

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name West Point Elementary School
(As it should appear in the official records)

School Mailing Address 1060 Thompson Avenue
(If address is P.O. Box, also include street address.)

City West Point State VA Zip Code+4 (9 digits total) 23181-9766

County King William

Telephone (804) 843-2030 Fax _____

Web site/URL https://wpes.wpschools.net E-mail lfrazier@wpschools.net,
nleach@wpschools.net, kbritt@wpschools.net

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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Larry Frazier Jr E-mail lfrazier@wpschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Point School District Tel. (804) 843-4368

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Paul Diggs
(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.

(School Board President's/Chairperson's Signature) Date _____

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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	6	6	12
K	36	25	61
1	26	29	55
2	25	34	59
3	24	31	55
4	31	39	70
5	24	31	55
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	172	195	367

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
 - 1.5 % Asian
 - 10 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 72 % White
 - 10 % 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 2020 - 2021 school year: 10%

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, 2020 until the end of the 2020-2021 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1, 2020	355
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Spanish, Korean

English Language Learners (ELL) in the school: 2 %

6 Total number ELL

7. Students eligible for free/reduced-priced meals: 39 %

Total number students who qualify: 143

8. Students receiving special education services with an IEP or 504: 17 %
62 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 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. 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.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
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.	3

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	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	96%	95%	95%	96%
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 2021.

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.

It is the mission of West Point Public Schools to engage all students in robust preparation for a life of continuous learning as productive citizens within our community and beyond. The vision of West Point Public Schools is to create a bridge to opportunity that enables each student to maximize their potential to achieve academically, grow personally, and contribute positively to their community.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

The West Point School Board is committed to nondiscrimination with regard to sex, sexual orientation, gender, gender identity, race, color, creed, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth, or related medical conditions, military status, political affiliation, genetic information or other characteristics protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

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

PART III – SCHOOL OVERVIEW

West Point Elementary School is located in a rural, paper-mill town at the confluence of three rivers. Although West Point is located in King William County, the West Point School system is unique in that it is independent from the county school division. Two routes into the town, one from the east and one from the west, take travelers across twin bridges into the special place that is home to West Point Public Schools. Aptly, West Point Public School staff work to ensure that the school system is “A Bridge to Opportunity.”

With an enrollment of 356 students, West Point Elementary School is the sole elementary school in the division, supporting grades pre-kindergarten through fifth. Forty-seven percent of the teaching staff hold masters’ degrees. Due to the school system's reputation for its high academic achievement and excellence, the school maintains an average enrollment of 21% tuition students from surrounding counties as far as 46 miles away. Most recently, for 2022, the elementary school was recognized by Niche.com for having the “#1 Best Public Elementary School Teachers in Virginia” and the “#2 Best Public Elementary Schools in Virginia.”

West Point Elementary School’s successes have been founded on the following three key strategies: Relationships, Innovation, and Excellence. By appreciating the value of each individual, West Point Elementary is committed to fostering positive personal connections among the students, staff, families, and the community.

The Town of West Point is supportive of its schools and is committed to the development of young citizens that will return long-term value to the town. Connections with the mill industry in town and the local community college prepare young learners with foundational skills that not only prepare them for college readiness, but with industry certifications that establish immediate employment upon graduation. This connection requires an investment in the basic skills of collaboration, cooperation, good citizenry, creativity, and problem solving that are inherent in elementary aged students. West Point Elementary School is committed to facilitating and nurturing these essential skills.

With an eye toward the future, innovation is a key component of West Point Elementary School’s mission. West Point Elementary School stays abreast of advancements not only in research-based teaching strategies, but also in socioemotional wellness, and instructional technology, all of which drive directives that foster healthy, prepared students. The recent development of a STEAM (science, technology, engineering, art and math) program with a licensed teacher to facilitate the curriculum is a testament to this commitment. The STEAM teacher also maintains a dedicated Makerspace of creativity and innovation with preformulated lessons for use by classroom teachers.

Both a school counselor and a division social worker, housed in our building, work to grow continued relationships with families and students, and reinforce an environment toward the caring and wellness of each individual. These staff members develop whole class lessons, individual support, and professional development workshops for teachers on the socioemotional needs of students. They also work to facilitate safe, inclusive, calming, and sensory spaces to engage and support the “whole” child. An example of the devotion to the unique daily emotional needs of our students, is a weekly parent reminder that encourages utilization of a “Handle with Care” phone number that guardians can text if a particular concern arises or a child needs just a little extra attention that day.

Constant advancements in technology not only require continuous updates in training, but the pandemic highlighted the poignant need for technological access, organization, and proficiency for all stakeholders. At the onset of COVID-19 mitigation strategies, West Point Elementary School rapidly identified needs, mandated teacher requirements, provided support, and continued instruction during unprecedented conditions in education. Teachers and staff quickly learned to deliver instructional videos, expand classroom walls to include student homes, and organize assignments through the school Classroom Management System of Google Classroom. This immediate requirement, in addition to emphasizing the impact of face to face instruction, spawned the evolution of new methods in incorporating technology to enhance instruction today.

