

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 [] Choice

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

Official School Name C. W. Shipley Elementary School
(As it should appear in the official records)

School Mailing Address 652 Shipley School Road
(If address is P.O. Box, also include street address.)

City Harpers Ferry State WV Zip Code+4 (9 digits total) 25425-3131

County Jefferson County

Telephone (304) 725-4395 Fax (304) 728-7388

Web site/URL https://cwses.jcswv.org/o/cwses E-mail brooks.kursey@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. Bondy Shay Gibson-Learn E-mail bondy.gibson@k12.wv.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County School District Tel. (304) 725-9741

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 Ms. Kathryn Skinner
(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):
- 10 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 2 High schools
 - 1 K-12 schools
- 17 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	0	0	0
K	21	23	44
1	35	22	57
2	32	28	60
3	32	35	67
4	42	29	71
5	29	34	63
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	191	171	362

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 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: 8%

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	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2020	375
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Spanish, Czech

English Language Learners (ELL) in the school: 1 %
4 Total number ELL

7. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 110

8. Students receiving special education services with an IEP or 504: 13 %
46 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>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>8</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
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.	6
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 20:1

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	97%	94%	95%	95%	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. 2014

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

C.W. Shipley Elementary has a mission is to engage all learners and prepare them for the future.

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

DISCRIMINATION PROHIBITED: As required by Federal laws and regulations, including Title IX, the Jefferson County Board of Education does not discriminate on the basis of sex, race, color, religion, disability, age or national origin in employment or in the administration of any of its education programs and activities. Inquiries may be referred to (Director to Career, Technical, and Adult Education) Title IX Coordinator or (Director of Pupil Services) Section 504 Coordinator, Jefferson County Board of Education, 110 Mordington Avenue, Charles Town, WV 25414, Phone: (304) 725-9741; to the State Title IX Coordinator, (304) 558-3401, to the State 504 Coordinator, (304) 558-2696, West Virginia Department of Education, Charleston, WV 25305; or to the U.S. Department of Education's Office for Civil Rights, 1-800-421-3481, TDD 1-800-877-8339.

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

The current C. W. Shipley Elementary School sits upon a hill on the site of a Civil War battlefield in Harpers Ferry, West Virginia within the historic community of Jefferson County. Nestled in the Blue Ridge Mountains near the confluence of the Potomac and Shenandoah Rivers, C.W. Shipley opened its doors to students in 1972. Originally, this K to 5 school served the small, rural communities of Harpers Ferry, Bolivar, Millville, Bakerton, and the surrounding countryside. Today, C.W. Shipley is home to nearly 400 students, as recent years have attracted commuters working in nearby areas of Maryland, Virginia, and Washington, D. C. In addition, new developments and an increased number of families working in the nearby U. S. Customs and Border Protection Advanced Training Facility have added a new dynamic to our school community.

C.W. Shipley embraces a rich culture of vigorous academics, strong character values, and family and school relationships. Our students' diverse backgrounds braid together to form the moral foundation of this close-knit and rural community. Our families include farmers, military personnel, professionals in the Washington DC region, as well as those who support the livelihood of Jefferson County. Our C.W. Shipley staff embraces and celebrates each individual's background through art, music, and literature. In art class, students explore their identities through the lens of a designer; in music class, students examine and analyze the effect of music on culture and individuality. Through library and media studies, as well as literature used in everyday instruction, students garner a broad world perspective. The C.W. Shipley school population is not only culturally and economically diverse, but the teachers, staff, administration, and families strive to meet the needs of students which include a growing number of students with special needs through specialized pull-out classes, West Virginia Tiered System of Support (WVTSS), and support for personalized learning. Each student at C.W. Shipley is recognized and treated as an individual.

The school provides a high level of academic challenge to all students through a team approach to planning, intervention that includes research-based programs to support both the low performing students, as well as the high achieving students. Through a positive learning environment, staff encourage constructive growth in social-emotional behaviors and attitudes by offering a positive learning environment.

