

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):
- 11 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 18 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	12	7	19
K	13	14	27
1	11	12	23
2	6	12	18
3	7	7	14
4	11	15	26
5	16	13	29
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	76	80	156

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 100 % White
 - 0 % 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: 26%

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

East Lynn Elementary School has a high foster-care population. Students are moved in and out frequently due to placements from the DHHR foster-care system. Our community also had a big economic hit with the closing of two local coal mines. Coal mining families had to move out of district or out of state in order to find work. Our PreK is another major contributing factor. If a student in the PreK/Headstart program misses five days without an excuse, he or she is dismissed from the program and replaced with a student on the waiting list.

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	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	38
(4) Total number of students in the school as of October 1, 2016	147
(5) Total transferred students in row (3) divided by total students in row (4)	0.26
(6) Amount in row (5) multiplied by 100	26

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: 76 %
Total number students who qualify: 119

8. Students receiving special education services: 20 %
31 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>2</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</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: 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:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
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.	3
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 17:1

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	91%	92%	91%	95%	95%
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.

"Lead to Succeed." As a school and community, all students will be leaders in their successes.

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

East Lynn Elementary is located in East Lynn, West Virginia. East Lynn is a very rural area that is approximately 4 miles from East Lynn Lake. Our area was once booming thanks to the coal industry; however, within the last few years, the mines have been shut down. According to Title I surveys, our school is number one (at 76%) in the county for students who fall under the poverty guidelines. All of our students receive a free breakfast and lunch that is funded through a grant provided to our county. Our school services 156 students in grades PK-5. We have one classroom per grade level except for kindergarten, which has two classrooms.

East Lynn Elementary has a long history in this community that began in 1879. The first small school in East Lynn was constructed of log. In 1885, it was replaced by a frame structure just a short distance away. That building burned and was replaced by a two-story, four-room building that still stands. Our current school was built in 1947-48 to replace the old grade school on Little Lynn Creek. Due to significantly decreasing enrollment, our school housed middle school students for a few short years. Once enrollment increased, we returned to a PK-5 school.

Although our school has undergone many transitions, several traditions remain the same. One tradition that is most popular in the community is our Fall Festival. During this event, families from the community come to participate in fall games, learn about our heritage, create crafts, and enjoy fall foods. This brings out a large crowd every year. The second tradition that continues is the annual reunion. Every year past and present teachers and students from East Lynn Elementary return to the school. It is amazing to see the different generations that have passed through our school. These traditions create a positive and welcoming environment for the surrounding community.

East Lynn Elementary prides itself on the key strategies we use to encourage and challenge all students to develop their full potential academically, emotionally, physically, and culturally. The implementation of our mission statement, Lead to Succeed, directs our students to follow our core beliefs. The students practice Stephen Covey's "7 Habits of Highly Effective People" daily. Students are encouraged to put their academics first and take pride in their education. They also practice exercising their body and mind with these habits. Students are involved in the leadership process through a Student Lighthouse Team.

Technology is incorporated throughout our school. While most students do not have access to internet or computerized devices at home, at school they have the option to use laptops, iPads, SMART boards and Elmos. We have a one-to-one ratio of students to laptops. This allows teachers to differentiate instruction and students to work to their full potential. They have a wealth of information at their fingertips daily. At East Lynn Elementary we set high expectations for our students. Teachers make sure all students receive instruction and materials that ensure student success.

Each morning the principal holds a school-wide meeting. Our mission statement and core beliefs are recited, and students are recognized for their individual accomplishments. Student birthdays are recognized by the whole school singing "Happy Birthday." Then the birthday student(s) can lead the school in reciting the Pledge of Allegiance.

Teachers at East Lynn Elementary believe that learning doesn't have to stop when the bell rings at the end of each day. We have many after school programs for all students. Our school offers a 21st Century After School Program for students who need supplementary help with homework and for higher level challenge projects. Other programs include Boy Scouts, Summer Science Camp, and Good News Club.

