

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Tamber Hodges

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

Official School Name Hollywood Elementary School

(As it should appear in the official records)

School Mailing Address 412 Old Mill Road

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

Beckley WV 25801-9554
City State Zip Code+4 (9 digits total)

County Raleigh

Telephone (304) 256-4590

Fax (304) 256-4579

Web site/URL https://boe.rale.k12.wv.us/hes

E-mail tchodges@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*Mr. David Price
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail cdprice@k12.wv.us

District Name Raleigh County School District Tel. (304) 256-4500

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Larry Ford
(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

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

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

26 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	11	27
K	15	25	40
1	15	22	37
2	22	23	45
3	23	14	37
4	24	25	49
5	12	19	31
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	127	139	266

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 4 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 11%

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, 2017 until the end of the 2017-2018 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2017	270
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

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

7. Students eligible for free/reduced-priced meals: 41%
Total number students who qualify: 109

8. Students receiving special education services: 19 %
51 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>0</u> Autism | <u>5</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>4</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 6
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.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school 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	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	95%	95%	93%	93%
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 2018.

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.

To provide our students an excellent educational foundation to ensure lifelong success.

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

N/A

PART III – SUMMARY

Hollywood Elementary is located in Beckley, West Virginia. Our facility sits on approximately six acres nestled in a residential area surrounded by the members of our school community. This facility replaced an older campus located about three miles from our current location. Our current facility began serving students in the fall of 1976.

During the 1970s when our facility was built, along with several other schools in our county district, this region was rich in coal. Our community and the families in our area prospered from the money and jobs that coal provided, making it possible for this facility and others similar in design to be constructed during this prosperous time. However, over the last twenty years our community has seen a decrease in coal jobs and funding and has left the families and community that we serve searching for other means of income. In spite of the hard economic times that have fallen over our region and community, Hollywood Elementary has continued to grow and overcome the challenges our community has been dealt.

Currently the families we serve are considered blue collar, hard-working families who take pride in their children and make decisions based on what is best for their families. Families in our school community range from professionals to minimum wage workers. The percentage of students eligible for Free/Reduced Lunch has more than doubled since the school opened. As so many other areas of the country, Hollywood Elementary has not been exempt from the devastation of the opioid epidemic. Due to the issues that arise with the destruction that drugs are known to inflict on families, eleven percent of our students are being raised by grandparents or extended family members.

Our mission at Hollywood Elementary is to provide our students an excellent educational foundation to ensure lifelong success. We believe all students deserve a safe and nurturing environment committed to achieving excellence; all students must be challenged to reach their maximum potential; and high expectations promote academic excellence for all students.

For more than thirty years, Hollywood Elementary has been known as being the school that parents request their children to attend. Families who do not reside in our district request permission to attend Hollywood Elementary for various reasons. For example, parents who attended Hollywood Elementary want the same elementary experience for their own children and will often apply to attend Hollywood Elementary as an out-of-district student. We also serve students from neighboring districts due to the reputation our school has in the area and the instruction our students receive.

Our history lies within the school's alumni. Hollywood is still considered a true community school and currently has four staff members who are former Hollywood students. There are three additional staff members who have been employed at Hollywood since the mid 1980s and over fifty percent of our current staff's children are former or current Hollywood students.

Parent support and involvement is a major contributing factor to the success of our school. Approximately ninety-five to ninety-eight percent of our families attend open house at the beginning of each school year. Our parents support and participate in helping with academic fairs and our parent teacher organization. Student attendance at Hollywood Elementary is exceptionally high. When students do miss school, our parents are willing to come to the school to pick up their child's makeup work to ensure it is complete, so that when their child returns to school with up-to-date assignments, they are ready to learn.

On several occasions academic and sporting events have overlapped or had conflicting schedules. The parents at our school were concerned the school would be upset that they had to choose between attending the various events. They simply didn't want our school to not be represented and fulfill the obligation for which they agreed. We have had to explain to our parents and students that we fully understand and would prefer for our students to choose one event to participate in and give their best than be torn between events and feel rushed and not be successful in either.

