U.S. Department of Education
2020 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 <u>Mr. Josh Asbury</u>

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

Official School Name <u>Panther Creek Elementary</u>

(As it should appear in the official records)

School Mailing Address <u>10068 Canvas/Nettie Road</u>

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

City <u>Nettie</u>   State <u>WV</u>   Zip Code+4 (9 digits total) <u>26681-0000</u>

County <u>Nicholas</u>

Telephone <u>(304) 846-6808</u>   Fax <u>(304) 846-2144</u>

Web site/URL <u>http://ncpce.ss8.sharpschool.com/</u>   E-mail <u>jmasbury@k12.wv.us</u>

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* <u>Dr. Donna Burge-Tetricks</u>   E-mail <u>dtretrick@k12.wv.us</u>

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Nicholas County Schools</u>   Tel. <u>(304) 872-3611</u>

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 <u>Dr. Gus Penix</u>

(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.

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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   9 Elementary schools (includes K-8)
   (per district designation):   2 Middle/Junior high schools
                                  2 High schools
                                  0 K-12 schools

                                  13 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [ ] Suburban
   [X] Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	15	16	31
K	20	14	34
1	19	19	38
2	15	16	31
3	22	21	43
4	15	19	34
5	20	21	41
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	126	126	252

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

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school (if unknown, estimate): 0 % Asian
                                        1.2 % Black or African American
                                        0.4 % Hispanic or Latino
                                        0 % Native Hawaiian or Other Pacific Islander
                                        98.4 % 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 2018 - 2019 school year: 19%

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

    During the past two years, the pipeline was expanding the line into Nicholas County. As a result, our student population increased. Currently, the pipeline has moved out of our area and decreased our student population. Another reason for the high mobility rate is from our foster families. Throughout the year, 12 students were placed with foster families and then returned to their parents.

    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 *to* the school after October 1, 2018 until the end of the 2018-2019 school year	17
(2) Number of students who transferred *from* the school after October 1, 2018 until the end of the 2018-2019 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1, 2018	252
(5) Total transferred students in row (3) divided by total students in row (4)	0.19
(6) Amount in row (5) multiplied by 100	19

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

    English Language Learners (ELL) in the school: 0 %

                                                        0 Total number ELL

7. Students eligible for free/reduced-priced meals: 87 %

        Total number students who qualify: 220

8. Students receiving special education services: 16 %

    41 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.

    3 Autism   0 Multiple Disabilities

    0 Deafness   0 Orthopedic Impairment

    0 Deaf-Blindness   15 Other Health Impaired

    4 Developmental Delay   8 Specific Learning Disability

    0 Emotional Disturbance   10 Speech or Language Impairment

    0 Hearing Impairment   0 Traumatic Brain Injury

    0 Intellectual Disability   0 Visual Impairment Including Blindness

9.   Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the 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.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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   19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	94%	93%	94%	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 2019.

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 <u>X</u>   No

If yes, select the year in which your school received the award.   <u>2013</u>

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

Panthers Chase Excellence in all aspects of life!

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

For a second time, Welcome to Panther Creek Elementary (PCE). PCE was recognized as a Blue Ribbon School in 2013. Since receiving this award, PCE teachers are still asking our students to chase excellence, and they have. Our school climate is still a delightful place to visit because of our friendly staff members. A lot has changed since the last time we received this award. We have a wonderful new secretary who meets/greets all parents, students, and staff members as they enter the doors. With her sparkling personality, she starts everyone's day off on a positive note. Next, we have acquired a new principal to take over the reins of our school. His best assets are his listening skills and his very calm demeanor. He is a "people-person" and very "kid-friendly". Acquiring seven new staff members has helped us stay on top of our academic game. In the seven years since we received National Blue Ribbon, we have been through some changes, but we are still holding strong educating our students.