In response to the Covid Pandemic, during the 2020-2021 school year, C.W. Shipley proudly utilized its own staff to accommodate for the learning needs of students who were virtual, as well as those who chose to attend on-site. Staff fostered in every student, both those on-site and those online, a love for learning and the desire to continue to learn throughout their lives by building strong foundational relationships with students and families. Staff teaching on-site students and staff educating online learners combined their strengths to support students in their quest to reach the same high-expectations as prior to the pandemic. These combined efforts ensured student safety, health, improved communication skills, as well as their education. Students online were connected to students on-site through virtual recesses, lunch bunches, and live instruction, which allowed both groups of students to feel the bonds of friendship and community through school. Students learned leadership skills, how to work together, and how to collaborate so all felt valued. C.W. Shipley maintained high academic standards and expectations for all students; this is indicative of the work staff put in to maintain a sense of normalcy and school community.

The proverb "actions speak louder than words" reigns true, as staff members model appropriate behavior and stimulate students to excel. The community feeling of C.W. Shipley continues to bloom, as several former students have returned to school family as parents and caregivers who desire the same family-like atmosphere and education they received for their own students. In its employ, this school is home to three generations of the same family; another generation was educated at C.W. Shipley, and an additional generation attends as students.

C.W. Shipley has been recognized for its dedication and excellence in education. In 2003-2004, we received the West Virginia School of Excellence Award. In 2005-2006, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, and in 2013-2014, we were recognized as a West Virginia Exemplary School. In 2013-2014, the first year for WV status classifications, C.W. Shipley was named a WV Success School. In the same year, the school was one of two schools in the Eastern Panhandle of West Virginia to be

recognized as a High Progress School and the only school in the Eastern Panhandle to be recognized as a High Performing School. In 2014, C.W. Shipley was honored as a National Blue Ribbon School. Since receiving this prestigious recognition, the Ranger Raccoons have worked hard to sustain and maintain high expectations for its students and staff. We continue to work collaboratively with one another, as well as with families. Frequent and regular communication is critical to our achievements. The previous recognition has also helped with recruiting highly qualified staff to continue the high level of instruction that our community expects. Teachers, staff, parents and our community members pull together to provide an outstanding and equal education for each student. Encouragement, compassion and knowledge are provided and nurtured at C.W. Shipley. Striving to fulfill their potential, Shipley students succeed!

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:

C.W. Shipley operates on a philosophy of 4 “non-negotiables” related to instruction. These include clearly outlined and posted objectives in all content areas; differentiation of instruction; student engagement; and formative assessment. Teachers plan with these four items at the forefront of instruction. This creates deeper, rigorous, and student-centered instruction.

Students are brought into the conversation each week regarding the objectives of their lessons. The language is appropriate for the age, but the objective is transparent to all students. Instruction of the objectives is scaffolded to meet them at their individual level through the use of differentiated learning for the related content area. Common formative assessments provide data no less than three times per year in reading and math. Any student who is receiving additional intervention through an additional Targeted or Intensive reading group receives data collection points after every 10 lessons to track skill progress and adjust instruction as may be necessary.

When distance learning began in March of 2020, teachers quickly learned and embraced Google Classroom to provide instruction through Zoom. Classes met on zoom and students completed engaging and collaborative work through Google Classroom, Nearpod, and Flipgrid, to name a few. Students have been able to attend this school year in-person, and we are now 1:1 with Chromebooks and we have adopted Canvas as our learning management system. While everyone is happy to resume in-person instruction, the integration of technology has continued to enhance instructional practices and collaborative learning.

Teachers implement a variety of engaging activities using a cross-curricular approach. Continuous professional development is provided to teachers during their monthly team PLC meetings with administrators and our academic coach to grow and develop in our pedagogy and content. Having an academic coach on site has provided for increased academic discussion, sharing, learning, collaboration, modeling of strategies, observation and feedback, data analysis, and reflection, each of which improves student achievement.

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

C.W. Shipley has a robust Reading and English Language Arts program. Teachers incorporate shared reading, close reading, whole group, and small group instruction with differentiation to meet the needs of every student. Kindergarten, first, and second grade utilize the Heggerty program, which is a structured and research-based daily lesson in phonemic and phonological awareness. All Special Educators and Kindergarten teachers have received training in Orton-Gillingham. Orton-Gillingham is a structured literacy approach that breaks reading and spelling down into smaller skills of individual letters and sounds, and then building on these skills over time. In all grades, we follow the model of instruction of reading that is based upon the Science of Reading, a vast body of research into how we learn to read. These resources focus directly on phonemic awareness at the foundational level.