From the cleanliness of the building to teacher pedagogy, excellence resonates through the halls and seeps into the core of even the most basic procedures and lessons at West Point Elementary School. High expectations are paramount in curriculum development and are supported by equitable practices that not only maximize growth of at-risk learners, but enhance instruction to push gifted learners to new levels beyond typical boundaries.

West Point Elementary School is committed to the division motto of “A Bridge to Opportunity.” This “Bridge” is structurally supported by the foundational relationships of all stakeholders, including community, families, students, staff, and administration that provide the substance to its strength. As in the case of the pandemic, the “Bridge” may not always look conventional. It may transport education through traditional face-to-face learning or may morph into a hybrid variant led by teacher facilitated instruction via technological roads under family guidance. Regardless, an innovative infrastructure maintains and supports the “Bridge” into destinations unknown and, as such, West Point Elementary students are prepared for the opportunities that lie on the road ahead.

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:

West Point Elementary School believes that the purpose of school is to keep all students and faculty learning, growing, and healthy! West Point Elementary School’s instructional faculty create authentic original curriculum to match the standards established by Virginia’s Department of Education. Each grade level team crafts developmentally appropriate, engaging, and creative ways to instruct students for authentic learning. Students take an active role in their learning by working through real world experiences, collaborative projects, and problem based learning, as well as extension and enrichment activities. West Point Elementary School defines assessment as techniques used to analyze student accomplishments against certain goals and criteria, including both formative, summative, and diagnostic assessment. Staff at West Point Elementary School understand that the foundational triad for student learning is rich curriculum and content; high yield instructional strategies and engaging instruction; combined with a variety of assessment activities and methods.

The overarching philosophy of our school is to create and maintain a community where everyone is learning and growing. This approach includes all the children as well as all of the adults in the building. We encourage our teachers to be “lead learners” as they participate in conferences, embrace professional learning, and engage in the sharing of best practices. All faculty and staff have opportunities to pursue their unique interests and to develop according to their personal goals and work. The same is true for our students. West Point Elementary faculty see the students as unique individuals, who should have multiple chances to explore areas of interest across the curriculum, a variety of choices of content and product, and should be in a constant state of growth and development.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The core of the language arts curriculum at West Point Elementary is rooted in the Virginia Standards of Learning. Our curriculum is designed to help students establish a fundamentally solid foundation in literacy. West Point Elementary faculty and staff recognize that proficient reading is essential for academic success. Understanding that reading is the product of word recognition and language comprehension, teachers strengthen both of these elements through their use of intentional planning, direct instruction, and purposeful assessment. Acknowledging the importance of a literature-rich learning environment, teachers cultivate language and vocabulary development through thoughtfully created reading and writing activities.

Guided by research in the science of reading, teachers focus on helping students develop the phonemic awareness and phonics skills necessary for automatic word recognition and reading fluency. Using the Orton-Gillingham methodology, teachers incorporate visual, auditory, and kinesthetic components to explicitly, systematically, and sequentially teach phonics. A solid foundation of English orthography and morphology is built through a direct and comprehensive phonics approach. Student progress is continually evaluated through formative assessments including informal decoding analyses, oral running records, and spelling inventories; these formative assessments facilitate reteaching and reviewing of skills not yet mastered.

Teachers support students’ beginning literacy skills through the careful selection of reading material. West Point Elementary maintains a well-stocked book room containing both decodable and leveled texts of various genres. Beginning and struggling readers benefit from reading controlled text while acquiring rudimentary decoding skills. A substantial selection of decodable texts ensures that teachers are able to find material appropriate for students of all ages and reading abilities. Once an initial bank of automatic words is established, teachers incorporate leveled texts into reading instruction. During small-group guided reading instruction, teachers are able to provide differentiation to meet the varying needs of students.

Reading comprehension skills are taught through explicit and direct instruction using mentor texts. Teachers use read-aloud and think-aloud approaches to model the use of specific comprehension strategies. Students are taught to navigate the features and conventions of narrative and expository text structures. Using a gradual release model, teachers support students in their efforts to apply comprehension strategies through guided practice until students are ready to employ strategies independently.

The writing curriculum at West Point Elementary addresses both the mechanics of writing and written composition. To create a solid foundation for composition, primary teachers emphasize letter formation, handwriting, basic sentence structure, and beginning editing skills. Through the use of teacher modeling, guided writing, and shared writing experiences, students are taught to communicate their thoughts and ideas using written expression. Teachers guide students through the steps in the writing process, with a focus on planning and revising. Students' writing samples are used to establish developmentally appropriate, personal writing goals. Students learn to use editing checklists and rubrics to revise and evaluate their own writing. Teachers skillfully embed writing into the content area classroom, offering students opportunities to explore narrative and expository writing across the curriculum.

