

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Kaitlyn Engelmeier-Foor
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mary G. Porter Traditional School
(As it should appear in the official records)

School Mailing Address 15311 Forest Grove Drive
(If address is P.O. Box, also include street address.)

City Woodbridge State VA Zip Code+4 (9 digits total) 22191-3979

County Prince William County

Telephone (703) 580-6501 Fax (703) 580-6646

Web site/URL https://porter.pwcs.edu/ E-mail engelmkm@pwcs.edu

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. LaTanya McDade E-mail pwcssupt@pwcs.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Prince William County Public School District Tel. (703) 791-7200

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 Dr. Babur Lateef
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	32	48	80
2	39	43	82
3	44	40	84
4	34	51	85
5	46	39	85
6	39	46	85
7	46	42	88
8	49	38	87
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	329	347	676

*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):
- 1 % American Indian or Alaska Native
 - 23 % Asian
 - 43 % Black or African American
 - 11 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 19 % White
 - 2 % 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 2019 - 2020 school year: 1%

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, 2019 until the end of the 2019-2020 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2019	685
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Amharic, Arabic, Bengali, Chinese, Farsi, Hindi, Japanese, Malayalam, Nepali, Punjabi, Spanish, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese

English Language Learners (ELL) in the school: 11 %
74 Total number ELL

7. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 178

8. Students receiving special education services: 8 %

52 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>14</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 27:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	98%	97%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

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.

Porter Traditional School students will be lifelong learners and responsible decision makers. They will be eager, equipped to utilize information resources, and empowered with critical thinking skills to become effective problem solvers. Porter students will become active and valued citizens in their respective 21st century communities.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

School operations during the 2020-2021 school year were significantly impacted by the COVID-19 pandemic and the required mitigation strategies needed for a safe school environment. The school year began on September 8th with all but 5 students learning virtually. More students than the 5 were offered the 4 day a week option; however, they did not yet feel comfortable with the in-person option. These 5 students were a blend of Special Education and English Learners (EL); attending in-person 4 days a week and identified as our most vulnerable students whose services were significantly impacted by the 100% virtual setting.

During the full virtual model, students attended live, synchronous instruction with their teacher Tuesday through Friday, via Zoom. Students were given Mondays for completing assigned work and lessons asynchronously; while also having the opportunity to meet in small groups with their teacher and/or ask questions during set office hours.

Quarter 2 brought the implementation of our 50% hybrid model; a model that provided for phasing 1st - 3rd graders back into the building. This model provided for students (having selected to return to in-person learning) to attend 2 days per week in-person and 2 days virtually; Monday continued to be used for asynchronous work. On the ‘virtual’ days, students attend live sessions via Zoom, along with the in-person students who are in the class on their ‘in-person’ days; the teacher is

teaching concurrently to both sets of students. This phase-in brought 1st grade into the building on December 1, 2020; followed by 2nd and 3rd grades on January 12, 2021.

Grades 4 - 6 returned to the school on February 25, 2021, following the 50% hybrid model; March 2, 2021 brought our 7th – 8th graders. Classrooms were designed following all required mitigation strategies, such as 6 feet of distance between desks, clear directional signs, floor markings to designate 6 feet distance, desk guards, etc.

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

Porter Traditional School is a school of choice; a place where students attend by choice, rather than by geographic assignment. Because parents choose to send their children to Porter, educators and parents can agree to shape our programs in the best interests of the students.

Parents submit an application during a yearly application time period (December 15 – January 30). Applications consist of a basic Student Information page, a Parent/Guardian Acknowledge page (agreement to requirements to attend Porter), a Transportation Form, a Student Questionnaire, a Parent Questionnaire, and a Specialty Services Needed page. Due to the number of applicants each year, a lottery (a random drawing) is conducted to pull students for the upcoming openings in the next school year. Applicants are ‘selected’ purely on the lottery; no other variables are considered in the process.