Traditions at Hollywood Elementary contribute to the success of our school and students. Hollywood has

always supported sports such as our volleyball and basketball teams and recently have added archery to our sports program. Academic traditions at Hollywood include our end of the year award ceremony, Read to Me day, as well as hosting our local police department and fire department for lessons with our students. We have also included a tracking dog with a lesson for our students on how important their role is in our society. The most exciting traditions at Hollywood Elementary include our monthly skating parties, our end of year celebrations such as Fun Day, as well as the events throughout the year that have always been popular such as our October Monster Mash, Spirit Week and Santa Shop in December.

The success of Hollywood Elementary is strongly correlated to the traditions and parent and community support that encompass the school's history. The staff and parent alumni contribute to the continuation of the greatness of our school and enhance the reputation Hollywood Elementary has in our area.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The instruction of Reading and Language Arts at Hollywood Elementary includes, but is not limited to: Fluency, Phonics, Phonemic Awareness, Comprehension, Spelling, Writing, Vocabulary, and Grammar. Students engage with multiple genres through different teaching practices. Though each grade level utilizes a variety of materials and focus shifts vertically going up the grade levels, there are many common threads, such as the Accelerated Reader program to allow students opportunities to read on their own independent level. Students are incentivized to read through classroom rewards, surprise incentives, and a school wide AR points board. Core reading instruction occurs daily in every grade level, including the Saxon phonics program in grades Kindergarten through second grades to teach phonics and phonemic awareness with consistency. Comprehension strategies are the instructional focus in grades three to five with implementation of the county adopted text, Journeys, as well as novel studies and informational texts. Daily opportunities to connect literature to themselves, to the world, and to other texts are given in each classroom. Writing instruction is emphasized with a thirty minute time of direct instruction allotted daily for writing instruction from kindergarten through fifth grade. Each grade level with the exception of Pre-K and kindergarten, participate in school-wide benchmarking using interim STAR assessments. Pre-K through first participate in the PALS assessment format. Interim assessment data, conducted every three months, is used to identify students in need of additional instruction, and the formation of skills-based small groups for instruction. Small groups for reading meet in each grade level two and three times per week. Grammar and spelling are taught in correlation with comprehension and phonics strategies. As we know, our daily routines provide enormous gains, the intermediate grades have a daily grammar minute as morning work, providing a spiral review on the most used topics in grammar. Our county provides technology devices on a one-to-one basis for intermediate grades, and one to two ratio in the primary grades. Hollywood Elementary students routinely use IXL Language to enrich their educational experience. Finally, volunteers enhance our language arts instruction. For example, Hollywood is fortunate to have a volunteer writing instructor who is a retired teacher and former Reading First Coordinator for the state of WV. A local church provides volunteers weekly, and we participate in Raleigh County's Read Aloud program. The incorporation of volunteers adds exceptional diversity and quality to instructional sessions. All of these components, along with parent involvement and highly qualified teachers contribute to our success.

1b. Mathematics:

Mathematics instruction at Hollywood Elementary relies on shared approaches and procedures that follow students from kindergarten through the fifth grade. For approximately six years, our staff has worked together to continuously improve our mathematics instruction and meet student needs as they change year to year. One of the most meaningful practices we have adopted is the timing of our instruction. All grade levels have mathematics instruction as the first core block of the day. We believe this prioritizes important content above all other activities that occur throughout the school day. Teachers incorporate a variety of instructional techniques, such as Touch Math for teaching basic computation. The entire staff utilizes Eureka Math/Engage New York curriculum for our core math instruction, as it provides continuity throughout the grade levels as well as addresses our WV college and career readiness standards. Problem solving, spiral review, hands-on teaching, manipulatives, and direct instruction are provided to students daily during a ninety minute instructional block. Teachers also implement a 'number of the day' or 'math minute' daily. We know that our daily routines make a huge difference. Thanks to our county-provided devices, teachers are able to use Google Classroom, IXL Math, and Zearn to enhance instruction. The use of technology creates a greater level of student engagement. Students participate in interim STAR Math benchmark testing at regular intervals throughout the year. Data provided by the STAR is used to create small skills groups based on student need. Though we are ever striving to improve, we do feel as though we have come together as a staff to find the best practices in mathematics instruction that enable our students to have success in this subject.