1c. Mathematics curriculum content, instruction, and assessment:

Math instruction at West Point Elementary is based on the Virginia Department of Education's Mathematics Standards of Learning. Through rigorous instruction and practice, teachers strive to help students, not only become problem solvers, but also fluent communicators in mathematics with good reasoning skills.

Teachers at the school pretest students at the beginning of every year, and periodically throughout the year at the beginning of each unit. This allows teachers to meet and instruct students where they are, as well as differentiate instruction for individual students.

When introduced to new content, West Point students contribute to personal interactive notebooks and are given the opportunity to practice and reflect on gleaned knowledge. Students are given hands on manipulatives when help is needed to make abstract ideas more concrete. For example, second grade teachers recently gave students the opportunity to practice counting money and making change using menus and play money in the school's Makerspace. The practice and reflection time in our classrooms is kept fresh, challenging, and fun in order to encourage participation and engagement from students.

During Think-Pair-Share, students are given a problem that they try to solve on their own first and then in paired discussion. This sharing prepares the student for a whole class discussion. Such discussions often evolve into Math Talks, which are an opportunity to encourage students to use math reasoning to make real-world connections while interpreting practical situations. For example, a teacher may give students a hundreds chart and put a picture of a gumball machine on the board, they then ask the students to guess the number of gumballs. After students make a guess, the teacher will start giving hints to the number like "the number is a factor of 3" or "the number is a prime number." Students will keep crossing off or circling possibilities and adjusting their guesses until the actual number is revealed.

Students also participate in rotational centers and choice boards. These activities expose students to a variety of practice opportunities through both independent and small group work. Students are given choices that not only help students have ownership in their learning, but also offer differentiated opportunities

West Point Elementary teachers also review previously taught skills with games and tournaments that allow students to practice in individual and team formats, both online and offline, while enjoying the excitement of a competitive environment.

Additionally, formative and summative assessments are utilized in math as students take a variety of quizzes, unit tests, and quarterly benchmarks to check for understanding and retention.

1d. Science curriculum content, instruction, and assessment:

Science instruction at West Point Elementary School combines a variety of techniques, assuring visual, auditory, and kinesthetic learners all have the opportunity to understand the material.

During direct instruction, West Point Elementary students actively participate through interactive notebooks that include a combination of activating prior knowledge, sketchnoting, and reflection writing.

Content is reviewed with inquiry based labs that allow students to explore what they have learned. Some lab examples include exploring plate tectonics with graham crackers and icing, creating dichotomous keys with common items (such as shoes), and testing the effects of water density with salinity and temperature.

Teachers practice both pre-teaching and spiraling to aid in content retention. Student engagement is increased through multiple techniques including green screen projects and videos, Screencastify, Edpuzzle, Brainpop, and Zoom for both explicit instruction and virtual, at-home labs. When students learned from home, at-home lab kits were made for students to continue hands-on learning. For example, fifth grade students were sent home with crayons and wax paper for demonstrating the rock cycle, colored playdough for creating the layers of the Earth, and a pipette and penny for practicing scientific method terms through a water adhesion lab. Students also created at-home circuits with a 9-volt battery and holiday lights. When field experiences had to be canceled due to COVID-19, science teachers continued to bring field experiences to students virtually. For instance, all fourth and fifth graders met and talked with a local popular meteorologist via Zoom, applying the knowledge they gained in the classroom about weather.

Along with the formative lab assessments, West Point Elementary science teachers also check for understanding through summative assessments. By using resources such as Jefferson Lab's online practice quizzes, teachers can evaluate students in a similar format that will be seen on the cumulative Virginia Standards of Learning assessment.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Instruction in the Social Sciences at West Point Elementary School is designed to have real world relevance and be relatable to the demographic it is presented. Content is addressed not only independently, but through cross curricular instruction. After learning essential content, such as vocabulary and facts, students work independently and collaboratively through activities and interactive notebooks to synthesize this information via problem-based learning lessons and assessments.

At West Point, Physical Education, STEAM, Library, and Music are called "Specials." School-wide, the social sciences are incorporated during "Specials" classes to add a component of fun and diversity. Students participate in a rotation of one of these classes daily for forty-five minutes. On Friday's, grade levels participate in abbreviated fifteen minute time periods of all four. Teachers collaborate to provide activities on each Friday relating to History and Culture. For instance, in February students participated in Black History Month activities. In this manner, students are "experiencing" lessons, and how they relate to art, music, movement, and literature.

Technology is utilized to enhance instruction, promote participation, and allow for immediate feedback. Even through times of COVID-19 school closures, West Point broadened cultural and historical experiences to include digital field trips and "guest" speakers. Through programs such as Seesaw, Flipgrid, Edpuzzle, Peardeck, and green screen, students were motivated to learn, and were assessed, and monitored for continual engagement. These difficult times were a catalyst that allowed West Point to continue to evolve instructional practices.