Since 2013, our curriculum has gone through fluctuations. We are using a new Reading series called Wonders that is directly linked to our state standards. This research-based instruction offers new tools to meet the challenges of today's classrooms and reach all learners. The new Wonders program is littered with research-based activities/digital resources used for building a strong literacy foundation. The Wonders reading series has provided us with a well-blended curriculum that allows our students to become better readers, writers, and critical thinkers. Additionally, we have added the Go Math series to our school too. With Go Math, our students are provided with a rigorous curriculum that meets WV state standards. By using interactive lessons, essential questions, and researched-based resources, our students flourish.

With all the changes we have endured, there are many features that have stayed the same. Our community is still comprised of a variety of blue-collar workers consisting of farmers, loggers, educators, and hard-working sales associates. We are the third largest grade school in Nicholas County and still not a Title I school. The diversity of our teachers ranges from veteran teachers to beginners. All of our teachers are highly qualified and perceive themselves as important stakeholders in their students' education. Lastly, all the staff take pride in their teaching jobs, and it shows when we receive honors such as National Blue Ribbon.

Community support for PCE has gotten stronger since 2013. With community support, we continue to raise money for countless causes such as The American Heart Association, St. Jude's Research Center, American Cancer Association, and Tools for Schools. In past years, we have raised money for new playground equipment. Currently we are raising money for a community/school walking track. This walking track will provide a safe place for the community/students to walk and practice making healthy lifestyle choices.

Community engagement is significant for PCE, and developing opportunities for this is essential. This year we have added parent/student lunches. We see this as a positive activity in which parents can see the social aspect of their child's life. Parents can see their child in an unstructured setting and interact with their friends. The community firemen come in October and teach fire prevention to our students. We have Open House for a meet/greet time at the beginning of the year. This allows for parents, teachers, and students to get to know teacher expectations and procedures in their classrooms. Classroom parties, Awards Day, field trips, and sporting events are some of the other community engagements that we use. We have also partnered with Camden Clinic to do Marathon Scholars where students are challenged to read 26 books and walk 26 miles in a school year.

The unique technique that sets us apart from other schools is our high student expectations. Whether you are a high, average, or low performing student, our teachers are the best at teaching to any level. Because of these high expectations, our students are provided with engaging, high interest, confidence-building academics. Our teachers do not settle for less from any student and we never give them less of us. Teachers and students work together as a team to meet challenges and improve skills.

What sets our school apart from the rest is that teachers at PCE set high standards for themselves and their students. The teachers are teaching, analyzing, reteaching, and evaluating their students, so they can find students' individual missing gaps. When gaps are identified, students are then placed in small groups, with

interventionists, or with special education teachers. Success is celebrated with events such as Panther Perfect Dinner, Super Scholars, behavior reward party, perfect attendance ice cream, and AR reward.

Our teachers' goals are so high that it's not shocking that our students perform well.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The overall approach that is constant throughout the halls of PCE is that the curriculum is driven by WV state standards. These classes are centered around a multitude of subjects which include Reading, Math, Spelling, Writing, PE, Computer, Science and Social Studies. Classes are taught by highly qualified teachers who can teach, monitor, collect data, and evaluate students. With this process, our teachers are among the best at being able to reflect upon their own teaching ability and change when necessary.

The Language Arts block is centered around Reading, Spelling, and English. The adopted Wonders series enables teachers to link the three subjects together to be taught as one subject area. Small groups, learning centers, and leveled reader enable teachers to address individual student needs. Each classroom uses the Accelerated Reader (AR) program in adjacent to the reading series to ensure that students are reading daily.

PCE uses the Go Math program in each grade (K-5) as our adopted Math series. Teachers use the program to build solid math foundations and independent practices. Each teacher uses the technology component to assess individual students by using a pre-test and a post-test that is computer generated. Throughout each grade, the common goal is to educate all students and have them ready for the next grade level.