All grades incorporate Problem-Based learning to a level appropriate for that age where students translate skills that they are learning into collaboration sessions. The shared problem-solving affords them the opportunity to share, discuss, grow, and problem solve together. A recent example of this included a fourth-grade unit that connected literature, “The City of Ember” with energy and motion (science standards) to create a solution to the challenges faced by the characters in the book.

In all grades, students are explicitly taught about note taking, vocabulary, and modeling using interactive whiteboards and one-to-one Chromebook devices. Students research in these cross curricular areas, create written assignments based upon their findings, and present their work to others. Work is shared among

classmates using the Canvas Learning Management System for assignment collaboration, as well as completion. The Google platform is interfaced with our Canvas to share and collaborate on documents. Writing is embedded in all parts of the instructional day, not just the ELA block. Each day students are tasked with writing in some fashion. Teachers use a variety of writing strategies that include free-write, prompt response writing, research, reports, and narrative. In addition, students are taught how to write for information in ways that include graphic organizers and note taking.

The school day at C.W. Shipley begins with a “Power Up” time that focuses on reading skills through morning meeting in the primary grades, and writing time in the upper grades. This consistent focus provides opportunities for students and teachers to review previously-taught content, as well as stretch vocabulary acquisition.

Reading instruction at C.W. Shipley begins with a team approach to dissecting the state standards from the pacing guide that is provided by Jefferson County Schools. The team then determines the skill focus for the week. Each reading lesson includes a whole group lesson on grade-level that introduces or reinforces the skills outlined in our state standards. This is followed by a guided practice lesson. Students are then introduced to skill-specific work stations that include word work on their level, writing, reading, and a small group time. In all grades, teachers use a common reader for whole group instruction, and then leveled readers for their small group instruction. Teachers are provided the autonomy to select the reading material that is most appropriate and of interest to their students. For example, several classrooms use non-fiction leveled passages from a purchased online program, while others use the readers that correlate with the reading series currently under adoption. Each week includes daily read-aloud time in all grades, and concludes with a common formative assessment of the skills for that week. A deeper evaluation of skills and content is administered multiple times during the school quarter.

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

C.W. Shipley follows the College and Career Readiness Content Standards for all subjects, including math. We use My Math program for our curriculum and follow the pacing guide from the county. When you walk into a mathematics lesson at C.W. Shipley Elementary, you will find students actively engaged in Number Talks to begin the lesson. During Number Talks, students are focused on the process of how they solved a problem and explain their reasoning. During this discussion, students can see how their peers approached a problem. It may be the same way they did it, or it may show them a new way of thinking through the problem. This practice helps students develop a deeper conceptual understanding of math concepts.

After Number Talks, there is explicit instruction with the whole group. Teachers introduce a lesson by relating a concept to their daily lives and then the teacher models an example. From there they participate with some guided practice before they go on to some problems independently. They finish up with a quick review of the entire lesson and they check their work at the "check point". If they missed a problem then they can meet with a peer to fix the problem. It works well and they seem to grasp concepts easily! Peer tutoring occurs when students are struggling on a concept, a peer who understands the problem can help them. This empowers the student that is helping, and gives the other student one-on-one support to meet their needs.

Teachers also scaffold their instruction. For example, in fourth grade teachers scaffold up to fifth grade skills by taking the fourth-grade concepts one step further. In one instance, students were given conversion problems between inches, feet, and yards. For extension, the students were given a few examples where there would be a remainder to figure out. Struggling students were given a reteach opportunity on the same skill.

