

U.S. Department of Education
2022 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. Holly Fisher
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 19799 U.S. Route 60 East
(If address is P.O. Box, also include street address.)

City Culloden State WV Zip Code+4 (9 digits total) 25510-9740

County Cabell County

Telephone (304) 743-7301 Fax (304) 743-7306

Web site/URL
https://www.cabellschools.com/cullodenelementaryschool_home E-mail hfsiher@k12.wv.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Ryan Saxe E-mail rsaxe@k12.wv.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cabell County School District Tel. (304) 528-5000

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 Mrs. Rhonda Smalley
(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 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):
- 18 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 24 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	10	10	20
K	14	20	34
1	18	19	37
2	11	14	25
3	14	17	31
4	18	15	33
5	14	18	32
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	99	113	212

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.9 % Asian
 - 1.4 % Black or African American
 - 2.2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93.7 % White
 - 1.8 % 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	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2020	223
(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):

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

7. Students eligible for free/reduced-priced meals: 70 %

Total number students who qualify: 149

8. Students receiving special education services with an IEP or 504: 19 %
41 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. 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>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>1</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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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	95%	95%	95%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

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

At Culloden Elementary we strive to be a highly desired school where learning and good citizenship are priorities.

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

<https://www.cabellschools.com/Page/285>

We use Cabell County's policy.

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

Students generally enroll based on residency within the school district, but students outside of the district or county may enroll via transfer if there is capacity.

PART III – SCHOOL OVERVIEW

Culloden Elementary is situated in a rural area in the eastern most end of Cabell County and is one of eighteen elementary schools in the district. The tightly knit community is made up of predominately Caucasian families from middle and lower income households. Originally started as a one-room school known as Seashoal School in 1870, Culloden Elementary was built on its current site in 1933 as a “modern” school to serve an enrollment of 125 students in first through eighth grade. Over the years, expansions were made to include other usual school amenities. In 2013, after being named a West Virginia School of Excellence, Culloden underwent a major renovation whereby the original portion of the building was demolished and modern classrooms, a media center, two computer labs, and an auxiliary gymnasium were added. Culloden Elementary currently serves a population of 212 students in Prekindergarten through 5th grade. We enjoy a one-to-one student device ratio for technology integration. By this summer we will have an outdoor STEAM classroom equipped with Wi-Fi and portable equipment to extend learning outside the classroom.

Being a rural community, there are limited opportunities for cultural experiences for many families. The school and county work collaboratively to provide these types of learning encounters within the school program via field trips, activities in partnership with Marshall University and Huntington Museum of Art, in-school presentations by special organizations, and virtual experiences. While there is minimal racial or cultural diversity within the immediate community, there is a strong sense of unity and values, a general support for the school, and an active Parent Teacher Organization (PTO).

Culloden Elementary is inviting. There is a familial atmosphere amongst the staff, and all stakeholders are frequently referred to as “the Culloden family.” Most classrooms are fitted with flexible seating and cozy spaces in the learning environment. Accommodations are provided to meet the individual needs of each student, both in and out of the classroom.

There is a commitment to excellence that is pervasive in all we do at Culloden Elementary. From hiring new staff members and providing professional development, to instructional planning and character development, to everyday interactions between staff, students and families, there is an expectation of excellence in service and practice. As part of our morning announcement routine, our Core Values are recited, reminding everyone of this commitment.

As part of our Invitational Education philosophy at Culloden, we embrace a Growth Mindset, which synergistically empowers our practice. Whether it is students struggling with challenging concepts, teachers learning new programs, or the adoption of new school or county initiatives, we allow ourselves the grace of “not yet.” Additionally present is the assurance there will be support from others to help reach one’s target. In the classroom, students engage in independent and collaborative work, student discourse, using self-help tools, and they are encouraged to seek help whenever needed. Teachers participate in Professional Learning Communities (PLCs) twice monthly to analyze student data, review work samples, address specific concerns, share strategies, and plan instruction. Our Leadership Team meets at least monthly to discuss and plan school events and initiatives which are then shared with grade level and departmental teams.