We value the strong bonds we have with our students and the fact that we have created a safe-haven for them! All teachers are dedicated to providing the students at East Lynn Elementary with the best education possible, so they can reach their fullest potential. Students come to school eager to learn and enjoy participating in all activities daily.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

East Lynn Elementary prides itself in ensuring all students have the same opportunity to be successful. We use our state standards when teaching all curricula in the core areas of reading/English language arts, mathematics, science, and social studies/history/civic learning and engagement.

Grades K-5 teachers use the Wonders program to teach reading/English language arts. We do not restrict ourselves to this curriculum alone. The teachers look at student data and our standards to plan and meet the needs of all students. Phonics and phonemic awareness are a major focus in our PK-2 grade levels. We feel this is the time students learn to read. Using phonics-based curricula ensures that this need is being met. When students are in grades 3-5, we feel that they are reading to learn. The teachers implement book studies that cover reading standards, introduce vocabulary, and incorporate English language arts standards. Literary centers are a big part of our day. Students are able to work in small groups on research activities, have specific differentiated instruction, and have an authentic learning experience. We have a school-wide goal for every student to read books and pass comprehensive tests. Every student has his or her own goal to meet each six weeks to help our school reach its goal.

Teachers use state standards for mathematics along with the GoMath curriculum the county has purchased for grades K-5. Teachers do not solely rely on this program to meet math requirements. We are a one-to-one technology school and use a couple of online programs to supplement and challenge students in math. We use "Mathseeds" in K-1 and "Reasoning Minds" in grades 2-5. These programs have proven to raise our test scores over the years. During Professional Learning Community (PLC), teachers look at student data and form math groups to help individualize learning. They also try to maximize learning from our standards by doing common formative assessments (CFAs). The teachers give a pre-test and a post-test to help identify struggling areas that need to be addressed. Teaching from our standards is a non-negotiable. We take our standards and create a matrix of 9 areas that cover Depth of Knowledge (DOK) 1, 2, 3, and 4 questions. Exposing our students to higher order questioning and thinking is something we strive to do daily. Our school-wide math goal is to learn addition, subtraction, multiplication, and division facts fluently in K-5. Students set goals to help themselves, as well as our school, attain its goal.

Our school recently converted its computer lab into a science lab. Every summer we have a week-long science camp where students work on a theme that covers science, math, and reading. This science lab is used daily and houses all of the equipment needed to cover state science standards. We use Full Option Science System (FOSS) to help us meet standards. We have learned that hands-on and group learning in science is very beneficial. A nutritionist from Marshall University comes weekly to teach students about farm-to-school in grades K-2. These students learn the process of planting seeds and growing plants. In grades 3-5 the teachers and students enjoy investigations of different species. For example, they order meal worms and do research and studies on the importance they have on the environment. Our state has a mobile agriculture lab that comes to our school and allows students to do a week's worth of research and experiments. Students in grades PK-5 participate in this program. Our teachers ensure science standards are being met throughout the school year.

Social studies, history, and civic learning and engagement are a part of our everyday curricula. We meet the standards through cross-curricular teaching with reading and science. We use Primary Source Documents purchased by the county. This allows students to research and read about specific areas that fall under the social studies umbrella. Scholastic News is another way our teachers incorporate social studies throughout the day. Teachers use this opportunity for authentic learning and allow students to work in groups and research areas of interest within the social studies curriculum. This style of learning and curriculum is a favorite among the students.

East Lynn Elementary's Pre-School program follows state standards and the creative curriculum. Student choice in learning centers has proven to be successful. The pre-school students also have the opportunity to work with the math computer program "Mathseeds" and a reading program called "Reading Eggs." Both of

these programs are used by students in grades K-2, which makes for an easy transition when coming into kindergarten. A main focus in pre-school that mirrors our K-2 is learning to read. The teacher emphasizes and ensures phonics and phonemic awareness are used daily.