1c. Science:

Science instruction is provided at Hollywood Elementary at each grade level. Integration across the curriculum is utilized as applicable. Scholastic magazines Super Science and Science Spin are furnished with school funds, providing up to the minute exploration of current concepts and state content requirements. Students engage in hands-on learning opportunities and experiments as often as possible to align with the curriculum. In addition, Hollywood Elementary embraces STEAM educational models, including the teaching of coding and engineering concepts to students. Numerous grants have been awarded to our school, providing coding robots, a maker cart, K'Nex education sets, and an entire coding lab for student and teacher use. Students utilize reading and writing skills in the acquisition of scientific knowledge and experimentation, using technology to document aspects of the scientific process as well as for reflection. Our school also participates in conducting a STEM Fair and our winners advance to the county and regional fairs. Read Works also provides content area knowledge to students with non-fiction comprehension skills being assessed with each activity. Through a combination of using technology, teaching the basics of scientific inquiry, and fulfilling our next generation content standards, we hope to create “producers” rather than simply “consumers”.

1d. Social studies/history/civic learning and engagement

Students at Hollywood Elementary receive a rich introduction to Social Studies skills and concepts as standards are incorporated throughout the curriculum. Students learn to read and write about events in our history. Our school participates in conducting a Social Studies Fair and our winners advance to the county and regional fairs. Technology usage is encouraged as students use devices to take notes, create graphic organizers, study vocabulary, and format presentations using Keynote and iMovie. Students are given multiple opportunities to engage with non-fiction reading material and connect to the world as well as their own experiences, encouraging them to become global citizens. Our county provided technology and devices that also allow for greater interaction with the world around us through virtual field trip experiences and help our students become world thinkers. Scholastic News magazines provide current events instruction. First grades use the “My World” social studies curriculum and a daily geography question to build global awareness. Teachers collaborate with their grade level and vertically to provide special speakers as well as field trip experiences for students to engage in Social Studies content. For example, the third grade classes visit the WV state capitol building, the second grade classes visit the Youth Museum/Exhibition Coal Mine located in Beckley. In addition, a special speaker helps our fourth grade classes explore the Civil Rights Movement. Among these experiences, students in the fifth grade visit Washington DC to see monuments and museums which document our nation’s history and bring to life the concepts taught within the social studies classroom. The true social studies student needs opportunities to engage with the world around them, and that is what we strive to provide. Making connections between past and present, our world and the world, and ourselves and people around the globe are the foundation of our vision for social studies instruction.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

The pre-K program at Hollywood Elementary is driven by the West Virginia Early Learning Standards Framework. State standards ensure the foundation for early learning and are aligned with kindergarten standards and the Head Start Early Learning Outcomes Framework. This alignment drives vertical teaming and secures a base for next level learning. The pre-K curriculum addresses all learning domains: social and emotional development, English language arts, mathematics, science, the arts, health and physical development, and approaches to learning. The classroom environment is an integral part of the curriculum as it provides opportunities for children to discover, explore, and engage in quality learning experiences. Formal and informal assessments are utilized to improve the quality of classroom instruction by being responsive to individual student’s needs. Students are assessed using the WV Early Learning Scale and the Phonological Awareness Literacy Screener. These assessments prove students are making gains and

increasing their school readiness skills. School readiness is also addressed through family engagement activities, transition activities, and the Campaign for Grade Level Reading.

2. Other Curriculum Areas:

Our General Music program at Hollywood Elementary is attended by every student at Hollywood Elementary, every day of the week for 22 minutes. Despite the short amount of time spent each day, which far exceeds many other schools in West Virginia, students are exposed to many other cultures and learn about world history through learning about the life and times of numerous composers. Music notation is often demonstrated to be related to mathematical and scientific concepts. Some musical concepts are modeled by using physical movement to assist those who may be visual-spatial learners.