1f. For secondary schools:

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

The core curriculum for the Early Childhood Special Education program at West Point Elementary School is unit-based and enhances communication and pre-academic skills. Instruction is also adapted to meet the diverse needs of students in accordance with IEP (Individualized Education Program) goals and Virginia's Birth-to-Five Early Learning and Development Standards, which has replaced Virginia's Foundation Blocks for Learning. A new curriculum is currently being reviewed as we look to expand our program to include typically developing peers.

The current program emphasizes communication, self-regulation, and social emotional skills, as well as academic readiness. Often students require specialized instruction for deficits in the adaptive domain and the fine and gross motor domains. Four-year-old and five-year-old students are assessed by Phonological Awareness Literacy Screening (PALS), Early Mathematics Assessment System (EMAS), and Connors Comprehensive Behavior Rating Scales (CBRS) in accordance with the Virginia Kindergarten Readiness Program (VKRP).

The language arts portion of the curriculum is specifically aligned with kindergarten through the use of the Foundations Pre-Kindergarten program which provides an introduction to the letter-sound and writing skills that are taught for mastery in kindergarten. We also use the Pre-Kindergarten Heggerty curriculum to teach phonemic awareness and enhance oral language. In math, strong emphasis is placed on the Number and Number Sense domain, but each domain (Computation, Measurement, Geometry, Probability, Statistics, Patterns, Functions and Algebra) are introduced. Children also engage in science experiments, creative arts, social studies, and play activities.

Social-emotional skills and self-regulation skills are explicitly taught in this program. In addition, students who will be entering kindergarten the following year participate in a transition course which incorporates time spent in the kindergarten classroom. The students also have the opportunity to have recess and lunch with kindergarten students. Our transition program allows the children to learn routines and behavior expectations that they will need for kindergarten.

Growth is measured by assessments, data collection, observation, and documented in each students' IEP. While in the program, some students exit special education services. Others enter kindergarten where they are provided varying degrees of support based on their individual needs. Feedback from educators reinforces the evidence that early education/intervention helps prepare students socially, behaviorally, and academically.

2. Other Curriculum Areas:

The "Special" classes at West Point Elementary school strive to support the VDOE's (Virginia Department of Education) expectations of a future-ready graduate. Specials classes are physical education, STEAM, Music, and Library. Daily, students visit a special class that not only encourages the 5 C's (critical thinking, collaboration, communication, creative thinking, and citizenship skills), but also supports classroom content, well-being, and real world connections.

In music, students collaborate with instruments, movement and voice to create and appreciate music. Students are exposed to a variety of instruments as well as music genres as they learn about different cultures. Yearly, fourth grade students also learn to read sheet music and play recorders, earning "belts" as they independently practice and improve. In response to last year's COVID-19 restrictions, this year's fifth grade students are also learning recorder to gain the necessary skills that they missed last year. Students showcased their talents with an evening of music.

In Art/STEAM, students learn the Virginia Visual Art Standards while supporting classroom content. For example, while students were learning about Native Americans in the general classrooms, they learned about Navajo Sand painting, symbolism, basket weaving, and beadwork. Students also explored the lives and artistic styles of well-known artists from different eras and cultures. Through frequent STEAM challenges, West Point Elementary students collaborate to solve problems, which are often connected to literature. Some examples include designing a system that will stop a pumpkin from rolling down a steep hill, a pulley system, and a bridge that will hold up under a "large" amount of weight. Pre-Kindergarten

through fifth classes develop coding skills through robotics with robots such as Ozobots, Dash, and Beebots.

In Physical Education (PE), students not only learn about the importance of exercise and healthy choices, they also learn about teamwork and receive a foundational understanding of the rules and terms of sports such as basketball and volleyball. PE lessons are also designed to correlate with content and schoolwide themes.

During library class, students are encouraged to pick out books that support and expand their current reading levels. The librarian works closely with reading teachers to help individualize each students' level of support and interests. During class, students make real-world connections between what they read and the world around them through artwork and research projects.

West Point Elementary also created an outdoor classroom/Butterfly Garden to provide a space for classrooms to extend their learning experience beyond the walls of the building. The outdoor classroom provides tables, benches, flower boxes, and shade for teachers to check out for outdoor exploration/lessons and/or a pleasant outdoor environment for reading. Quarterly outside (weather permitting) STEAM based events and games are set up for teachers by the STEAM teacher for promoting STEAM as a culture in the content classroom.

The following STEAM enrichment opportunities are offered: Science Club, Kindness Club, Stock Market Club, Girls Who Code, and Robotics. Robotics Club participants also trained to support teachers and students in classrooms wanting to incorporate the technology into their content.

3. Academic Supports

3a. Students performing below grade level:

The goal of West Point Elementary School is for all students to be working on grade level curriculum content. Administrators and faculty recognize that all students are not the same, do not learn at the same rate nor pace, and require different methodologies. Teachers use a variety of differentiated teaching styles to meet the needs of all students including those that are struggling. The plan of action to meet the needs of academically at-risk students incorporates differentiated instruction, interventions, scaffolding, afternoon academies, and collaborative teaching.