Likewise, personal successes are celebrated in a variety of ways. Fantastic Friday is held alternate Fridays during lunch and students are recognized for academic achievements, attendance, demonstrating positive character qualities, and Walking Club milestones. During morning announcements students and staff receive “shout outs” from other students and staff members for acts of kindness or extra-curricular accomplishments. These notes are then displayed on the Shout-Out board in the hallway for all to see and be encouraged. Professional and Service employees of the month are sponsored by a community partner. Names are announced at school and then recipients’ pictures are posted on our PTO Facebook page.

Although somewhat interrupted by COVID-19, our school has been working toward increased awareness and integration of social-emotional learning skills and building more trauma sensitive classrooms to better respond to the needs of an ever-changing society and the subsequent emotional fallout experienced by many families during the pandemic. Teachers have been participating in professional development to support self-

regulation, mindfulness, and other trauma sensitive practices to build resiliency in students in a safe, nurturing environment.

Our school rose to the challenge to meet the needs of students during the COVID-19 pandemic. During the shutdown, instructional packets were provided weekly, as well as meal packages. Routine contact was made with each family to provide support as needed. Staff members encouraged students by posting a video message online and parading through the community. Last year, teachers worked tirelessly to maintain student growth through virtual, hybrid, and in-person learning, focusing on the essentials of our core curriculum. Schedules and logistics were adjusted to allow for social distancing and frequent cleaning.

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:

Committed to excellence, Culloden Elementary staff strives to provide all students with a high quality education based upon state learning standards and district curriculum. All teachers strive to ensure students are proficient in grade level skills, preparing them for the long term goal of being college and career ready. Using the growth mindset philosophy for guidance, teachers provide meaningful, engaging, inquiry-based learning experiences to develop the analytical and evaluative abilities of our students. In response to the COVID-19 pandemic and coinciding school shutdowns, our pedagogical perspectives have evolved greatly. Some sense of normalcy has returned, but teaching and learning has forever changed.

In PLCs, teachers analyze data from assessments, benchmarks, and screeners. Using formative and summative assessments, students are monitored to ensure they are progressing. Data-driven instruction and curriculum enables teachers to identify individual strengths and weaknesses and plan activities to ensure students receive the differentiated support needed to achieve at their highest potential. Primary teachers provide core instruction and Tier 2 interventions within their classrooms. Students requiring Tier 3 intervention for reading and math are provided with such in small groups from the interventionist. Intermediate teachers form flexible reading groups where students receive instruction from a grade 3-5 teacher. Two intermediate teachers are reading specialists who typically work with Tier 3 students. Above grade level students engage in enrichment opportunities, such as novel studies and student led discussions. These students answer higher level questions and collaborate online using Schoology. Tier 3 math students in grades 3-5 receive small group support from the interventionist.

Cabell County elementaries use the online iReady curriculum for benchmarking, progress monitoring, and individualized learning path instruction for reading and math. Every student's pathway is based upon their diagnostic results. Daily lessons provide a means of technological support for everyone's unique academic needs.

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

Culloden teachers believe reading is foundational for all learning, that literacy skills are not isolated subjects and must be incorporated across the curriculum. Reading instruction is based upon the science of reading. All teachers in grades PreK-3, special education, and the interventionist received professional development in Language Essentials for Teachers of Reading and Spelling (LETRS), as well as Heggerty Phonemic Awareness, and sound wall training. Knowledge gained has shaped teachers' mindsets when planning and delivering daily instruction.

Newly adopted, Superkids, is used in grades K–2. This has targeted what primary students needed in the wake of COVID-19's educational impact. Heggerty instruction is also used in all K-2 classrooms. It pairs well with Superkids to develop the base for the five pillars of reading. Excellence in teaching extends beyond materials, however, these programs have equipped primary teachers with the tools necessary in building a firm literacy foundation. Superkids has been so well-received by students and staff, a Superkids Day is scheduled this spring. Kids can dress as their favorite characters and participate in character-based activities.

Core Knowledge Language Arts (CKLA) is the 2021 district adopted curriculum for grades 3-5. CKLA builds multicultural, diverse content knowledge in literature, history, geography, and science with lessons focused on reading, writing, language, speaking, and listening. In conjunction with CKLA, the REWARDS reading program is used to strengthen students' decoding skills using strategies to attack multisyllabic words, thereby increasing access to complex text.

