

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

Name of Principal Dr. Barbara Capshaw Kohlfeld

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

Official School Name Barbara Blanchard Elementary School

(As it should appear in the official records)

School Mailing Address 1829 North Sprigg Street

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

City Cape Girardeau    State MO    Zip Code+4 (9 digits total) 63701-3047

County Cape Girardeau County    State School Code Number\* 4050

Telephone 573-335-3030    Fax 573-334-1319

Web site/URL http://www.capetigers.com    E-mail kohlfeldb@capetigers.com

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. James Welker    E-mail: welkerj@capetigers.com

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

District Name Cape Girardeau 63    Tel. 573-335-1867

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Kyle McDonald

(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 that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

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

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

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

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 15 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	11	19	30
K	33	27	60
1	33	38	71
2	29	26	55
3	32	30	62
4	26	32	58
5	0	0	0
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	0	0	0
<b>Total Students</b>	164	172	336

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 26 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 52 % White
  - 18 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 37%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	57
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	68
(3) Total of all transferred students [sum of rows (1) and (2)]	125
(4) Total number of students in the school as of October 1	336
(5) Total transferred students in row (3) divided by total students in row (4)	0.372
(6) Amount in row (5) multiplied by 100	37

7. English Language Learners (ELL) in the school: 2 %  
6 Total number ELL  
 Number of non-English languages represented: 3  
 Specify non-English languages: Somali, Bengala, Mandarin Chinese
8. Students eligible for free/reduced-priced meals: 73 %  
 Total number students who qualify: 249

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 78 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 13 %  
45 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 categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	5
Student support personnel e.g., guidance 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.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
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. Please summarize your school mission in 25 words or less: The mission is to create a learning environment where students can experience high levels of academic success while feeling happy and safe in their surroundings.

## **PART III – SUMMARY**

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Barbara Blanchard Elementary is a pre-kindergarten through fourth grade school located in Cape Girardeau, Missouri. With two older schools closing, the new school opened on January 18, 2000.

Blanchard Elementary is a School-Wide Title 1 Project. The Title 1 Plan is designed to use funds judiciously in order to promote student achievement.

Cape Girardeau is located 115 miles southeast of Saint Louis, Missouri. Cape Girardeau is situated on the banks of the Mississippi River. The city's population was listed as 37,941 in the 2010 census which makes Cape Girardeau the 16th largest city in Missouri.

In 2011 Blanchard Elementary made Adequate Yearly Progress (AYP). This was the last year Missouri recognized AYP.

In 2012, 2013, and 2014, the Annual Performance Report (APR) for the school was 100%. Blanchard Elementary received 100% of the APR points in academic achievement, subgroup achievement, and attendance.

In 2014 the Missouri Department of Elementary and Secondary Education designated Barbara Blanchard Elementary School as a Gold Star School. Eight Missouri schools were chosen.

The school receives high marks from online rating systems. School Digger, an online rating system for schools and school districts, rated Barbara Blanchard Elementary as a Five Star School in 2012, 2013, and 2014.

The staff at the school work to provide an atmosphere that is aesthetically pleasing. To walk the halls of the building, it is apparent that the children and their work is celebrated whether it be their writing or their art projects. The learning atmosphere is uplifting to the students, staff, and patrons who visit the school.

At the entrance of the school, there are 10 pictures of famous black Americans along with their accomplishments. Throughout the school there are inspirational messages on the wall from Martin Luther King, Jr., Abraham Lincoln, Helen Keller, and Mark Twain. A banner in the hall reads, "No one is forgotten here." The school celebrates diversity.

There are students from Bangladesh, China, and Somalia. The English Language Learner teacher assists students who do not have English as their first language. The art and music programs include culturally diverse content.

The sounds emanating from the school are the sounds of students who are involved in their own learning. There is movement. There are high levels of questioning and a variety of teaching/learning strategies. Student engagement is fostered by planning and facilitating lessons that promote a love of learning and a will to work hard.

The staff sets high expectations to ensure that all students master the curriculum for their grade level. Continuous collaboration, data analysis, and professional development are implemented to achieve this goal.

Social skills are essential to being able to interact with others in a positive and productive manner. By teaching social skills, the students are not only able to succeed in school but are better prepared for their future in the workplace.