Differentiated instruction requires tailoring instruction to meet the individual needs of students in order to create the best learning experience possible. Students receive guided practice along with ongoing and instant feedback. Lessons and the pace of instruction are modified when needed. Interventions are utilized as an additional resource that supplements regular classroom instruction. This is done with a trained interventionist in small groups at least two to three times per week in the areas of reading and math.

Scaffolding involves breaking learning into smaller chunks/pieces that follows a logical order and moves the student toward a clear goal of acquisition of the skill/task. Teachers take the information or skills that the students are familiar with and build upon it with skills they do not know or cannot do on their own. This can be done by using tools such as charts, pictures, cue cards, and graphic organizers.

West Point Elementary School offers an after school remediation program with provided transportation. Skills that the student is having difficulty with are retaught with additional guidance one to one or in small groups. Afternoon Academy is available every weekday afternoon for forty-five minutes.

Team teaching- or collaborative teaching- is the way by which two teachers (a general education and special education educator) instruct and mentor a whole class of students in tandem. One teacher instructs the majority of students and the other works with a small group on different instructional goals or to remediate skills taught. These roles are reversed depending on the teacher's strength in the area being taught and or remediated. At West Point, these classes are taught so effectively that the students do not know which teacher is the general education teacher and which is the special education teacher.

3b. Students performing above grade level:

Students working above grade level are offered extension and enrichment activities. These activities are offered during core classroom instruction in the form of differentiation by product, process, and content. Differentiation training was required by all West Point Elementary teachers prior to the beginning of the school year. Afternoon Academy offers students and teachers an additional 45 minutes to participate in a variety of enrichment clubs and extracurricular activities, including dance, science club, student council, Robotics, Girls Who Code, Book Club, Engineering Club, Stock Market Club and Kindness Club. Bus transportation is provided for these students after school.

Additionally, students who need additional challenges stay after for “Quest.” Quest includes students who are identified as needing gifted services as well as students who have been identified by their teachers as needing additional academic challenges. As is the case with remediation of learning, extension of learning is an ever evolving, fluid process. For example, if a student has a gift or strength in reading and writing, they may be participating in a Poetry Slam, but if a student has a gift or strength in math and technology, they may be coding a robot.

In recent years we redesigned and reimaged our elementary summer academy experience. We imagined, planned, and implemented courses for students based on their interests. This was a time for them to explore our community and immerse themselves in rigorous study by choice. Amazing things began to happen! We had students the first summer who rode their bikes to school and stood at the door asking if they could come inside because they heard cool things were happening! All students are important to us and we are devoted to all students, including those who are performing above grade level.

3c. Special education:

West Point Elementary School provides high-quality, individualized, specially designed supports and services for over one hundred students enrolled in various programs to include: Early Childhood Special Education (ECSE); Inclusive Placement Opportunities for Preschoolers (IPOP); therapeutic services; virtual academies; homeschool programs; and intensive, educational treatment centers. West Point promotes the success of our students with exceptionalities through family engagement, professional development and practices to improve student outcomes.

The school involves parents and the community in the special education process through family engagement and training. The Special Education “Back To School” Preview provided parents with exceptional students time with teachers and administrators prior to the division-wide “Back To School” events in September 2019 and September 2020. West Point hosted the Parent Education Advocacy and Training Center (PEATC) on January 23, 2020, in their presentation of the “ABCs of Behavior.” Professional development is ongoing, based on the needs of the teachers, students, division, and aligns with state and federal initiatives. West Point Elementary School partnered with Virginia’s Training and Technical Assistance Center (T/TAC) in August and November of 2019 to provide staff assistance in the areas of Social Emotional Health and Supports and in the implementation of collaborative or co-teaching instructional practices. The division continues to survey staff to ensure that educational offerings are meaningful to the growth of our instructional staff and students. On-site training during contract hours has been provided in various areas to include secondary transition, progress monitoring and reporting, specially designed instruction, the development of functional behavior assessments and behavior intervention plans, accommodations, and virtual considerations in response to the pandemic. West Point Elementary School assesses the needs of individual students and utilizes approaches and resources based in science to improve student outcomes. Special education teachers are trained in instructional programs including Foundations, Heggerty, Wilson Reading, Rhyme Time, Saxon Math and Learning Without Tears. Our special education teachers are frequent recipients of Dream Grants which have funded “Recess for All,” sensory playground equipment, resources for teaching students with disabilities about cultural diversity, and kits to promote a collaboration between teachers and parents. West Point Elementary believes partnering with families and the community, providing essential professional development, and delivering high-quality instruction will continue to result in improved student outcomes for students with exceptionalities.

3d. English Language Learners, if a special program or intervention is offered:

West Point Elementary has a diverse student population that includes students whose first language is not English. The school system provides an environment where students feel included, nurtured, and supported in their learning. Teachers and staff that work with our English Learners (EL) population receive yearly training on best practices and strategies to support our students daily in the classroom. Teachers set goals, provide visuals, and use home language to support the learning of EL students in their classrooms. Additionally, the school has a certified EL teacher and an English as a Second Language (ESL) tutor. The EL teacher provides training, strategies, and supports that teachers can use in the classroom with students. The tutor provides both push-in and pull-out support to students with direct intensive instruction to help them access curriculums.

