

**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. Susan Braithwaite

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

Official School Name Slanesville Elementary School

(As it should appear in the official records)

School Mailing Address 6550 Bloomery Pike

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

City Slanesville                      State WV                      Zip Code+4 (9 digits total) 25444-3223

County Hampshire

Telephone (304) 496-7069                      Fax (304) 496-1139

Web site/URL http://boe.hamp.k12.wv.us/index.aspx?nid=61                      E-mail sbraithwaite@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\*Dr. Jeffrey Crook                      E-mail jcrook@k12.wv.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hampshire County School District                      Tel. (304) 822-3528

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 Ms. Jean Shoemaker  
(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):
- 6 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 9 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	13	6	19
K	16	14	30
1	17	13	30
2	16	21	37
3	16	21	37
4	21	16	37
5	20	14	34
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>	119	105	224

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 92 % White
  - 6 % 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1, 2015	210
(5) Total transferred students in row (3) divided by total students in row (4)	0.162
(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: 60 %  
Total number students who qualify: 129
8. Students receiving special education services: 23 %  
52 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.

- 7 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 6 Emotional Disturbance
- 2 Hearing Impairment
- 3 Mental Retardation
- 17 Multiple Disabilities
- 0 Orthopedic Impairment
- 1 Other Health Impaired
- 15 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: 3
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	12
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.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 221:1
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	93%	92%	97%	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 X  
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.

All Slanesville Elementary students will make continuous progress toward mastering the essential curriculum and achieving at their highest 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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Slanesville Elementary is located in the rural community of Slanesville, in the northeast part of Hampshire County, W.V. Slanesville Elementary is the center of the small community. The school prides itself on high academic achievement and believes that high expectations are the foundation of our success. Slanesville Elementary is a Pre-K through 5 facility. Our enrollment has increased each year. We are the only school in the county that is increasing in enrollment numbers. I contribute the increase largely to the academic success that we have exhibited. We have two classrooms in each grade this year except Pre-K. Students who complete fifth grade at Slanesville move on to Capon Bridge Middle school and eventually Hampshire High School. Our facility is equipped with technology in each classroom. Every classroom has a Smartboard, Elmo, and access to grade level iPad cart. Our classroom teachers integrate technology daily. Our students work on Reflex Math, Moby Max, and Accelerated Reader to practice skills daily.

Our motto is to “Be the best that you can be” at Slanesville Elementary. We incorporate this in our school pledge and have a moment of silence each morning for the students to reflect on our character pledge and their goals for the day. Slanesville Elementary inspires its students to give the very best performance they can on a daily basis. We believe that if we set high expectations that we will be successful. Our teacher’s set goals each year and consistently select that their students will average one year of academic growth in mathematics and language arts/reading content. Consistently our teachers meet these goals. Our teachers meet in grade level PLC’s once a week to break down the standard that they will be teaching, discuss pre and post test, and have teacher discussion on what strategies would benefit and maximize instructional time each day. Our PLC’s have really made the academic difference at Slanesville Elementary. Our Title 1 Teacher leads them with our grade level teams. PLC’s have increased our instructional knowledge, expanded instructional strategies within our school, and helped us focus on our data to drive our instruction.

We have high expectations for behavior as well. We set clear expectations for our students and for the most part they comply. We monitor their behavior progress through our PBS program. Teachers communicate with students and parents frequently about behavior progress. We reward them for behaving and achieving at high levels. Additionally, parent involvement and support is essential to school achievement and is a function of our school. Parents assist daily as volunteers, Watchdogs, manage our PBS Mustang Store, and assist with PBS and Accelerated Reader reward events. Our students participate in the Accelerated Reader program that focuses on reading comprehension. Teachers and parents monitor student progress. Parents have Accelerated Reader accounts that they can access from home and see how their child is progressing. When students pass a quiz, they add a sticker on their Accelerated Reader sheet. This helps the students monitor their own progress. It also rewards the students for passing a quiz. The students that meet their Accelerated Reader goal are awarded every six weeks. Students and staff have created a culture of a caring and a safe environment. It is important to us that our parents feel that they are an important part of Slanesville Elementary. Without our parent support, we would not have the success that we do. Slanesville Elementary has a positive atmosphere that is obvious to all upon entrance to the building. Clear expectations and high expectations for students, parents, and teachers are major components of our school and have been for many years.

