

Part I – Eligibility Certification

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

1. 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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 7 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	21	13	34
K	43	31	74
1	29	40	69
2	42	42	84
3	50	38	88
4	41	34	75
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
Total Students	226	198	424

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 1 % 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 2016 – 2017 school year: 9%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1, 2016	431
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 1%
6 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 56%
Total number students who qualify: 239

8. Students receiving special education services: 19 %
81 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.

- | | |
|-----------------------------------|--|
| <u>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>2</u> Developmentally Delayed | <u>2</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>36</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>10</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
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	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	93%	94%	94%	94%	94%
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 2017.

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

"United in Pursuing Excellence" expresses our belief that through collaborative efforts all students can succeed.

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

Allen T. Allison Elementary School is located in Chester, WV which is the northernmost incorporated city in West Virginia in Hancock County that is bordered by Ohio and Pennsylvania. Traveling to either state is less than a five-minute drive. With a population of approximately 2,474, Homer Laughlin Pottery and Mountaineer Racetrack and Casino are the two main employments to provide job opportunities to the families. We have had an increased number of students within the past few years with limited English proficiency due to employment at Mountaineer Race Track. However, students become transient to warmer locations when the weather changes and horse-racing ends for the season. The oil industry has also brought families to the Chester area where they live in campers or mobile homes.

The percentage of low-socioeconomic students at Allen T. Allison Elementary School is 56% who qualify for our free and reduced lunch program. On average, approximately 60% of the students eat hot lunch each day and we send home food with 12% of our students who may not have food to last throughout the weekend.

Allen T. Allison Elementary School is located in a residential neighborhood. Approximately 25% of students live within walking distance to school. There is a nearby city park and football field where you often find children playing or riding their bikes during the warm months of the year.

Allen T. Allison Elementary School was first established in 1963 as Chester Primary School where students in grades first through third grade were educated. The inclusion of kindergarten began in 1972. In 1984, construction was complete which integrated fourth, fifth, and sixth grades into the building changing Chester Primary to Chester Elementary School. Allen T. Allison Elementary School was overseen by principal, Allen T. Allison who served as the namesake of the school when Chester Elementary became Allen T. Allison Elementary School on February 9, 1987, honoring him for his years of dedicated service. As the community grew, the school grew. Students in grades 5th and 6th moved into a newly built middle school in the district and Allen T. Allison Elementary School housed kindergarten through 4th grade students. It was determined the educational program had room for growth. In August 2013, the doors were opened to display newly renovated areas by adding three top of the line pre-kindergarten classrooms filled with technology enhanced educational resources. Allen T. Allison Elementary proudly unveiled a new gymnasium which is now a separate entity from the cafeteria.

Continuing with traditions, Allen T. Allison Elementary School takes pride in community and family activities. For as many years known, the community joins to watch the students march along the streets in the annual Halloween parade. Families, businesses, and community members postpone their busy day to stand on the corners and watch children, teachers, and administrators walk with the students in their Halloween costumes.

Key strategies used within Allen T. Allison Elementary School that have encouraged and challenged all students to develop their full potential academically include motivation to be successful where they aim to reach rewards and become part of a recognized group. Motivation often varies depending on the setting, situation, and group of students. As educators and administrators, we assist students in setting goals and reward them for reaching their target. We follow a “No homework policy” with the exception of daily reading, which is expected by every child each night. Students set new goals each nine weeks, read nightly, then take short quizzes to earn points on the books read. Earning points have become a school wide motivation. Students’ names are posted in the hallway under their designated point clubs he or she is in. The student leadership team suggested suggested passing out special rewards such as gift bags, t-shirts, and a coupon for a book of the child’s choice once hitting special milestone point clubs such as 50 points, 75 points, and 100 points presented by the school principal. All students meeting their nine-week’s goal participates in activities planned that integrates STEAM where students create a project to keep as they work collaboratively on a special keepsake such as decorating plates that were donated by a local business, Homer Laughlin China Company Fiestaware, designing Christmas ornaments, and working with a variety of ingredients by making slime.