Once a part of the Porter family, students do not have to reapply to the school. Additionally, Porter students are expected to maintain excellent conduct and work habits throughout the year, as well as abide by Porter’s Conduct, Attendance and Volunteer standards, and the Uniform Policy. Parents are required to complete 10 hours per child, of volunteer service at the school. Porter parents are expected to support the Prince William County Schools (PWCS) Code of Behavior and Attendance standards; as well as support Porter’s Conduct, Attendance and Volunteer standards, and Uniform Policy.

PART III - SUMMARY

1. Porter Traditional School serves a diverse community of learners from many different ethnicities and social backgrounds; as well as a large military population. There is high demand for acceptance into our school, which lends itself to the fact once a student is ‘pulled in the lottery’ to attend Porter, he/she stays through eighth grade. The relationship built with our families, through their educational experience with us, is the foundation for Porter’s successful learning environment.

The core value of Porter Traditional School lies within the phrase, “It takes a village to raise a child.” We approach each child’s learning experience in a collaborative and purposeful way. Open communication with parents, students, and school staff creates a team approach to each child’s education; providing the best learning experience to reach their personal best. Our students are a set of diverse learners coming from a spectrum of learning backgrounds. They are not taught in isolation by our staff, we take the “our child” approach and always help when needed.

2. Porter Traditional School thrives on creating a safe learning environment where students are exposed to rigorous and integrated curriculum adapted through differentiation, for the needs of our diverse learners. Through our use of Standards Based Grading (SBG), it is clear to students, teachers, and parents where the student is mastering curriculum and where he/she needs additional support. Students mastering an objective are provided with extension opportunities; while students struggling are allowed time to remediate and retest. Our dedication to small group instruction, at all grade levels, supports this type of differentiated learning environment. SBG affords students the knowledge of their strengths and small group instruction allows for supporting areas of needed growth; both of which aid students in striving to achieve their personal best.

Porter Traditional offers a variety of programs and initiatives to meet the social, emotional, academic, and cultural needs of our students. Our Watch List team is the foundation that supports all students throughout their academic journey. Meeting weekly, the team is made up of specialists supporting the ‘whole child,’ including School Counselors, EL teachers, Special Education teachers, and administrators. We discuss each student’s ‘whole’ situation, including attendance, behavior, specific areas of academic struggle, and confidence, as well as possible ways to support the family if needed. We discuss and evaluate ways to support students to ensure we are supporting the whole student, no matter his/her situation. We utilize all available resources to make sure that we are supporting the success of all Porter students.

3. With our unique setting of students in grades 1 to 8, we focus on promoting a sense of community among our students, along with rigorous and engaging experiences for students to feel challenged. The expectation of community service is part of being a student at Porter; because of this, we have created several opportunities for students to give back to our school community, including a buddy reading program, student to student tutoring program, and a student mentor program. Our student mentor program is between our 8th grade and elementary students; our 8th graders pick the elementary student up from their class first thing in the morning and go to the gym to engage in team building activities, burning off some energy, and helping each other get focused for the day. Additionally, we have different grade levels hosting schoolwide events connecting to the curriculum and showcasing students teaching students. Two of these popular and successful events are Entrepreneur Fair and Probability Fair. Porter 8th graders put their economic knowledge and skills into practice for the Entrepreneur Fair, by creating a business, budget, marketing plan, and either a product or service to share with the school during this well-liked event. The Probability Fair is organized by Porter 4th graders who plan and create activities and games centering on probability. During the fair, 4th graders engage and lead other students in these activities while they are learning about odds and probability.