Physical Education and Computer Education are taught across all grade levels. Our PE program centers around getting our students active and moving, so they can build motor skills and healthy team attitudes. Computer class is taught at all grade levels. The focus of this class is to get our students into the 21st Century. All student (K-5) are taught keyboarding skills that are essential for their ages. Grade-level programs are introduced to secure learning standards in the areas of Reading and Math.

1b. Reading/English language arts

Reading Arts is driven by state standards and the adopted reading textbook is the essential element that drives the curriculum. By using the adopted reading curriculum, Reading, Spelling, and English are tied together in one lesson. Also, with the use of leveled readers, Science and Social Studies are linked into the Reading curriculum and give the teacher the ability to develop small groups for individual instruction and learning centers.

Grouping for small group instruction is based on data provided by use of PALS, Moby Max placement assessment, Wonders benchmarks, and GSA state testing assessment scores. When all data is assessed and individual student data is complete, teachers collaborate with our two instructional interventionists to develop appropriate individual, small group instruction. Student growth is monitored and documented to determine if the instruction is working, or if we need to change what we are doing. If a change is needed, all stakeholders meet and determine what needs changed, and how we are going to fill in the gaps for our students.

The Accelerated Reading (AR) program is embedded into the Reading curriculum and is used as a tool to encourage students to read and enjoy a multitude of genres from biographies to historical non-fiction. By using the AR program, we set individual reading goals and challenge students to read above their reading level. This also allows students to achieve success on their own individual reading level. With the AR program, our students are understanding how books can take you places you have never been.

1c. Mathematics

Our Math program uses the Go Math series that is directly aligned to WV state standards. The main goal for the students is to acquire mastery of basic math facts and use those facts in real-world situations. The Go Math program begins with basic fact skills and moves toward real-life problem solving. Technology is

embedded within the math series and can be used for pre-teaching/reteaching skills and enriching students. Teachers can test students using benchmark tests from beginning, middle, and end of the year. Unit assessments are used as data to drive interventionist, small groups, and special education services.

In all grade levels, Go Math has the same basic teaching and assessments. It is based on the 5E instructional model-Engage, Explore, Explain, Elaborate, and Evaluate. PCE teachers have enjoyed the technology aspect of the program that allows students to have multiple opportunities to practice a concept. Our teachers keep students fully engaged with fluency, understanding, and applications.

Assessing students occur at many phases throughout the program. By using "Problem of the Day," teachers can assess a certain skill with individual students within a 10-minute time frame. The mini lessons provide engaging activities and hands-on learning as students' progress through individual independent practices. Teachers use the independent practices to assess individual students. During this time, we assess who got it or who is completely lost. Once we have collected all the data, we use small group or centers to practice the skill in which they are lacking. Differentiation occurs in our centers and small group settings.

Our teachers use every aspect of the program, especially the technology part of it. We use the pre-test, post-tests, lesson reviews, and Unit Test to assess before, during, and after teaching. Animated math is part of the program, in which our students can practice lacking skills as many times as they want to. Mostly, we use the animated math as a pre-teaching, re-teaching, and excelling our students.

Our Math program goes beyond the use of the Go Math series. Classroom teachers have begun using the Khan Academy as another resource for mastering standards. We have been using this resource as another way to provide personalized learning in the form or videos and short exercises. With the use of this program, we are provided with another assessment opportunity that allow us to identify strengths and weakness and fill in the learning gaps.

Prodigy has been a great tool that PCE teachers use to motivate students and increase math skills. Prodigy empowers our teachers by providing a curriculum-aligned platform presenting in the form of a video game. Individual skills are assigned, and feedback is immediately displayed to the teachers. Teachers can use the data to guide small or whole group settings. After concepts are re-taught, they can immediately be assessed again through the game.

With PCE teachers using so many forms of assessment, it's no wonder we have been a high performing school.

1d. Science

Our county is using the FOSS (Full Option Science System) as our adopted Science curriculum. Hands-on science is the key component to this program, and students are encouraged to actively participate using scientific practices. Teachers use this program in a variety of ways, but most teachers use it by taking what students know and applying to solve real-world problems.