As intrinsic motivation may not be yet emerged in all students, we work to teach students to develop self-motivation. Students are constantly being recognized and rewarded for their successes. Students look forward to seeing their picture hanging by the office when they accomplish a measurable task, become student of the month, participate in reading challenges to go on a special field trip, or be recognized at the county level for reaching a distinguished status on the general summative assessment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at Allen T. Allison Elementary School includes reading and language arts, mathematics, science, social studies, physical education, music, art, character development, and technology education. Dedication to excellence in instruction and an environment that supports each student's unique learning needs along with quality curriculum, student collaboration, and active learning leads the way to advance student achievement. We are also committed to data analysis and a continuous cycle of evaluation, planning, and implementation. Performance data along with the unique needs of each student and the WV learning standards guide instruction.

Allen T. Allison Elementary School recognizes the necessity of a strong commitment to the WV learning standards. Along with a continuous focus on learning standards, teams analyze state standardized test results for weaknesses and begin the process of planning instruction for the next school year. Strategies to develop identified weaknesses are discussed and a curriculum map is developed for the next school year. The map supports fidelity to WV learning standards and guides classroom instruction; however, a continuous cycle of evaluation, planning, and implementation supports adaptations necessary to support the unique learning needs of students.

Teachers are trained in utilizing an anticipatory set for engaging students by activating prior knowledge, and preparing them for the day's lessons. Cooperative learning is also at the core of all instruction. Students work collaboratively on common goals and utilize language as an important tool for learning, problem solving, and clarifying understanding.

WV College and Career Readiness Standards are at the core of reading and language arts instruction at Allen T. Allison Elementary School. The reading and language arts curriculum emphasizes reading and understanding informational and literary text. Writing for many purposes including argumentation with text evidence is another area of emphasis. While prior knowledge is activated and learning objectives are discussed, videos support student engagement. Playful and appealing phonics videos are presented at the start of each new phonics lesson. Strategy videos capture students' attention as they watch students similar to themselves tackle problems using target strategies. Focused instruction that includes learning strategies, cooperative learning, goal setting, teacher monitoring, and feedback supports students' continued growth in reading and understanding complex material. Quality discussions, argumentation, and group interdependence contribute to deep understanding and a commitment to support one another. Academic vocabulary is supported through a commitment to student friendly definitions. Teachers also use power points, videos, pictures, and collaboration to enhance oral and written vocabulary use. A scope and sequence and monitoring of student progress drive momentum.

The math curriculum at Allen T. Allison Elementary School is aligned with the WV College and Career Readiness Standards. With a commitment to cross curricular and real life problem solving, backwards design is used for developing dynamic lessons that challenge and intrigue students while focusing on key learning goals. Language and collaboration continues to be an important tool for developing a deep understanding of math concepts, and students are provided cooperative learning opportunities. Fluid ability groups support the unique needs and differentiation required for maximizing each student's growth and achievement. While instruction topics follow the established curriculum map that has been created using the WV learning standards and assessment data from the previous school year, a continuous cycle of evaluation, planning, and implementation support coherence of topics while adapting to unique learning needs. Spiral instruction is used to support retention and application of skills to topics with increased complexity. A variety of classroom games and game-like computer programs also support foundational skills and fluency.

Next Generation Content Standards and Objectives guide the science curriculum at Allen T. Allison Elementary School. Hands on cooperative STEM and STEAM investigations, a student favorite, challenge higher-level thinking. Hands on Science investigations provide students with hands-on active learning opportunities to investigate and solve real world tasks while language and collaboration support critical

thinking and understanding of science concepts.

WV Career and College Readiness Standards guide the social studies curriculum at Allen T. Allison Elementary School, and multiple strategies are used for engaging students. A strong curriculum along with cooperative learning is structured and organized using role cards as students work collaboratively to accomplish tasks. Students become active members of their learning community. Character education and civic learning is prevalent throughout the entire school day. An awareness of respect, cooperation, diversity, and trustworthiness are among the character traits that are developed and awarded each grading period. Our school employs a counselor and a prevention resource officer who provide monthly character education lessons that are practiced during weekly Class Council meetings.

The WV Early Learning Standards Framework guides the Allen T. Allison preschool program. The preschool program utilizes a curriculum that is divided into six-week units of study. One or more of thirty-eight research-based objectives that are aligned with WV standards are integrated into all activities. Conscious discipline is used in conjunction with studies as a means of classroom management that aims to eliminate reward and punishment within the classroom. Students are afforded the opportunity to have a voice while providing a foundation for successful problem solving. Parent participation and communication is a vital component of the preschool program. There are multiple opportunities for daily communication during drop off, pick up, communication folders and applications as well as home visits and school conferences. Students are assessed at the beginning (baseline), middle, and end of year. The results of the assessments indicate growth in pre-reading, writing, math, social-emotional, and self-help skills. Results further indicate students' overall development in school routine, school family, appropriate interactions with peers and adults, and foundation of academic skills.