Independent reading is encouraged through the Accelerated Reader program. Each student has a personalized independent reading goal based on their Lexile level. Students receive school-wide recognition and rewards for reaching their goals. Students regularly visit the school's library where they select titles based upon interest. Culloden's PTO hosts Scholastic Book Fairs twice yearly, providing students access for book ownership. If students do not have the means to buy a book, the PTO purchases a book for them. Classes also participate in the national Read to Me Day and Dr. Seuss Day by having readers from the community participate in activities. Inter-grade classroom buddies allow upper-level students to engage in reading activities and mentor younger students. To promote a lifelong love of reading, the school hosts an annual Literature Fair, similar to traditional science or social studies fairs. Business partners and community members serve as judges. Students create presentation boards, artifacts, and oral presentations for their favorite book. Local winners advance to a county competition.

Writing instruction is integrated across the curriculum for all grade levels. Superkids' writing component teaches basic mechanics of the writing process within the narrative, informational, and opinion compositional domains. This builds a framework as they advance to more complex writing within the upper grades. Grades 3-5 further their writing development using evidenced-based strategies, acquired through the Self-Regulated Strategy Development (SRSD) Writing Method. This structured, yet flexible method uses exemplars as models and facilitates student ownership for their own writing. Students are also encouraged to submit entries for state and county writing competitions, such as the Young Writers Contest.

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

Teachers use the county-adopted Ready West Virginia Mathematics program to create a rich classroom environment in which students at all levels become active, real-world problem solvers within a rigorous curriculum. Designed to develop strong mathematical thinkers, our program focuses on conceptual understanding using real-world problem solving, allowing students to become active participants in their own learning. Through teacher-led, guided, and independent lessons, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. Writing skills are also woven into this program, where students learn to make their thinking visible to others through detailed, explanatory writing. Each year, students build upon prior knowledge with lessons that make connections within and across grade levels and directly addresses key learning standards. Manipulatives and models are used extensively to help students investigate and develop numerical concepts. Teachers provide core instruction and Tier 2 instruction within their classrooms and Tier 3 students are provided with small group support by the interventionist. Instruction is differentiated for advanced students by attending higher grade level classes, when developmentally appropriate. The fifth grade teacher even contacted the middle school and obtained curriculum materials for some advanced students so that they could receive appropriate instruction. Fact fluency is also an area of focus and is addressed through a teacher-created program called Mighty Math, as well as online resources, such as Xtra Math. Those students who reach set levels of fact fluency are recognized during our Fantastic Friday celebrations and can earn attendance to an end-of-year reward trip for mastering their grade level's fact fluency standards. Teachers also use a variety of supplemental tools, such as Khan Academy, Prodigy, Mountain Math, Number Sense, and Daily Math to further strengthen mathematical knowledge. Math skills are also applied through frequent STEM/STEAM activities throughout the year. For example, this fall, fourth grade students participated in an engaging, hands-on pumpkin measurement investigation. Students made qualitative observations, weighed, measured circumferences, and calculated the volume and density of pumpkins.

Annually, Cabell County School hosts a math field day where students are given the opportunity to exercise math skills in a fun, yet competitive atmosphere. Fourth and fifth grade students are given the opportunity to take a proficiency test to earn a spot on the school Math Field Day team. Team members travel to a central location to compete against other schools by demonstrating their math knowledge within all domains. County winners advance to the regional level and possibly to the state level and our school has had students to do just that.

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

Science instruction is primarily taught through highly engaging, hands-on, FOSS Education science kits, STEM activities, and project-based learning. These integrated, multisensory approaches provide inquiry-based, collaborative learning. Mystery Science, a standards-aligned online platform, has been used for hands-on science during remote learning, in-class lessons, and during student quarantines. Science knowledge is assessed through interactive project notebooks, pre- and post-assessments, observations and rubrics. Grade 5 students are also evaluated on their cumulative knowledge using West Virginia Interim and General Summative Assessments.

A specific STEM project completed by second graders was a habitat exploration, where students viewed videos and pictures of bird homes from around the world and listened to and read connected literature. Collaboratively, students generated a plan to build their own bird's nest in a simulated tree using parameters for height, materials, and stability. They tested their designs, made modifications, retested, and reflected on their work. This activity was directly connected to their corresponding informational writing project on animals from Africa, which included animal habitats, and was assessed using rubrics.