Slanesville Elementary has a history of academic achievement. In 1991 President Bush landed on our recess area in Marine One and gave the National Teacher of the Year award to our Title 1 Teacher, Rae Ellen McKee. During his presentation to Mrs. McKee, President Bush made the following comments about Slanesville Elementary. He said, “There are plenty of schools bigger than Slanesville, plenty of towns with more people. But in this small school, great things happen. Every day, these children, your children, take another wonderful step forward, toward their future. And that’s a testament to this teacher and to this school. And above all, it’s a testament to the strength of this community and its values. Our children learn from all of us, not just from the teachers. And what happens at home and in the neighborhood matters just as much as what takes place in the classroom”. This statement by President Bush although short in sentences, still describes our community and school today.

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

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

The core curriculum at Slanesville Elementary is consistent throughout all grade levels. All classrooms use county and state textbooks. Every teacher in our building is part of our curriculum team. We discuss curriculum weekly in grade level PLC's. During PLC's our teachers discuss instructional materials and strategies to ensure that we are aligning our lessons with West Virginia's Next Generation Standards. We have an academic coach two days a week and can utilize the coach when needed.

Students are progress monitored frequently through STAR benchmarking, PALS, classroom performance, and standardized testing. Students who are below mastery of content are put in small groups through our SPL process. These students would work with our Reading Specialist and Personalized Support Personnel (PSP's) to help improve their performance up to mastery. We do intense intervention with these students with the goal of increasing their achievement and getting them back in the classroom. These students are progress monitored frequently.

All curriculum decisions are guided by the Next Generation Standards. During PLC's we discuss the standard, the students that are at mastery, the students that aren't at mastery, and a plan for both. We discuss an intervention plan for the students below mastery and an enrichment plan for the students that are above mastery. We also focus on instructional strategies during PLC time. All our teachers incorporate Kagan Cooperative Learning Strategies into their lessons. This approach is designed to promote cooperation and communication in the classroom, boost students' confidence and retain their engagement in classroom interaction. Teachers may have our academic coach to model an instructional strategy before they incorporate it into their lessons.

In reading you will find a variety of instructional strategies used throughout our classrooms. Teachers create lessons and collaborate with our Reading Specialist with writing. Teachers incorporate literacy into their science and social studies lessons through the basal. Accelerated Reader is a program we use school wide to increase reading comprehension. An integral part of our reading program is our writing. Our school uses the Step Up to Writing component to enhance student writing. Teachers incorporate various instructional strategies in their lesson plans. Strategies that have been viewed this year are the following: Guided Instruction, Direct Instruction, Differentiated Instruction, Guided Questioning, Independent Practice, Cooperative Learning Groups, Project Based Learning, APL, Reflection, and Review.

In math our teachers use a variety of different strategies and let the students pick which one works best for them. We use our classroom basal, Engage NY, Number Talks, and teacher-designed lessons. Students are required to spend 20 minutes three times a week on Reflex Math to practice fluency. We also incorporate Moby Max which provides personalized learning on math skills. It assigns a pre-assessment and will start the students at their skill level.

Science and Social Studies are integrated through reading. Our teachers use the FOSS curriculum to incorporate hands-on science into their classrooms. The goal of FOSS is to engage students in science through active learning. Teachers spiral science and social studies into their reading lessons. Our teachers use the basal, online resources, and teacher- designed lessons. When planning and implementing guided reading groups, our teachers pick science and social studies texts that align to our current unit of study throughout the school year. Science and social studies take-home projects promote further discovery for students on topics they may want to extend their learning. They can take their time to conduct research, and then prepare their work for an audience. The WVU Extension Office collaborates with our classroom teachers to do gardening lessons. Each grade level has a raised garden bed in our Mustang Garden. We partner with Trout Unlimited to raise Brook Trout in our fifth grade classroom. Students take care of the trout throughout the year. Each year our students release the trout.

The progress of our students is our main priority. We discuss data and progress weekly through PLC's, curriculum meetings, STAR benchmarking, PALS, and classroom assessments. We reflect on data

frequently and adjust our intervention groups as necessary. Differentiated Instruction is done daily in our classrooms to meet our students' needs. Our Title 1 program targets students and gives intense instruction to get them to mastery of standards.

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

All our resource teachers are certified in their content areas. Our students receive forty minutes each week of music, art, and three days of physical education. Each of our resource teachers follow the stated aligned curriculum for their content area. Art, music, and physical education use the basal, online resources, and teacher-designed lessons. Art, music, and physical education incorporate reading and writing into their lessons. Our music program does performances throughout the year. The WVU Extension office partners with our physical education teacher to incorporate nutrition lessons into our lessons. Students get to practice real life application in gardening classes. Additionally, physical education, music, and art all incorporate hands-on learning experiences. Research has proven that students who are taught using hands-on teaching methods with manipulatives outperform those who are not. Studies have shown that kinesthetic learning, where a student carries out physical activities rather than listening to a lecture, is the most popular type of learning with students - 'doing' helps them to gain a better understanding of the material.