Porter Traditional also offers a wide variety of engaging after-school clubs and encore classes. Both provide experiences that challenge students’ skills, including Makerspace curriculum-based lessons based on problem solving, our Aquaponics lab, Coding and 3-D printing, and our flight simulators for our Aviation Club. Our goal is to provide experiences for students that will spark an interest and expose them to possibilities they would not normally engage in. By providing students with these opportunities, they are

gaining confidence, finding strengths outside of just academics, and building their problem-solving skills for the future

4. Due to the COVID-19 pandemic, we have focused on being more intentional with our relationship building, monitoring of academics, social-emotional supports, and on technology supports to provide equitable access to all our students. We have worked to provide equitable access to educational resources including supply distributions (books, whiteboards, manipulatives), weekly library curbside services, laptop pick-up, Wi-Fi access, and free hot spots. Meals are also free to all students attending in-person. We are taking the extra steps necessary for connecting with our virtual students by continuing our same practices of meeting with them, reaching out to parents, and being more intentional in our planning of social-emotional support. We are diligent in reaching out, when trends are identified, to meet with the parents and students to create a plan for success for the individual child.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Porter utilizes the Virginia Department of Education (VDOE) Standards of Learning and Curriculum Framework. We are committed to an engaging, equitable, and standards-based approach. All students are provided a rigorous academic curriculum, as well as a robust support network. A strong foundation of reading and math skills is emphasized and developed for our elementary students, via consistent integration across contents, differentiated small group instruction based upon multiple data sources, and extension activities. Porter students enter 6th grade prepared to take Extended Math and Extended Language Arts. They continue taking extended courses in 7th grade, adding Spanish I and receiving a high school credit for it. Porter 8th graders graduate with 90–95% having earned 3 to 4 high school credits earned from Spanish I, Spanish II, Algebra I, and Pre-AP Geometry.

Although this school year is the first of its kind, here at Porter we continue to utilize the same curriculum and standards, upholding high expectations and focusing upon the verbs in the objectives to ensure rigor. We still enrich the standards to extend learning, offer remediation when needed, and provide a variety of learning experiences, including collaboration, small groups, open discussions, problem-solving, interactive activities, and project-based learning. Teachers, individually and collaboratively in their Collaborative Learning Teams (CLT) continue to use standards-based informative assessments, quick checks, and formative and summative assessments to guide instruction, remediation, and enrichment. Summative assessment data and grades are broken down and recorded by individual standards, so teachers, students, and parents have specific information on areas of strength and weakness. Re-take opportunities are provided to students (after remediation) on the individual standards specific to each student’s needs.

The delivery of curriculum, instructional techniques, and assessments has been the biggest adjustment for teachers. March 13, 2020 was the last in-person school day for the 2019-20 school year. Although online learning was provided after that point, for purposes of equity, new material was not introduced. Teachers analyzed which mathematics objectives weren’t covered at the end of last school year and determined where they best fit being merged into this year’s units. Language Arts teachers focused on standards they determined were power standards. The integration component for science and social studies that has always been a Porter Tradition is more heavily focused upon this year, than ever before.

Assessment data points became crucial in this year’s environment due to the unusual circumstances. It was imperative we determine precisely where students were when in-person learning ended last year. At the elementary level, we significantly increased the number of students screened with PALS (Phonological Awareness Literacy Screening) at the beginning of this year. Typically, we screen only first graders and identified third graders. This year, however, our reading specialist administered PALS to every first through third grader, via Zoom. This afforded our teachers an accurate measure of their students’ levels at the start of the year. As is the norm, teachers continue to monitor students with running records, using Developmental Reading Assessments (DRA), Comprehension Strategy Assessment (CSA), Mastery Connect, and SeeSaw, among other resources. At the elementary level, teachers work daily with differentiated small groups in reading and math; students below grade level are “double dipped” in a second small group with a specialist. This year, specific times were built into the virtual schedule for grade-level specialists, helping to diversify our resource staff to students. Middle schoolers were scheduled with a daily Core Extension period for extension, review, and remediation. All teachers monitor student progress daily via a variety of strategies, including white boards, exit tickets, Socrative, Canvas, and Quizizz. Middle school students participate in Book Clubs which incorporates choice and generates a love of reading. Summative assessment data (primarily Mastery Connect) is analyzed during grade level CLTs to inform instruction. Porter is a Thinking Maps school. Beginning in 1st grade, students learn how to use each of the organizational tools. By 8th grade, they easily know which tool to use for different types of tasks.

