

***U.S. Department of Education***  
***2017 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Jo-Ellen M. Connolly  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Colliers Primary School  
(As it should appear in the official records)

School Mailing Address 270 Pennsylvania Avenue  
(If address is P.O. Box, also include street address.)

City Colliers                      State WV                      Zip Code+4 (9 digits total) 26035-1200

County Brooke County

Telephone (304) 748-8188                      Fax (304) 797-7242

Web site/URL <http://brooke.schoolwires.net/site/Default.aspx?PageID=103>                      E-mail jmconnolly@k12.wv.us

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mrs. Toni Paesano-Shute                      E-mail tpaesano@k12.wv.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brooke County Schools District                      Tel. (304) 737-3481

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Brian Ferguson  
(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, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 10 TOTAL

### SCHOOL (To be completed by all schools)

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. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	17	15	32
1	16	17	33
2	13	9	22
3	15	18	33
4	16	17	33
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	77	76	153

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 6 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 89 % White
  - 4 % 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 2015 – 2016 school year: 16%

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, 2015 until the end of the 2015-2016 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2015	153
(5) Total transferred students in row (3) divided by total students in row (4)	0.163
(6) Amount in row (5) multiplied by 100	16

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 65 %  
Total number students who qualify: 99

8. Students receiving special education services: 35 %  
53 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 3 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 3 Other Health Impaired
- 9 Specific Learning Disability
- 38 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects	9
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
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 17:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	94%	93%	96%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No

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

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

To create and maintain an environment that allows every child to develop to his or her fullest potential.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SUMMARY**

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Colliers Primary School is a West Virginia School of Excellence, a Title 1 Distinguished School and most recently, one of only 45 schools in West Virginia to receive the grade of “A” in West Virginia’s A-F Accountability System. The school services 153 students in grades K-4. The principal heads a team of 14 Highly Qualified professional staff and seven service personnel who strive to provide all students with quality instruction, a safe learning environment, and the encouragement to work to their fullest potential.

This small rural school is located in the village of Colliers, West Virginia which is nestled in the foothills of the state’s northern panhandle. We serve students from both the rural areas of the county and those students who reside in the downtown city of Weirton, WV. Our population reflects our community with 89% White, 6% African-American, 4% Mixed Race, and 1% Hispanic. The greatest diversity is the socioeconomics of the students. The lifeblood of our community has always been the steel industry; however that industry has been in a decline over the years. This has caused uncertainty and transition in the community, because of this, 80% of our families qualify for Free/Reduce lunch. Due to The Healthy, Hunger Free Kids Act of 2010, Colliers Primary qualifies as a Community Eligibility Provision school. As a CEP school all of our students eat school meals at no charge. Regardless of the economic hardships and transitions that have affected this area, the one constant through it all has been Colliers Primary School.

Colliers Primary and the Colliers community have a bond that is as strong as the steel that once ruled this valley. Our school is the heart and soul of our community. The village’s Memorial Day service is held at the school each May. The school’s PTA is extremely strong and has won state awards for their excellent parent involvement and programs for students. With many of our students coming from single parent homes, our parents have volunteered to participate in the school’s Papa Bear and Mama Bear Programs. These programs provide our students with additional positive male and female role models within the classrooms and their presence demonstrates the importance of education.

Due to the high number of needy families in our community, the PTA and local churches provide clothing, school supplies, and our weekend food backpacks to our students. Because of their commitment to our school, Colliers United Methodist Church, one of our business partners, was recognized by the West Virginia State PTA as an Outstanding Business Partner. To illustrate the symbiotic relationship between the community and the school, when one of our student’s was diagnosed with a brain tumor; the school staff and the community came together to plan a benefit spaghetti dinner. It was a “Total Community Effort”. We are fortunate to have a community that is such an integral part of our students’ emotional, physical, and academic success.

Colliers Primary was selected to participate in the West Virginia’s Learning Schools Initiative as Leaders of Learning. As educators, we realize that we are teaching our students to be productive citizens in a global workforce and for jobs that have not yet been created. We strive to provide our students with the best 21st Century education. All classrooms are equipped with computers, SMART Boards, document cameras and Nintendo DSI’s to use in learning centers. The school has a media center, a mini-netbook lab, and Galaxy Tablets. Our students are immersed in technology and feel comfortable using the devices. The teachers regularly attend trainings and seminars to gather information on researched base best practices to use in the classroom.

