playground areas have been installed with appropriate equipment to serve PreK, primary, and intermediate levels. Electronic safety doors have been installed that require key card access. Visitors gain access through a video monitor buzzer system controlled by office staff. All visitors are required to check in at the office and provide proper identification in compliance with county policy for Safe Schools.

Many of our students take pride in being second and third generation Gihon students. Gihon is proud of our multi-generational traditions. The community around Gihon is committed to supporting the school. Parents donate their time, talents, and resources to school-based projects and activities. This community parent involvement is part of the backbone of the school, enhancing the service delivery and improving the school learning involvement. This, combined with our Business Partners, forms a community alliance that students recognize and in turn teaches them to be a part of their community.

Most Gihon teachers spend the majority of their teaching career in our building. The teacher turn-over rate is very low and is usually a result of retirements rather than transfers. All of our classrooms are taught by Highly Qualified Teachers. Many of our staff hold higher degrees and have many years of experience. The consistency has had a profound and positive impact on student learning. Additionally, retired Gihon teachers make up the majority of our substitute teacher pool. Consistency is a key component of the educational environment of Gihon School. The previous principal was promoted at the end of 2013-14 school year to a county level position after serving Gihon for 17 years. Consistent leadership has highly contributed to the development of the entire school.

Gihon utilizes a comprehensive approach to help students develop in all aspects of their lives. Staff all work as a cohesive unit to guarantee student success. Collaboration is a key component of this success. Classroom teachers meet on grade level and employ vertical teaming to maximize instructional delivery. Special area and special education teacher are also including in weekly collaboration.

Various support services are available to our students. We have a full time nurse that who not only treats medical needs, but also contributes to meet the overall needs of our students. She provides instruction in hand washing, dental health, and nutrition. She also coordinates with local agencies to provide for the needs of our students and their families. Our counselor is available three days a week and on call as needed to support students and families. She visits classrooms regularly and does multi-cultural activities, career education, teaches academic skills across the curriculum, and promotes positive social and emotional health. She has implemented several unique initiatives that benefit our students including our SOAR character education program and LETS, Leaders Engaged in Teaming for Success. Both of these programs encourage students to use positive action and they provide intrinsic rewards to promote appropriate behavior as well as interpersonal skills. She also teaches the Quest program to address drug and alcohol prevention and bullying awareness.

Gihon School will continue to develop the educational skills needed to prepare each child to contribute to society. Through a combined effort and the responsibility of our school, families, and community Gihon School strives to prepare students to be productive and responsible citizens.

GIHON EAGLES SOAR TO SUCCESS!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Gihon Elementary we are proud of the way our core curriculum is delivered. The core curriculum is based on the Common Core and West Virginia's Next Generation Standards. We have implemented many programs to help meet these standards in all curricular areas. These programs include: Star Reading, Star Math, Accelerated Reader, IXL Math and ELA, Odyssey, Number Talks, Response to Intervention, and our Student Assistance Team.

We utilize many different instructional strategies to enhance learning and help each student reach his or her potential. Differentiated instruction is utilized daily and is embedded in our Reading and Mathematics county adopted curriculum. RTI has been implemented to identify struggling students and provide intervention to close the gap and identify areas of need before issues arise that will significantly impact student learning. The RTI model is a three tiered intervention model that monitors and assists all students as follows:

- Tier 1 – All students receive high quality instruction and are benchmarked periodically throughout the year.
- Tier II – Students not making typical growth are identified for additional daily remedial instruction to address skill deficits.
- Tier III – Students continuing to struggle receive additional small group remedial instruction to target specific areas of concern.

We also provide a critical skills program after school that targets third grade students. Students with identified weaknesses in Reading and Math receive an additional hour of instruction three days a week.

Our guidance Counselor provides IXL math sessions three days a week before school. This is open to students in grades 1-5. We also open the computer lab in the mornings periodically for Sum Dog which is a computer based math program. Students compete against other schools in our region and nationally. Gihon has won the last two contests. Technology is an integral component of student learning at Gihon.