Students also engage in differentiated math stations. In one activity, students may build cities using area and perimeter with measurements. At another station, students may be using strategies taught during the whole-group instruction, to solve multiple step math problems. Such strategies include KWI charts where students identify what they know about the problem, what they want to know about the problem, and ideas or strategies they could use to solve the problem. They might also use Read, Draw, Write, where the students read the problem, underline or highlight important information, draw a visual representation of the problem,

and then write the solution. Students can work with their peers to find an answer. Students' different perspectives are encouraged and valued as they discover the different ways they can solve the problem! Another activity that you will see students engaged in during math stations or WVTSS (West Virginia Tiered System of Support), is Reflex Math. When you walk the halls of C.W. Shipley, it's not uncommon to see Reflex Math certificates hanging outside of classrooms to celebrate student success with fact mastery!

Students are assessed in the area of math through the use of a benchmark online evaluation system, STAR. Students are assessed at the beginning of the year, mid-year, and end of year in all grades k-5. Students are also assessed during WVTSS, the intervention block, with progress monitoring software in STAR. This occurs every ten to twelve sessions. Teachers receive data on strengths and learning deficits in order to adjust large group and small group instruction. Teachers also utilize weekly common formative assessments in each grade level, as well as small group observation and anecdotal records

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

Our science instruction provides a variety of hands-on, inquiry-based activities and experiments. Students explore a range of topics within life science, physical science, and earth and space sciences. The state of West Virginia requires approximately 50 percent of Science instruction to include hands-on lessons. We have a "science lab" where teachers have access to science materials to further extend their lessons.

Science is incorporated across the curriculum with students often reading about the content during their English Language Arts block, and then exploring and creating during the science block. An example of this was seen where one teacher had students work in groups of four to send a one-word message to another group using a simple circuit with a light bulb. Students interpreted the messages they received. This paired with readings on electricity and Thomas Edison.

C.W. Shipley has invested in STEM kits that rotate through classes every quarter. Teachers in each classroom sign out a kit for their classroom where students are reading the directions, following step by step guides, and creating a STEM lesson. We have also incorporated STEM and STEAM kits in our Media Center for the last several years. The students have the opportunity to utilize this together with the media specialist each month.

Teachers incorporate Mystery Science, an online program which aligns nicely with our standards where videos are presented for topics that cannot be brought to life in the classroom. This was also an excellent resource that teachers used frequently during remote learning in response to the Covid pandemic.

Our fourth graders have had bi-monthly virtual field trips related to science topics since the fall of 2021 when field trips were suspended due to pandemic closures. The Potomac Valley Audubon Society works frequently via online live webinars for students to learn about the local watershed. Now that we are able to take field trips again, our fifth graders recently attended an in-person field trip through the Potomac Valley Audubon Society to the local watershed to see in-person what they have been learning about since the beginning of grade four.

Students are assessed in the area of science through the use of weekly common formative assessments in each grade level, as well as small group observation and anecdotal records. Teacher use projects based learning, with rubrics for clearly outlined expectations.

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

Our social studies curriculum incorporates civics, economics, geography, history, and West Virginia history. Teachers support students in making connections between history and their everyday lives regarding how the content is relevant to them. Our school sits next to Harpers Ferry National Historical Park and at the confluence of the Shenandoah and Potomac Rivers, which foster many learning opportunities for students within our own community.

As with science, our Social Studies content is enhanced through frequent virtual field trips. In grades 3

through 5 bi-monthly virtual field trips for social studies have provided our students with live opportunities to explore and engage with professionals across the country in national parks and historical sites. Students are able to ask questions, see the environment somewhere far away, and learn about our country that they may not ever have the opportunity to visit. These frequent trips began during remote learning as a way for students to stay connected. We have carried this over into our current school year because the students had a very positive response and were able to retain much of what they learned.

Each day, our students have the privilege to swing on swings and look out over the Harpers Ferry battlefields and at cannons that sit there from the Civil War. As their buses drive through the rural countryside and along the rivers that run through our town, they can see the artifacts and natural resources that they learn about in social studies each day.

Students are assessed in the area of social studies through the use of weekly common formative assessments in each grade level, as well as small group observation and anecdotal records. Teacher use projects based learning, with rubrics for clearly outlined expectations.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Students at C.W. Shipley create and study 2D and 3D art examining different tools, techniques and processes. Kindergarteners create textured teddy bears that brighten the hallways with their colorful sweaters. Artwork is celebrated as it is displayed through the hallways to show the value of visual arts. The performing arts are also fostered beyond the music classroom with chorus and a bucket drumming group. Last year chorus and band were virtual. Band has continued to be virtual this year, but the other programs have resumed in-person. Since we were limited to no whole school assemblies, these performances were videotaped and shared on our Canvas classrooms.