Assessment occurs after each unit is completed by using the FOSSmap and online assessments. With these assessments, teachers use the student online assessment to track student progress. Students can use the online tutorials for individual assistance on multiple choice, multiple-answer, and short-answer questions. FOSSmaps allow our teachers to generate data and track data that is mastered or needs to be taught again. Differentiated instruction occurs as teachers can assign particular questions to individual students based on the questions missed on the posttest.

Another science program that our teachers are excited about trying this year is called Mystery Science. This program contains a central mystery, discussion questions, supplemental reading texts, and a hands-on activity. Mystery Science encourages students to talk with one another, share ideas, and hypothesize answers before the real answer pops up on the screen. The Writing aspect of the program is a great benefit to our students. Students are given a short video which is paired with a writing prompt that serves as a mini lesson. Once the lessons are taught, the program has assessments built in. The end of the mystery assessment is a

tool used to track student mastery and small group reteaching.

Keeping our students fully engaged is what makes our science programs rigorous at PCE.

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

Wonders Reading is the adopted series that provides cross-curricular support for Science and Social Studies. With the use of leveled readers, students are enriched with either a science or social studies theme with each lesson. With the Social Studies leveled readers, teachers are able to deliver multiple reading levels to help students build and strengthen literacy in small group instruction. Vocabulary building and critical thinking is embedded into the reader for all levels of learners. The idea of the program is to make sure every minute you spend teaching Social Studies is a minute you are teaching Reading.

The leveled readers are themed to aligned with WV state standards and each book adresses the same subject, theme, content, skills, and strategies as the reading text. Some overall Social Stuides content taught include: informational texts, argumentative texts, nonfiction, biographies, and listening/speaking. The only difference between the reading text and the leveled readers is that the leveled readers are based on actual events in history or important historians. For instance, if the reading story for the week is focused on a biography, then the leveled reader may be about Martin Luther King. Each Social Studies leveled reader come with open-ended questions, multiple choice, or matching questions to assess student understanding of content being presented. The Accelerated Reader program is directly linked to the leveled readers and can be used to assess students. Upon completing the leveled readers, students are asked multiple choice questions to assess understanding of the content being presented.

Outside sources are also used to enrich and assess students. By using teachers-pay-teachers, Super Teacher Worksheets, and Moby Max, we offer student a variety of Social Studies concepts that, not only enrich our students' critical thinking abilities, but their reading abilities too.

1f. For secondary schools:

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

Panther Creek has two Pre-K classrooms open to all 4-year old and any 3-year old children that have special needs. These classrooms maintain a goal of providing their students with a strong foundation of learning by focusing on the whole child to create life-long learners. Teachers strive to develop not only science, math, art, and literacy skills, but also social, emotional, heath and physical development, cognitive skills, and positive attitudes toward learning.

Learning is hands-on and play-based which is scientifically proven in academic research to be most appropriate for young learners. Teachers understand the importance of creating enriched classroom environments to motivate children to be actively involved in their own learning process. Classrooms have specific areas for indoor gross-motor play. math, literacy, scientific discovery, sensory exploration, and emotional support. Each area in the classroom has books and writing instruments for students to use and reference and recording purposes.

Screeners and assessments such as the ASQE, Brigance, and PALS allow teachers to monitor progress, identify needs for intervention services, and assist in the transition to kindergarten. Child Outcome Reports are generated three times per year to guide teachers, parents, and program directors in meeting kindergarten readiness goals.

2. Other Curriculum Areas:

Visual art is taught to grades K-5 by the PE teacher. Our PE/Art teacher teaches art by combining a variety of concepts such as oils, chalk, scratch-art, and many drawings. It is our belief that art instruction helps children with motor skills, social skills, and risk-taking. Art projects litter our hallways for everyone to see and admire. At the end of the year, each piece is judged for the school art contest.