READING:

The Reading program at Gihon Elementary is based on the five essential components of Reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our county adopted series, Macmillan/McGraw-Hill Treasures, incorporates these strategies throughout all grade levels.

Many research-based instructional strategies are utilized daily to meet the needs of our students. Small group instruction is utilized to differentiate instruction in all grade levels. Gihon has an ever expanding book room as a resource for teachers. This was a grassroots effort that has been funded by Gihon teachers for the betterment of our school.

Interventionist services have always been offered where there is the most need, and are data driven. Inclusion and small group remediation are both used to meet the needs of the students based on the most current data. We incorporate daily prescriptive reading instruction based on anecdotal reports and collaboration. Benchmark testing is done every two weeks on identified students and results are shared with teachers and parents. Interventionists provide parallel instruction to match the learning outcomes included in the core. This fidelity to the core provides a continuous model of instruction across all grade levels.

In addition to the interventionist, other staff members such as our music teacher provide extra reading practice for students as their schedule allows. All staff members work with the Student Assistance Team in identifying and monitoring at-risk students.

MATH:

Math instruction in Wood County is delivered through Everyday Mathematics published by McGraw-Hill

Wright Group. This program incorporates a standards-based math approach. This approach presents mathematical concepts in a spiraling curriculum that is designed to allow students to develop a deeper understanding of skills over time. Students participate in concrete learning activities that are geared to help them embrace and understand abstract concepts. Students engage in collaborative groups that explore understanding through real world applications. Parent involvement is promoted through Home Links and the Student Reference Book helps parents understand the concepts their child is learning. Teachers participated in extensive professional development to help them embrace this unique program and rethink the way math is taught. We supplement our math instruction with several computer based math programs such as IXL and Sum Dog. Students are assessed through Star Math as well as summative assessments. This allows teachers to identify students who need remediation and guides instruction.

Science:

Science is taught utilizing the Scott Foresman series. Teachers incorporate real world hands-on experiments to facilitate understanding. Students investigate concepts through direct instruction and exploration. Online interactive websites are used to enhance student learning. Sensory integration also helps students gain first-hand experience on how to apply what they are learning to the real world.

Social Studies:

Social Studies instruction is delivered through the Houghton Mifflin Harcourt series. Teachers incorporate concepts through out the curriculum and help students make real world connections. History shows students how past, present, and future events are related and gives them a better understanding of the world around them. Students also learn what it means to be a good citizen and how to apply what they have learned to their own lives.

Preschool:

Gihon offers two Pre-kindergarten classes plus an integrated preschool special needs class. The core curriculum is delivered mainly through the implementation of classroom learning centers. These centers include: literacy, mathematics, art, music, computer, housekeeping, dress up, science, and sensory. Students are also involved in outdoor learning centers as weather permits. These centers are set up following the guidelines set forth in ECERS. We utilize the WV Early Learning System to assess and report student progress. PreK teachers do vertical teaming to ensure skills are aligned with academic standards in K-3. We have found that students who attend our PreK program exhibit greater school readiness skills and more self-confidence as than those who wait until Kindergarten to begin their schooling.

2. Other Curriculum Areas:

Gihon Elementary implements a 6 day rotation schedule as opposed to the traditional Monday-Friday schedule. This enables our school to have more flexibility in meeting the needs of our students. One key aspect is the fact that students never miss out on special area classes. For instance, gifted students always miss the same day of the week to attend special classes and would miss regularly scheduled classes for that day. Each day 1-6 is unique and has its own special schedule. This is also especially helpful in the winter season when we miss for snow days. We pick up where we left off in the 6 day cycle and ensure that all students receive the same amount of instructional time in special area classes.