Teachers set yearly goals, at the beginning of each year, based specifically on their students, using data from last year and the beginning of the current year. Data is tracked on the school OneDrive in an end-of-year) data spreadsheet to monitor set datapoints throughout the year in every content area. Porter also has a “Watch List” spreadsheet on our shared OneDrive, tabbed by grade level, documenting students who have

needed interventions. These interventions could have been for EL services or because of reading and/or math grades, attendance, behavior, etc.

Technology use has always been an area of emphasis and strength for Porter teachers and students. This has allowed both our teachers and students to transition much more easily during the pandemic and our virtual learning. They have had to learn Zoom and our new learning management system, Canvas, and have done so quite quickly and impressively. Digital security, class team building, and setting norms were first priorities and continue throughout the year. Teachers have utilized flipped classrooms, blended classes, and breakout rooms, seamlessly integrating technology with Canvas into students' lives. Co-teachers continue, even virtually, to utilize the seven co-teaching strategies learned through professional development provided by PWCS Office of Professional Learning. These 7 strategies are: Alternative Teaching, Complementary Teaching, Parallel Teaching, Peer Teaching, Station Teaching, Support Teaching, and Team Teaching

1a. For secondary schools (middle and/or high school grades):

Porter's middle school classes also follow VDOE and PWCS Curriculum and utilize PWCS Instructional Pacing Guides. The middle school curriculum supports college and career readiness in a variety of ways. Porter's Career Investigations class (a seventh-grade requirement) allows for students to explore different career paths, eventually choosing a pathway best matching their personal values, interests, skills, talents, personality, and work values. Through surveys and research, students learn about themselves and career options. Students explore PWCS high school options, such as specialty programs, military programs, and vocational training. They learn how to create short and long-term goals, about workplace readiness skills, how to write a resume, what makes for a good interview, and about selecting career paths that are right for their interests, skills, talents, personality, and work values.

Porter School Counselors also support middle school students in their career exploration. They provide lessons on occupations associated with career clusters and assist students in selecting areas of interest. This process begins the development of an Academic and Career Plan Portfolio for all 7th grade students.

In addition to the classroom opportunities supporting college and career readiness, Porter students can participate in National Junior Honor Society (NJHS). The NJHS promotes the values of scholarship, service, leadership, character, and citizenship. We offer a Student Council Association that promotes student advocacy, academic achievement, and community engagement. We host an Annual Career Day for the school community. Parents volunteers come into the classrooms and educate students on the various careers available to them. The variety of opportunities given to our students both here at Porter and in our district continues to promote academic success and supports college and career readiness.

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

2. Other Curriculum Areas:

Porter provides students with a robust and well-rounded program of studies and enrichment activities. Elementary students participate in visual arts, music, and physical education (PE) classes on a 3-day rotation. Fifth grade students have the option to participate in band or orchestra ensembles. Integrated lessons at all grade levels and Makerspace projects are planned with the librarian. Middle School students are offered encore classes in the visual arts, photography, chorus, orchestra, band, PE, intro to world cultures, TV Production, computer coding, Makerspace, aquaponics, life skills, career investigations, and woodshop. Aquaponics is quite unique to Porter; students create a food production system balancing aquaculture with hydroponics. In addition to PE classes and elementary recess, all grade levels participate in "Milers," which is a 20-minute activity period involving walking around the building or bus loop and/or doing other physical activities of choice.

All grade level CLTs develop weekly Integration Sheets outlining the Standards and Essential Questions for the upcoming week. These are posted to Porter's OneDrive so all Encore teachers and Resource Specialists

can access them to develop lessons and activities enhancing the core curriculum. For example, art and music teachers collaborate on elementary grade level plays. Students sing songs reinforcing class content, and in art students create the collaborative set designs for the plays. Fourth graders sing about Jamestown and the Underground Railroad; and artwork includes a regional map of Virginia, the state flower, and the state bird. The annual 3rd grade play incorporates scenes, songs, and narratives from five ancient civilizations they study throughout the year. Although we have been unable to hold performances this year, students are still completing the same integrated projects, songs, and activities aligned with the core curriculum. We were even able to distribute art materials and other resources to the students, as well as other core materials.