In a culminating real-world activity, third grade students participated in a highly engaging human body exploration unit which brought their CKLA text to life through hands-on science activities. Students, donned in donated surgical attire, rotated through surgery centers, such as dissecting a pig heart, lung, and eyeballs provided by a local butcher. Additionally, students created hands-on replicas of the systems of the body. Career exploration was integrated when a respiratory therapist helped students create working lungs using straws and paper bags. Marshall University hosted a center with a dietitian, who taught the students how diet affects your body. Many of the parent volunteers who served as center guides are experienced medical field workers who increased the depth of knowledge of the activities by sharing and inputting their real-world experiences.

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

Social studies standards are primarily taught through integrated ELA instruction. Teachers include both non-fiction and historical fiction literature, as well as primary source documents to help students recognize relevance within the social studies standards. CKLA provides end-of-unit content assessments specific to social studies/history/civic learning curriculum standards. These evaluative tools differentiate this content from literary skills. Rubrics are also used to assess content-related compositions and activities. Additionally, teachers help bring historical events to life by reading aloud texts such as I Survived titles and historical biographies. Ancillary materials like NEWSELA, Scholastic News, Kahoot, Bloocket, and Mission US are highly engaging resources used to enrich and assess content standards.

Students are provided with many opportunities throughout the year to connect to real-world experiences through field trips, school-based activities, and community partnerships. One event is an annual Veteran's Day recognition activity presented by the third grade classes during which family and community members who have served, or are currently serving, in the armed forces are honored. The foyer of the school is decorated with photographs and relevant information of these military personnel. Uniforms from various branches and artifacts are displayed as well as connected student work. This week-long celebration concludes with an assembly which features a local veteran as a guest speaker who serves as a living historical informational source. Also, Culloden Elementary recently received the Purple Star Award in recognition of our status as a military-friendly school.

Additionally, all grades participate yearly in the West Virginia Golden Horseshoe test, a state-wide initiative to teach West Virginia history and culture. Students engage in activities to further their understanding of West Virginia history through online research, read alouds about West Virginia, and facts study. They are then tested by community volunteers on their knowledge, where mastery is rewarded with state lapel pins and certificates of achievement.

1f. For secondary schools:

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

We strive to help preschool children to develop a positive association with learning they will take with them throughout their time in school. The first interaction with teachers, peers, principals and others is crucial. This transition is made easier because of family inclusion. The Pre-K teacher strives to keep families involved by making home visits, sending informational family letters at the beginning of every unit, and having informal communication during daily drop-off and pick-up times. The families are also invited to the classroom to present on topics of studies. Pre-K is designed to prepare students with school readiness and social situations. Students are learning through play, but at the same time, learning to interact and problem solve with their peers within a collaborative community. This model allows the teacher to get to know each child and interact one-on-one to develop relationships and provide challenging learning experiences to promote learning.

Pre-K uses the Creative Curriculum which is organized as communities where collaboration always occurs. The Pre-K curriculum is divided into social/emotional, physical, cognitive, and language development which all connect to focusing on the whole child. Pre-K students learn through purposeful, engaging play to learn about themselves and others by exploring a variety of classroom environments where units of study are guided by student interest. Students learn through physical activity, exploring literacy, math, science, social studies, technology, and the arts. The curriculum allows time for small and whole group instruction, which varies from teacher-directed to child-directed activities. Small group time affords for individual formative assessment. These observations determine future, standards-based differentiated activities. Whole group is used for story time, music and movement, and daily morning news.

2. Other Curriculum Areas:

On a three-day rotation, classes attend Music, Physical Education, or Art for 45 minutes. These specialists collaborate to help correlate their standards with core subjects, and create meaningful experiences through performances and art exhibits. They also staff the media center, providing time for students to check-out books, listen to read alouds, and learn library/media standards.

Music includes singing, listening, movement, and learning to play instruments such as the ukulele, recorders, and various percussion. The music curriculum is derived from Feierabend's first steps in music, Quaver Music, and Music Play Online. This teaches students to perform, explore, create, and relate to music in their everyday lives. Students explore their interests with choice-based learning, when applicable. Music participates in county sponsored performances such as the Young People's Concert and All County Choir.