This unique schedule has allowed us to incorporate co-teaching in the areas of technology, library, and supplemental reading activities. The PE teacher, Librarian, and Music teacher all work collaboratively within this schedule. The PE teacher, who is also our technology coordinator, provides co-teaching with students in grades 3-5 in the computer lab. Her expertise has contributed to the school's success. She provides instruction in Microsoft Office, General Summative Assessment (the new state testing), and other computer related programs. Gihon School was a target school for the PEP grant titled Physical Educated, Physically Active for Life which provided financial support to facilitate the acquisition of PE equipment. This expanded and enhanced the physical education program which assisted students in meeting state standards and helped increase physical activity. The intended purpose was to foster lifetime skills that promoted enjoyable fitness activities. We participate in the state required Fitness Gram that measures the fitness levels of each student. Through the course of the year, students experience a varied curriculum which includes: development of motor skills, team sports, fitness activities, dance and rhythmic movement,

perceptual motor skills, and low organizational games. She is a vital resource to all teachers and is an integral part of our school's continued success.

Our librarian does not just manage a check out system for books. She provides instruction in essential resource skills such as grade specific research, typing skills, testing preparation, online catalog, internet safety, and targeted academic skills. Books in the library are color coded by levels to help students find books based on their benchmark assessment reading level. Their checkout cards grow as their reading fluency improves. Students engage in author studies and learn valuable research strategies. She promotes reading through the Accelerated Reader program and encourages students to read daily. She participates in weekly grade level collaborations to help support classroom teachers in remediation of deficient skills.

The music teacher provides a variety of services to foster musical growth. Students have the opportunity to join the 4th and 5th grade choir and participate in the county-wide music festival which is a tradition in the Parkersburg community. She also teaches Multi-Cultural and seasonal school-wide songs to all students. This teaches them about different cultures and traditions throughout the world. Students are able to show case their skills at school assemblies. Fourth grade students participate in an extensive recorder instrument program. They perform at choir concerts throughout the year. Second graders perform a patriotic program at the end of the year for the entire school and also an evening performance for parents and the community. This activity is geared to honor veterans and is a heart-warming event.

Technology is an important focus for our school. Students at Gihon School are exposed to the use of technology on a daily basis. We have two computer labs and two mobile labs. Each computer lab has a set of 28 Windows 7 computers that are continually updated with the latest software. The computer lab is monitored weekly through documentation of usage. Mobile labs each have 20 laptops. They are stored in classrooms but can be used by any teacher upon request. Technology funds are allocated by the state yearly for technology infrastructure upgrades. The Gihon staff is surveyed yearly to determine the needs of the school. We are in the process of installing nine new Smart Boards. Classrooms currently have mimios, projection devices, and Elmos as well as classroom computer stations. Technology is integrated into daily curriculum.

3. Instructional Methods and Interventions:

Gihon School believes that a key component to implementing successful strategies is the classroom environment. Our teachers start by creating a warm, friendly, and inviting classroom that makes our students feel safe and valued. Visitors to our building often comment about the welcoming atmosphere they experience when they walk into our school.

Various strategies are used to accommodate a wide range of academic abilities. Teachers utilize a variety of techniques such as direct instruction, collaborative learning, exploration and investigation, and appropriate use of integrated technology. Reading and writing skills are taught in all curricular areas. Vocabulary is taught in context of the content and graphic organizers are used to help organize and construct relationships between concepts.

Planners are used in grades 1-5 to help students track their assignments and provide daily communication between the home and school. Parents are required to sign the planners daily and students are held accountable for completion of this task.

Teachers have had extensive training on Depth of Knowledge questions and strategies that will promote higher level thinking. Differentiated instruction has been implemented school wide to meet the needs of all students. One size does not fit all, and teachers design activities to meet the diverse needs of all students. Previewing and scaffolding are also an integral part of our instructional approach. Teachers build a background and supply a support system that can be removed as students construct and master new skills.

Special Education students are identified and receive an IEP, Individualized Education Program. Through data collection, each student's individual deficits are identified and addressed. These areas of weakness are

targeted through the development of measurable goals and objectives. Special education teachers and service providers deliver services as specified in the IEP.

The staff of Gihon School feels it is important to understand the whole child. We recognize their individual strengths and differences and realize that differentiated instruction will lead to success for all students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Gihon students have been assessed yearly using the WESTEST 2, which is a criterion referenced test. Students in grades 3-11 are tested in Reading/Language Arts, Mathematics, Science, and Social Studies. Scores are broken down based on the following five performance levels: Novice, Partial Mastery, Mastery, Above Mastery, and Distinguished. Students achieving a rating of Mastery, Above Mastery, and Distinguished are considered proficient and have met Adequate Yearly Progress.