The students are taught the 16 social skills in the Boys' Town Social Skills Curriculum. Every month a student is chosen from each class to be designated the Social Skills Super Star. A Terrific Tiger is chosen each month to go the School Board meeting. Students who receive high marks in social skills/behavior receive "Tiger's Roar" or "Cat's Meow." Students making good choices receive pink notes or positive

postcards. Third and fourth grade students are eligible to make the Honor Roll. Students who achieve their reading goal each quarter are recognized and celebrated.

Each day the principal meets with the students in the gym and welcomes them to school. The students then go to their classrooms where they are greeted by their teachers.

The principal gives a “Morning Message” on the intercom. This message includes the social skill for the week along with the reading of poems or stories, songs, school or current events. Students who make their Accelerated Reader goals are recognized. The principal ends the message with, “Remember, boys and girls, that you go to Blanchard – The school with a heart. You are filled with love and kindness. We are going to have the best day ever!”

The counselor and the staff are ever vigilant regarding the social/emotional needs of the students. The counselor facilitates weekly classroom lessons, works with small groups, and individual students. Parents are encouraged to seek help from the school if they have concerns about their child’s social/emotional well-being.

The school nurse conducts screenings and programs that promote healthy lifestyles. The nurse elicits support from local hospitals and other health care professionals. She monitors immunizations and writes health care plans for students who have chronic health conditions.

Barbara Blanchard Elementary is called “The School with a Heart.” The culture of the building revolves around the premise that when students experience an abundance of love in a nurturing and supportive environment that they will achieve at high levels. The goal is that the students will experience academic success while feeling safe and joyful in their surroundings.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Barbara Blanchard Elementary’s core curriculum in English language arts, mathematics, science, and social studies/history is aligned to the Missouri Learning Standards. Not only are all of the core curriculum areas aligned to Missouri Learning Standards, but they are vertically aligned so there are no gaps in the curriculum to ensure student success.

The school’s core curriculum addresses the learning standards by ensuring that the students prove mastery for each learning standard and are prepared for the next grade level. The skills that the students learn in preschool build the foundation for kindergarten and continue building through fourth grade.

The English language arts curricular approach is to implement Houghton Mifflin Harcourt’s reading series, Journeys, with fidelity. Through this implementation, students experience language, writing, and reading skills that are applied throughout the week’s lessons. Students are exposed to a plethora of vocabulary words and a variety of reading genres, such as myths, folktales, plays, poetry, fictional, and informational texts. Students are required to use high level thinking skills to make connections between the weekly anchor text, small group reading stories, and a comparison text.

Response to intervention strategies are implemented to help those students who are below grade level for that week’s reading strategy. The series spiral reviews language skills that were previously taught to ensure student achievement. Students’ writing skills are correlated to the weekly reading message. For example, if the reading story is an informational text about sports technology, the students will be writing about sports equipment and how the advances in technology have helped that specific sport. The content is of high interest to the learners.

The mathematics curricular approach is to implement Houghton Mifflin Harcourt’s math series, Math in Focus (formerly known as Singapore Math), with fidelity. Through this implementation, students are taught the content through the process of concrete transferring to pictorial and then transferring to abstract. Students apply high level thinking skills and previously learned application strategies to solve problems. The students become problem solvers by utilizing their knowledge of multiple strategies to achieve the correct answer. Mathematical “thinkers” are produced because they understand the process.

“Extra Practice” and “Enrichment” (Math in Focus components) give the students additional opportunities to practice their skills and solve problems that have increasing levels of difficulty. Students are provided with examples where they are able to use mathematical strategies to solve real world problems.

The social studies/history curriculum addresses the learning standards by utilizing all resources, with the goal that all students will be performing on or above grade level. Some of the standards include community, economics, governmental systems, and Missouri history. To relate social studies/history curriculum to the community and world around them, Junior Achievement lessons are presented by community business members. Students learn how economic principles, such as supply and demand, are applied in the community in which they live.

The science curriculum addresses the learning standards through a variety of applications. Students are engaged in inquiry based experiments which allow the development of hypotheses and hands-on testing. Units are planned to include cross curricular material that incorporates reading, math, history, and geography. Students are introduced to a topic and encouraged to draw their own conclusions through experiments, observations, and reflections. By creating lessons that allow students flexibility and ownership of their learning, students become intrigued. Students are immersed in learning activities that thrive through the use of cooperative learning and inquiry.