The tutor and teacher collaborate at the beginning of the year to develop individualized goals for students using information provided by the WIDA Access for ELLs test and to determine classroom and assessment accommodations are based on their English Language proficiency. The tutor provides supports to students to help them access the academic language needed to be successful in the classroom and on assessments. Examples of supports are dictionaries, graphic organizers, visuals, connections to home language and culture, peer partners, and interactive notebooks. Accommodations that are provided in the classroom are also provided for students during all assessments.

West Point Elementary School works to engage students and their families in school functions. Newsletters and school wide invitations for events are sent to home in the students' native languages. The ESL tutor reaches out to families individually and encourages their participation in events. Scholarships have been secured for students to participate in activities outside of school (ex. dance, sports). A Multicultural Night was also developed so all students could learn about the foods and culture of our English Language Learners. These opportunities provide our English Language Learners the ability to build connections with the school, peers, and the community to develop their English proficiency.

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

For students who are experiencing any form of trauma or need, school counselors, school social workers, law enforcement, school administration, and outside agencies partner together to provide multi-tiered systems of support for students' relational and physical needs. The school believes that a student will be most academically successful when their basic needs are met. One of the biggest needs of a student is to feel loved and supported. West Point Elementary School aims for every student to have a positive trusted relationship with at least one adult in the school building. The school also aims to assist students and families with physical needs such as food insecurity, homelessness, poverty, and other traumas.

When a student experiences any of the above, school personnel work alongside parents to form an individualized plan of support. The plan may include mentorship, frequent breaks with a preferred adult, a Check-in/Check-out incentive program, small group or individualized counseling sessions, attendance improvement plans, or referrals to outside agencies. A closet of essential school supplies, snacks, and clothes is located in the school counseling office for students in need. At the beginning of each school year, a community-wide school supply drive is held to collect school supplies for students. During the COVID-19 pandemic, teachers traveled around the community on school buses to deliver food and learning supplies to ensure individual student's needs were still met. Students are referred to outside agencies for any service greater than what school personnel can provide. Students are also provided with a modified day schedule when appropriate. When these interventions are in place, student progress is monitored and interventions are modified as needed.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

West Point Elementary School is dedicated to providing every student with a unique and individualized learning experience. The faculty recognizes that students learn in a variety of methods and attempt to provide instruction that meets all students' needs. Content is delivered through a variety of methodology to meet the needs of visual, auditory, and kinesthetic learners. Differentiation of content, process, and product along with the practice of tiering is essential in addressing student growth with learners that are not only struggling, but those that require enhanced gifted instruction.

Open ended tasks and problem based instruction capitalize on a student's necessity to collaborate and problem solve creatively. Through incorporation of the 5 C's of learning and the flexible grouping of students, products are authentic and relevant to what the student gained from the learning process. Teachers celebrate all student input and foster excitement about the value that they provide to the group. Students feel safe in sharing, and teachers "listen" to not only student answers, but encourage elaboration on the process to the solution.

Faculty and staff are focused on the growth and health of the whole child and are committed to creating a learning environment that supports each student's academic, social, and emotional growth. From class meetings to Friendship Clubs, West Point Elementary School embraces and promotes kindness and acceptance in every child. Faculty and staff deliver an environment that is comfortable, safe, and fun through relationships, aesthetics, and positive role modeling.

Remote learning was challenging for us all, yet it forced us to extend our technological expertise and stretch our creativity in order to keep students and families engaged in their school work and academic experience. Every teacher at West Point Elementary School maintained a digital classroom to deliver content and maintain organization. Small group instruction was based on skill and need, and was led by teachers, interventionists, and support staff via Zoom. At times, in-person instruction was provided.

Students stayed connected to the school with a Drive-through "Back to School Night," complete with a principal dunking booth. Another event was a virtual talent show and an "Ask the Principal" television show with animal guest stars. A sense of community was also promoted through home visits (especially to motivate students and assist with technology) and daily breakfast/ lunch deliveries by students' teachers and staff. In the transition to hybrid, students were familiar with the routines and had pre-established relationships with teachers and peers, and had a renewed sense of value in face-to-face learning.

2. Engaging Families and Community:

West Point Elementary School celebrates the relationship with family and community stakeholders. Families are able to visit and benefit from the positive climate in the building through many events throughout the year. Schoolwide events such as Grandparents' day, field day, and "Read Across America" night give the students an opportunity to share the joy of learning and of being in school in general. Whether it be kindness, school spirit, or extended learning, unity events like "One School, One Book," "Pennies for Patients," and spirit days tie in a fellowship with home life.

The Pointer Parent Teacher Organization (PTO) consists of a devoted set of parents and teachers that work together to maintain parental support and involvement. This organization is also fundamental in fundraising for the betterment of the academic and social health of the students. The Daddy Daughter Dance, Fifth Grade "Step Up" picnic, and Penguin Patch Holiday Shop are just a few examples of connections with the school.