Gihon's scores have consistently been above the state and county scores. Last year 98% of our students took the test. Five year trend data shows our student achievement overall has increased over time. Our Math scores have increased from 47% to 59% over the past five years while our Reading scores have risen from 37% to 57%.

Data Analysis shows a gap of 17% in Math and 19% in Reading between All students and those receiving special education. To address this issue, we have started using our interventionist to pull special education students into appropriate leveled small group instruction. These groups are based on skill level instead of grade level to meet the needs of the students. We are also phasing in inclusion with our Multi-Categorical teacher to provide a more cohesive instructional delivery model. We feel the inclusion model will help facilitate student learning. We are implementing small group instruction to include the interventionists and special education teachers in K-2 to build successful students. There was also a 12% gap between the All and Economically Disadvantaged subgroup in Math. Many of those students also fell into the special education subgroup and we feel the inclusion model will greatly benefit these students as well.

Gihon staff uses data during weekly collaboration to discuss student progress and adjust instruction to meet the needs of our students. We feel that the continuous collaboration model facilitates student achievement.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Gihon Elementary utilizes various assessment tools to guide instruction. Research shows that highly effective schools are data driven.

WESTEST 2 data for grades 3-5 are analyzed yearly by classroom teachers and interventionists. This data is used to guide instruction through identifying areas of need individually and as a group. All Kindergarten students were administered the Phonological Awareness Screener Indicator at the beginning of the year. These results helped teachers identify students early who were in need of additional instruction.

We also use DIBELS in grades K-2 to use as an additional data point and gain a better understanding of how to group students for remediation. K-1 students are all administered the Star Early Literacy Test and 2-5 student take the STAR Reading Test. Results are analyzed through collaboration to determine which students require intervention. Anecdotal records and teacher assessments and reports are also considered in determining the greatest areas of need.

New students are administered the QPS, Quick Phonics Screener, to quickly screen for potential problems.

Once students are identified, they receive additional support through our interventionists. Students are grouped based on skill deficits rather than classroom or grade level. Progress monitoring is done every two weeks to track students' progress. Results are used by interventionists and classroom teachers to adjust instruction to meet the needs of the students.

Results are also shared with special area teachers weekly to facilitate a cohesive approach to ensure student achievement. Data is also utilized to determine which students need to be referred to the Student Assistance Team due to inadequate progress.

Students are stakeholders in their results. They get immediate feedback on their progress and conference with teachers following each assessment. Parents are provided a copy of the results at each benchmark and teachers also make direct contact as needed.

Part VI School Support

1. School Climate/Culture

Gihon's main focus is to create and maintain a positive culture that supports and encourages staff and students. We start by providing a clean and safe environment for all stakeholders. Our facilities have been continuously updated and maintained. This creates a sense of pride and ownership in our school for staff and students. Students make a visible effort to help maintain the high standards of Gihon Elementary.

The organization of the physical environment promotes the academic, social, and emotional growth of our students. Academically, students are held to a high standard through engaging instruction and challenging curriculum. Our high expectations encourage students to achieve and be self-motivated. Student achievement is recognized on an individual basis at all levels including Special Education. We work to build self-esteem by greeting students individually each morning as they enter the building. This supports their achievement by starting the day on a positive note. We also encourage students to eat breakfast and offer a Grab and Go breakfast to meet the nutritional need of students arriving after the designated time.

Social and emotional growth is promoted through our SOAR program, Student Council, Master Gardeners, Kindness Club, and Athletic Teams.

Our SOAR program addressing the following character traits:

- S – Strive for Success
- O – On task and On Time
- A – Awesome Attitude
- R – Respectful and Responsible

Students are recognized individually for acts that follow these standards. Their names and achievements through this program are announced daily and posted to be seen and recognized by the entire school community.