A goal of Blanchard Elementary is for students to proceed from grade to grade with the anticipation that they have all of the skills needed to be successful. Accelerated Reader, a reading program, is used to

support, enhance, and promote reading for students in grades 1-4. Students who are below grade level in grades 2-4 are encouraged to attend after-school tutoring to receive additional practice. Resources are utilized to guide the students through a reteach and reassess process to ensure they master the foundational skills. Students who are performing above grade level have resources available that will challenge them. Teachers utilize Math in Focus “Enrichment” and “Put on Your Thinking Cap” components to enable students to apply their skills and knowledge to situations that require further application of content knowledge.

The preschool curriculum at Barbara Blanchard Elementary is aligned to the district’s standards. The core curriculum areas provided in pre-kindergarten are English language arts and mathematics.

The preschool program provides a firm foundation for students entering kindergarten. Skills acquired that impact school readiness are letter and number recognition, basic sight words, patterns, and number sense. To accommodate more students, the preschool program is of no charge and offered in two separate classes, morning and afternoon. Early Childhood Special Education Services are provided for eligible students.

The Developmental Indicators for the Assessment of Learning (DIAL-4) screening administered at the beginning of the pre-kindergarten year is administered again in March. Growth on the second DIAL-4 indicates school readiness and is used to screen for academic barriers, such as language and developmental delays.

## **2. Other Curriculum Areas:**

### **Art**

All students attend art class once per week and learn to describe, analyze, interpret, and make decisions about works of art. Students learn about artists, art history, and cultures through artwork. Students study the elements and principles of art by engaging in art production through drawing, painting, printmaking, three-dimensional forms, fiber arts, and mixed media. The art teacher utilizes a research-based method of evaluating art called Visual Thinking Strategies. In this highly structured environment, students are given the opportunity to have open, respectful discussions in which they use visual evidence to support interpretations of fine art. Collaboratively, students are encouraged to evaluate and consider the unique perspectives of their peers.

### **Counseling**

The counselor provides comprehensive school guidance lessons to all students once per week. Guidance lessons focus on academic, career, and personal/social needs of all students. These skills help students develop healthy perceptions of themselves. Students may receive individual services with the counselor by referral from parents, teachers, or the students themselves. Small groups focus on targeted interventions directed at fostering growth in academic, social, emotional, and personal domains of students. During these groups, such as Lunch Bunch, students have the opportunity to learn from one another and neutralize some of the challenges they may be facing.

### **Gifted Program**

The Explore program recognizes the special needs of gifted students and implements a curriculum specifically designed to challenge academically advanced learners. Students identified as gifted learners attend the Explore program once per week. The program integrates communication arts, math, social studies, and science objectives while addressing affective and creative needs. The gifted program provides experiences that require critical thinking, problem-solving, independent study skills, communication, and persistence in the face of challenges.

### **Library Sciences**

All students receive instruction in the library media center once per week and visit the library throughout the week to check out books. The library provides a positive, active teaching atmosphere to assist in the development of basic library and research skills. Library media specialists work closely with students and teachers to monitor reading progress and select books based on reading abilities. Students strive to complete classroom reading goals and encourage one another to reach his/her personal goal.

## Music

All students receive music instruction twice per week. Music instruction includes opportunities for students to explore sound through singing, moving, listening, and playing classroom instruments, such as xylophones, recorders, and drums. The music teacher utilizes the Orff Schulwerk method of teaching music. This method builds a sense of confidence and interest in the process of creative thinking by incorporating music, speech, movement, or drama. A recorder club and drumming club are offered to third and fourth grade students during the school day. Students interested in participating in these clubs must complete all homework on a weekly basis. The two ensembles perform for school and community events.

## Physical Education

All students receive physical education (PE) twice per week in addition to daily recess. The PE program emphasizes the development of fundamental locomotor, nonlocomotor, and manipulative skills through the main content areas of educational games, dance, sports, and gymnastics. During physical education classes, students demonstrate cooperation with partners and small groups to accomplish a common objective. The PE instructor integrates math and language arts. For example, students discuss and create angles and shapes during daily stretches.

## Technology

All students attend technology classes once per week. The computer technology course utilizes a variety of technologies to enhance curriculum across content areas. During computer class, students receive instruction in basic computer skills, technology literacy, and ethical, legal, and safe use of technology. Opportunities are created for students to engage in quality internet programs that enable them to improve computer skills. Teachers across all content areas and grade levels infuse a wide range of technology throughout daily classroom instruction.