Porter students participate in a variety of before- and after-school clubs, such as Aviation, Chess, Abakadoodle® Art Class, Cooking Club, Robotics, baseball, Math 24, Math Counts, Brass Ensemble, Guitar/Jazz Club, and Step Dance. We have transitioned many of our club's virtually, including Scouts, Robotics, Yearbook, Girls on the Run, and many more. However, Porter is in the planning phases for several camps to be hosted here this summer. Under consideration are camps for gardening, team building, math, cooking, drama, social skills, organization, art, step, and coding, as well as academic intervention and extension opportunities. The main is to support and bolster our students academically with social/emotional skills and team building efforts and to combat the effects of the pandemic!

3. Academic Supports:

All Porter staff and faculty support ALL students in their educational journey to be successful and master the skills taught. We understand that not all students learn the same and that differentiation is at the heart of our instructional model. Students who have exceptionalities or are determined to be at risk are identified by teachers and/or parents. If classroom level interventions are not successful, students may be referred for evaluation to determine if additional supports are needed to help them succeed. These students, along with those eligible for EL services and 504 plans, are monitored by the Watch List team, which meets weekly to discuss student needs and progress. This interdisciplinary team also monitors attendance and academic progress across the school population. Discussions are driven by both quantitative and qualitative data collected in the classroom with the goal of layering support, while also fostering independence. The Watch List team also discusses and collaborates with classroom teachers to provide support with regard to students they have concerns about.

Special education students are supported following an inclusion model; the goal of this model is to provide as much interaction with non-disabled peers as possible. Following the (previously mentioned) co-teaching strategies, instruction focuses on differentiating lessons and providing multiple opportunities and avenues to demonstrate mastery. Students requiring more extensive supports have access to instruction in a life-skills focused classroom to help build independence as learners and members of the community.

Students identified as gifted, have access to extension and higher-level activities in a gifted program with our 3 gifted teachers. Additionally, all teachers complete professional development on differentiating for gifted, EL, and special education population students. Students with medical accommodations are supported via a 504 Plan managed by our administration, counselors, and nurse. EL students receive services from two EL teachers, both in the classroom and small group instructional setting.

During this year's virtual/hybrid model, the Porter schedule is providing for core extension twice a week for all students. Core extension time is designed for students who receive math, reading, gifted, EL, or special education support to work with those teachers in small group settings for 30-45 minutes. The time is spent for remediation or reviewing concepts taught in the classroom. Also built into our virtual/hybrid model is the opportunity for our most vulnerable learners to come to

the building for in-person learning and support 4 days a week, throughout the school year.

Porter offers remediation and re-take opportunities on classroom assessments in all subject areas. This allows for students to be successful and show mastery in all skills and objectives taught. Students who receive a 75% or below go through the remediation process with a general education teacher or specialist, prior to the retake. Data has shown us notable success with our remediation and retake process in the recent years. We also have reading and math remediation courses for those middle school students needing the extra support. Similarly, at risk students benefit from a variety of supports, interventions, and programs such as free tutoring for reading and math, and extension opportunities throughout the school year. This year's virtual and concurrent learning models have not deterred nor kept the Porter teachers and staff from continuing to support and enhance our students' learning experience.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engagement through TECHNOLOGY is what we at Porter use to motivate student learning. Porter has been and continues to be a leader in the Division using technology to enhance student lessons, thus, allowing for students to achieve the VDOE learning targets set by the Standards of Learning (SOLs.) We do this through providing a variety of applications and websites for students to show their learning and mastery of the objectives. For example, this year students are utilizing Flipgrid to explain concepts to their teachers, creating Thinking Maps using Adobe Spark and Canva, and using Canvas (our new Division-wide learning management system) as their main platform. Strategies such as these have allowed for high student engagement, greater teacher creativity, and increasing our ability to reach all students.