Knowing how important physical activity is, our students in K-5 have gym class daily. We believe that increasing our students' physical activity level with a daily routine enhance students' attention and concentration. This is another belief of why our test scores are so high. Personal achievement is an area that our students focus on. By providing our students with a well-planned and structured PE program, our students' overall fitness, physical activity, and self-discipline have improved. Structured games strengthen team/peer relationships and show our students how to be part of a team. PCE knows that physical activity strengthens the brain.

Health class is also being taught as an independent subject for our students. Through health class, students are learning a variety of concepts such as healthy eating, bullying, and tobacco. Our health teacher teams-up with our wellness clinic to promote Marathon Scholars in which students read 26 books and walk 26 miles throughout the year.

After receiving the 2013 Blue Ribbon, a teacher formed a performing arts group called Panther Players. The Panther Players have added a much-needed choir to our school team. The teacher believes in the fact the singing in the choir provides a sense of a real belonging and promotes student engagement. The time she has put into our choir has all been volunteer time. It is a very organized program that receives help from parents to put together. Our Panther Players have provided a much-needed music program to our great school.

Technology is used to move our students into the 21st Century. Our students(k-5), receive computer class daily in order to enhance their keyboarding skills, and programs embedded in them. Within the computer class, students use a variety of software programs to practice Reading, Math, and Writing. Programs such as Moby Max and Prodigy are used to improve Reading and Math scores.

Teachers a PCE see that fine arts is a key component in improving learning skills in all academic areas. Fine arts reduce stress, raises attendance, develops better team players, and enhances student creativity. It provides sensory, cognitive, emotional, and fine motor skills that are required for well-rounded students. PCE loves their arts programs.

3. **Academic Supports**:

3a. Students performing below grade level

For students performing below grade level, we rely on researched-based practices for assistance. Using academic engaged time, such as posted classroom schedules, white boards, and routines and expectations, is a great way to preserve instructional time. When students know class routines and know teacher expectations, academic success will follow.

Content standards for Reading and Math are monitored and assessed frequently to identify individual skill gaps. Standards are assessed in many ways including the use of Moby Max placement tests, Pals, fluency reads, phonic/decoding screens, or teacher-made assessments. Once the assessments have been completed, Response to Intervention is used to provide correct service.

Evidence-based instructional intervention is the way we tackle struggling learners. Effective instruction with interventionist and special educators is monitored and shared weekly or bi-weekly with stakeholders. To support these students in the classroom, scaffolding is effective for offering support through models or demonstration and then stepping back as needed. Shaping is used for delivering reinforcers to students when they successfully acquire a targeted skill. Shaping students increase desired behaviors and change undesired behaviors.

Motivating these students is the largest hurdle to overcome especially when they do not experience success. Helping our students realize that their efforts lead to great outcomes is our goal. Students who struggle with learning disabilities are less likely to put an effort into their learning. We have been successful at identifying these students, finding gaps, and providing them with opportunities to become successful.

Modifications, accommodations, and shorted instruction have helped our low performers feel successful within the classroom. As much as possible, our low performers are fully included in the regular classroom. Inclusion allows these students to be part of the classroom, provides them with the opportunity to develop friendships, and receive high-quality instruction that enables them to meet curriculum standards.

3b. Students performing above grade level

Designing programs for students who are working above level is challenging. PCE teachers look forward to this challenge and are excited to design activities for these students. Through classroom work, Moby Max Reading/Math placement test, and GSA summative assessment, students performing above grade level are identified.

Students who have been identified as above average receive special classes to enhance their learning. The Gifted And Talented Education (GATE) program offers students, with Individual Education Plans (IEPs), a tailored program to meet individual needs. They emphasize higher-level Math, Reading, or Science programs where students use creativity to master skills. The GATE teacher either comes to the school or the students go to a site-based area for the day to be enriched.