### **3. Instructional Methods and Interventions:**

Barbara Blanchard Elementary employs Title 1 Communication Arts teachers in grades 1-4. These teachers work closely with students giving them differentiated instruction, additional time to master English language arts objectives, and charting progress. This teaching is prescriptive and designed to give students the instruction and time needed for academic success.

Kindergarten students participate in a community-based program called Read to Succeed. The program, based out of New York, focuses on phonics. Community volunteers come four days per week to work one-on-one with these students as they learn to read. This has been a highly effective school/community connection. Over 98% of the participants leave kindergarten reading above grade level.

Kagan Cooperative Learning strategies are used daily to meet the diverse individual needs of students and help them master instructional goals. Utilizing cooperative learning with others encourages students to master curriculum standards. Actively engaged students are better able to learn, retain, and apply what they have learned.

Response to Intervention (RTI) strategies are implemented throughout all grade levels based on formative and summative assessments in reading and mathematics. Reading groups are based upon the Developmental Reading Assessment given throughout the year to determine students' achievement levels. These groups are not static but dynamic and change as the students progress. Mathematics RTI groups provide students with additional instruction and mastery of foundational skills.

Accelerated Reader, a reading program, is used in grades 1-4 to support, enhance, and promote reading. This information guides reading goals and instruction for students.

A technology-based support, iReady, is used in reading and mathematics. Individual lessons are assigned based upon the academic needs of each student. Testing demonstrates the student's growth in grade level skills and curriculum standards.

In grades 3-4, iPads are utilized daily to implement the core curriculum standards through a variety of instructional methods and applications. Students are able to perform at their instructional level and pace when completing tasks on the iPad.

After-school tutoring, in grades 2-4, provides students with additional opportunities to learn in English language arts and mathematics. The after school lessons in English language arts are based upon the reading strategies and skills from Journeys. The mathematics lessons are created using “Extra Practice” and “Reteach” lessons from Math in Focus.

Students receive an abundance of encouragement and positive feedback. They know the staff cares deeply about them and believes in their abilities. The school strives to meet the needs of all students.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The MAP Grade-Level Assessment Program (MAP) scores over the last five years reveal that in third grade communication arts a positive trend was noted for four consecutive years beginning with 2010-2011. The category “all students” had increasingly more students score in the Advanced plus Proficient range. For three consecutive years, four of the five subgroups had increasingly more students score in the Advanced plus Proficient range. In 2010-2011, 24.5% of all students scored Advanced plus Proficient. In 2013-2014, 75% scored Advanced plus Proficient.

The percentage of students scoring Advanced in math found “all third grade students” had an increase over the last five years from 7.5% in 2009- 2010 to 33.9% in 2013-2014. “All fourth grade students” had an increase from 21.4% in 2009-2010 to 44.7% in 2012-2013.

Factors contributing to these positive trends include data analysis to determine strengths and weaknesses, data driven instruction, implementation of reading and math programs with fidelity, and cultivation of a culture of high academic and behavioral expectations.

On the 2013-2014 math assessment, achievement gaps of 10 or more percentage points between the test scores for “all students” and the tests scores of subgroups were found in 3rd grade special education students, 3rd grade African-American students, and 4th grade African-American students. On the communication arts assessment, achievement gaps of 10 or more percentage points between scores for “all students” and the scores for subgroups were found in 3rd grade students receiving free and reduced-price meals, 3rd grade special education students, 3rd grade African-American students, and 4th grade special education students.

Strategies to help raise achievement for all students and close achievement gaps include the use of Buckle Down and Waggle as test preparation in the areas of reading and math; after-school tutoring in reading and math for students in grades 2-4; Title I Communication Arts teachers in grades 1-4; Response to Intervention strategies implemented in all grades; Individualized Education Programs aligned to Missouri Learning Standards; and the least restrictive environment utilized for students to access the curriculum.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Assessment results guide instruction and help determine supports and interventions for students. Information is systematically shared with stakeholders to ensure student support and success.

Kindergarten students are given the Developmental Indicators for the Assessment of Learning (DIAL-4), which is used as a screener for motor, speech/language, and cognitive delays. The Otis Lennon School Ability Test (OLSAT) is given to students in grades 2-4. This assessment measures abstract thinking and reasoning ability. The DIAL-4 and OLSAT assessments are used in identifying prospective students for the gifted program.