Art integrates core subject themes, when possible, to create real world connections. Students collaborate across grade levels to create installations for the school and public viewing. Individual responsibility and a sense of ownership is fostered by allowing students' input for lesson planning, when applicable. Art offers opportunities to participate in state and county art competitions and public exhibits. Students participate in community giving opportunities by making gifts for volunteers, cards for veterans and hospitals.

PE incorporates mindfulness, positive character traits, and goal setting to improve the health and emotional well-being of students. Students participate using the Fitness Gram which motivates students to make healthy choices and set personal growth goals. PE partners with the American Heart Association each year to earn money for charity and are top earners in the county. This connects families with the community through sponsorship. Students learn about good sportsmanship and working together in class. Creativity is encouraged through student-led instruction. To encourage movement, students track their steps and earn "toe tokens" during morning walking clubs and participate in movement-based brain breaks in general education classrooms. A local university also provides nutrition education to students in grades K-2.

The counselor and staff encourage character building and social/emotional well-being. Students learn character traits that teach empathy, problem solving, responsibility, respect, healthy choices, and resilience. The counselor provides weekly, whole-group guidance lessons and meets with individuals. Character traits, connected to those lessons, are selected for student recognition during Fantastic Friday. Application of traits is encouraged through opportunities like our "Socks for Soldiers" donation drive.

Culloden Elementary understands meeting the demands of the 21st century requires possession of advanced technological skills. Training and support is provided by teacher leaders within the school and from an Apple Professional Learning Specialist. Our technologically rich classrooms allow for enhanced learning and engagement during instruction. Technology is used daily for submitting assignments, completing online lessons, accessing reading materials, and communicating with teachers and peers. Technology use is not used merely as a substitute for traditional materials, but augments the creative process. Students often use iMovie, Clips, Keynote, and other applications to create projects. Teachers in grades 3-5 use the Everyone Can Code curriculum to teach the technological language of coding.

3. Academic Supports

3a. Students performing below grade level:

Culloden Elementary recognizes that students possess a variety of academic needs. This includes, but is not limited to, achievement gaps, individual learning styles, and needs for additional scaffolding and/or enrichment. All students receive academic support with high-quality curriculum and personalized instruction. The teachers use a variety of instructional practices that include whole-group, collaborative learning groups, and small-group instruction, along with learning stations that utilize technology and hands-on manipulatives that target multiple learning styles.

All teachers are involved in helping each student reach their academic goals. In addition to grade level teachers, the special education teacher and interventionist attend both, primary and intermediate PLCs, to provide input and possible support for students in need. During collaboration, teachers review and analyze student data. Both summative and formative assessments are used such as iReady (reading and math), DIBELS, QPS, PAST, Spelling Inventories, running records, and Do the Math assessments.

Upon completion of computer adaptive iReady benchmark assessments in reading and math, individual student learning paths are automatically computer generated to provide targeted instruction based on each student's needs. Progress monitoring occurs every three weeks via the iReady program. Students who are not achieving success receive accommodations and direct instruction in small groups from the general education teacher and interventionist using a variety of intervention materials.

If needed, a referral may be submitted to the Student Assistance Team (SAT) who will create a plan to specify modifications for student learning. SAT meetings are conducted at least once quarterly to review student progress and determine what, if any, adjustments are required to support individual learning. If modifications do not yield adequate growth, students are then referred for further testing and possible placement into special education services for applicable programmatic areas, including speech.

3b. Students performing above grade level:

All higher performing students receive advanced academic instruction. Students who are not identified as gifted but require advanced skills, receive enrichment opportunities within our school. Students who have been identified as Talented and Gifted (TAG) through the referral process are transported to another school once a week for instruction, providing them with higher-level learning opportunities beyond their traditional classrooms.

3c. Special education:

While the general classroom teachers provide differentiation and small group interventions within their daily curriculum, the special education teacher provides intensive instruction to help meet the goals for students who are eligible for services. Students with Individualized Education Plans (IEPs) receive instruction through research-based resources tailored to meet the needs of each student. For example, students are provided lessons using the Orton-Gillingham multi-sensory approach. Other programs that are used for intensive intervention include Recipe for Reading, Foundations, Wilson Reading, and Phonics for Reading, Heggerty Bridge the Gap. Phoneme-Grapheme Mapping strategies are also used build foundational skills in

phonology and literacy acquisition. Students who require additional support in mathematics receive explicit and intentional lessons based on proven instructional strategies such as Do the Math by Marilyn Burns. Additionally, Touch Math and iReady Tools for Instruction are used to address skill deficits experienced by these students.