The activities in PE are based on cooperative activities that align with College and Career Readiness Standards, as well as support ELA and Math standards. Students are tasked with reading the objectives, adding scores, and communicating with peers. Students participate in several typical units, as well as this year we added a school-wide Cornhole unit and competition.

Technology has become more organically infused in daily instruction. Teachers explicitly teach basic technology skills such as use and care of their Chromebook, navigation of Canvas, short-cut keys, and keyboarding. All students also are learning advanced skills such as participating in a Nearpod activity for content, collaborative google docs, simulations with Gizmo, and Mystery Science to enhance concepts. As a result of our one to one initiative, every student has a Chromebook and uses Canvas to complete assignments in all grades, both at home and at school. Teachers have either a Smartboard or View Sonic board in their classrooms, along with a document camera and laptop to plan, research, share, and display information during whole group instruction.

Our media center and librarian are an integral part of life at C.W. Shipley. In addition to the traditional read aloud and whole group lesson, students may complete an activity with their peer, or they may rotate through STEAM stations where they work collaboratively to follow directions and solve problems. You will also see a lot of technology in use, whether the class is playing KAHOOT, Quizizz, Mrs. Lodges Library (virtual shelving game), World Book kids online for scavenger hunts, or Virginia Career View for a research project on careers, the students are always actively engaged!

In 2016, a committee was formed to audit character education within our school. While many prepacked

programs were considered, the Social Emotional Committee felt like no program directly and adequately met the diverse needs of the students at C.W. Shipley. The group was tasked with coming up with an idea for how character education could look in our school. The committee created the program C.O.R.E. and resources for teachers to use to teach students about the school's character traits: Caring, Originality, Reflection, and Endurance. The Media Specialist created shelves in the library filled with books that the students could check out and the teachers use to enhance monthly SOMO lessons. Students from each classroom are recognized quarterly for CORE traits.

3. Academic Supports

3a. Students performing below grade level:

As educators, students are at the heart of all we do. Ensuring students have the support they need to be successful is something that is essential at C.W. Shipley. The instructional leaders work together to identify skill gaps among various sub groups in the areas of literacy, math, social emotional, at-risk, and attendance. The academic coach caters professional development to grade level teams and individual teachers based on student need. The academic coach works collaboratively with teachers and administrators to support the school's mission of "Engaged learners preparing for the future."

We use a Renaissance Learning product called STAR for common formative assessment of all students, as well as PALS data in grades K-2. The common assessments are used to identify students who need additional support and align the skill groups where there may be deficits. The West Virginia Tiered System of Support (WVTSS) is a multi-tiered system of support framework that uses many levels of instructional support to meet the needs of the students. Students receive support in a small group setting, using research-based strategies and the curriculum. There is targeted intervention and intensive intervention. Both involve scaffolding material and progress monitoring. The students' progress is followed by completing progress monitoring in STAR after every 8-10 sessions of small group instruction. Both the classroom teacher and the interventionist work with students to provide targeted and intensive intervention. The academic coach also works with a group of students using an Orton-Gillingham based intervention. When provided supplemental instruction, children have an increased chance of closing any learning gaps. Should students not show progress in targeted intervention, they move to intensive intervention. After receiving intensive intervention, if the child is still not showing progress, then the SAT (Student Assistance Team) process begins so that the child can be evaluated to see if special education services are needed.

3b. Students performing above grade level:

Differentiation of instruction also applies to those students who are performing above grade level in each classroom. C.W. Shipley has a track record for meeting students where they are and lifting and pushing them further. Students in the classroom that are excelling above the standard are offered opportunities to grow and learn within the classroom. We also have buddy programs where students from upper grades are paired with classes from the primary grades for reading and discussion. For students that are performing well above grade level, they may be eligible for the gifted program through the special education pathway. Students who qualify for the program have an Individualized Education Plan with set goals and services to be provided by a Gifted Education teacher. When students meet with the gifted teacher, modifications are made for students to dive deeper into the content and engage in higher order thinking activities.