We set high expectations for our students. The teachers work diligently to enhance instruction and provide materials that ensure student success. Each Monday morning, the school holds a school-wide assembly with the students. The “Colliers Top 10 Rules” are revisited and students are recognized for their individual achievements both in and out of the school environment. Every morning a fourth grade student reads the morning announcements and leads the school in reciting both the Pledge of Allegiance and the School Pledge.

Colliers Primary provides an after-school tutoring program for students who need additional interventions. We also have an intervention period that is built in to our master schedule. This time provides our students with additional differentiated instruction. We have received state commendations for developing

individualized learning plans for all students and for holding parent-grade level meetings at the beginning of the school year. We are always striving to provide an optimum learning environment for our students.

Colliers Primary School is the epitome of a “Community School”. The stakeholders -the teachers, parents, and community members- by their actions, all have demonstrated a dedication to our mission statement – “To create and maintain an environment that allows every child to develop to his or her fullest potential.”

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Our primary objective is for our students to be challenged through a rigorous and challenging curriculum. We strive to prepare our students for their future by creating life-long learners who will be productive citizens in a global workforce. We ensure that daily instructional time is maximized so that students receive an optimum education with the academic support needed for their success. Colliers Primary provides 325 minutes of daily instructional time for all students with a strong emphasis on reading and mathematics. The individual Student Learning Plan (SLP) developed by the principal is used to record student strengths, weakness, assessments, and interventions. The SLP is a valuable tool that provides evidence of the student academic progress from school year to school year.

The schools' PLC's meet during their scheduled times each month to collaborate with each other concerning different teaching methods that will ultimately improve the levels of instruction in the classrooms and across the curriculum. The teachers review and analyze the data gathered from both classroom assessments and the progress monitoring results from the school's interventionist. The teachers use this information to drive the instruction in their classroom to ensure student success.

Reading/Language Arts: All students receive Core reading instruction within the classroom. We use the researched based McGraw Hill's Reading Wonders reading/language arts series. It provides interventions for students that range from below level to the advanced level. To supplement the reading series, the teachers use assessments from STAR Reading; STAR Early Literacy; Lexia; and benchmark testing. These assessment results are reviewed and analyzed to create a curricular scope and sequence in the Language Arts programs.

Students who require additional support receive Targeted Instruction and if more support is needed, students receive Intensive Instruction. If students have not benchmarked, the teachers administer progress monitoring assessments. Using the intervention period, differentiated instruction is provided to all students to help meet their academic needs.

The writing program, "Four-Square" is utilized in the classrooms. The Title 1 teacher works with all classes to teach the writing process. The teachers implement writing across all subject areas. The writing process begins at the kindergarten level and progresses throughout all grade levels. To complement our writing program, our fourth grade students are the reporters for the school newspaper.

Mathematics: Colliers Primary uses the mathematics program, "enVisions" and the supplemental program, "Investigations". The supplemental "Investigations", incorporates a blended approach of traditional and investigative learning techniques that emphasizes problem-based interactive learning opportunities, visual learning strategies, embedded assessment, and data-driven remediation. The school also implements the "Number Talk" program into the daily curriculum. It is a powerful tool for helping students develop computational fluency. Think through Math and Reflex Math are also incorporated into the curriculum. Because the staff realizes we must develop an understanding how our students learn mathematics, we have engaged in a book study using About Teaching Mathematics by Marilyn Burns. To increase student learning, the teachers use the information gleaned from the book and incorporate it into their lessons.

Science: The science kits, Hands on Science, are used in the classrooms to promote conversation, observation, comparison and note taking. In-school field trips such as the Star Lab and the Pittsburgh Zoo to You provide the students with opportunities to learn in a hands-on environment that supplement the science curriculum. The Brooke County Extension Agency presents lessons on proper nutrition to the third and fourth grade students over a six week period. This year, to supplement our science program, we have partnered with the Brooke County Extension Agency and instituted a 4-H Club at the school. We have implemented a K-2 STEM program to provide additional science activities for our students.

Social Studies: Scholastic News is used in the social studies classes as well as the Thinkfinity website and

virtual field trips. It is also incorporated in the reading, math, and science curriculums. West Virginia history is studied in the fourth grade. Lawmakers meet with the students to provide them with a more in depth explanation of our state's government. The students look forward to the culminating activity which is a class trip to the state's capital where they visit the West Virginia Museum, the Capitol, and the Governor's mansion.