Many teachers use differentiated instruction/independent studies to meet their needs. Differentiated instruction occurs within small group settings. Small groups allow teachers to ask deeper questions, offer a higher range of texts, encourage research, and deeper thinking. During small groups, students are pushed to make connections with other forms of texts such as poems, informational texts, and websites.

Technology is another excelling tool that provides access to a wide range of resources and learning opportunities. Teachers use Khan Academy, Moby Max, Prodigy, and other software programs to challenge students. Technology allows students to become self-paced/independent learners and allows for more challenging studies. IPADS, laptop, and small group settings provide an excellent opportunity to inspire creativity and allow students to learn at an appropriate pace.

PCE has mastered the ability to keep these students engaged. We encourage goal setting, exploration activities, support systems, and learning projects that center on their own interests and allows them to become self-aware learners. Lastly, by encouraging self-assessment skills, students can monitor their own progress and focus on what worked well, what didn't work, and what would they change.

3c. Special education

Our students go through rigorous data keeping and interventions before going to testing for a disability. We provide specialized assistance through intervention to assist with filling the gaps and mastering missing skills. If the data does not show significant improvements in the student's ability, the student will be referred to the IEP team.

Once the student is eligible for special services, an IEP team collaborates to develop specialized support. Special needs students are academically supported through Individual Education Plan (IEPs) or 504 plans. These plans are followed exactly as they are written and are designed to provide student success by using accommodations/modifications. PCE teachers collaborate with special education teachers to ensure their students are getting what they need to be successful. To be successful, our teachers adapt to the way these students learn.

Whether it be scheduling, setting, instructional, or material adaptations, our teachers are ready to help. Teachers use extra time to complete assignments, shortened assignments, typing instead of writing, and more breaks as tools to enhance our students. Supplementary aids are other types of support we offer. Using adapted equipment, assistive technology, aides, or peer tutoring are all ways in which students need to be successful.

Assessing skills of our special education students are the same as with our regular education students. We continue to use PALS, Moby Max Reading/Math placement tests, teacher-made assessments, and GSA state

testing, while providing them with accommodations that are listed on their IEP's. If we identify a skill that our special education student hasn't mastered the first time around, our special educator will provide intense support until mastery is achieved.

PCE teachers strive to provide equal access by following IEP's and providing services and accommodations that will lead to academic success.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Related services are a very important portion of a successful school. PCE is lucky enough to have a variety of related services that make our school a great place. The counselor is an important part of our team because she works with individuals or groups to provide mental or emotional help. She handles tough issues dealing with family drug abuse, bullying, anger management, stress, and self-image.

This year we are using a social worker at PCE. With her, we can help individuals, families, and students cope with their lives. Our social worker can assist our teachers with students who need treatment for mental, behavioral, and emotions disorders. They can be our link to parents, and often they are called upon to make home visits to try to assess what is happening at home, which is something we cannot see for ourselves.

Another related service is our speech pathologist. With this team member, we provide life-changing treatment and support for those who have difficulties with communicating. She is available to evaluate and provide therapy that includes language, cognitive communication, social communication, voice disorders, and training for augmentative devices.

Our occupational therapist is also part of our school team. Her role is to evaluate students and provide instruction that enables them to grow and develop life skills such as: tying shoes, buttoning, and handwriting. The occupational support can be for academic or non-academic outcomes and not limited to participation in physical activities, self-help skills, and social skills.

Our related service team members are a very important puzzle piece for our school. Without their help, our school and students may not be as successful as they are.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

PCE teachers have a talent for engaging, motivating, and providing students with a positive environment for learning. Our teachers are hands-on as they walk around the room helping students succeed. Each teacher has his own way of motivating students, whether it be laughing, joking, or just being there for them. Our teachers motivate students by interacting with them, making eye contact, smiling, and encouraging students to share their ideas.

PCE teachers encourage our students to participate in as many activities as the can. Activities include: Science or Social Studies Fair, Young Writers, Spelling Bee, Character Education Essay, and Art Contest. By encouraging the students to participate in these activities, we are encouraging them to "step out of their box" and try something new. By asking them to go outside their comfort zones, it allows for creativity, critical thinking skills, and to experience new activities.