Technology instruction is led by the classroom teacher. Every class has a Smartboard, ELMO, grade level IPAD cart, and access to the computer lab. Classes can schedule the computer lab 30-40 minutes a day. Each classroom has three laptops that students can access to take Accelerated Reader quizzes, do Reflex Math, or Moby Max. Teachers access technology in their classrooms daily. We also enrich our gifted students by offering them Virtual School Online Courses. Our fifth grade gifted students are taking a 6th Grade English/Language Arts course for enrichment purposes. Good integration of technology with content knowledge changes instruction.

Positive Behavior Support is another part of our curriculum that we focus on daily. We have frequent discussions with our students about their behavior progress. Parents are communicated with if we have a behavior issue. Students that meet their PBS goal are rewarded each nine weeks. Examples of our rewards are the following: March Madness, Swimming at the Wellness Center, a trip to Ice Mountain, and Field Day. We use the clip up and clip down communication chart so that the students can visually monitor their behavior. We focus on these behaviors and character education throughout our guidance lessons.

Olweus is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting. The Olweus Bullying Prevention Program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include: reducing existing bullying problems among students, preventing the development of new bullying problems, achieving better peer relations at school. Statistics show how successful implementation of the Olweus Bullying Prevention Program can reduce school bullying. Olweus has changed the culture of our school. After implementation in 2012, we started seeing significant academic success.

Kagan Cooperative Learning strategies have been implemented school wide. Kagan Structures produce revolutionary positive results. Teachers, schools, and districts now use Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. When students are engaged, they pay attention, they're motivated, they learn more, and the learning sticks. The biggest difference between the Kagan approach and teaching using traditional methods is the ability to engage every student. Traditional classroom teaching captures the minds and attention of some students, but not all. Good teachers engage more students. When students are actively engaged on a daily basis, everything changes.

Accelerated Reader is a computerized supplementary reading program that provides guided reading instruction to students. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers. The Accelerated Reader program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book's content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance. Students who

meet their goal are awarded every six weeks. Examples of awards are the following: Rain Crow Performance, Snow Dancing, and Pumpkin painting.

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

Explicit and intentional standards-based instruction takes place in each classroom throughout the day. Explicit instruction is systematic, direct, engaging, and success oriented. The effectiveness of explicit instruction has been validated again and again in research involving both general education and special education students. While it has proven to be very helpful for normally progressing students, it is essential for students with learning challenges. When a teacher begins a new unit of study or project with students, the teacher clarifies the purpose and learning goals, and provides explicit criteria on how students can be successful.

High Expectations ensure our students and staff set personal learning objectives for each lesson. Our teachers use the standards to guide every learning opportunity. Teachers design lessons to engage student interest and use feedback to encourage effort. Our classroom environment is learner centered. Our students feel safe and respected in our classrooms. Our teachers help our students maximize instructional time to ensure they develop a deep knowledge of the content they are being taught. Our teachers coach our students to mastery in a positive learning environment.

Differentiated Instruction occurs daily in our classrooms. We use data to drive our instruction. Teachers use collaborative groups, small groups, and one-on-one instruction to meet students' needs. Teachers assess formative and summative assessments to determine student progress. Teachers provide all students through Personalized Learning but target students with varying academic deficiencies.

Professional Learning Communities, or PLCs, have become crucial in designing school-wide strategies dedicated to helping students achieve their potential. The resources during PLC's are intended to help teachers meet the challenges presented by today's educational landscape through effective professional learning and development opportunities. During PLC's teachers are creating pre and post tests (formative) and summative assessments. PLC's also give teachers time to reflect on best practices and student data.

Guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The model allows children to be taught in a way that is more focused on their needs and accelerates progress.

Walkthroughs are done weekly to give teacher's feedback on instructional practices. Walkthroughs will not only clarify the role of the instructional leader, but also strengthen the school culture of instructional effectiveness of all staff. Walkthroughs illustrates the importance of building trust and collaboration, while communicating to staff that the walkthrough process is separate from the evaluative process.

Number Talks are short ten minute lessons of daily exercises aimed at building number sense. Number sense is the ability to analyze numbers so they can visualize problem solving, perform calculations quickly, and are flexible in their mathematical strategy. Students who have strong number sense solve problems in more than one way and check that their answers make sense. During a number talk, students are thinking, asking their peers questions, and explaining their own thinking all while the teacher records their thoughts and interactions.