2. Other Curriculum Areas:

The arts provide students of East Lynn Elementary the ability to express themselves in various ways. Our school provides art, music, physical education/health, library, technology, and clubs in grades K-5. We feel it is important that our students have the opportunity to have authentic experiences outside of the core curriculum. We are a small school, but are blessed with a full time PE/art teacher and a part-time music teacher. Having both of these professionals here three days a week allows our teachers to have extra time to plan together. We schedule teacher PLC times and co-planning times with the help of these professionals. We have one teacher per grade level, with the exception of kindergarten having two. The teachers take these extra times to vertically plan and truly dive into data. As much as teachers benefit from these extra 45-minute planning times, students also benefit by having the chance to experience and discover other areas of interest.

Art class is so much more than coloring and “paint by number.” During this time, the teacher allows creativity to take hold while incorporating literature and math. The teacher may read a book that is art-related and have students create an art project that coincides. Math is used in art when using shapes, whether 2-dimensional or 3-dimensional. Geometry and measurement are utilized quite often when students create art. The art teacher works with the music teacher by having students build props for the Christmas and Spring programs. This is a wonderful way for all creativity to be displayed to the families and community.

Our music teacher is with us only three days a week. She is a veteran teacher and still pulls out her record player from time to time. A priority of hers is to expose all types of music to all students. Social studies is often tied in with a music lesson. The students learn about the origin of various types of music and study the corresponding country (ies). The teacher brings out instruments for the students to learn to play. She teaches them how to read music, the value of notes, along with fun songs they love to sing. The teacher always has a cross-curricular plan with each new unit. The students not only learn music, but also about cultures and instruments. If they don't love to sing, they may find a love in history, multi-cultural lessons, dance, or playing instruments.

Physical education is important to every student. The state of West Virginia requires that students in grades K-5 receive instruction three days a week in physical education. We meet that requirement, ensuring students have the opportunity to get out and move daily. Our small school has a gym where the teacher can keep them active during the winter months and rainy days. We are also blessed with a very large playground equipped with a walking track. The students walk this daily during physical education class and recess. Our school has collaborated with a local hospital to promote physical well-being. All students participate and receive rewards for the amount of steps they take throughout each month. We keep a running record of how many steps we are taking as a school and display our successes in the gym.

Each week we have set library times for students to learn and understand how a library functions. Students get to choose a book of their liking and silently read. The library has bean bags and reading nooks. This makes their reading experience both enjoyable and different from the classroom. They also learn how to shelve books and keep the library organized and neat.

Each year classrooms nominate students to fill out applications to serve on our student lighthouse team. The staff lighthouse team looks over the applications and decides which students have the leadership skills required to serve as a student lighthouse team member. The student lighthouse team creates a day for students. We have one afternoon a month designated as Clubs Day. Students choose clubs of interest and get to experience learning in a non-traditional way. We have Criminal Scene Investigator Club, Architecture Club, Nature Club, and Cooking Club to name a few. This is a memorable and fun way to bring a different spin to our learning environment.

3. Instructional Methods, Interventions, and Assessments:

East Lynn Elementary provides a multitude of instructional methods, interventions, and assessment types in K-5. These all begin in our Professional Learning Communities (PLCs). During these meetings, teachers look at multiple assessment types to determine effective grouping for students to reach their maximum learning potential. Skill deficits are identified, intervention plans are developed, and action steps are taken to fill gaps and solidify understanding for struggling students. These steps are crucial for all students, regardless of ability.

Some specific instructional strategies that East Lynn Elementary teachers utilize are affirmative checking, cold call, center-based learning, project-based learning, no opt out, common formative assessments (CFAs), and exit tickets.