The special education teacher designs lessons that incorporate multi-modality activities to enrich intensive instruction. A hands-on approach integrating a variety of techniques and materials like magnetic journals, sandpaper letters, and sky writing is utilized to tailor instruction for kinesthetic learning. Students are similarly engaged in learning through music and gross motor activities including hula hoops and jump ropes. Visual displays and guides are embedded in the learning environment to facilitate skill acquisition.

A calming corner is outfitted with comfortable seating, low level lighting, and an assortment of objects to soothe students experiencing sensory overload. Social stories and role playing games further support students who also experience behavioral/social challenges.

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

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

Students identified as homeless are referred to the county Student Support Department for services.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Culloden Elementary we strive to be an inviting, highly desired school where learning and good citizenship are priorities. Our mission statement, “We make a difference in our community,” is the pervasive belief of all faculty. We establish high expectations for all students, from their levels of academic success to their personal goals and well-being.

During the first days of school, students and teachers collaborate to create mutual expectations per class, replacing traditional class rules. Allowing students to have a voice in class expectations creates an atmosphere where they take responsibility for their behavior and learning. Procedural information is provided for all students and families as well as criteria for high quality work.

To promote student choice and thereby increase student engagement, teachers frequently provide opportunities for student input, for example: deciding class projects/units of study, choice boards for academic tasks, journal responses, and novel selection. Also, teachers use protocols such as individual think time, stand and share, think-pair-share, thumbs up/thumbs down, collaborative groups, and whole-brain teaching strategies. Teachers were trained in Instructional Practices Inventory (IPI), a teacher-led process for collecting data about student engagement. The resulting data allowed us to reflect upon our practices and adjust as needed to improve our pedagogical skills.

The counselor positively contributes to the school environment by ensuring that all students, staff, and families feel welcomed and appreciated. This is done by making social-emotional learning (SEL) a priority by focusing on character education and mindfulness via weekly lessons on SEL for all. Lessons cover topics such as friendship, anti-bullying, social-emotional coping skills, respect, equality, and conflict resolution. The counselor also curates engaging, impactful lessons based on teacher requests and student needs. Those who need extra support can join a “lunch bunch” to work on friendship skills and conflict resolution. With the use of classroom lessons, individual meetings, and school wide character building, she can identify and work on students’ needs beyond academics.

To maintain student engagement during school closures/remote learning, teachers planned educational activities of high interest such as Kahoot, Nearpod, EdPuzzle, Scholastic News, Blooket, teacher-recorded read alouds, and at home scavenger hunts. Teachers were available during office hours to provide individualized help as needed by phone or messaging. Last year the school hosted a drive through “Cookies with Santa” and the teachers passed out gifts to their students. Fifth grade graduation was similarly held.

2. Engaging Families and Community:

Culloden Elementary is viewed as a valuable member of the Culloden community. Likewise, the school strives to maintain an inviting atmosphere where families feel at ease and valued as a partner in education. Customer service in all areas is a priority with all staff members, and we endeavor to operate as transparently as possible. Parents are encouraged to participate in our Parent Needs Survey each year. Feedback from these surveys is considered when making decisions for the next year and planning parent engagement opportunities. Parents and students are welcomed back to school each year at our Open House event where families gain pertinent information for the school year, visit classrooms, meet the teachers, and receive class procedural information. Parents are kept abreast of school activities through our monthly event calendar, PTO Facebook page, fliers, mass texts and call outs, newsletters, and personal contact.

Our Parent Teacher Organization (PTO) is very involved in numerous activities to enhance the school experience. Three to four times a year the PTO hosts an afterschool social. These are well attended fundraiser events where students enjoy mingling with friends and engaging in a variety of fun activities. Other PTO sponsored events include Fall and Spring Book Fairs, Winter Workshop, Staff Appreciation Weeks, Spring Egg Hunt, helping teachers with clerical tasks and serving as homeroom parents.