The use of a Renaissance Learning product called STAR for common formative assessment of all students, as well as PALS data in grades K-2, allows teachers a data driven method to determine those students who may be performing above grade level and what strengths they possess. These common formative assessments are used with all students in all grades to keep track of progress. The West Virginia Tiered System of Support (WVTSS) is a multi-tiered system of support framework that uses many levels of instructional support to meet the needs of the students. Students receive support in a small group setting, using research-based strategies and curriculum that stretches to meet the needs of students who are above grade level. Collaboration with families is critical to student success. Regular communication and relationship building help to lift and push our students.

3c. Special education:

Students with Individualized Educational Plans (IEP) represent roughly ten percent of our overall student population at C.W. Shipley. Student needs are diverse. We have no self-contained special education classrooms and work to support content area instruction in the general education environment as often as possible. Individual Education Plans are written with the goal of the least amount of time away from the general education environment for the student. Students are grouped in small pods of pull-out time with the special educator based on their skills and needs, not always based upon grade level. Our school master schedule is derived after an examination of the special education needs. For example, we have 1.5 special education teachers. Our half-time teacher is paired with those classrooms who deliver instruction in the content areas that she can support while she is onsite. This is evaluated annually for efficiency. In addition, all grade levels have a block in their daily schedule for intervention, during which time students in special education can meet for their instruction outside the general education environment without missing new grade-level content. We utilize three special education support personnel to assist with push in support in the classroom, as well as support for students that may be related to behavioral needs stemming from their disability. Our special education team works with students on a schedule to enable the adults and students to form relationships and build trust. Each student with an IEP also has a plan of instruction should schools shut down for a period of longer than a few days due to the covid pandemic. Many of these individual plans include onsite instruction even when the general education students are not onsite. During the 21-22 SY, there has not been an occasion to invoke this.

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:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement at C.W. Shipley begins with relationship building. The opportunity to build a positive relationship with students permits teachers to ask them to work outside their comfort zone and reach higher. Each classroom is a hum of activity at our school. “Student Engagement” is one of the four non-negotiables of instruction for us. In each content area, students are provided an opportunity to move, collaborate, speak, explore, build, discover, and learn. Some students work well cooperatively and others have the grit of an independent learner. Shipley teachers are adept at meeting students where they are with lessons that provide a mix of these opportunities. During instruction, teachers practice short direct instruction mini-lessons followed by opportunities for students to interact with the new content. This can be an activity with pencil and paper, or a work station that include manipulatives with teacher-created games. The implementation of STEAM and STEM learning in all classrooms also provides students the opportunity to work hands on. For example, during a nine-week period this winter, most classrooms had the chance for all students to work with two or three different STEM activities that required them to read and apply the directions for the activity to be successful. Through these experiences, students are also building upon their vocabulary.

Our school system partners with the local Audubon society to teach about local watershed. The program ends with a hands-on experience where fourth grade students determine the health of a local stream. Classes then create an action project based upon these lessons. To determine the project, each student writes a persuasive essay about his/her idea. In 2021, the fourth grade wrote a grant and purchased trash cans to reduce litter on the playground. In 2022, they chose to solicit another grant and are planting a Poplar tree on the play area with the help of another local outdoor organization.

During remote learning in the 2020-2021 school year, teachers were very creative in continuing to incorporate engagement through their daily Zoom lessons, inviting speakers to these live sessions, and sending out a list of materials that students needed to bring to the live lessons. The critical importance of student engagement at the elementary level is demonstrated in every classroom every day at C.W. Shipley.

2. Engaging Families and Community:

Our school is an integral member of the Harpers Ferry community. Many of our staff live in our attendance zone and are neighbors to our students and families. We often refer to ourselves as the “little school on the hill” because that is how we see ourselves, despite our student enrollment of just under 400 students! We have the feel of a small town. All teachers communicate frequently with parents to build relationships and jointly approach educating our children. We have four generations of one local family that work in and attend C.W. Shipley this school-year. That says something about the culture of our community.