Affirmative checking occurs when a teacher instructs students to complete a small portion of an assignment individually (one or two math problems, a written response to a question, etc.); then the teacher checks their work before allowing them to continue. Cold call is when a teacher chooses a student to answer a question that hasn't been recently discussed or reviewed. No opt out provides students who do not get the correct answer initially a chance to hear and repeat the correct answer. All teachers use center-based learning for reading and math, as evidenced by lesson plans. Teachers specifically design each center with student needs in mind. Instruction is data-driven, and action plans are developed from PLC team meetings. A Title I reading specialist, special education teacher, teacher's aide, or the school's cadre may also have a role in center rotations. Centers provide an appropriate time for project-based learning activities, such as wax museum history projects, science fair projects, and fraction pizzas.

Through grants, our school is privileged to have a one-to-one ratio of student to laptops. Within these center rotations, students can participate in a technology center using various programs that are tailored to student needs. These programs include "Reasoning Minds", "Teach Your Monster to Read", "Mathseeds", "Reading Eggs", "Wonders Activities", and "Khan Academy."

East Lynn Elementary students participate in a variety of assessments. Kindergarten, first, and second grade students take PALS (Phonological Awareness Language Screener), which assesses students' literacy skills. Second through fifth grade students are assessed using STAR Math and STAR Reading every two weeks for progress monitoring. Common Formative Assessments (CFAs) are short assessments used to gather data on all students by measuring the understanding of a specific skill. Exit tickets allow teachers to provide immediate feedback and intervention to students. Interim modules and teacher made evaluations are additional assessments that allow teachers to adjust their instruction.

Each of these assessments enable teachers to target skills students are lacking and to better organize their groups for centers by differentiating instruction for all students. Students are responsible for tracking this data in their leadership binders to keep them accountable. They develop ownership of their learning and feel a larger sense of leadership in the classroom. Students conference with their teachers regarding their individual performances, and together they determine the next steps for their learning.

Using these assessments, various teachers communicate during PLCs, as previously mentioned, and identify their lowest performing group of students. This is typically the group performing ten percentage points or more below mastery. Teachers will adjust groups, moving students to the appropriate group for their needs. Interventions occur through our school's Title I program. We have two Title I reading specialists, whose roles differ. The first Title I reading specialist provides primarily intensive intervention, seeing only the lowest performing one to three students of each classroom per session. These students are pulled out of general education classrooms and taken to the Reading Specialist's room for thirty minutes where they receive tiered instruction based on their assessment results. The second Title I teacher provides targeted intervention in reading and math centers in kindergarten, first, and second grades each day. This teacher sees all students in those primary grade levels, designing each center around the needs of students in each group.

Through various assessments and interventions, teachers at East Lynn Elementary are innovative and

successful in student-centered learning activities. Students are exposed to many different instructional strategies. Thus, students with different learning abilities and styles all succeed.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

East Lynn Elementary engages and motivates students by allowing them to be in charge of their success. Through the Leader in Me program students are engaged in making their own academic goals. This motivates them to reach the goals they have set for themselves. In the hallways of the school can be found school-wide Wildly Important Goals (WIGs) that students must work together to achieve. For example, Accelerated Reader banners hang in our hallways. When a student reaches a certain point, they get to place their picture ribbon in the Point Club banner. At one hundred points students earn a celebration with the principal. During breakfast each day, a school wide morning meeting is in session. Students are recognized daily for accomplishments, such as reaching a goal, completing projects, and academic triumphs. At the end of each grading period, East Lynn Elementary has a High-5 Friday event. All students are present and form a circle in the gym. Students are acknowledged for all accomplishments during the grading period. They are able to receive an award and high-5 all the other students in the school. Students have a personal leadership binder in which they keep items such as assessment scores, leadership roles, goals, and celebrations. Students have an excitement for school and are eager to learn.

Upon walking into East Lynn Elementary, one feels a loving and caring environment. The school is inviting and family-oriented. Parents have positively noted the safe and welcoming environment. They trust our school with their students' education and general welfare. An encouraging environment radiates from each classroom and all of the teachers. The school counselor conducts weekly classroom lessons and meets with students during times like lunch and recess. Students know that all teachers care for not only their academic success, but their social well-being as well.