Teachers are valued and supported for their individual contributions. This contributes to the high learning standards of the school. They have created a cohesive team that works well together across all grade levels and curricular areas. We have a Sunshine Committee that provides opportunities for staff to interact in a positive social environment, fosters team building and enhances professional relationships. These activities are often intertwined with student centered school wide events. Our entire school staff (secretary, teachers, cooks, custodians, administration, bus driver, aides, and nurse) all work together as a team in order to promote a safe, positive, and welcoming environment which is conducive to learning on a daily basis.

2. Engaging Families and Community

Community members and parents participate in our LSIC, Local School Improvement Council, which meets quarterly to discuss the direction of the school. They report annually to the Board of Education in a presentation that highlights the achievements of our school. Parents also serve on our Safety committee to assess and develop a safe school environment for all staff and students.

Our local PTA promotes parental involvement in our school.

Parent involvement is an integral part of Gihon's success over the years. Parents are encouraged to attend and participate in school events. Opportunities include craft days, field day, reward parties, field trips, Multi-Cultural day, special classroom activities, read aloud, box top program, and Family Literacy Night. Parents are also given the opportunity to conference with teachers above and beyond county designated Parent/Teacher conferences. Parents are invited to attend award programs, musical performances, and seasonal activities. Parents are always willing to help run extra-curricular activities after school such as sporting events and skating parties.

Alliances with local and national businesses help promote school improvement such as:

- Dr. Wayne Dunn DDS provides teacher grants for special classroom projects.
- One Community Federal Credit Union provides judges for academic fairs, rewards to recognize student achievement, athletic coaching, and sponsors the Partners in Education Luncheon.
- One Community Federal Credit Union has provided a student banking program to teach and encourage students to manage their own savings account.
- Hardees donated food and supplies to support activities during and after school.
- Southside Southern Baptist Church provides weekend food bags for low income families to supplement nutritional needs. They have also provided teacher appreciation luncheons and student school supplies such as back packs, coats, and clothing for those in need.
- Old Man Rivers supplies clothing, shoes, and back packs for students in need.
- Parkersburg South High School students volunteer in various activities that include: the boys' basketball team partnering with Kindergarten to create gingerbread houses, pre education student readers for Dr. Seuss Day and assisting with Family Literacy Night, office assistants, judging academic fairs, and assist in Multi-Cultural Day classroom activities.

Gihon staff and students appreciate community involvement and have learned to give back. Our school has collected food items for the local food bank, made donations to the Human Society, collected pop tabs for Ronald McDonald House Charities, and made monetary donations to Old Man Rivers.

3. Professional Development

Professional Development is an integral piece to the success of our school. PD is provided through the state, county, and school. Professional Development opportunities align with county and school Strategic Plans as well as national educational standards. This all combines to provide a unified school wide approach to support student achievement and school improvement.

An effective practice is the use of our school leadership team. Select individuals attend targeted training sessions to learn about new state and county initiatives. They in turn bring the information back to the school and disseminate it to the rest of the staff through group and one-on-one trainings. Our goal is not just to learn a new activity but to create a strategy for an improved learning environment. Teacher leaders in the building have become a valuable resource to the entire staff, and we feel this practice creates an effective system for implementing new strategies in a cohesive manner. Successful strategies or programs that have been implemented through this practice are Four Square Writing, Previewing and Scaffolding, Differentiated Instruction, Graphic Organizers, Collaborative Pairs, Live Grades, Edline, Office 365, Tech Steps, WV Writes, and Professional Learning Communities.

Teachers attending relevant training to develop new skills leads to continuous improvement and student achievement. Our belief is that teachers must be continually learning to become more effective in helping all children succeed. Professional Development sessions are chosen to complement our Strategic Plan and state guidelines for learning. Recent trainings include, Number Talks, Smarter Balance Training, STAR Reading and Math, WV Early Learning Conference, Ecers Training, Book Studies, Steven Barkley Training, Guided Reading, Everyday Math, Summer Academy, and various technology trainings.