2. Other Curriculum Areas:

Allen T. Allison Elementary School takes great pride in our related arts program. Throughout the school year students participate in wellness activities that are integrated with music, fine arts, and academics. The physical education and music appreciation classes unite a couple times throughout the school year so that students can learn and perform popular line dances. During the month of January, the physical education and music appreciation classes collaborated for National School Choice Week. The students learned and produced the 2018 nationally produced school choice dance which is featured on YouTube as ATA Elementary National School Choice Week Dance 2018.

In addition to two full-time certified physical education teachers, Allen T. Allison has an elementary music and art teacher that serves both our school and another Hancock County elementary school. Kindergarten through fourth grade students participate in music classes for one-half of the school year and art instruction for the other half of the school year. West Virginia requires that all students in kindergarten through fourth grade receive physical education at least ninety minutes per week or at least thirty minutes of physical activity each day. Kindergarten through fourth grade students receive physical education at least three days each week for forty minutes. Allen T. Allison also values fine arts as an important aspect of a child's education, so visual and performing arts occur throughout the entire school year. All grade levels prepare a musical production that is presented to families and is open to the community. Grade level teachers direct students as they prepare for their monthly theme-based presentation. The music teacher also organizes an event where the Allen T. Allison fourth grade students are featured on ice singing the "Star Spangled Banner" for the Wheeling Nailers, West Virginia's mid-level professional ice hockey team in Wheeling, West Virginia.

The physical education teachers regularly integrate academics into their daily physical education instruction. Peeking into both gymnasiums, observers will often hear students spelling out spelling words, skip counting, or practicing basic math facts while dribbling a basketball or setting a balloon as they transition to volleyball. One physical education teacher is a member of the Hancock County School's Wellness Team, and she along with the principal and the child nutrition director developed a student leadership team which encourages students to develop healthy eating habits by making good choices and focusing on the goal of eating hot lunch.

Allen T. Allison Elementary School has welcomed a growing number of limited English proficient (LEP) students—quite often very young students and their families enter school with very limited English. Due to the large number of LEP students, an English as a Second Language (ESL) teacher works with the teachers, students, and families to support each student’s transition to the school community as well as his/her academic and English success.

Allen T. Allison Elementary School is blessed to have classrooms with abundant technology. Each classroom has a Smart board and most have document cameras. Even though county reconfiguration eliminated the school technology teacher, mobile laptop and iPad labs have been organized and are available to most classrooms. The school has two computer labs, seven mobile laptop labs, and eight mobile iPad labs that are used daily to support student achievement.

The state of West Virginia requires that students in grades kindergarten through fourth grade receive at least ninety minutes of technology each week. Having access to technology in classrooms provides the students with an abundance of technology instruction and opportunities to integrate technology with academic learning. Students are also provided several computer-based curriculums that are available at school and home that enhance acquisition of math and reading standards. Students also enjoy a fast paced game like computer program for developing fluency with math facts.

Allen T. Allison students are engaged in the school’s computer-based Accelerated Reader program. Students are motivated to read authentic literature and complete quizzes using either an iPad, laptop computer, or a desktop computer and are thrilled as they watch their progress and success grow toward their individualized reading goal—a flower grows and blooms with each point earned from Accelerated Reader quizzes. Once students meet their first reading goal, they take great pride seeing their name placed on the wall of the Accelerated Reader Point Club located in the main hall of the school. Each nine weeks with a new individualized reading goal, students take delight in moving their name down the wall and sharing their reading progress with teachers and principals.

3. Instructional Methods, Interventions, and Assessments:

Allen T. Allison Elementary uses a variety of instructional approaches and methods used to meet the diverse and individual needs of students to gain academic progress. New ways of educating our students across all academic settings began approximately three years ago when we took a look at methods to get our students to become problem solvers and become more engaged in their learning. After discovering a school wide research based curriculum that provides differentiated instruction to all readers, we adopted a curriculum for our students to receive flexible grouping where they are learning reading and mathematics at their independent, yet challenging level. Instructional groups are tiered where differentiated instruction takes place in the classroom. Cooperative learning is established where problem-based learning and explicit instruction is guided when working to meet performance tasks. Students are facilitated and taught to communicate with each other collaboratively. Students utilize prompting role cards to steer this process. Eventually, students use these techniques independently as a group and no longer have a need for the guidance. Some examples of instructional methods and interventions are used by providing students with appropriate targeted skills such as informational text. For instance, students who are performing above grade level are taught with higher level expectations while giving more independence within larger groups of students, whereas, students performing below level require more direct interaction by the teacher that takes place in smaller class sizes where the teacher ratio is smaller. Enhanced instruction targeting the unique needs of each struggling reader is in place.