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

**Technology:** Technology instruction is provided to our Kindergarten students through classroom labs. The first grade classrooms have computer classes four days per week for 40 minutes per class. The second, third, and fourth grade students have computer classes five days per week for 40 minutes per class. During the computer classes, the students work on online assessments, Reading/ELA programs, and online mathematics programs. The teachers supplement the technology curriculum with additional programs that focus on internet research and Microsoft Word programs. Our after-school program, Learning Lab, provides the at-risk students access to web-based interventions.

**Physical Education/Health/Wellness:** Physical Education is offered to all students at least four days per week. After administering the Fitness Gram to the fourth graders, Adventure to Fitness is used as an intervention for those students who do not reach benchmark on the fitness test. This program is also used when inclement weather forces the school to hold inside recess. We use The Great Body Shop health program in our classrooms. This curriculum teaches the students how to become more responsible and knowledgeable with regard to their personal, family, and community health. Using a Nutrition Grant, the school held a Family Fitness/Zumba Night to emphasize the importance of physical activity and healthy lifestyle choices.

**Art:** Colliers Primary students have art one day per week. In the Art classroom, the students learn about the basics of art in a way that promotes creative exploration. Through Art class, students participate in many community events, including a school bus safety poster contest and making Valentine cards to send to the deployed troops. Each year the students help to create an artwork to be raffled off at the school's annual fundraising event, this year's work featured the state of West Virginia using thumb prints. The students have also had "paint and read" nights through Title I, and are invited to participate in a county-wide event where Art is among the disciplines the students have the opportunity to connect with through reading. The students' value art class because of the opportunities to explore, create, and learn about Art both around the world and in their own community.

**Music:** Music is offered one day per week. During the class, the students have the opportunity to gain a comprehensive musical learning experience by studying the various types of instruments and styles of music. Using the supplemental online music curriculum, the students are introduced to a number of musical composers and performers, music theory, music history, concert etiquette, musical instruments, and multicultural music throughout their educational career at Colliers Primary. Each year, the students perform a music program for their parents and community. The teacher has received grants to purchase additional musical instruments for the classroom and she has also received a gift of 40 ukuleles for our school.

**Foreign Language:** The students are exposed to Foreign Languages through the different stories in the Reading Wonders reading series and through the Scholastic News. The students are taught songs in different languages during music classes.

**Character Education:** Our counselor collaborates with teachers to ensure the delivery of character education activities to promote student achievement of personal/social, academic, and career goals. She provides classroom counseling activities that encompass the pillars of character education, in addition to the West Virginia Student Success Standards. Specific areas addressed include: respect, responsibility, compassion, citizenship, fairness, honesty, diversity, friendship, conflict resolution, and problem-solving. For targeted and/or at-risk students needing more intensive interventions, she provides both individual and small group counseling services.

The teachers incorporate the Expected Behaviors in Safe and Supportive Schools (Policy 4373) Crosswalk

into their lessons. School-wide assembly programs that focus on Anti-Bullying, Responsibility, and Self-Esteem are offered throughout the year. Global awareness and civic literacy activities are presented to the students through different computer programs and social studies lessons. Colliers Primary teaches tolerance and respect for individual differences through school-wide activities such as 9/11, Black History Month, Martin Luther King Day, 4-H Club, and cultural holiday's units.

During our "Monday Morning Meetings" the "Colliers Top 10" behaviors are reviewed with the students. These are the expected behaviors that all students are to follow. At this assembly, students are recognized for their achievements both in and out of the school environment. Students are also recognized for exhibiting positive behaviors and being ambassadors of the "Colliers Top 10".

### **3. Instructional Methods, Interventions, and Assessments:**

Colliers Primary teachers implement questioning techniques that utilize a variety of depth of knowledge levels. The revised Bloom's Taxonomy chart provides teachers with additional questioning techniques that require the students to use higher order thinking skills to formulate their answers. The teachers also use many formative assessments to track the progress of students in the classroom.