While some activities were temporarily suspended during the pandemic, local businesses and other organizations support Culloden Elementary in various ways. Our business partners donate funds, school supplies, and other items for special events such as Spirit Week before state testing. The local Volunteer Fire Department hosts student visits during Fire Prevention Week. Community members, business partners, and other organizations help provide gifts for families in need as part of our Secret Santa program. A local church provides nonperishable food items in “Blessing Bags” to these families each week. The public library staff come twice a week for story time and to help with library maintenance. Local city officials, high school athletes, retired teachers, business partners, and other community members join us for special days like Career Day, Read Aloud Day, and our Literature Fair. Marshall University Nutrition Program shares lessons with our primary students about healthy eating choices. Students visit the Huntington Museum of Art, Paramount Arts Center, Safety Town, and the Clay Center each year for other learning opportunities outside the classroom.

3. Creating Professional Culture:

Teachers at Culloden Elementary strive for excellence in all that they do. There is a strong sense of teamwork. They support one another both professionally and personally. Participation in PLCs helps guide instructional practice and promote achievement. Aside from county prescribed professional development, our focus has been on building a trauma sensitive learning environment and purposeful technology integration. Sessions were previously provided on trauma sensitivity, social-emotional learning, and mindfulness to help staff cope with the ongoing challenges of the pandemic and to better understand how to address student needs. These concepts were revisited this year as we returned with many of the same concerns about absences, learning gaps, and emotional trauma.

During the transition to hybrid last year, teachers collaborated more than ever. Teachers more experienced with certain platforms or applications, or those in technology support groups, willingly took time to share knowledge with peers to help juggle teaching both virtually and in person. While the county had PD days embedded for ongoing support for math and writing programs, much time during our PD days last year was devoted to collaboration on tips and tricks to better serve students. Teachers were feeling anxious and overwhelmed as they considered how they would deliver quality instruction in such challenging circumstances. The principal guided them to focus on just the “meat and potatoes” of the curriculum and to support the social-emotional needs of their students.

Another source of anxiety this year was the reading textbook adoption. Learning new material while teaching it, striving to close learning gaps, and supporting students who had not been in a regular classroom seemed daunting. Again, staff were reminded to begin the year focusing on the essentials and addressing the factors that are in our power to control. Teachers were encouraged to use their professional judgment to prioritize standards and lessons using tools and strategies they believed to be most impactful.

Ongoing administrative feedback from regular classroom visits is provided for support. Teachers share successes in PLCs as they wade through the new curriculum. A business partner sponsors two employees of the month who are recognized with a gift card and there are photos posted to our PTO Facebook page. Shout Outs are also shared during morning announcements for students and staff for acts of kindness or accomplishments in or outside of school. Social Committee activities also help boost morale.

4. School Leadership:

When considering the responsibility of school leadership, the principal collaborates with stakeholders to determine how to further the mission of the school. The model that best describes Culloden is Transactional Leadership. The principal works with stakeholders to provide opportunities for shared leadership, to promote buy in, and to draw from the collective abilities and perspectives of the school community to create an organization that meets the needs of the whole child. The Leadership Team and principal meet at least monthly to plan school events and initiatives, discuss operational concerns, or update school policies. The team then collaborates with their respective grade levels or department members to gather input and support before reporting back to the principal to finalize details. Surveys are also often used to gather input from the staff and parents.

Teacher leaders at each level work collaboratively to provide feedback for needed resources and instructional supports to sustain academic progress and address learning gaps. Some with advanced degrees or special certifications, like National Board Certification or Apple Teacher, serve on county textbook adoption committees or in other advisory/mentor capacities fostering best practices. Our Academic Specialist collaborates with the principal and teachers to provide pertinent professional development in technology integration, implementing new strategies and initiatives, and county programs. Specialists such as the counselor, nurse, and special education teacher not only work directly with students to support student achievement, but to meet social emotional development, health concerns, and other individualized needs of students. School service personnel work collaboratively with other staff members and administration to assist in maintaining a quality learning environment and to ensure pertinent resources are available. For example, our interpreter created and posted videos to our group app to help teachers and students learn sign language to create a more inclusive environment for a deaf student. Our COVID custodian keeps high touch surfaces and areas clean.