STAR Reading and Math are available for use in assessing the reading and math achievement of students. This computer-based progress-monitoring assessment provides immediate feedback to teachers, students, parents, and administrators on each student's reading and math development. The program will individualize what standards each child needs to work on and will project where their progress should be by the end of the year.

The Reflex Math system combines research-proven methods and innovative technology to provide the most effective math fact fluency solution available. With Reflex, students of all ability levels can make major gains in math fact fluency giving them the skills and confidence to successfully tackle more challenging

mathematical concepts.

Title I instruction focuses on the needs of educationally at-risk students. The goal of Title I is to provide extra instructional services and activities which support students identified as failing or most at risk of failing the state's challenging performance standards in mathematics, reading, and writing. The Title I program provides our students with extra educational assistance beyond the regular classroom.

Step Up to Writing is an organizational program that teaches explicit writing strategies within the writing process (pre-writing, drafting, revising, editing, final copy, proofreading, sharing) to help students organize their thinking and their writing. It is used primarily for informational, opinion, narrative, and expository writing.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

The school climate and culture is positive. Encouragement comes from our principal daily. Teachers are encouraged and supported daily. There are a few concepts that have to be aligned to have a positive school climate and culture at your school. The first one is to give attention to fostering safety. Our PTO has funded all our security equipment. In 2011 we installed ten cameras and seven panic buttons. We communicate safety information to parents. Secondly, we develop our academic progress through PLC's weekly. Next, encouragement is key our students trusting our staff. They know our behavior expectations and that there will be follow through if they are not met. Our students are encouraged daily. No matter what level they are at, we meet them there. We celebrate that they are hard- working and reward their successes. Our students and staff care about each other. We have high expectations in not only academics but behaviors as well. Our teachers model this for our students daily.

All stakeholders have input into decision making for our school. We have a school leadership team and local school improvement committee that meets frequently. We have our school wide Positive Behavior Support program and Olweus that contributes to the positive culture at Slanesville Elementary. We adjust to meet our students' needs daily. Slanesville Elementary is very much a team atmosphere. If someone misses, someone else will step up and make sure the job gets done. It is very much a collaborative effort daily.

The Olweus Bullying Prevention Program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the Olweus program include: reducing existing bullying problems among students, preventing the development of new bullying problems, achieving better peer relations at school. Olweus has changed the culture of our school. After implementation in 2012, we started seeing significant academic success.

Positive Behavior Support is another part of our curriculum that we focus on each day. We have frequent discussions with our students about their behavior progress. Parents are communicated with if we have a behavior issue. Students that meet their PBS goal are rewarded each nine weeks. Examples of our rewards are the following: March Madness, Swimming at the Wellness Center, and Field Day. We use the clip up and clip down communication chart so that the students can visually monitor their behavior.

### 2. Engaging Families and Community:

Slanesville Elementary is a rural school. We have reached out to parents, local business, and members of the community. Our school business partners donate frequently to our school. First National Bank sponsors a scholarship award for our students using the Reflex Math Program. The Bank of Romney sponsors our Watchdog program. We have a collaborative relationship with our local WVU Extension Office. We collaborate with them on garden curriculum and nutrition lessons. We work with the Trout Unlimited Program to raise Brook Trout in our Fifth Grade classroom. Our business partners also support our Title 1, Accelerated Reader, LSIC, Watchdog, and PTO events. We collaborate with our business partners on our Local School Improvement Committee. During these meetings we discuss school progress, safety, and future needs. We are very blessed to have supportive parents. Parents feel welcome at our school and feel that they are a major part of our success.

Title 1 Parent Involvement sessions are focused on family and school partnerships. Slanesville Elementary has done the following parent engagement sessions this year: Book Bingo and Literacy Fun, Math Game Night, Family Math Night at Food Lion, Moms Morning, and Dads Day Science Activities. Each year there is a Title 1 parent advisory council meeting. At the meeting our school staff and parents review our Title 1 goals and ask for parent feedback. We take the suggestions and plan accordingly the following year. Our Title 1 program also organizes our WV Read Aloud program which encourages parents to come and read.

WATCH D.O.G.S. (Dads Of Great Students) is a K-12 program, invites fathers, grandfathers, uncles, or

other father figures to volunteer at least one school day. The program is overseen by a “Top Dog” volunteer who partners with the school administrator to coordinate scheduling and identify opportunities for Watchdogs to provide assistance at the school. Watchdog dads and volunteers perform a variety of tasks during their volunteer day including monitoring the school entrance, assisting with unloading and loading of buses and cars, monitoring the lunch room, or helping in the classroom with a teacher’s guidance by working with small groups of students on homework, flashcards, or spelling. Our students love the Watchdog Program. Each time a Watchdog volunteers we take a picture of the Dad and child. We put the picture up on our Watchdog "Hall of Fame" bulletin board. The program has been a big success at Slanesville Elementary.