Porter uses unique means to engage students in the learning environment while simultaneously helping their emotional growth. ClassDojo is used school-wide to promote Porter's 'Tradition' of Star Qualities. ClassDojo is a behavior system using positive reinforcement to promote our school's philosophy of model student behavior. Star Qualities, which are positive character traits such as responsibility, respect, and perseverance, are used as positive reinforcement and for emotional and personal growth building. Using this system not only promotes engagement in the learning process, but also promotes emotional growth. Students learn what is acceptable behavior in the school setting and further this understanding by learning it is easily transferable and beneficial to excelling in their future educational endeavors and their career.

During this pandemic, we have continued to strive towards enabling Porter students to be ready to meet their futures. It is our goal, as a school, to create a well-rounded student ready to face and enter their future, whether it be further education or the workforce. Teachers are engaging their students by making connections to their surroundings at home. For example, a science experiment with food that represents layers of soil, graphing information from their neighborhood, and interviewing family members and relatives. Teachers have become even more creative-based by using the resources students have at home to engage them in the curriculum, i.e. 'find an example of a cylinder at home.'

School-wide projects are used to provide engaging learning opportunities for students. For example, our annual Embryology Project is a huge favorite; from chick eggs hatching in an incubator, to various cross-curricular lessons (life cycles, candling, and compare/contrast). Last year, the pandemic hit shortly after we received the eggs, so our librarian brought them home, live streamed the hatching process, and posted virtual lessons. And this year, we are continuing with both in-person and virtual activities around this project.

Finally, Porter engages students by supporting their social and emotional needs. School counselors give virtual guidance lessons and work collaboratively with classroom teachers to topics of need and interest. Virtual lunch bunches are well received and enjoyed by both students and staff.

2. Engaging Families and Community:

The Porter Parent/Guardian and Student Enrollment contract requires that parents and students both complete annual volunteer hours. However, we highly encourage parents and families to be advocates for and engaged in their child's education. We recommend joining the many parent committees Porter has to offer; the Porter Parent Teacher Organization (PTO) is extremely active. Monthly fundraisers, spirit nights, virtual family game nights, and annual charity initiatives are just some of the activities the PTO hosts; and most events are run with parent volunteers. They are even hosting the annual "We've Got Talent" talent show virtually this year. The pandemic has not slowed down the Porter PTO. We encourage parents to participate in the annual Book Fair Family Nights, held in conjunction with the PTO funded/hosted Ice Cream Social. Additionally, the PTO co-hosts several charitable events such as Pennies for Patients, Soles4Souls, holiday food drives, and winter weather coat drives, all of which parent volunteers play a big part in the success of the events. The Porter Advisory Council (PAC), consisting of school and parent representatives, acts as another avenue for parent involvement, and is holding its monthly meetings virtually this year. The PAC assists with the development and implementation of the yearly school-wide plan; also

helping identify parental concerns, obtain community and staff feedback, and generally support the goals of the educational system. Despite the pandemic, we are making sure our students and families are getting the time to socialize and be a community.

Parent involvement is encouraged through using our Canvas platform, allowing parents to become ‘observers’ of their child’s school work (assignments, tests, grades, attendance, etc..) Teachers send out weekly communication emails through our School Messenger Notification System. Parent ‘observers’ can view (on Canvas) what their student is learning in class that week, as well as receive weekly updates on return to building plans and procedures.

Two very popular annual family events are funded through our Military Grant. Maker-Tech Night provides families the opportunity to see what students are making in Makerspace classes and through classroom technology. Families engage in activities with apps and maker space lessons. On Multi-Cultural Night, families share with the Porter community, their culture through dress, food, and activities. Students present a fashion show displaying their cultural ‘home’ country dress. Last year over 35 Porter families dressed up, set up displays representing over 30 countries, and shared cultural foods.