The staff at East Lynn Elementary work tremendously well collaborating together. Each staff member has the same end result in mind. Students and educators work together to develop and contribute to a shared school vision. Everyone's voice is recognized and appreciated. All staff members play a vital role in our learning community. Weekly PLCs meet to discuss goals, give feedback, and share best practices.

2. Engaging Families and Community:

East Lynn Elementary strives to include family and community activities into our school year. We work hard to give opportunities for families to have active roles in their child's education. Families are able to volunteer their time to the school as a whole or just in their child's classroom.

East Lynn Elementary currently holds monthly PTO meetings for staff and parents. These meetings allow parents to know and be included in upcoming events. Parents are also encouraged to lend hands and voices to accomplish these tasks. Parents have helped with Santa's Workshop, fundraisers, and dances.

The school hosts engaging events that families attend. On Grandparent's Day families enter classrooms to see examples of wonderful lessons being taught and experienced throughout our school. Through skits, songs, and student-led conferences, students are able to demonstrate their knowledge and goal-setting skills. Families and students attend a magic show that is all about the importance of character and being drug-free.

Leader in Me Day is a wonderful community event that our school hosts in the Spring. Representatives from the Board of Education, local businesses, and family members participate in a day where everything is student-led. From greeting people at the doors and escorting guests to classrooms to conferencing over their student leadership binders, students get to show not only their knowledge but also their character and ability to be in charge.

Fall festival is a fun and interactive day where students learn about the past in Appalachia. They learn about crafts like woodworking and quilting, as well as archery and food-making. Members from the community, like the Boy Scouts of America, come out and put on exhibits in these areas.

The annual Talent Show is an event that is also put on by the student body. The event is all student led from the setup of equipment to the introduction of acts. Judges are selected from the community and students are able to showcase their talents.

East Lynn Elementary also provides activities for students with younger siblings. Story hours sponsored by the Wayne County BOE and Born Learning sponsored by Toyota provide lessons, crafts, and snacks to parents to be used with children ages birth to three.

East Lynn Elementary gives multiple opportunities like these throughout the school year. It is very important that we have a strong connection between school and home. Together our students are able to be the leaders of their own success.

3. Professional Development:

Professional development is a vital component that makes East Lynn Elementary so successful. Our school uses a data-driven approach to choose professional development that is most beneficial for our staff and students. Collaboratively, we disaggregate data from summative and formative assessments to create our strategic plan. Looking at this data, we identified three school-wide focuses for both reading and math. Our math focuses are: problem solving, communicating reasoning, and concepts and procedures. Reading focuses are: listening, reading, and writing. All of the identified focuses scored at or above 30% below mastery. Once we determine our school-wide focuses, we begin looking for trainings that will have the largest impact on these areas.

Phonemic awareness was a skill we decided to build upon to increase reading comprehension and fluency. We reached out to Marshall University for resources. An instructor from the university came to our school and taught strategies to implement in our classrooms. Our district also identified phonemic awareness and fluency as a county need. As a result, the county has provided Peer Assisted Learning Strategies (PALs) training to Pre-K through second grade teachers. This program assesses and provides phonemic awareness data to teachers. Both of these professional development trainings reflect and align to help target these needed skills.

Concerning math, teachers have attended a week-long training called “Summer Instruction Empowering Students to Achieve in Mathematics.” This training was funded by the June Harless Center and has bimonthly follow-ups. These follow-up meetings provide teachers with math resources for cross-curricular lessons. East Lynn Elementary is working on providing problem-solving skills through a math program called "Reasoning Minds." All of our teachers have received training on how to fully implement this program. Several teachers have also attended a Math Academy provided by the WV Center for Professional Development.

Our school also understands the importance of teaching hands-on science to encourage exploration in our students. As a result, we have all attended FOSS trainings and have purchased required materials for our students. Two of our teachers have attended the 2017 STEM Conference and received county training on Project Lead the Way.