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

Slanesville Elementary works collaboratively on our strategic plan each year. We discuss what staff development opportunities would benefit our staff and schedule them accordingly. Our school has a professional development representative. Teachers may suggest professional needs to our school representative or the instructional leader. Our staff development representative meets monthly with our Superintendent to discuss school needs. Our Title 1 teacher and academic coach lead our professional development sessions. If it is a topic that they have not been trained on we will bring in a professional that has been trained. Slanesville Elementary has received the following professional development opportunities this year.

Trauma Sensitive Care helps staff understand how children’s trauma from exposure to family and other forms of violence can help explain many educational difficulties teachers face every day. Such difficulties include the inability of children to focus, understand instructions, form meaningful relationships with peers and teachers, and control their behavior.

Guided Reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The small group model allows children to be taught in a way that is intended to be more focused on their specific needs, accelerating their progress. Guided reading gives teachers the opportunity to observe students as they read at their instructional reading levels.

The Olweus Bullying Prevention Program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop. Goals of the program include: reducing existing bullying problems among students, preventing the development of new bullying problems, achieving better peer relations at school. Significant improvements in the classroom social climate as reflected in students' reports of improved order and discipline, more positive social relationships, and more positive attitudes toward schoolwork and school.

Instructional Practices Inventory (IPI) is a process, when used properly, provides valid, reliable data for profiling student engaged learning and serves as the basis for the collaborative problem-solving faculty conversations necessary in a professional learning community. In the pursuit of school improvement, student learning must be examined. Part of that examination includes understanding how engaged students are in the learning. IPI data will be shared with staff.

Lindamood- Bell Lips Program's goal is to help with the development of an oral-motor, visual, and auditory feedback system that enables all students to prove the identity, number, and order of phonemes in syllables and words. This program reaches all types of learners.

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

The principal is known as the instructional leader in the building. The instructional leader has to develop the school’s focus. Therefore, the first thing we do is develop our goals and our vision for our school. The principal and staff work collaboratively on our school's goals and vision. The principal ensures that effective communication of goals and vision is made with all stakeholders. The instructional leader does weekly walkthroughs and is visible throughout the building. The walkthrough checklist looks for student engagement, instructional strategies, objective, lesson plans, and assessment. Our teacher evaluation system

allows dialogue to take place between the instructional leader and the teachers. It allows us to have open conversation about weak and strong areas. It allows you to look deeper at the growth in the classroom. Our teachers are instructional leaders as well. A representative from each grade level is a member of our leadership team.

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

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Classroom awards are vital to student success. When students are given positive feedback and are rewarded for a job well done, it's only natural for them to continue to work hard and do their very best. Even the slightest positive student recognition does wonders for the child's morale and enthusiasm about school work and their outlook on school. All of our classrooms have student incentives built into their classroom management plans.

Professional Learning Communities, or PLCs, have become crucial in designing school-wide strategies dedicated to helping students achieve their potential. During PLC's teachers are creating pre and post tests (formative) and summative assessments. PLC's also give teachers time to reflect on best practices and student data.

Positive Behavior Support (PBS) is a process for understanding and resolving the problem behavior of children that is based on values and empirical research. It offers an approach for developing an understanding of why the child engages in problem behavior and strategies for preventing the occurrence of that behavior while teaching the child how to respond in the future. Positive behavior support offers a holistic approach that considers all factors that impact on a child and the child's behavior. We reward our students every 9 weeks for positive behavior. Mustang Bucks are used as a part of our PBS program. If students display good behavior our teachers encourage them by awarding them a "Mustang Buck". Our PTO runs the Mustang Store every other week. This gives students an opportunity to spend their bucks and reinforces good behavior.

Accelerated Reader is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers. Students are awarded every six weeks for meeting their AR goal.

B.U.G Club- Bring Up Grades or BUG is a program designed to provide recognition to students who raise their grades into an acceptable range and maintain or continue to raise them from one grading period to the next. Recognition includes being placed on the school's BUG Honor Roll. Students are empowered to participate in their own academic success, which builds self-confidence, perseverance and character. Students are given a certificate.

Honor Roll Assembly is held each nine weeks to honor students with A and B averages. Students are awarded a ribbon and their picture goes in the school yearbook.