Good behavior and attendance are other areas in which we motivate students. Each nine weeks, we keep a running record of student attendance (including tardies and checking out early) and behavior. At the end of the nine weeks, we celebrate those students who came to school and whose behavior was good. Sometimes we do a dance, lunch and a movie, water activities, or art activities. Good behavior is also rewarded with a program we call "The Golden Paw". Students caught doing the right thing are rewarded with their names being called out over the intercom and with a chance to receive a Golden Paw from the principal. A Golden Paw can range from sitting at the teacher's desk for a day or to stop everything and talk to your friend for 10 minutes. Our students work hard to get their names in the daily drawing.

Academically we engage struggling students in many ways. We have interventionists to help struggling students by providing them a small group setting in which they can work and improve on unachieved standards. Interventionists work on math skills such as multiplication facts, addition, subtraction, and word problems. They also work on reading skill such at prefixes, suffixes, and decoding words to improve student deficits. We have an after-school program in which a small group of struggling students are coached in the areas of Reading and Math. The after-school students are chosen because they are struggling with standards in the classroom, yet do not see the interventionist/special education teachers.

2. Engaging Families and Community:

You cannot have a Blue Ribbon School without the support of a great community. Parent/community relationships are an essential part of a successful school. Parents, teachers, and community must all be equal stakeholders for student success. Therefore, PCE is active in providing family/community activities that allow all stakeholders to feel ownership in student/school success.

Fundraisers provide opportunities for school/community to work together as a team. Some fundraising activities have included: book fairs, St. Jude's Children Research Hospital, Hoops/Jump Rope for Heart, and The American Cancer Society. Several years ago, our community/school raised $40,000 to purchase new playground equipment. Currently, we are working to secure money for a community/school walking track that can be used by all stakeholders and to improve both school and community fitness.

Volunteering has been an essential part of our success at PCE. Volunteering occurs at many levels and includes read alouds, being on school committees, copying papers, helping with Run Club, Panther Players Choir, assisting teacher with small groups, or just helping in the library. Volunteering allows parents to directly help their community school.

PCE has a great relationship with outside activity stakeholders as well. We share the school with many local groups including: Boy Scouts, Girl Scouts, twirling teams, basketball teams, indoor soccer teams, fire departments and our local police departments. These are essential parts of the community that enhance student learning and allow our students to see and be around positive role models.

We want our parents and community members to feel welcomed at PCE. Developing events for our parents and the community is essential. Open Houses are provided each year with the focus of meeting teachers, discussing classroom expectations, and ensuring teacher/parent communication. Class basketball and Panther Players Choir allows our parents the opportunity to watch their children perform and entertain our community members. Classroom parties, Awards Day, Parent Luncheons, and field trips are other opportunities that allow parents to be part of the school.

Lastly, weekly school letters allow parent/school communication. Our principal develops a weekly school letter that is sent home weekly. The newsletter includes: important dates, special events, and shout-outs to student accomplishments. Individual classroom teachers send home study guides that include ways to help your student, spelling lists, reading vocabulary lists, and math goals for the week. By providing parents with newsletters/study guides, our students understand that school/home work together as a team for their success.

3. Creating Professional Culture:

PCE is very active when it comes to professional development, and we see this time as a key to our success. The teachers at PCE understand that professional development is a way in which teachers and staff members can gather and discuss ways in which we can better educate our students. Professional development is exhibited in a variety of ways and is offered at both the district and school level. Workshops have included: online modules (school safety, active shooter, etc), IPAD training, General Summative Assessment training, Wonders, and Go Math training. With these workshops, teachers are entering the school year with knowledge that will enable them to be effective at their jobs.