The school's Professional Learning Community drives the instruction at Colliers Primary. We hold PLC's for math; ELA; grade-level, and whole school. During these PLC's, the staff collaborate with each other concerning different teaching methods that ultimately improve the levels of instruction in the classrooms and across the curriculum. The teachers review and analyze the data gathered from both classroom assessments and the progress monitoring results. The teachers use this information to drive the instruction in their classroom to ensure students' academic success. The results of the data may indicate areas within the curriculum that require an intervention action plan to be implemented by the teacher or educational team. Teachers discuss the different assessments administered and the effectiveness of lessons taught. This enables the teachers to focus on the most effective educational practices for their students. The teachers are constantly striving to find methods to improve learning; therefore, we use Peer Observation and Instructional Practices Inventory to help effectively design and implement quality instruction.

Weekly reading tests provide insight to student strengths and weaknesses. Instruction is provided according to the individual needs of the student. To determine if additional academic support is needed, the teachers analyze data from informal classroom assessments, benchmark testing, Pearson, Reading Wonders, STAR Reading, Phonological Awareness Literacy Screening (PALS), and Lexia. The teachers use this data to create lessons that focus on the specific needs of the students. Academic support is provided to struggling and high achieving students. Students are administered benchmark assessments, unit tests, weekly comprehension tests, Interim Assessment Blocks, and Interim Comprehensive Assessments. Benchmark assessments are given at the beginning, middle and end of the year. Student progress is tracked and interventions, if needed, are provided to the students.

Collaborative teaching between the Title 1 teacher and the classroom teachers occurs daily. The teachers work collaboratively with small groups of students that require instruction based on their specific needs. All students receive core instruction; however those students who require additional support receive targeted instruction. During the targeted instruction, Progress Monitoring is used to determine if the interventions are working. If the interventions are unsuccessful, a School Assistance Team (SAT) meeting is held on the student. The team members consist of the principal, classroom teacher, Special Education teacher, Title 1 teacher, and parent meet to discuss the modifications that the classroom teacher is providing within the classroom. The team reviews the data provided and makes suggestions on additional interventions to implement or detecting that the student has not made progress, they may refer the student for academic testing from the school psychologist.

The special education program consists of those students who receive speech and language services, specific learning disabilities, and behavioral disorders. The staff recognizes that all students learn at a different rate and that they all have different learning styles; therefore the teachers use differentiated instruction in the classroom to help each student succeed. All students participate in the regular classroom setting while those receiving special services are pulled out for reading, math or speech. The teachers follow the students'

IEP/504 and provide the needed accommodations and modifications. The school also has a nonviolent Crisis Physical Intervention team to assist, if needed, to preventing or managing disruptive behavior. Pull-out services provided by the Multi-Categorical teacher allow the students to work in a small group setting and to receive additional academic support.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

The school climate at Colliers Primary is extremely unique and is one of the main reasons of our success. We have long viewed our school as the “best kept secret” in our county. Our school enjoys an excellent rapport with our stakeholders where shared decision making is the norm. The principal’s open-door policy creates a positive and professional culture within our school and teachers’ opinions and ideas are encouraged, valued, and appreciated. This has created shared beliefs and vision for our school which illustrates the principal’s support, confidence, trust, and appreciation for the teachers. Also, teachers are publicly recognized for grant awards, educational honors, and distinctive student performances. They are encouraged to assume leadership roles within the educational setting and to pursue professional development that enhances their classroom instruction. Because of this support, Colliers Primary has an atmosphere that sets high expectations with a commitment to continuous growth and where student successes are celebrated.

We hold a school-wide recognition assembly to celebrate the students’ success on the state testing, pep rally parades are held for the school’s Math Field Day team, county Spelling Bee participants, and the County Fair’s Tug-A-War team. The students from all grades line the hallways and cafeteria with signs encouraging the students to do their best and to show them how proud the school is of their accomplishments. All student successes are also showcased in the local newspapers, the school website, and at the Brooke County Board of Education meetings.

The “Colliers Top 10” behaviors are reviewed with the students during our “Monday Morning Meetings”. These are the expected behaviors that all students are to follow. At this assembly, students are recognized for their achievements both in and out of the school environment. The “Golden Trash Can Award” is awarded weekly to the classroom which respects their learning environment by keeping it neat, clean, and showing responsibility with their belongings. This has encouraged our students to become more accountable and to take ownership of their school. The daily announcements, The Pledge of Allegiance, and The Colliers Pledge are given each day by our fourth grade students.