Our parent organization is very active in providing opportunities for students and teachers to have the items they need that the school funds may not afford. Last year, the parent organization completed a years-long fund-raising effort to add new swings to our playground. They immediately began a new campaign to add more new equipment to the outdoor play spaces. We appreciate how our parent group hosts many family events throughout the school year that include movie nights, fall and spring festivals, and dances. Many of the traditional events such as these were not possible during the recent years of the pandemic. However, we were able to be creative and host events outdoors when possible!

Our parents volunteer in our building to assist with student learning, as well as events such as picture day and kindergarten registration. Alongside our parents, we work closely with the Martinsburg Airwing of the National Guard, the local Rotary and Kiwanis clubs, Potomac Valley Audubon Society, and the Bank of Charles Town through regular volunteer efforts in our building and for our students. These organizations also stepped up during the last two holiday seasons to provide gifts for children when many of our students’ parents were out of work. We are very fortunate to have so much support from within our own community who recognize the value of education.

3. Creating Professional Culture:

The culture of C.W. Shipley is deeply seated in the longevity of the staff. The teaching staff at C.W. Shipley is comprised of 26 out of our 30 professional staff who are at six years of teaching experience or more and most of them at C.W. Shipley Elementary. This includes twelve with more than 20 years of teaching experience. With this experience a culture of autonomy, as well as growth existed. Teachers are provided the opportunity to explore new teaching methods and strategies, with the experience to recognize the level of success, as well as how to quickly and efficiently switch strategies when necessary. The largest challenge by our veteran staff came when we transitioned to remote learning, and then continued with it within our building for one-third of all classes during the 2020-2021 school year.

Due to the pandemic, our teachers were faced with a new way to teach and rose gloriously to the occasion. One member of each teaching team volunteered to teach all virtual students for that grade level, while the other two taught onsite last year. However, all teachers transitioned to remote learning within one week when we unexpectedly went to remote learning in the spring of 2020. They worked together, collaborating on technology and lesson delivery and planning. This was possible because of the level of trust that they have with one another.

During the 2021-2022 school year, we have implemented monthly Professional Learning Communities for each grade level team. These are planned and delivered through the collaboration of our Lead Elementary Academic Coach and the principal based on classroom observations, data, and school district initiatives. These monthly meetings are well organized, relevant, and provide teachers with supports and ideas that may assist in their daily instruction.

Teachers and school instructional staff each have been provided a laptop device to aide in their instruction and delivery, as well as opportunities to participate in online professional development. Many meetings, including IEP and staff meetings, remain on the virtual platform and the devices make it easier for staff to attend without coming to a meeting room.

Our school culture shines this year as we have worked more collaboratively than ever to assist each other when there is not a substitute for a teacher. The pandemic has created a labor shortage in the area of substitute staff in the school system. In order to continue moving forward with instruction, our specialists, as well as other teachers, step in daily to deliver instruction to classrooms where there is no substitute teacher – following the classroom teacher's lesson plans. We look for our students to be problem solvers and creative thinkers, and we must be, too.

4. School Leadership:

Shared leadership is important to the decision making of C.W. Shipley. When changes are made that will have a large impact on our school, we utilize one of our decision-making teams. The principal and assistant principal are members of each team. The role of the principal is to collect the information to be discussed, the relevance, and rationales. Then the principal brings the relevant information to the team.

Two leadership teams meet monthly. The Curriculum Team works with administration to improve teaching and learning in efforts to support a vision focused on prominent levels of student achievement. The Operational Leadership Team is a team of faculty, staff, and administrators that work collaboratively to make decisions that ensure efficient operational management of the school. Membership is department specific to ensure representation throughout the building and will also work with their respective team to obtain input and feedback.

The Crisis Management Team (CMT) provides support through management of crisis level issues, managing additional risks, exposures, and stakeholder interests in response to an event or disaster requiring the activation of the CMT. This team meets quarterly after each crisis drill, as well as when needed at other times. Each of these teams has a representative from every grade, as well as service personnel staff. An example of a team in action is the curriculum team that was tasked with creation of a new master schedule initiative last year. Another would be when the Crisis and Safety team determined what new safety measures

we would continue to implement once the pandemic structure had largely passed.