Some examples of interventions provided to students with more specific needs in reading and decoding are taught using intensive phonics programs, such as Wilson phonics and Just Words. This intervention takes place in addition to their reading and language arts in a small group of students with a certified trained resource teacher daily. Some examples of tier grouping consist of Tier 3 instruction provided to students receiving explicit instruction in International Dyslexia Association accredited, research based structured multisensory instruction. Tier 2 provides a daily, explicit multisensory spelling and decoding program that includes extensive practice in phonemic awareness, phonics, syllable types, Greek/Latin roots, and word study including assessments for progress monitoring. Some of our Tier 2 and 3 students receive one on one

and small group instruction daily in research based explicit multisensory language instruction.

Daily reading is expected, so a school wide goal has been implemented for our students. Those students who need assistance with their daily reading expectations utilize a “Read and Respond” room. This accommodation has been arranged to assist students each morning where peer partnership and teacher assistance takes place to help students who need support completing the nightly assignment. High performing students work as peer mentors to read with students in the read and respond room daily. We also offer after school tutoring daily for continued remedial instruction in reading and mathematics.

Every nine weeks, we group students in reading and mathematics based on teacher observations, formal progress monitoring on STAR reading and math benchmarks, and informal data collection on weekly teacher cycle data collections. Grade level professional learning communities meet at least monthly for “data talks” where we look at specific students and their progress. In these meetings, a plan of action is determined for students not meeting grade level expectations.

Progress monitoring in kindergarten and first grade utilizes formal reading evaluations, called Roots Assessments, that measure reading accuracy, fluency, and sight word recognition. These assessments are given four times per year in first grade and at the end of kindergarten. Kindergarten is progress monitored on a weekly basis utilizing teacher cycle data forms that collect information on reading and writing letter sounds, getting along together skills, and number and letter recognition. Enriched vocabulary builds oral language development which is a goal for our early childhood and kindergarten students. Formal oral language development is tracked each grading period.

First grade utilizes Fast Track Phonics assessments that are given four times during a nine week’s grading period. In addition, SOLO assessments are provided to gather information on oral language development and vocabulary recognition skills.

Second, third, and fourth grade teachers develop weekly comprehension exams and word analysis assessments as formal evaluations for students. Formal fluency tests are given at least once during each nine week’s grading period. These teachers also gather informal assessments on a weekly teacher cycle data form that tracks knowledge of targeted skills, fluency practice, making fiction and nonfiction relationships to text, clarification, questioning, and summarizing skills.

In order to be sure achievement gaps are closed, teachers across all grades in kindergarten through fourth record information into a data collection center tracking student’s performance in reading and writing. As always, the data collected is then constantly analyzed by teachers, the school academic facilitator, and administrators to guide instructional practices to create scope and sequence for meeting our student’s needs. School wide achievement goals are determined and implemented by the leadership team for reading and math achievement.

Because of these instructional methods, interventions, and assessments, Allen T. Allison Elementary School takes pride in being a high performing school where we are recognized having the second highest scores out of three hundred ninety-nine elementary schools in the state of West Virginia.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The students at our school are motivated to behave well through our school wide Positive Behavior Support system and through our Class Dojo behavior system. The students earn points daily for good behavior, coming to school on time, and for completing their nightly reading expectations. The students cash in their points for various rewards after they reach a certain amount, which is created by their homeroom teacher. Students who earn 85% or higher of positive behaviors attend an event each nine weeks four times throughout the school year. We motivate students to complete their daily read and respond slip, which is part of their nightly reading expectations, by awarding them a Dojo point if they complete it. We motivate students at our school to do their personal best by explaining to them the importance of school and earning good grades. We provide a positive environment at our school that supports academic, social, and emotional growth. On the playground, we have two “Buddy Benches,” that are used for students who need someone to play with and are too shy to ask or do not want to ask. If they need someone to play with, they sit on the buddy bench until someone comes to sit by them to ask them if they want to play. This helps our students to grow socially. We have “Anti Bullying” assemblies that are held several times throughout the school year to educate the students about how to treat one another correctly along with how to treat adults and everyone in this world. These assemblies assist our students with their emotional and social growth and help them to grow better in those areas.