Our nurse and counselor attend county and state professional development trainings that enhance their knowledge base to better serve our students in the crucial areas of social and emotional development. Their expertise is vital to student growth and development that impacts learning.

All aspects of professional development align with the Common Core and WV Next Generation standards. Areas of need are identified through teacher collaboration, shared with administration, and addressed using available professional development resources.

4. School Leadership

The leadership philosophy of our school is central to student achievement. Planning and managing day-to-day operations of school functions relates directly to the success of the school. Leaders and staff align their decisions and actions towards continuous improvement to achieve the school's purpose. They expect all staff and students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth.

Our school leaders communicate their expectations effectively to all stakeholders. The leaders shape decisions, solicit feedback, and respond to the needs of staff and students. They also work collaboratively on school improvement efforts as indicated by feedback from the school community.

Effective practices at Gihon School give staff opportunities to take on leadership roles. These include Leadership Team, Collaborative Team Leaders, Faculty Senate, Student Assistance Team, Curriculum Team, and the Sunshine Committee. Through these teams the principal empowers staff members to provide clear directives for improving conditions that support student learning. Leadership is responsible for holding the entire staff accountable for the implementation of all learning strategies. All staff are expected to be proactive student advocates and demonstrate leadership abilities in their individual classrooms.

Effective leadership communication involves knowing staff and students. Our responsible leader not only knows the names of all students, but recognizes their strengths and needs and uses these to develop the whole child. This involves informed and strategic decisions on many levels, from keeping the school clean and well maintained, ensuring student safety, providing classrooms with essential materials, and maintaining highly qualified educators. Additionally the principal evaluates staff and develops a plan of action to ensure continuous improvement. Staff are encouraged and supported by the principal to follow curricular guidelines and more importantly, do what works for student success. Based on the effective leadership at our school, test scores have continued to show continuous growth and improvement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WESTEST 2</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Mastery and above	58	71	54	55	57
Above Mastery and Distinguished	40	42	19	38	29
Number of students tested	48	38	37	40	35
Percent of total students tested	98	97	100	100	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	8	3	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Mastery and above	48	50	47	42	47
Above Mastery and Distinguished	30	23	18	22	24
Number of students tested	23	18	17	19	17
2. Students receiving Special Education					
Mastery and above	50	57	0	0	50
Above Mastery and Distinguished	25	28	0	0	25
Number of students tested	8	7	5	3	4
3. English Language Learner Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
5. African- American Students					
Mastery and above					
Above Mastery and Distinguished					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
6. Asian Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
9. White Students					
Mastery and above	57	74	53	53	55
Above Mastery and Distinguished	38	44	17	34	27
Number of students tested	47	34	36	38	33
10. Two or More Races identified Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
11. Other 1: Other 1					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
12. Other 2: Other 2					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
13. Other 3: Other 3					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

NOTES: Students with Moderate Intellectual Disabilities are tested using an alternate assessment based on their IEP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WESTEST 2</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Mastery and above	54	58	54	63	44
Above Mastery and Distinguished	22	33	19	22	8
Number of students tested	41	36	37	32	48
Percent of total students tested	100	95	100	97	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	3	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Mastery and above	35	50	47	50	28
Above Mastery and Distinguished	6	28	18	11	6
Number of students tested	17	14	17	18	29
2. Students receiving Special Education					
Mastery and above	33	20	0	0	10
Above Mastery and Distinguished	11	20	0	0	0
Number of students tested	9	5	5	1	10
3. English Language Learner Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
5. African- American Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
6. Asian Students					
Mastery and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Above Mastery and Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
9. White Students					
Mastery and above	49	58	53	63	41
Above Mastery and Distinguished	17	30	17	20	9
Number of students tested	35	33	36	30	46
10. Two or More Races identified Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
11. Other 1: Other 1					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
12. Other 2: Other 2					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
13. Other 3: Other 3					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