The philosophy of the principal at C.W. Shipley is to support the work of our school, which is student learning. The administration meets with every classroom each August to let them know that we are a team and what can be expected of the principal and assistant principal every day. The role of the principal is to ensure that the students and staff are safe, to make sure that teachers have everything they need to teach, to make sure that students have every opportunity to learn, and that every child and adult at C.W. Shipley knows that they are loved and cared about. Everything that we do to lead falls into one of these four areas every day.

5. Culturally Responsive Teaching and Learning:

C.W. Shipley staff are continuously growing and learning in the area of culturally responsive education. We have partnered with our Coordinator of Cultural Unity and Equity and have a teacher ambassador on our staff who serves on a panel of educators who meets each month to learn and grow together. This teacher then shares back with our staff. One example of how we celebrate the diverse backgrounds of our students and staff can be seen each month through the artwork that hangs in our building. Our art teacher explores art from across the globe, including technique and culture. As students emulate and create their own art, they are also learning about the diversity of the culture through our library and media specialist who frequently partners with our art teacher to deliver literature that is relevant.

We also celebrate diverse culture through monthly Diversity and Equity choice boards of activities books, music, videos, and lessons that all teachers can select from to enhance lessons in the classroom. Our third grade holds a cultural tasting day each year where families bring in food that is important in their family and culture. They also invite parents into the classroom who are multi-lingual to speak to students about their heritage. We have held multicultural celebration days where students create a display board to teach others about their heritage and culture.

Respect is our overarching school rule that has three prongs. Students are taught that all choices and actions should follow the rule of respect for self, respect for others, or respect for school. If the answer is no to any of these, then it is not a good decision or choice. In the past, we have included our school counselor in discussions with classes about equity and cultural awareness in the classroom. During the current school year, we have been without a school counselor. The principal and assistant principal have stepped in to lead discussions on these topics with students. At the end of every conversation, we urge students to have open and honest conversations with their families at home about these topics. We strive for the partnership with home that grows from communication.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental in the success of C.W. Shipley has been that of always keeping our school a positive environment for students. The adults in our building follow the practice that students learn best in a place where they are happy.

We approach this in five areas. First, we celebrate our different ways of thinking. Students are encouraged to show alternate ways to solve problems or complete tasks. We celebrate their uniqueness and their unique thinking with positive feedback, even when the outcome is not the desired one. The adults practice at offering friendly suggestions, and model daily how to accomplish these. We recognize that we are always on display for students and in their presence, practice powerful and positive communication, problem solving, and what it should look like to make a mistake.

Instruction provides collaboration and discussion time where students are encouraged to share multiple viewpoints on topics. It is through the trial and error that we teach our students how to be understanding and accepting of another's point of view if it differs from our own. Frequent and unsolicited words of encouragement from children can be heard throughout our building every day as an outcome of our classroom discussions.

Today, more than ever, students are coming to school with worries, fears, needs, and baggage that we must work through before the learning can begin to occur. Our school continuously takes a positive approach to reaching students where they are right now and building that relationship. Many teachers this year have employed social emotional check-in sessions with specific students, as well as the administration team, specialist teachers, and even our office staff.

C.W. Shipley utilizes a positive motivational acknowledgement system for achievements and behaviors. Most classrooms have implemented their own version of tangible rewards and acknowledgements for students that are appropriate for the age. We use sticker charts, classroom money, positive notes home, and online tools that parents and students can see in real time. Frequent praise, smiles, and kindness are the motto for encouraging students to aim high. In the last three years, the system of student referrals for behavior has disappeared at the classroom level. For students who are struggling with minor misbehaviors that rise to the level of administration intervention, the administrators attempt to address the misbehavior by going to the student at the classroom and approaching the infraction as a learning opportunity, ending on a positive note, and returning the student to class whenever possible.

Finally, our CORE Character Education program stands for Caring, Originality, Reflection, and Endurance and is visible in all classrooms. Students are recognized for these traits each week by the adults in the building through weekly shout outs. Our weekly announcements are read by our third graders and videotaped each week to share within our school. During announcements, the CORE Shout Outs for the week are read with enthusiasm!