Feeling part of something successful is a goal set at Allen T. Allison Elementary School. Our mission is to be “United in Pursuing Excellence.” Administration acknowledges the importance for teachers, service personnel, and students to feel valued while working together daily. Every year, an online school climate survey is provided to staff, students, and parents. The data received by the online survey provides feedback to administration then shared with the school leadership team. Not only do we want our staff to feel valued, we want our students and parents become to part of our community school.

2. Engaging Families and Community:

Allen T. Allison Elementary School has an astounding 200 members of the Parent Teacher Association. The teachers work to keep parents involved and informed through monthly newsletters, social media posts, and informing families using a text messaging system called Remind. Teachers communicate with students and families using Class Dojo which serves as a communication app for the classroom and it allows teachers, parents, principals, and students the time to connect by sharing important information, messages, pictures, class stories, student stories, and two-way communication between the teacher and parent, or the principal and parent daily. Allen T. Allison teachers and administrators also use it to track and inform parents of positive behaviors and in areas of opportunity.

Allen T. Allison Elementary School has monthly PTA Meetings, in which anyone from the school or community can attend. At each monthly PTA Meeting, a grade level in grades Kindergarten-4th grade puts on a heartwarming performance that is tied to a holiday. Fox’s Nursing Home, which is a local nursing home, is invited to watch the students perform during the school day. The students refer to the residents as their “Grand-friends.” Once per year, our partners in education and business partners are invited to our school as we offer gratitude toward their supports where they enjoy a performance put on by our kindergarten students while taking a glimpse at the children’s art work hanging in the hallways displaying their final STEAM art project from students who earned their nine week’s Accelerated Reading goal. In addition, the number of tennis shoes, jackets, hats, gloves, headphones, school supplies, and alarm clocks are on display showing how their donations are used.

Family communication and involvement is a priority at Allen T. Allison Elementary School. Therefore, parent teacher conferences are expected and typically held during planning periods or after school hours for the families by October for all students in Pre-K through fourth grade. After setting these expectations within the past several years, parent involvement has grown and very few criticisms are taken to the administrative level.

Families and the community is informed of our student's achievement through local newspapers where the local hometown newspaper publishes pictures of our students involved in learning activities or special events each week. Proudly, the students earning high honors and honor roll have their names printed each nine weeks in the newspapers. Our school has a social media Facebook and Twitter page in which various events are posted to show families the children learning and activities happening at school. In order to post each classroom equally, each teacher follows a specific schedule and submits to the public relations volunteer teacher each week.

3. Professional Development:

Our school offers various professional development opportunities. Ongoing professional development has been key to the success of Allen T. Allison Elementary School. Our school received intensive training using the curriculum Success for All which taught educators how to build classrooms around cooperative learning and engages students in constructive discussions. Professional development has been provided for each solution team, instructional component teams, and our leadership teams.

Teachers received training on small group learning labs and developing oral language in early childhood classrooms. Professional learning has contributed to the ability to monitor fluency in reading, and developing independent strategic readers during guided partner reading. Teachers learned how to instruct students to summarize all the time, move beyond the predicting and questioning strategies, target inferences, revisit fluency instruction and assessment in reading wings, tackle fluency skills, make the most of meaningful sentences, and increase vocabulary inquisition.

Professional development has prepared teachers to work with families through planned parent and family involvement events and to complete nightly reading activities. Teachers are also primed to assist students who were unable to complete activities at home. After SFA community connections training, we have improved our partnerships with local businesses. We have also established additional community partnerships in which businesses and civic organizations provide monetary support and volunteer in the school.

Additional training on making class council meetings work, proactive behavior management, and school wide discipline plans have been provided. Getting Along Together training has improved our positive behavior support PBS program at our school. Our PBS team has developed a plan to monitor student behavior school wide using the Class Dojo system. Ongoing training is provided for teachers to implement this program while data is monitored to identify students who need additional behavior interventions and incentives.

Crisis Prevention Intervention training helps with aggressive students. This training supports student achievement by assisting various students with their aggressive behaviors and teaching how to handle the behaviors in an appropriate manner.