The teachers developed the school-wide behavioral plan which guides our school’s Positive Behavior Intervention Support program (PBIS). Students who have displayed positive behaviors are recognized quarterly. Also, students are recognized weekly by teachers through PBIS programs used to support their classroom management.

Colliers Primary exudes a family atmosphere, each student is like our own child. The staff enjoys an exceptional relationship with the stakeholders; this is due to our low staff turnover rate. We have developed a trusted relationship with all of our stakeholders and communicate our expectations to them through the LSIC and parent meetings. They know that the Colliers Primary staff will provide an optimum education for their children. This relationship with our students, parents, and community members affirms our belief that Colliers Primary is the “best kept secret” in Brooke County.

### 2. Engaging Families and Community:

We are proud of the collaborative relationship we share with our community. The school works hand-in-hand with its’ business partners and community members to create a nurturing atmosphere that helps mold the “whole” child into a productive, responsible, and caring citizen. We are honored that the community and the school have partnered to create the Colliers Alumni and Friends Association. This group has created a scholarship that is given to a graduating senior from our local high school who has attended Colliers Primary.

We encourage our stakeholders to participate in all of our student-centered activities. We believe that their involvement in our school is crucial to student achievement and results in the direct correlation with the school’s success. In collaboration with our stakeholders, we provide opportunities for our students and

parents to participate in many worthwhile activities. Each year we host Parent Grade Level meetings, Open House, Christmas in Colliers Craft Show, School Music Program, Title 1 Parent Programs, Santa's Workshop, Book Fair, Clothes Closet, Adopt-A-Child Christmas program, and Student Fun Day. These activities are successful because staff and stakeholders work together.

It is vital for our school to have an open line of communication with our stakeholders. Therefore, we have a variety of communication tools that we use: emails, newsletters, school website, School Messenger calling system, and the school marquee to keep the community informed.

The school's PTA provides the following programs to our needy students: Clothes Closet, Santa's Workshop, and Adopt-A-Child Christmas program. Our "Food for Ewe" weekend food backpack program is offered to families in need. Our parents have volunteered to participate in the school's Papa Bear and Mama Bear Programs because many of our students come from single parent homes. These programs provide our students with additional positive male and female role models within the classrooms and their presence demonstrates the importance of education.

Our students are encouraged to become responsible citizens in the community. They participate in fundraisers and service projects that benefit local individuals, families, and charities. These include: 4-H Club, Crazy Hat Days, Crazy Sock Days, Elf on the 12th Day (Fundraiser for cancer patient), United Way's Walk-a-Thon, and Relay for Life. These fundraisers and service projects provide an opportunity for our students and school to give back to the community.

We are fortunate to have stakeholders who take an active role in ensuring our students social, physical, emotional, and academic well-being. The fundamental collaboration of all stakeholders have helped to make Colliers Primary the successful school that it is today.

### **3. Professional Development:**

The Colliers Primary teachers are provided with and are encouraged to attend professional development webinars, graduate classes, seminars, Title 1 book studies, and workshops that are held throughout the year. Many of our teachers attend and/or present professional development programs during the summer months. As stated prior, the teachers use the PLC's to discuss and share information with each other.

The teachers meet in early September to discuss topics to be considered for the school's book study. Suggestions are based on the needs of the student and goals of the school. Past book studies have included: mathematics, differentiated instruction, literacy stations, Fred Jones Discipline, autism, common core, and Number Talks.

By attending numerous professional development programs, the staff learns different teaching methods to use in their classrooms that lead to improvements in student performance. We believe on-going professional development is a way to ensure our teachers are up-to-date on new and effective teaching strategies; therefore, all staff accepts responsibility for students' learning. Our teachers volunteer to attend state or county trainings. They return with a wealth of knowledge that they present to the staff concerning the implementation into the classrooms. The teachers are always sharing ideas or modeling techniques that will increase student achievement. The Special Education teachers attend trainings on IEP updates and the referral processes for special education. Their trainings also include Support for Personalized Learning and for implementation of intensive instruction.

Our low teacher turnover rate provides the staff with an opportunity to collaborate with each other using past teaching experience and knowledge as a vital resource for professional development. Attendance at book studies and various professional conferences have led to an on-going plan for an organized approach to a more student-centered learning environment.