NOTES: Students with Moderate Intellectual Disabilities are tested using an alternate assessment based on their IEP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>WESTEST 2</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Mastery and above	69	75	76	39	44
Above Mastery and Distinguished	31	48	54	24	15
Number of students tested	35	40	37	41	45
Percent of total students tested	97	100	97	98	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	3	5	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Mastery and above	60	65	50	26	17
Above Mastery and Distinguished	27	30	37	13	0
Number of students tested	15	17	16	23	18
2. Students receiving Special Education					
Mastery and above	50	0	57	0	25
Above Mastery and Distinguished	50	0	43	0	0
Number of students tested	4	3	7	8	4
3. English Language Learner Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
5. African- American Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
6. Asian Students					
Mastery and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Above Mastery and Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
9. White Students					
Mastery and above	74	74	74	38	44
Above Mastery and Distinguished	39	37	53	23	15
Number of students tested	31	38	34	39	45
10. Two or More Races identified Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
11. Other 1: Other 1					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
12. Other 2: Other 2					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
13. Other 3: Other 3					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

NOTES: Students with Moderate Intellectual Disabilities are tested using an alternate assessment based on their IEP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WESTEST 2</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Mastery and above	60	37	64	50	51
Above Mastery and Distinguished	42	24	31	28	11
Number of students tested	48	38	39	40	35
Percent of total students tested	98	97	95	100	97
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	7	3	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Mastery and above	48	17	63	37	53
Above Mastery and Distinguished	30	12	31	21	12
Number of students tested	23	18	16	19	17
2. Students receiving Special Education					
Mastery and above	38	29	40	0	25
Above Mastery and Distinguished	0	14	40	0	0
Number of students tested	8	7	5	3	4
3. English Language Learner Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
5. African- American Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
6. Asian Students					
Mastery and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Above Mastery and Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
9. White Students					
Mastery and above	60	38	64	50	48
Above Mastery and Distinguished	40	24	28	27	12
Number of students tested	47	34	36	38	33
10. Two or More Races identified Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
11. Other 1: Other 1					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
12. Other 2: Other 2					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
13. Other 3: Other 3					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

NOTES: Students with Moderate Intellectual Disabilities are tested using an alternate assessment based on their IEP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WESTEST 2</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Mastery and above	39	56	41	38	29
Above Mastery and Distinguished	29	14	24	22	10
Number of students tested	41	36	37	32	48
Percent of total students tested	100	95	100	97	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	3	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Mastery and above	29	50	35	22	14
Above Mastery and Distinguished	18	7	18	11	0
Number of students tested	17	14	17	18	29
2. Students receiving Special Education					
Mastery and above	22	40	0	0	10
Above Mastery and Distinguished	11	0	0	0	0
Number of students tested	9	5	5	1	10
3. English Language Learner Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
5. African- American Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
6. Asian Students					
Mastery and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Above Mastery and Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
9. White Students					
Mastery and above	37	55	39	37	26
Above Mastery and Distinguished	23	9	22	20	9
Number of students tested	35	33	36	30	46
10. Two or More Races identified Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
11. Other 1: Other 1					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
12. Other 2: Other 2					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
13. Other 3: Other 3					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

NOTES: Students with Moderate Intellectual Disabilities are tested using an alternate assessment based on their IEP.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>WESTEST 2</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Mastery and above	74	63	70	37	36
Above Mastery and Distinguished	31	28	44	19	22
Number of students tested	35	40	37	41	45
Percent of total students tested	97	100	97	98	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	3	5	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Mastery and above	73	53	63	22	11
Above Mastery and Distinguished	27	12	31	8	11
Number of students tested	15	17	16	23	18
2. Students receiving Special Education					
Mastery and above	75	0	57	0	0
Above Mastery and Distinguished	25	0	29	0	0
Number of students tested	4	3	7	8	4
3. English Language Learner Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
5. African- American Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
6. Asian Students					
Mastery and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Above Mastery and Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
9. White Students					
Mastery and above	77	63	68	36	36
Above Mastery and Distinguished	58	26	41	18	22
Number of students tested	31	38	34	39	45
10. Two or More Races identified Students					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
11. Other 1: Other 1					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
12. Other 2: Other 2					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
13. Other 3: Other 3					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

NOTES: Students with Moderate Intellectual Disabilities are tested using an alternate assessment based on their IEP.