Annually, all staff members are trained by the PRO officer on ALICE training – Alert Lockdown Inform Counter Evacuate. All safety trainings are reviewed and practiced multiple times per year.

Professional development has increased student's academic vocabulary as teachers learn to teach vocabulary while meeting the College and Career Readiness standards and understanding a tier system for choosing vocabulary for word study.

4. School Leadership:

The primary emphasis of educating the students at Allen T. Allison Elementary School is to recognize that each child is a unique individual and must be guided to develop socially, emotionally, physically, and intellectually at his or her own rate. This has become a focus of Allen T. Allison Elementary School's entire staff. The structure in the school is defined across every school team. Student achievement is the main focus. It is crucial for teachers to feel part of a team at Allen T. Allison Elementary School. The

school leadership philosophy is not to appoint people in positions he or she may not have the strengths to become part of, but allow teachers to volunteer in areas of their strengths.

Allen T. Allison Elementary's philosophy is developed by staff members with a focus on educating our students with excellence. The children are always the motivation not only by providing the best education for the children, but being sure they are properly clothed and fed.

There are multiple teams in place at Allen T. Allison Elementary School which consists of professional learning communities, local school improvement council, leadership, safety, community connections, attendance, interventions, cooperative culture, positive behavior support, and wellness teams. The school principal oversees each team by holding scheduled monthly meetings and reviewing all agendas and minutes with the teams. The principal works with the school board of education and the district superintendent where policies and expectations are communicated and shared with the teachers. The leadership team communicates with professional learning communities to ensure all programs and policies are understood and in place.

An example of how student achievement is the main focus is by researching and implementing best teaching strategies to students. Data analysis comes into play as we work to find ways to develop growth and make improvements as we constantly aim for excellence. A sense of achievement comes after every child experiences success through a well-rounded program. It consists of project learning, teamwork, learning centers, problem-based learning, or a combination of techniques. This, in turn with a classroom atmosphere in which children experience strength, warmth, and above all, confidence in themselves, will ultimately instill in them a sense of security and help make school a place where children like to be. By recognizing these individual differences, our educators can provide learning opportunities from which children may acquire academic and social skills to use to their maximum potential. Allen T. Allison Elementary School educators believe this must be a shared commitment for growth among the parents, teachers, administrators, and the local community's institutions.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Allen T. Allison Elementary's philosophy is developed by staff members with a focus on educating our students with excellence. The children are the number one reason we are in education and teaching our children. A strong focus on academics has been one practice that is instrumental to the success of our school. The organized structure of our reading and mathematics classes have brought on rising achievement levels with increased evidence based on standardized tests and formal assessments completed throughout the school year as benchmarks. Data is analyzed and used to develop instruction to develop differentiated instruction based on students' needs. Cooperative learning takes place within the classroom where children are actively involved in this learning process. Not only because children learn by doing, but the pride and sense of accomplishment which follows their own discoveries to build a positive self-image.

Not only is cooperative learning happening in the classroom, but within the entire school and community as well. Every individual has a purpose, and it is to serve the children of our community. We have a goal to educate our students so they become successful members of society. The ultimate goal is to work together to be sure students become educated, while nurturing and being sure all of their needs are met. Collaboration during professional learning community meetings between grade levels occur weekly as well as collaborating vertically several times per year.

The school climate is evident as staff members proudly feel part of something so successful. Our goal of being a community school encourages us to keep communication strong as we all work collaboratively to educate our children. Community involvement activities are held approximately two times each month. Many parents contribute to Allen T. Allison Elementary by offering their time to our students by selling milk at lunch time, volunteering while assisting students in the computer lab, or reading to the students for special occasions. One favorite form of involvement is the Grandparent's Breakfast, which brings in extended family members to share in the experiences with their grandchild.

Above all, our local businesses, churches, families, and teachers put the students first when it comes to giving around the holidays. Communities and local businesses donate gifts or provide monetary donations to purchase gifts for kids and their families in need for the holidays. Typically, we provide presents for over seventy children each year. Every child in need receives large bags of presents, and each bag also includes a pair of tennis shoes, headphones, and an alarm clock. A local church donates food backpack bags weekly to go home with students whose families are struggling to buy food and provide for their families. As a community school, we aim to inspire and challenge students to achieve and advance in all areas of intellectual growth. We stimulate initiative and encourage independent thinking, while rewarding students who meet educational goals.