The music teacher has allowed students to code their own musical compositions through apps such as Scratch and Sonic Pi. Garage Band has been used to allow for student creativity by creating their own compositions from a number of genres from around the world. Students use Google Apps in class on an almost daily basis. Finally, students are required to participate in utilizing basic playing methods on many instruments including percussive instruments, ukuleles, violins, and recorders.

Physical Education at Hollywood focuses on the whole child. Through instruction in Pre-K through fifth grades, 22 minutes daily, students learn to care for their bodies through active lifestyles and healthy practices. We encourage regular intervals of classroom movement to enhance brain development and hold special celebrations such as fun day and Jump Rope for Heart. The focus of our instruction shares opportunities available to children in a variety of types of physical activities including; dance, organized sports, games, and safe challenges. Beyond physical wellness, our Physical Education program focuses on social and emotional wellness through mindfulness strategies and calming techniques. We provide an after school Archery Club that helps students stay active and encourages parent/child relationships and boosts competition not against peers but through individual growth. Hollywood sponsors competitive basketball, and volleyball teams and cheerleading which encourages a safe competitive environment and school pride.

Teachers at Hollywood Elementary have a variety of technologies and resources at their disposal. Our STEAM (Science, Technology, Engineering, Arts, Mathematics) lab includes a 25 workstation Raspberry Pi running on Linux. This gives the students an opportunity to be in front of a real computer environment in addition to the Apple iPad. Other tools in our STEAM lab include a Maker Cart, two 3-D printers, Ozobot Evos, LEGOs, etc.

Our school is a part of a 1:1 iPad program for third through fifth grades. Students in the lower grade levels are currently 1:2. Using the iPads are a part of each student's daily routine from completing and turning in classwork, to utilizing other apps to enhance learning in multiple content areas. Most of our teachers have also recently completed the Apple Teacher certification program.

Hollywood Elementary has a podcast that is posted occasionally to YouTube utilizing the talents of students including writing and speaking skills. This program introduces students to broadcasting at an early age, and includes an introduction to skills in audio/video editing. Additionally, our library is the home to over six thousand, five hundred books that cater to the various reading levels of our students.

The Hollywood Elementary School Counseling Program is committed to educating all students in academic, career, personal/social development, and global citizenship. The school counselor works in a collaborative partnership with parents/guardians, school personnel, and community members to educate tomorrow's leaders. Hollywood Elementary provides a safe, positive environment for students to build a foundation to ensure academic, career, personal/social development, and global citizenship in all aspects of their future.

Hollywood Elementary School Counseling program engages all students in classroom, group and/or individual activities to enhance student learning, provides academic, career, personal/social development and global citizenship for every student. It uses data to drive the program development and evaluation, actively monitors student results based on student strengths and needs, and is based on specific standards and competencies as advocated by Raleigh County Schools, West Virginia Department of Education, and NBRS 2019

ASCA. The counselor at Hollywood Elementary works in conjunction with outside agencies to ensure information and resources are available for our students and families specifically providing resources to help combat the opioid epidemic in our area.

3. Special Populations:

The special needs population at Hollywood Elementary School is primarily served by three individuals in addition to the general education teachers and itinerant service providers. This includes the special education teacher, the teacher of the hearing impaired and the Speech Language Pathology Assistant. The special education teacher currently services seventeen students on his caseload, which includes students with a specific learning disability, students with a mild mental impairment and students classified as other health impaired. The teacher of the hearing impaired services four students who are aided with bilateral hearing aids, one of which is also an English Language Learner; all four students use an assistive listening device. The Speech Language Pathology Assistant services twenty-six students, ranging from phonological disorders, language disorders, fluency and hearing impairments. Students may also receive services from additional itinerant service providers, such occupational therapists, physical therapists, teacher of the gift/enrichment services and the teacher for English Language Learners.