Local Eagle Scouts, the town Rotary Club and Westrock Papermill are, to name a few, local clubs and industry entities that are invested in the general wellbeing of our students. The Rotary Club contributes funding for the Positive Behavioral Interventions and Supports (PBIS) programs and provides dictionaries

for all third graders; Eagle Scouts complete projects, such as convertible picnic benches for our outdoor classroom and butterfly garden; and Westrock Papermill provides speakers and generates lessons on the science of papermaking and being good stewards of the environment.

In partnership with William & Mary and Rappahannock Community College, the teachers and staff can benefit from Professional Development organized by higher education institutions. Through William & Mary's School University Research Network (SURN) program, teachers and administrators obtain the benefit of learning from researchers and facilitators about the most current best pedagogical practices by developing a network of outside support from local divisions. The Regional Educational Consortium through Rappahannock Community College also offers teachers workshops to enhance instruction during the summer and school year, with programs such as First Aid and CPR, educational technology courses, and Department of Justice classes. These offerings serve to further develop a relationship among school systems in the surrounding counties, and are a place where teachers can generate support systems in common fields.

The benefits gained through connections with families and outside organizations are critical to the efficacy of a school. The authentic, mutual sharing between the two groups builds a trusting relationship that fuels the importance of investment in the success and betterment of West Point students.

3. Creating Professional Culture:

Providing a positive climate and promoting teacher wellness have always been a priority, but in light of the pandemic, the importance of not only student mental health, but that of educators too, is now recognized as essential. West Point values the importance of unity and fostering a love for teaching and learning.

Throughout the year colleagues support each other through events such as the following: a "Woot Woot" cart of goodies, a "Boast Wall" where teachers can write shout outs to each other, food trucks for teacher appreciation, bagels on Tuesdays, jeans days, and motivational t-shirt Mondays. Administrators and the social committee are committed to continually reminding teachers that they are valued for what they do, and we want them to find joy within their West Point family.

Keeping a unified culture was particularly difficult during long distance and hybrid learning. Administrators worked hard in keeping teachers connected. Not only were teachers asked to work in the building to access technological equipment, like display panels and document cameras for teaching, but committees were immediately established, and facilitated instructional and operational procedures. Additionally, Wednesdays were allocated for independent support of children and for teachers to learn new methods and plan for digital teaching.

West Point Elementary School believes that professional development should be relevant to the teacher's curriculum and ensure that they understand the value of the time to which it is devoted. The Professional Learning Steering Committee, composed of teachers and administrators from each of the two schools in the division, gathers feedback and meets regularly to provide insight as to what professional development is needed. The most current professional development sessions, conducted by the division staff, include workshops in Data Driven Instruction, High Yield Instructional Strategies, Quick Differentiation Techniques, Assessment, Social Emotional Learning and Health, and Creating Safe Learning Spaces for All Students. In addition, the faculty and staff are surveyed about their needs and interests. Then, through a community college consortium of schools in our area, the suggested topics are offered during the summer months.

In the interest of being current and meeting teachers where they are, professional development is also addressed in varying forms. Monthly, teachers can listen in on the division's Specialist for Teaching and Learning Podcast featuring supportive ideas, tips and tricks, and even guest speakers from within the division. Podcasts, so far, have featured Mental Health and Wellness, Blended Classrooms, Using Data, and the Science of Reading.

Furthermore, faculty and staff can receive division information and reminders with the "Behind Closed Doors" fliers located in each staff restroom. No matter where school employees are, administration is

motivated to provide support and continue the sense of unity that is important to the mental well-being and development of best practices.

4. School Leadership:

West Point Elementary School has a long tradition of excellence that is dedicated to maintaining a common vision to maximize student abilities to be prepared for continuous learning and be positive contributors of a global society. The school has established an environment of continued growth and tenure in teaching to which faculty are committed. The dedication to West Point is evidenced in the large population of faculty members that are alumni of West Point including the principal and the forty-two year devotion of the assistant principal. This longevity of staff has helped maintain this longstanding vision, and is a testament to the value that the system puts into supporting and building a culture with a low teacher turnover rate.

Administration from the school-level and division-level foster a supportive community of professionals by being accessible, consistently communicating, and providing productive immediate feedback. It is not uncommon for the Superintendent and Assistant Superintendent to sit in classrooms, read to students, or roll up their sleeves to do the manual labor of assisting in moving furniture to maximize learning spaces. West Point Elementary faculty and staff feel mutual respect and value from colleagues and superiors, and are comfortable in contributing and receiving feedback. Teachers and staff directly serve on committees, such as Planning Council, Superintendent's Advisory Committee, and Health and Safety Committee chaired by School Board Office Administrators. This collaboration values relationships within the organization and among community members, while also facilitating ownership and contribution to policy.