This year, we are hosting a Literacy Week, full of virtual activities, character dress-up days, literacy lunch read-alouds, and guest readers reading bedtime stories, virtually. The week culminates with a “reverse parade” in which families will drive through our parking lot and bus loop in parade-fashion, stopping at different stations to pick up literacy shirts, SOL prep packs, free books, and literacy bags.

At Porter our philosophy is: Students + Teachers + Parents = Success.

3. Creating Professional Culture:

Focusing on celebrating each student’s personal best is one of Porter’s Traditions. This holds true for our faculty and staff, as well. Our administrative team believes strongly in personal and professional growth. All stakeholders have high expectations for themselves and others. Porter teachers, just like our students, are held to high expectations.

Porter promotes and grows leaders through strong administrative support. Shared leadership is emphasized, and teachers are encouraged to grow within their field. We have a Leaders in Learning, site-based team to provide staff with regular opportunities to develop leadership skills. Many Porter teachers have been “home-grown” leaders, rising to administrative positions both here and in our county. Our current principal started her career as a Porter Civics teacher.

Porter teachers have traditionally been avid users of technology, and at the forefront of new technologies. Teachers participate in monthly technology shares, showing what they are doing in the classroom with their students. These collegial presentations allow growth as an entire school, as well as allowing staff to learn from their colleagues. Porter staff hold monthly, scaffolded and differentiated technology training to showcase new apps, technologies, and strategies used in their specific content area. Each year Porter teachers are invited to present at national technology conferences, such as the Florida Educational Technology Conference (FETC) and the Texas Computer Education Association (TCEA,) where they present new and cutting-edge technologies. They also return with new strategies and technology to share with the Porter staff.

During this year of distance learning, teachers have learned Zoom and Canvas, our new learning platform, along with the hardware associated with concurrent teaching (cameras, headsets, multiple screens). School leaders wanted to ensure that teachers felt supported and comfortable with our students returning to the building for our hybrid learning model. Administration hosted Canvas chats and support for not only teachers and staff, but also for our parents and students. Porter staff have spent time learning about concurrent teaching, mitigation strategies, and how to support our families and students socially and emotionally. Teachers met as a grade level with the administrative team and our ITC to learn and prepare for what was needed to successfully return to the building. Teachers were provided a two-week period to come into the classroom and practice using the technology and to transition from virtual teaching to teaching live

in the classroom and concurrently; all prior to the return of their in-person learners. During this transition, teachers were also offered resources beneficial during distance learning time.

We work as family; we spend a lot of time learning from each other because we all bring valuable knowledge to the school. We have adopted the 'instructional rounds process' to observe our teachers' classrooms and for them to observe each other's. It has been extremely valuable during our concurrent learning!

4. School Leadership:

Porter's administration team consists of one school principal, one assistant principal, one director of school counseling, and one school counselor. It is not an autocratic environment; leadership is not centralized to school administration, but rather shared within the school community. This leadership style empowers teachers to take risks and think outside of the box when it comes to supporting students in achieving their personal best. Porter's administration believes all students can be successful; focusing on lifelong learning, critical thinking, problem solving, and global citizenship.

School administration keeps its focus on student achievement through the integration of standards-based grading. They consistently underscore focusing on the verbs in the standards to ensure rigor. We use standards-based grading to communicate areas for future growth to both students and parents.

Our teacher-student mentor program is a great example of how we keep the focus on student achievement. Teachers are partnered with struggling students, mentoring them and fostering a relationship. The mentor and mentee work together to improve student achievement and motivation throughout the year.

During a teacher's first year at Porter, they participate in instructional rounds and peer observations to fully understand the high expectations for students. Additionally, they take part in classroom observations with a Porter mentor teacher to note key instructional strategies and Porter Traditions. These 'best practices' allow for these newly hired teachers to adhere to the school vision of focusing on student achievement.