Based on initial assessments, observations and recommendations, all special population services are tailored to each individual student's specific needs and generated through the Individual Education Plan (IEP). Services are provided in accordance with grade level targeted standards in order to gear students towards their own personal academic success. The special education teacher meets the needs of the special population by using the pull-out model. Instruction is delivered in a resource room using one-to-one teaching or a small group setting, which includes reteaching in the areas of Reading, Spelling, Writing, English/Language, Mathematics, Behavior and Social Skills. The teacher of the gifted/enrichment services meets the needs of our students who require enrichment services by using a pull-out model. Instruction is delivered in a resource room using a small group setting, using Project Based Learning enrichment activities in ELA, Math, Science and Social Studies.

Students with hearing impairments are served in a one-on-one, pull-out setting for English Language Arts and Mathematics, in which the instruction is specifically tailored to their ability. Pull-out services include pre-teaching and re-teaching of specialized subject vocabulary, with several hands-on manipulatives. Teachers discuss any barriers to students being engaged in the general education classroom, such as hearing difficulties. Inclusion services include assistance with the use of an Assistive Listening Device for the student to be more actively engaged, self-advocacy skills, and assisting the student with being able to keep up with the pace in the general education environment by focusing on individual skills, such as vocabulary, comprehension, and communication skills.

The teacher for the hearing impaired uses visual phonics, which is a system of hand shapes with corresponding movements that represent the forty-six phoneme sounds of spoken English. Self-advocacy services, ways to request assistance to make the environment more conducive for hearing adequately, troubleshooting amplification devices, and assistance with identity and emotional issues related to hearing loss are provided by the teacher of the hard of hearing.

Speech Language Therapy services are provided in a resource room during a one-on-one or small group setting. Therapy incorporates grade-level curriculum, such as spelling, vocabulary, reading and writing to aid students in generalizing skills into the general education classroom and improving overall academic and communication skills. Students' progress is monitored through daily data collection and grade-level assessments. Once students have achieved their individual goals in the special education environment, their learned skills are monitored for carry-over into the general education environment.

The Speech Language Pathology Assistant provides individual and small group grade level interventions to students who appear to be struggling with one or two developmental articulation errors. A whole group inclusion speech lesson is provided to each Kindergarten class to promote early intervention.

Accommodations are used in the special education environment and the general education environment. The
NBRS 2019

accommodations may include preferred seating, extended time, shortened assignments, tests read orally, prompting, peer tutoring, redirection and the use of manipulatives. Special education teachers are also responsible for administering all statewide assessments to ensure all testing accommodations are provided and accurately followed to meet the specific needs of each student. Student accommodations are based on the individual needs of each student and are determined through a team decision at each student's IEP meeting. Parents of students who receive accommodations are provided regular progress reports informing parents of their child's progress in all academic areas.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Hollywood Elementary teachers have a variety of strategies for motivating and engaging students academically. Teachers strive to create exciting whole group and small group lessons. Students work together to solve problems, and they know that they can ask another student for assistance. All teachers employ APL instructional strategies to ensure that all students are engaged. APL strategies also include classroom management and student engagement techniques. Each student's success, large or small, is celebrated by the teacher. Principal's List and Honor Roll lists for each grading period are posted in the hallway, and the students are also recognized in their individual classrooms. Students participate in the spelling bee, the social studies/STEM fair, math field day, and the West Virginia Young Writers contest. Students at school read to earn points in the Accelerated Reader program. A bulletin board is utilized in the hallway to show student success for this, and student success is also celebrated within each classroom.

Hollywood employs the Clip System/Golden Tickets/ Kindness Tickets to promote positive behavior and random acts of kindness. Students can clip up for good behavior and completing homework. Hollywood has accepted Rachel's Challenge, a world-wide anti-bullying campaign. The school has Twenty Star Incentives and Nine Weeks Incentives to encourage good behavior and academic success. Student leadership is encouraged through Green Team, Student Council, and school librarians. Students also lead the pledge every morning. Peer tutoring is utilized in all classes to foster growth and maturity. The counselor provides character education each month for each class in addition to being available to the students as needed.