The Developmental Reading Assessment (DRA) is given to students in grades 1-4 in the fall and spring semesters. Kindergarten students are administered the DRA mid-year and end-of-the-year. This test assesses the reading accuracy, comprehension, and fluency level of the students tested.

The online diagnostic assessment, iReady, identifies instructional needs in reading and math. This assessment is given to students three times a year to establish early, mid-point, and end-of-year results data.

MAP is given in the spring to all third and fourth grade students. The MAP assesses students’ academic skills in the areas of English Language Arts and Mathematics. These skills are defined by grade level and set by the state of Missouri.

Teachers use weekly reading tests, end of chapter tests, benchmark tests in reading and math, Accelerated Reading tests, and formative assessments to determine the instructional needs of each student. After results are gathered from a particular assessment, teachers review this data in Professional Learning Community grade-level team meetings to make decisions on differentiated instruction and interventions. For example, reading and math chapter tests are analyzed to determine intervention plans for individual students.

These results and instructional decisions are then shared with students, administrators, parents, and community members as needed. Teachers communicate assessment results and instructional decisions to parents through parent-teacher conferences, letters home, emails, and telephone calls. This information is shared to encourage communication among all stakeholders, which leads to continued student support and success.

## **Part VI School Support**

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### **1. School Climate/Culture**

The culture of Barbara Blanchard Elementary School is built on love. There is a quote from Martin Luther King, Jr. on the wall at the school entrance: “Sooner or later, all of the people of the world will have to discover a way to live together in peace ... we must evolve for all human conflict a method which rejects revenge, aggression and such retaliation. The foundation of such a method is love.”

Blanchard students know they are in a loving environment with individuals who care deeply about their welfare. Everyone believes in the goodness of each other.

The school values building relationships with the students and their families. Relationships improve the school’s ability to communicate regarding issues, such as attendance, behavior, school work, and homework.

The staff has studied Ruby Payne’s Framework for Understanding Poverty. In studying the adverse effects of poverty, the school is better able to address obstacles that may impede the students’ ability to be successful in school. With this understanding of poverty, the staff develops a deeper sensitivity and compassion for the challenges facing families.

The staff builds a belief system in the students. The students gain confidence and see themselves as capable learners. The children are willing to put forth effort because they anticipate they can be successful.

The students know the rules and the expectations. The school offers predictability. No matter what is going on in the life of the child, the school will be a safe haven of peace and harmony.

The Professional Learning Communities (PLC) model that is implemented at the school helps to strengthen the collaborative culture. The staff and the students engage in meaningful reflection. The staff collectively responds to the four corollary questions of PLC: What do we want children to learn? How do we know they have learned? What do we do when they haven’t learned? What do we do when they have learned?

The teachers receive feedback through the Missouri Educator Evaluation System. Teachers write Professional Growth Plans annually. Walk-Throughs include four indicators: Cooperative Learning, Depth of Knowledge, Student Engagement, and Formative Assessment. The teachers receive continuous feedback regarding their exemplary teaching, their strong work ethic, and their commitment to the students. The principal uses great forethought in hiring teachers and then creates a support system where they are able to flourish.

The Chamber of Commerce annually awards Educator of the Year. The District annually recognizes years of service.

Blanchard teachers and the principal have received awards and acknowledgements for excellence in their profession.

### **2. Engaging Families and Community**

Barbara Blanchard Elementary engages families and community members in the education process in order to improve academic success for all students. The school recognizes the importance of eliminating barriers that impede parent/family involvement. The staff facilitates an environment and school culture that encourages collaboration with parents, families, and members of the community.

The staff promotes regular, two-way, meaningful communication. This is done through informational newsletters, handbooks, and calendars. There are two-way telephone conversations and daily communication in the students’ agenda books. Many teachers use the program Class Dojo, which informs

parents on behavior and allows for messaging through the website or a cell phone application.

There are two parent-teacher conferences scheduled each year in order for parents and teachers to discuss student achievement. The average percentage of parent participation for the previous five years is 99.42%.

The Parent Resource Room houses instructional materials and technology. A staff member assists the parents in making selections that will help their children in reading and math at home.

A Clothes Closet is available to offer free dress code approved clothing for families in need of assistance. The school has partnerships with local churches that provide clothing to sustain the closet.

Back Packs for Friday is a program that provides food items each Friday to help meet the family's needs. Blanchard Elementary partners with local food banks and volunteers to maintain the program.