Professional development opportunities have had a positive impact on our students’ performance and school’s climate. East Lynn Elementary students are being exposed to different resources and materials, while our teachers are collaborating to build constructive learning communities.

4. School Leadership:

Leadership is the key to a school’s success. In fact, the mission statement of East Lynn Elementary is “Lead to Succeed.” Students are reminded of this philosophy daily in the morning meeting. It is a mission statement we live by.

The principal of East Lynn Elementary School ensures that all staff members are fulfilling their roles. She

schedules weekly walkthroughs during which she notes the depth of knowledge level and the instructional strategy being implemented. She also schedules a ten-minute meeting every two weeks for teachers to bring a successful or reflective moment to discuss in her office.

All teachers have roles within various committees. One important committee is the staff Lighthouse Team. It has representatives from each section of the school including the principal, special education teacher, two primary education teachers, intermediate education teacher, and a Title I teacher. This team is responsible for transferring information to and from the principal. The principal presents issues and ideas for the Lighthouse Team. If a staff member voices a concern, a Lighthouse Team member may bring it to the next meeting to generate discussion. This makes the principal knowledgeable of any changes occurring in the school while also providing a method of communication for staff members.

Similarly, the student Lighthouse Team is composed of one reliable student from each grade. These representatives are chosen by a process of student and staff voting. Students take on roles in their school and classrooms, including running Leader in Me Day and the talent show on their own. Students have developed a sense of responsibility and interviewing skills needed for future career opportunities.

Four core committees that keep our school running are Behavior, Curriculum and Technology, Professional Development, and Instruction and Assessment. Staff members are placed on these committees by the principal based on their strengths. She requires a monthly meeting and a completed form listing present members and meeting notes.

The school has seasonal event committees which allow school activities to run seamlessly. These committees are Fall Festival, Field Day, and Christmas Rotations. The Local School Improvement Council (LSIC), a community-wide committee, meets monthly with PTO and Title I representatives. Local stakeholders, such as parents, police officers, firefighters, teachers, and the principal have attended. LSIC is in place to discuss school needs.

Leadership at East Lynn Elementary begins with our principal and radiates through staff and students. We all choose to “lead to succeed.”

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

When considering strategies that contribute to East Lynn Elementary School's academic success, many facets come to mind. However, one strategy stands out among the rest. The implementation and daily practice of student accountability is a primary contributor to the success of our students. East Lynn Elementary utilizes Stephen Covey's "7 Habits of Highly Effective People." The students are introduced to these habits and are able to incorporate them into their daily living. After reflecting on the strategies and these practices, accountability rises to the top. Accountability is evidenced in the form of student leadership notebooks and data walls. The students have multiple sections within their notebooks, including data trackers, goals, and celebrations. Students consistently utilize their leadership notebooks to improve their learning. These leadership notebooks are shared with student accountability partners, who are those students who share their goals, celebrations, and struggles within a comfortable, non-judgmental setting. Students have opportunities to meet with their accountability partner across grade levels. For example, fifth graders meet with kindergarteners; fourth graders meet with first graders; and third graders meet with second graders. Classroom teachers model appropriate and effective conferencing for students. While these student-led conferences are occurring, teachers are monitoring and facilitating student conversations through prompts and questioning. This opportunity is a highlight for students. Time is set aside by classroom teachers for this to take place bi-weekly. East Lynn Elementary students share their celebrations, progress, and struggles during this time and receive encouragement from one another to keep working hard. This is a time for students to reflect on their goals and make determinations for new goals or new action plans to achieve current goals. A large majority of East Lynn Elementary students have minimal support and encouragement at home. Having an accountability partner fulfills a need for students that someone does care about them and their successes. The implementation of student accountability has strengthened our students and helped create bonds that may not have occurred otherwise. Furthermore, the consistent use of student accountability has proven to increase the individual success of our students.