We are fortunate to have had teachers attend the Teachers Leadership Institute, state curriculum trainings for science, reading and mathematics, volunteer for textbook adoption committees, and one of our teachers is a Master Teacher with Hands on Science and a consultant with FOSS (Full Option Science System).

Three of our school's teachers were county trainers for the West Virginia Next Generation Standards. These professional development opportunities have provided the staff with valuable information and resources that are used in our classrooms. The teachers model lessons and share the knowledge gained with other school staff. We realize that just as it takes a village to raise a child; it takes an entire school to ensure students' academic success.

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

The principal and staff meet prior to the start of the school year to review the results from the state testing. These results are used to determine the school's plan of action to improve student achievement. The teachers are provided with the prior year's test results for a comparison of student growth and progress. Using this information, the teachers develop their grade level SMART goals, school-wide SMART goals, and goals for the school's Strategic Plan. The discipline information from the previous year is reviewed to determine areas of focus for the school's Positive Behavior Support Program. We realize that no two schools years are the same, therefore we are constantly re-visiting our academic and behavioral goals. The principal believes in distributive leadership and encourages the staff to take on leadership role at the school. Teachers are encouraged to attend trainings and seminars that deal with research based instruction and best practices. They share the knowledge gained from these trainings with their co-workers. Evidence that supports this and provides confirmation of student engagement and success is the review of lesson plans, classroom walk-throughs, teacher observations and evaluations, PLC's, Instructional Practice Inventory, and team meetings. The principal shares successful teaching methods and techniques that she utilized in her classroom.

The principal creates the school schedule so that the grade level teachers have a common planning time to collaborate with each other concerning effective strategies to use in their classrooms. During the PLC's the teachers and principal meet to disaggregate data. The data is used to help guide instruction and determine which interventions are essential to meet student needs. The principal developed a Student Learning Plan (SLP) that is used to record student data; areas of strengths and skill deficiency; and interventions that are being implemented for all students. The SLP is used during School Assistance Team meetings and parent conferences. It is used to monitor the students' growth from grade level to grade level so that student progress can be tracked and interventions continued without delay.

To encourage parental involvement in their child's education, parents are invited into the classrooms at the beginning of the school year for grade level meetings. The principal instituted the parent programs, Mama Bears and Papa Bears, into our school. These programs provide additional positive male and female role models within the classrooms. She has an excellent rapport with our stakeholders and regularly meets with community members to discuss the school's progress. She is a believer in the phrase, "It takes a village to educate a child" and her leadership models that phrase each day.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Colliers Primary is successful for numerous reasons, but the main reason would be that we are family- every staff member views the students as our own. Not only do we worry about them academically, but also about their social, emotional, and physical well-being. We have developed a positive rapport with our students that is nurturing and provides them with a sense of security.

This nurturing environment is due to the low employee turnover rate. Once they come to work at our school, they remain through their entire career. This longevity provides the staff with the ability to know the families well and understand the home lives of our students. Over the years, the staff has developed a relationship of trust with the families. The parents know that the school staff will continue to provide an optimum education for their children.

Our staff members realize that before the students can concentrate on learning they must have their basic needs met. With many of our students living in poverty, the first steps towards student achievement is for the school to concentrate on the physical, emotional, and social well-being of each child. Therefore, we strive to provide a safe and secure learning environment. The teachers not only spend their own money for classroom supplies but also on personal items for the students. The students need to be healthy; therefore the school nurse provides wellness screenings on the students. To help the students feel safe and supported in the school environment, the school counselor is available to provide individual and small group counseling sessions. Our service personnel provide the students with a clean and safe learning environment. Our daytime custodian was the recipient of the 2015-2016 West Virginia State PTA's "Outstanding Service Personnel Award" because of his positive interaction, caring disposition, and dedication to our school with the students.

Just as effective communication leads to strong families, the same can be said of the school environment. Colliers Primary is successful because of the strong communication between the staff and stakeholders. We regularly communicate to each other the needs of the students-whether personal or academic-and make every attempt to meet those needs.

We strive to create a family atmosphere at Colliers Primary and recognize that to meet the educational needs of our students, we must first meet their social, emotional, and physical needs. The students are provided with an environment that helps them develop to their fullest potential. It is our mission to meet the needs of the WHOLE child and in doing so, all of our students are successful.