The staff at Hollywood Elementary receive supports in multiple ways. One support that is often utilized is having the hearing-impaired teacher come into classrooms with a hearing-impaired child, and lead a small group, such as in math, vocabulary or comprehension. Another support comes from a local church that sends volunteers to come and assist the teachers in the classroom and provide supplies for the class. The speech pathologist can be seen providing whole group lessons to the early education classes as another support for early intervention. The principal provides a supportive climate by having clear, concise, and most importantly, consistent expectations for all staff. Teachers have regular ten minute meetings with the principal to discuss either a prior agenda or other academic data and concerns. The principal also keeps teachers informed through a weekly email with the weekly schedules and sends emails thanking teachers for their efforts. The school receives feedback each year from a school climate survey sent to students, staff, and parents, results are discussed as a staff with the principal. The entire staff at Hollywood collaborates well and works as a team for the betterment of the students.

2. Engaging Families and Community:

Hollywood Elementary School has an active Local School Improvement Council which is composed of staff members, parents, and community members. This council meets a minimum of four times per year to discuss successes of the school, as well as improvements that need to be made. Hollywood Elementary is supported by Oak Grove Christian Church. Members from this church come to the school to assist teachers in their classrooms. The school also receives a large donation of classroom supplies from the church. Members of Oak Grove Christian Church sponsor students at Christmas to ensure all of our students receive items at Christmas that are needed.

The MacArthur Skating Rink has been a wonderful support to Hollywood Elementary. This organization allows our school to have a skating party once a month. This has been a successful fundraiser for Hollywood, in that it raises money as well as providing wonderful family time for students. City National Bank of Beckley has become an active support to Hollywood Elementary as well. They have been a main support in our Kindness Program, in which students are rewarded for doing acts of kindness with a kindness ticket. At the end of each semester, tickets are randomly drawn for prizes, which are provided by City National Bank. A member from the bank also comes to the school to decorate the kindness bulletin board. The Raleigh County Public Library brings the Bookmobile to the school once a month so students

can check out books. The students love going to the Bookmobile to choose books and often talk about their books with other students. Our local 4H club holds meetings monthly at the school. Students at Hollywood are eligible to join 4H if they are in grades three - five.

The connection between families and staff members is made in a variety of ways. The school holds a Fall fundraiser called the "Monster Mash". Students dress up in their Halloween costumes and come together to have some Fall fun. It is a successful family event at Hollywood. Our school has a very active group of Homeroom Mothers who work together to provide materials and support for our students and staff. They assist with fundraisers and manage Santa's Workshop, which helps students buy inexpensive Christmas gifts for loved ones. Communication is of utmost importance to the staff at Hollywood Elementary School. Academic success is communicated to parents through the use of agendas and Schoology, the online grading system used by Raleigh County. These items are used daily, and they help parents to constantly be aware of his/her child's progress at school. Agendas are signed daily by parents and are used to communicate daily behavior and other happenings at school.

3. Professional Development:

The staff uses a collaborative effort for professional development. Staff leadership does not subscribe to one specific theology, rather we compile best practices and implement various strategies. Each staff member belongs to schoolwide committees such as Leadership Team, Curriculum Team, Innovation Team, APL team, and Core Behavior Team. Members from the various teams will attend county wide Professional Development workshops on a regular basis.

There are members on the various teams from each grade level, so that new information is available to all. Then, monthly staff members collaborate cross grade level to implement strategies from trainings. For example, a team member from Innovation team will collaborate weekly with grade level partners to discuss and implement new www.code.org strategies from recent county level trainings. Once or twice a month a team member will meet across grade levels to compare the impact on student achievement and data. We call these Collaboration Wednesdays. Leadership implements ten-minute meetings with the administrator. These are scheduled during planning time and occur once a month. Teachers are asked to bring certain things to these meetings depending on the purpose of the meeting. For example, teachers may be asked to bring a writing sample from students and a rubric to discuss progress towards our school-wide goal for proficiency. In addition, administration attends meetings that include recent County wide and School wide data from students' benchmarks. At Hollywood, this data is then shared with each grade level at ten-minute meetings. Once grade levels have the information, they are provided with an agenda to discuss student achievement and areas for improvement schoolwide at the following Collaboration Wednesdays.