This year, Professional Development occurred for a whole day, every other month. We have been able to use this time effectively by using it as a school-based meeting half the day and a grade group meeting, for the entire district, the other half of the day. The grade group meetings have enabled us to meet with other teachers in our district, share teaching strategies, and to help one another to succeed. With this newly allotted time to work with grade group teachers, we have been able to discuss topics such as assessment, benchmarks, enrichment, and improving students who are working below grade level. By offering these PD days, our teachers have felt that it has enhanced our school in some way or another. Teachers have learned that professional development days allow them to become the learner instead of the teacher.

The district has also allocated Curriculum Development Day into our school calendar this year. During this time, we focused on aligning standards to our curriculum, Into The Ten Goals, the Strategic Plan progress, and prepping for GSA testing. Embracing professional development is seen as a time for teachers to establish high academic standards and to hold ourselves accountable for meeting these standards. PCE teachers embrace our professional development days.

4. School Leadership:

Our principal for the 2018-2019 school year, in which we received this award, was a principal that "Led by Example". She never asked us to do anything that she wasn't willing to do herself. She was a team player who was enthusiastic about coming to school to see her school family. She made sure her teachers were on task and ensured an environment of little disruptions. For eleven years, she guided us by providing us with understanding, yet she was tough enough to tell us when we had done wrong.

Due to retirement, our 2019-2020 school year changed dramatically with a new principal. Throughout PCE history, there had only been 3 principals from 1995-2019. For this school year, a young man was chosen for principal at PCE. We have come to see him as a kind person and a great listener. Although he has big shoes to fill, he has proven to his staff that he is a team player who wants the best for his staff and students. In the mornings, he has taken over the role of greeting our students at the front door, calling each one by name. He did not come to PCE with big ideas or big changes, he has allowed us to continue with the traditions that have made us successful.

Our new principal has embraced our routines of weekly newsletters, school rituals, behavior programs, and much more. He has taken the lead role in building parent/school relationships, student/teacher relationships, team meetings, and IEP/SAT meetings. He is willing to cover classrooms when teachers are helping other teachers, and he constantly checks on teachers who are covering another classroom. His greatest asset is that he listens first and asks questions before making decisions about student discipline or teacher requests.

The new principal has done a remarkable job taking over the leadership role. He is very educated on school policies and asks questions when he doesn't know the answers. He has embraced the programs that makes our school effective such as: AR, Shop with a Lumberjack/Cop, Young Writers, and Character Ed programs. Under his supervision, he has enabled us to get IPADS for all classrooms and has allowed us to be trained on them. He has gotten rid of old carpet at our school and gotten beautiful cement floors to replace them. Most of all, he has allowed us to teach and focus on student achievement.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

While it is hard to pick out one reason why PCE is successful, the word consistent is the word that comes into mind. The teachers are consistent with student expectations, whether the student be a special education or regular education student. The school is consistent with behavioral expectations throughout the school (lunchroom, bathrooms, breakfast, hallways). PCE teachers are consistent with the idea that every child can learn, even if the learning is different from others. PCE teachers are able to handle behavior problems within their classrooms, yet when we do send a student to the office, we know that discipline is consistent no matter who the student is.

In the classrooms, teachers stay on task and allow little/no classroom interruptions. Individual student success is often celebrated with the use of our PBIS program. When we identify a struggling student, a team is set up to help them the succeed. Extra support is given to struggling students with the help of our interventionist program and our two Special Education teachers. These concepts are consistent throughout the school.

Socio-emotionally, the entire school is consistently ready to respond or help students in need. If we are concerned about a student, our Principal will make a call home to check on them. Our secretary provides a safe place for a student to come talk and give a hug if needed. The cooks provide the nourishment that our students need, and they know every student by name. The custodians provide a clean and disinfected learning environment that we appreciate. Our school nurse and our outdoor clinic provide students with the medical or emotional support they require. The bus drivers have the difficult job of getting our students to us safely. Lastly, our parents trust us with their children, and our consistency ensures them that their child will be treated fairly in the school.