Our PTO and LSIC each meet once per quarter to review school status, discuss academic progress or concerns, plan for fundraisers, special events, or school improvement. An online option for parents and community members has been made available since the pandemic to allow for participants who prefer not to attend in person. The PTO president is actively involved as a volunteer and regularly collaborates with the principal in coordinating many of the school holiday activities and special affairs, securing donations, and Blessing Bags distributions.

5. Culturally Responsive Teaching and Learning:

Culloden Elementary recognizes our students, families, and staff represent diverse backgrounds and cultures, each deserving of respect, equity, and recognition.

Our staff endeavors to ensure equity at our school. All students are provided with access to the same basic materials, supplies, technological devices/equipment (mobile hotspots), and educational opportunities. Beyond that, all students are provided with free breakfast and lunch. On an individual basis, resources are supplied, such as clothing from our clothing closet and Blessing Bags for food over the weekend. Our school is also a feeding site during remote learning and summer months. Additionally, onsite dental visits are offered.

Respect is a key character trait to possess and demonstrate at our school. It underlies our culture, included in student-led recitations of core values during morning announcements and reinforced through collaboratively set mutual expectations. These nods to the importance of respect in today's society, serve as reference points for classroom or student discussions, as occasions arise.

Humanity's diversity is woven throughout the intermediate curriculum with the Core Knowledge Language Arts program. Students become familiar with civilizations around the world, Native and Hispanic Americans, American History, and various religions. Current events and social movements are studied using NewsELA. Fourth grade students learn about the Civil Rights Movement through the novel *Abby Takes A Stand*. Fifth grade students participate in a Black History unit where they study achievements of African Americans past and present. They also complete a novel study of the book *The Watsons Go to Birmingham* and compare and contrast the book and the movie. Students research a famous African American and present the information to their peers. The Superkids reading program is based upon a diverse friend group who travel together from Kindergarten to second grade. Primary-aged students benefit from "long-lasting" lessons interwoven throughout the text, which often expand cultural awareness.

Cultural customs and holidays are studied through research, read-alouds and other reading materials, such as Scholastic News. The entire school participated in a cross curricular study of the meaning of Diwali under the guidance of a Culloden Elementary family. The goal was to highlight the culture and history of India. The school's entryway was decorated and students created projects to display their learning.

Culloden Elementary staff understands that culturally responsive teaching is something that will always

require continued work. We are always refining and improving our practices to grow and adapt with the ever-changing demands of society.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Culloden Elementary is an exceptional school for several reasons. We have a low turnover rate of experienced teachers who hold high expectations for themselves and their students, and who embrace professional growth. Operating within a growth mindset approach provides the space and time for all learners to feel successful. Our collaborative leadership builds strong relationships and buy-in. Our service and support staff all hold themselves to high standards in their roles. Parent engagement and support are also key factors in school success. Narrowing what sets Culloden apart to just one practice is difficult because there are so many good things with the way we “do school.” However, the ONE best practice that most accurately defines Culloden Elementary is Invitational Education.

Culloden is an inviting place. The building is beautiful and is kept clean and in good condition by our school and county maintenance staff. It is respectfully utilized by the student body and staff. Good stewardship of resources is practiced by all staff and modeled as an expectation for students. Classrooms reflect the personalities of the teachers, but each include opportunities for flexible seating, including a cozy space, and student choice.

Customer service is a priority. Phone calls and in-person visitors are greeted cheerfully, and everyone is treated respectfully. While no organization is without conflict, there is a genuine effort to seek a satisfying resolution for all parties when issues do arise. Care is taken to listen to concerns responsively so stakeholders feel heard and valued, thus building trusting relationships. Attention is also given to safety throughout the building and is embedded in everyday protocols. Logistical patterns, scheduling, and routines and procedures are periodically reviewed for efficiency and practicality.

One area of Invitational Education that was a challenge during hybrid learning was attention to self-care. The principal encouraged staff to set office hours to provide time to rest and address personal needs. Teambuilding activities outside of work have served to enhance morale. The intentionality of Invitational Education permeates everything we do.

Parents have the peace of mind knowing that their students are in the capable hands of caring adults who will provide a quality education in a safe and nurturing atmosphere. As one parent stated, “They care for my kids as if they were their own...” Invitational Education is not something we “do” at Culloden, it is who we are.