During the COVID-19 pandemic, one of administrations' top priorities has been the health and safety of our students. When making decisions about academics, even now a year later, our priority is ensuring that all mitigation requirements are met. Every Porter teacher was provided with a variety of resources to ensure students return safely. For example, desk guards, masks, plexiglass dividers, hand sanitizing stations, cleaning centers, computer wipes and more were provided and set up in each classroom. Stand up desks were purchased for those teachers wishing to be able to move more freely; storage bins and materials were purchased for each in-person student, allowing them their own place for school supplies. The one phrase our Principal has repeated through-out this year is, "If you need anything to make this easier and safer, just ask! I will work to get it for you."

Administration provided for ample training on technologies necessary for concurrent teaching and mitigation strategies on a rolling basis for grade levels. Constantly drawing on the knowledge and experiences of our earliest returning teachers. School leaders assisted teachers in maintaining differentiated reading groups in the virtual and eventually, concurrent setting. The pandemic has also encouraged creative thinking by our school administration when it comes to providing more student and parent engagement outside of school. The administration has worked with PTO to provide programs such as virtual game nights with students in each grade level, virtual PTO meetings for parents, and targeted fundraisers, such as, online fundraising for the school community.

5. Culturally Responsive Teaching and Learning:

Porter provides a variety of culturally responsive learning opportunities for our staff. This year, staff participated in two book clubs: STAMPED 2021 and School Talk 2019. Both book clubs focused on what we say to our students and the lasting impact it has on them. Participants discussed strategies to create a classroom atmosphere safe for all students. These learning

opportunities allow us to grow not only as educators, but also as better human beings.

This year, Porter received the Potomac Grant, used to monitor discipline disproportionality; we have worked diligently to improve our disparity among African Americans. School data maintains we are doing well, as we continue to monitor each year. Staff have attended professional development trainings such as Adverse Childhood Experiences (ACES) and Bias Training: Identifying and Recognizing our own Biases. We have also participated in Restorative Circles (Restorative Justice Trainings) and Class Meetings for mediation and building classroom community. Additionally, our school implements the Culturally Aware and Responsive Educator (CARE) program, which plays an important role in educating our staff on culturally responsive teaching methods to best serve all students.

Our school counselors join each classroom and teach students about diversity and inclusion. Not only do students learn what diversity is, but they are provided a platform to share their own stories and connect with other students on personal experiences. Key discussion points during these lessons are: “What can we/you do to build school community and develop a positive school climate?” “Why do people who are different tend to get bullied?” and “Describe a time you felt judged or misunderstood based on your identity.” Students get actively engaged in the discussions and demonstrate what it means to show empathy and respect towards others.

Porter Traditional School staff and students have been awarded the ‘No Place for Hate’ designation for creating a learning environment that demonstrates acceptance, inclusion, and kindness. Porter continues to promote kindness and inclusion throughout the school year by celebrating Random Acts of Kindness Week and National Bullying Prevention Month. Mental health needs continue to grow in our world today, Porter recognizes the importance of mental health not only for our students, but also for our families. Mental health resources are provided to support social and emotional learning in the classroom and at home. We hold a Mental Health Resources Night for parents to be able to support and recognize when mental health resources and/or supports are needed for their child at home.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Porter has long been in the forefront of PWCS in technology efforts and instructional techniques. We continue to take a progressive approach, despite the pandemic. Beyond just engaging students, we are enhancing their educational experience and authenticity of learning. Integrating technology into lessons has and continues to be a priority for Porter teachers. Monthly differentiated tech training, technology purchases to provide diverse learning experiences, and sending teachers to educational technology conferences (such as FETC and TCEA) are just a few of the methods by which we enhance student academic success.

Porter administration encourages teachers to submit proposals of the amazing work they are doing for conference presentations, in areas such as: Augmented Reality, 3D printing, engagement, and feedback through technology

The shift to online learning, while continuing to focus on instructional core and curriculum, was a natural and smooth transition for Porter staff and students alike, due in large part to the experiences and learning environment they were accustomed to while in person. Because of our commitment “to prepare students for jobs that do not yet exist” our staff and students were equipped with the knowledge to transition to online learning.