Four staff members actively participate in the Raleigh County Innovation Team, and these staff members have provided teachers with several ideas for implementing STEAM activities into classrooms. The school is excited to have a STEAM lab with a variety of resources for teachers and students to use to help students develop a range of skills. Hollywood Elementary teachers are provided the opportunity to attend state level professional development with a focus on Writing.

4. School Leadership:

The mission statement at Hollywood is "To provide an excellent educational foundation to ensure lifelong success". We believe that leadership requires a strong level of collaboration. Leaders work together to see our school community and the bigger picture. They understand the importance of where the school is at the present moment, where it wants to go, and how to get there. The leadership team believes that openness builds mutual respect between leaders and followers, and it also keeps the team well-supplied with new ideas that can further their vision. The principal schedules lesson plan checks and walkthroughs, during which she will take note of instructional strategies being implemented. During ten -minute meetings with the principal, teachers are encouraged to provide a successful or reflective example of student's work to share and discuss.

The leadership team is made up of a member of each grade level and a special area teacher. The team meets

monthly or as needed. Each member has the responsibility to relay information to their grade level colleagues. The leadership team is headed by the principal. The principal has an open-door policy and always makes you feel welcome. She is a great resource when assessing a situation. She will decide what needs to be done. Together, we set the goals, determine the steps necessary to achieve the goals, and bring forth the finished product.

Hollywood Elementary believes that building relationships, developing leadership, and focusing on school as the center of our community is crucial in creating an environment where our students are building a bright future. Our staff finds it imperative to work as a team and show consistency throughout each facet of our day.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The practice most instrumental to Hollywood Elementary School’s success is school unity, as shown throughout our school’s curriculum, assessment, community, parental involvement, technology, conduct, and character practices. Students experience consistent expectations in all areas.

Student success begins with our continued curriculums that are consistent through fifth grade. Students participate in supplemental programs to develop skill sets for each grade level that build upon an established foundation of prior knowledge. During math instruction, students utilize the Eureka math series, as well as daily activities including Calendar, Touch Math, Math Minutes, and Number of the Day Activities. During English Language Arts, Kindergarten - second grade students work on the Saxon phonics program and phonemic awareness. Kindergarten to fifth grade students participate in the accelerated reader program. Kindergarten to fifth grade use the same t-chart writing graphic organizers to complete writing. APL best practices such as bell ringers and checking for understanding are used throughout our school.

First through fifth grades use STAR Reading and STAR Math Data at least three - four times a year to monitor student growth, plan groups, differentiate instruction, and provide next year’s teacher with helpful data. The PALS (Phonological Awareness Literacy Screening) program assesses Pre-Kindergarten and first grade students two to four times a year.

Kindergarten through fourth grade curriculum field trips offer real world connections. We travel the state to learn about different cultural, economic, and political highlights, culminating with a fifth grade Washington D.C. visit.

Our unified practices incorporate parental involvement. All classroom teachers, Pre-Kindergarten through fifth grades, send home a weekly newsletter. First through fifth graders take home a daily agenda with their homework assignments and daily conduct. Parents review and sign the agenda nightly and can communicate directly with teachers. Read Aloud and community volunteers assist in classrooms. We remain consistent with technology as we utilize our STEAM lab and iPads, using the same apps to enhance student development.

Hollywood is unified through behavior management and schoolwide character development. With diminished behavior incidents since implementing the Clip Chart behavior system, we offer surprise and nine weeks incentives for students who maintain good conduct. Classrooms seek to earn stars (compliments) from staff members; twenty stars generate a class reward. Student Council sponsors a Golden Spoon award for the class with the best cafeteria behavior. ANY staff member who observes someone being especially kind can award that student a ticket for the community-sponsored “Kindness Box” where several prizes are awarded each nine weeks.

All stakeholders of Hollywood Elementary embrace unification. Through consistency in all areas, we have fewer problems and more accountability. Parents know what to expect from staff, students know what to expect from teachers, and vice versa. All of the components allow our school to focus on teaching. Staff members feel involved, parents are informed, and our students have a better school environment in which to thrive. All areas of the curriculum contribute to a spiraling of curriculum that supports a ladder of success for all students at Hollywood Elementary.