Quality of instruction is evaluated on a routine basis that is rigorous, relevant, and engaging. Formal and informal observations are routinely conducted and feedback is discussed and provided immediately. The principal and assistant principal do both regularly scheduled and spontaneous observations, walk-throughs, and are on a "hands-on" basis with students. Additionally, the division has implemented their own "Walk-through Wednesday's," where a building level administrator visits classrooms with a director or school board administrator. Welcoming leaders in the building upholds a comfort level with faculty and students, and supports recognition of them in the community through the eyes of students.

Data is analyzed to save time and target authentic instruction for diverse needs for individual students. Teachers are provided relevant professional development from lead learners within the building so that continuous support can be provided. When "experts" cannot be established within the organization, thoughtful selection is given to bringing in outside sources that present "tried and true" practices that can be implemented with fidelity.

5. Culturally Responsive Teaching and Learning:

A culturally responsive environment leads students to feel accepted, valued, and strengthened to succeed to their highest potential. West Point Elementary School believes in fostering a mutual respect for others, regardless of any differences. The school aims to help students become aware of what unique qualities they and their families have that enrich the school and community. During times of crisis, the School Counselor and School Social Worker provide resources to families and the community to support the social, emotional, financial, and food needs.

West Point Elementary School utilizes class meetings to enable students to share their unique characteristics and ascertain a similar understanding in their peers. Classrooms discuss showing respect, offering kindness, and valuing differences. While West Point Elementary School promotes and fosters kindness all school year, the school also participates in Virginia Kindness Week each February. During this week, students are challenged to perform simple acts of kindness in their school, community, and home. During October, students compete in a "kindness pumpkin decorating" competition. Students are reminded to be respectful, responsible, and safe while reciting the Pointer Promise Pledge each morning. Using a lens of PBIS, students work alongside teachers at the beginning of each school year to create class rules, routines, and expectations. These procedures are student centered and promote being a positive member of the school community.

West Point Elementary School holds celebrations for the history of African Americans, Native Americans, Hispanic Americans, and women through a variety of activities, both in the classroom and schoolwide. Each Friday, when students attend a Literature, Art, PE, Music, STEAM (LAMPS) session, the aforementioned subjects expose students to topics, events, and cultures of the school community outside of the standard curriculum. For example, Hispanic Heritage Month, Diwali, Veterans' Day, Native American Heritage Month, December Holidays around the world, Lunar New Year, snow, and Black History Month are all celebrated. West Point Elementary School hosts a World Fair and International Potluck dinner in which students and their families are able to share their culture through discussions over traditional foods.

In partnership with the community, West Point Elementary School provides meals to students through a weekend backpack program called "Pointer Packs." When the school observed a family's need for mental health services, West Point Elementary School partnered with a local mental health professional to provide effective resources to the student and their family.

West Point administration and staff prioritize cultural responsiveness by enforcing professional development from in house sources and outside experts. Student populations are changing and the staff works hard to stay abreast of the most current best practices and adjusts to meet the needs of an ever changing population.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

There are many contributing factors to the success of West Point Elementary. One such element is the long standing tradition of the Afternoon Academy. This extra period at the end of the school day allows for remediation, enrichment, and clubs for the students without encroaching on Tier 1 instruction. Implemented for over 20 years, the Afternoon Academy is practically an institution unto itself.

At the conclusion of the regularly scheduled day, the majority of the students depart, but opportunities for learning have not ended for those needing or choosing extra guidance. Each day, West Point Elementary School provides an additional thirty minute period and a second round of bus transportation to support students searching for continued growth opportunities with teachers or other support staff.

Afternoon Academy is ideal for remediation. Students work in small groups or get individualized instruction from their teachers on specific weaknesses. Teachers reinforce and diversify classroom instruction with gamification, extra practice, immediate feedback, and analysis of student problem solving. In this focused setting, engagement is assured.

Instructors and counselors also utilize this time to facilitate long term support for at-risk students. Afternoon Academy is a venue for behavioral consequences and interventions without detracting from the academic day. Through staff support, students are able to access guided reflection, restorative practices, and positive reinforcements to improve citizenship. Furthermore, teachers provide assistance for students that need extra guidance on assignments, opportunities to make-up missed work due to absences, and address weaknesses in organization and task completion.

This added period is also a great window for student enrichment and clubs. West Point Elementary is dedicated to a variety of instructional techniques that not only support struggling learners but challenge high achievers during the school day. Supplemental gifted opportunities are also provided during Afternoon Academy to allow students the chance to collaborate across grade levels and access enrichments from qualified teachers of the gifted program. Additionally, clubs such as Coding, Girls' Can, Kindness, Stock Market Game participants, and Melody Makers serve to capitalize on this time to gather, collaborate, and build relationships.

The Afternoon Academy at West Point Elementary School is a unique component that is reflected in the school's academic achievements. This extra period has proven to be an irreplaceable factor to the success, enhancement, and wellness of West Point students. It is a valued and embraced practice by all stakeholders in its purpose to provide both individualized academic support, group enrichment opportunities, and extracurricular activities beyond the regular school day.