Caring for Kids is a program that elicits the help of the staff and community in order to provide clothing and educational toys for families who are experiencing financial difficulty during the holiday season. All children within the family are included in the program.

The Holiday Store is an event where students earn Holiday Dollars by making good choices. Community and family volunteers organize a store at the school for students to purchase gifts for family members. This helps the children understand the true joy that gift giving can bring.

Big Brothers/Big Sisters and Boys and Girls Clubs are local agencies who work closely with the school to offer mentors to students. These organizations provide emotional and academic support in order to increase student achievement and promote social/emotional well-being.

Back to School Night, Picnic with your Parents, Grandparents' Day, Open House during American Education Week, music programs, Play day, and an annual Chili Supper/Silent Auction offer additional opportunities for parental and community involvement.

Parents are expected to attend three or more parent activities during the school year. In the previous five years, there has been an average of 93% parent participation.

### **3. Professional Development**

Barbara Blanchard Elementary recognizes the relationship between high-quality professional development and student achievement. Professional Development is aligned with academic standards and the Comprehensive School Improvement Plan and is based on student achievement and needs assessment data.

Professional development is focused on specific content areas and instructional practices. A representative committee creates a Professional Development Plan which lists SMART goals as well as strategies and action steps to achieve these goals. Data collected from district assessments is used to show evidence of achievement.

Workshops, conferences, and in-services are frequently attended by the staff to stay current on best practices and are focused on staff needs and abilities. Topics include Response to Intervention, Differentiated Instruction, technology, understanding poverty, and classroom management. For the past three years, staff has attended trainings in Missouri Professional Learning Communities and attended the Missouri Powerful Learning Conference.

An extensive amount of professional development has been given to cooperative learning and student engagement. The staff is trained in the Kagan Cooperative Learning and Engagement model and structures can be observed in every classroom. Evidence of cooperative learning and student engagement can be seen in the teacher evaluation system.

With the adoption of current research-based instructional materials and programs, the school receives ongoing training to implement new programs with fidelity. Examples would include training in Math in Focus and the Journeys reading program.

The music teacher is certified in the Orff-Schulwerk Model of music instruction. This approach builds musicianship in all learners through integration of music, movement, speech, and drama.

The art teacher attends the Spring Conference hosted by the Missouri Art Education Association. Conference sessions include assessments, literacy, technology, and math in the art classroom and are aligned to Common Core Standards.

The staff attends in-services focused on technology. Moodle, iPad, and class web page in-services are ongoing in order to support the 21st century learner. The staff has been trained to use Infinite Campus which is a student information system.

Professional development has been utilized to support school safety and procedure. All staff members have been trained in the A.L.I.C.E. model of school crisis response. Training in Crisis Prevention Intervention, Community Emergency Response Teams, and Heart Saver CPR & AED certification has been extended to all staff members to ensure a safe and productive learning environment for all students and staff.

Professional development is continuously evaluated and is tailored to specific needs of the staff and students. This evaluation ensures that the plan remains aligned with the Comprehensive School Improvement Plan, academic standards, and identified instructional strategies. Evaluations determine the effects on student achievement as measured by assessment of student mastery of grade-level expectations.

#### **4. School Leadership**

The school principal models her leadership philosophy on being a Servant Leader. She views her position as existing to serve the needs of others. The students and staff are placed at the center and come first in all things.

The principal hires and retains exceptional teachers. The high academic achievement of the students is a tribute to extremely hardworking and well-behaved children and their extraordinary teachers.

The principal works to eliminate distractions that may impede teaching and learning. She guards time because there is never enough of it. She takes the front line with discipline issues so that the teachers can teach and the students can learn.

The principal sets high academic and behavior expectations. When students are not performing up to expectations, the principal along with the teachers and counselor explore all avenues to identify the problems and create the solutions.

The emphasis is on culture. The principal seeks to empower and encourage. She wishes for happiness to prevail in a trusting atmosphere with everyone working together for a common cause.

Staff members assume leadership roles in the following areas: teaching/learning strategies, curriculum, technology, engagement activities, assessments, data analysis, and mentoring.

Each grade level functions as a team with a team leader. The team constructs an agenda and documents what transpires during the collaborative team meetings. The team gives special emphasis to studying student data and using that data to plan for future instruction.

Four staff members comprise the Professional Learning Communities Leadership Team. This team attends workshops throughout the year at the Regional Professional Development Center.

When a staff member attends workshops or conferences, the information learned is shared with the staff. Communication is imperative to the effective running of the school. All staff members need access to the knowledge gained by the experiences of others.

Blanchard Elementary has received media attention regarding the high achievement of the students. Teachers and principals from other schools and school districts visit the school to experience the culture and observe the teaching/learning practices.

Leadership opportunities are not relegated to the few but are accessible to everyone.

The students are leaders. The students lead their own learning through cooperative learning, self-assessment, and self-reflection. There is a great emphasis placed on written and verbal expression. For example, last year a student wrote a persuasive paper on why the students should have a longer lunch period. His paper was presented at a staff meeting resulting in the adoption of his suggestion.

The Parent Teacher Organization (PTO) has officers that facilitate the parent meetings. The PTO works on behalf of the school planning special events and conducting fundraisers.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>The MAP Grade-Level Assessment Program</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	79	70	74	50	34
Advanced	34	30	23	21	8
Number of students tested	56	66	53	52	53
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	70	66	67	40	29
Advanced	34	24	17	19	7
Number of students tested	41	50	42	43	42
<b>2. Students receiving Special Education</b>					
Proficient and above		43	40		
Advanced		14	10		
Number of students tested	8	14	10	8	8
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	1	2	0
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	1	1
<b>5. African- American Students</b>					
Proficient and above		54	68	40	17
Advanced		19	23	25	4
Number of students tested	8	26	22	20	24
<b>6. Asian Students</b>					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	1	0	0	1	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	1	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	1	0	0
<b>9. White Students</b>					
Proficient and above	84	82	80	57	46
Advanced	29	37	23	20	7
Number of students tested	38	38	30	30	28
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested	9	8	8	5	7
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Scores were not entered for subgroups of nine or fewer students.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>The MAP Grade-Level Assessment Program</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	72	87	79	71	66
Advanced	29	45	38	26	21
Number of students tested	58	47	42	55	56
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	64	86	69	71	66
Advanced	22	31	31	21	21
Number of students tested	45	35	32	44	44
<b>2. Students receiving Special Education</b>					
Proficient and above	64				23
Advanced	18				23
Number of students tested	11	6	5	9	13
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	1	1	1	0
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	1	1	1	1
<b>5. African- American Students</b>					
Proficient and above	50	88	71	59	58
Advanced	14	35	36	11	13
Number of students tested	14	17	14	27	24
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested	1	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Proficient and above	81	90	79	82	74
Advanced	36	52	39	37	29
Number of students tested	36	29	28	27	31
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested	6	8	3	9	2
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Scores were not entered for subgroups of nine or fewer students.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>The MAP Grade-Level Assessment Program</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	75	68	60	52	25
Advanced	52	41	40	15	4
Number of students tested	56	66	53	52	53
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	66	61	55	42	26
Advanced	44	33	33	7	5
Number of students tested	41	49	42	43	42
<b>2. Students receiving Special Education</b>					
Proficient and above		73			
Advanced		27			
Number of students tested	7	11	7	9	7
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	1	2	0
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	1	1
<b>5. African- American Students</b>					
Proficient and above		41	59	50	13
Advanced		15	36	5	0
Number of students tested	8	27	22	20	24
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	0	0	1	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested	0	1	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	1	0	0
<b>9. White Students</b>					
Proficient and above	82	87	63	53	36
Advanced	58	58	43	20	7
Number of students tested	38	38	30	30	28
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested	9	8	8	5	7
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Scores were not entered for subgroups of nine or fewer students.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>The MAP Grade-Level Assessment Program</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	79	83	79	69	71
Advanced	40	51	38	40	43
Number of students tested	58	47	42	55	56
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	73	80	75	68	73
Advanced	27	51	25	36	43
Number of students tested	45	35	32	44	44
<b>2. Students receiving Special Education</b>					
Proficient and above	64				25
Advanced	27				25
Number of students tested	11	6	5	7	12
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	1	1	1	0
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested	1	1	1	1	1
<b>5. African- American Students</b>					
Proficient and above	71	77	79	59	58
Advanced	29	41	29	30	13
Number of students tested	14	17	14	27	24
<b>6. Asian Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested	1	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
Proficient and above	81	86	79	78	81
Advanced	44	55	43	52	48
Number of students tested	36	29	28	27	31
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested	6	8	3	9	2
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:** Scores were not entered for subgroups of nine or fewer students.