U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

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

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

School Mailing Address 500 North Main Street
(If address is P.O. Box, also include street address.)

Leeton   MO   64761-9238
City   State   Zip Code+4 (9 digits total)

County Johnson County

Telephone (660) 653-4731   Fax (660) 653-4315

Web site/URL http://www.leeton.k12.mo.us   E-mail   hshaffer@leeton.k12.mo.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*Mrs. Susan Crooks
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail scrooks@leeton.k12.mo.us

District Name Leeton R-X School District   Tel.   (660) 653-2301
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 Mr. Owen Mudd
(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, write N/A in the space.

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. 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.

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 2012 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: 2013, 2014, 2015, 2016, or 2017.

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 has not been identified by the state as "persistently dangerous" within the last two years.

9. 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.

10. 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.

11. 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.

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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

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

                                         3 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

   [X] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	11	12	23
1	9	3	12
2	11	13	24
3	10	8	18
4	10	9	19
5	12	11	23
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	63	56	119

4.   Racial/ethnic composition of   1 % American Indian or Alaska Native
     the school: 3 % Asian
                                           0 % Black or African American
                                           1 % Hispanic or Latino
                                           0 % Native Hawaiian or Other Pacific Islander
                                           95 % White
                                           0 % 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 2016 – 2017 school year: 12%

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 *to* the school after October 1, 2016 until the end of the 2016-2017 school year	7
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2016	119
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

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

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

7.   Students eligible for free/reduced-priced meals: 65 %
     Total number students who qualify: 77

8. Students receiving special education services: _14_ %

    _17_ 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. It is possible that students may be classified in more than one condition.

_0_ Autism	_0_ Multiple Disabilities
_0_ Deafness	_0_ Orthopedic Impairment
_0_ Deaf-Blindness	_1_ Other Health Impaired
_0_ Developmentally Delayed	_2_ Specific Learning Disability
_1_ Emotional Disturbance	_12_ Speech or Language Impairment
_0_ Hearing Impairment	_0_ Traumatic Brain Injury
_1_ Intellectual Disability	_0_ Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: _9_

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

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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   _9:1_

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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 X

    If yes, select the year in which your school received the award.

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

We will create a positive and safe learning environment that will provide opportunities for students to become lifelong learners.

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

PART III – SUMMARY

The Leeton R-X School District is surrounded by a small but strong community in Central Missouri. Leeton township proper is home to 566 community members, while the Leeton District is home to some 1,800 residents. The Leeton R-X School District covers 74 square miles. Currently, Leeton R-X School District is home to 330 students ranging from Kindergarten to grade 12. Of the 120 elementary students the school serves, 64% of these students receive free or reduced breakfast and lunch. Farming is an essential part of our community. Although our community is small, there are several businesses besides the school that call Leeton home. These businesses include a small newspaper, bank, cafe, lounge, convenient store, feed elevator, automotive shop. While these businesses offer some employment opportunities, the majority of working adults commute to neighboring towns for employment. Leeton also has a small town history museum and five churches.

The Leeton R-X School District has a rich history that dates back 100 years when three small, one room school houses were consolidated in order to provide a four-year high school for the students within the community. During the early 1970's the district housed a neighboring school while they rebuilt after a fire destroyed their building. Leeton R-X School District continues to cooperate with other surrounding school districts in order to serve our students in the best way we can. Our school teams up with our neighbor to the west, Chilhowee, to provide enough students for both a football and baseball team. We also work with our neighbor to the southwest, Shawnee Mound, to house and provide after-school care in cooperation with the Boys and Girls Club of West Central Missouri.

In Leeton, we are always looking towards the future, and it is with the future in mind that our school and community work towards creating safe and modern buildings for our students to call home. In 2007-2008 we built a new library and classrooms. With this new library, we are able to become a sister branch of the Trails Regional Library that serves Johnson and Lafayette counties. Becoming a branch of Trails Regional allowed the school to not only serve the students but the community at large. The library is now open to the community three nights a week. The latest additions to the school were completed in 2015-2016 with the building of a new elementary office that includes updated security measures. The additions to our school have allowed the needed space to continue to offer courses, programs, and activities as well as increased safety.

Bulldog pride and tradition flows throughout the school and back into the community. With events such as the annual Halloween parade through town, homecoming, Grandparents and Veteran's Day celebrations and the Christmas and spring music concerts, the community is always a large part of the school's success. Students from the elementary and high school perform for the Leeton community SOS (Serving Our Seniors) a few times each year. Several multi-generation families have graduated from Leeton and we tend to see past graduates come back to work in our schools in a variety of capacities. Once a Bulldog, always a Bulldog!

In turn, the community supports the students with activities and encouragement for academic growth. The local bank awards students monetarily for A's and B's on their grade cards. This same bank also gives back to the school whenever patrons of the bank use their debit card.

The local Lions Club provides students with glasses, backpacks and school supplies every year. The Lions Club also supports a summer baseball/softball program and basketball tournament. While there is a fee to participate, the Lions Club is there to help if a child is unable to pay.

In 2010, Leeton Elementary administration, teachers, and staff chose to launch our Positive Behavior Intervention and Supports (PBIS) program in order to support students beyond academics. Our PBIS system is constructed to help the students focus on the following behaviors; being a Positive Thinker, Accountable, Well Mannered and Safe Learner (PAWS). This practice encourages students to become a positive learner and role model to others. The students are recognized by the teachers and staff for their PAWS behaviors daily. The students earn tickets from the kitchen staff, custodians, bus drivers, teachers, and paraprofessionals. Throughout the year our PBIS committee plans celebration activities and awards the

students for using and exhibiting these positive behaviors.

We at Leeton believe that, although our school is small, our pack is mighty. With the support of our community, the students, teachers, administration, and staff build toward a brighter future for each other. We will continue to work for each other in the years to come because Bulldogs are tenacious and never give up.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Leeton Elementary, we believe our curriculum is an ever-changing instructional tool. Three years ago, core instructional teachers met to identify their top 10 learning standards. Through this process, teachers collaborated to identify skills that their students would be expected to master in order to set the students up for success during that school year as well as preparing them for future years. During our first year, we focused on identifying our top 10 mathematics standards. The following year, we focused on language arts followed by science and social studies. On a regular basis, especially when Missouri Learning Standards have been changed, elementary teachers work in grade level groups to review their top 10 standards in each subject area in order to comply with state standards.

During our district Professional Development, time is set aside for staff to work on developing curriculum maps and pacing guides. These tools help guide elementary teachers throughout the school year, providing a focus on essential and critical thinking questions as well as mapping out appropriate amounts of instructional time for student learning.

Curriculum materials are adopted on a rotating basis to ensure the most up to date materials are available for staff and students. In any given school year, the district funds that are available for textbook adoption does not cover the cost of materials for our entire building. Therefore, we strive to think outside the box to find ways to purchase these needed materials. When choosing new curriculum materials, a variety of factors are considered. Some of the most important factors include a focus on our State Standards, including our top 10 learning standards, as well as opportunities for students to think critically and be engaged with technology resources.

Technology is an important aspect of our curriculum. Our elementary building currently has 85 Chromebooks, just shy of being 1-to-1, 12 Promethean boards, as well as a variety of other technological tools. Teachers use these tools to reinforce skills being taught, fill in any skill gaps that may exist as well as monitor student growth.

Developing students' foundational skills is a key benefit of identifying our top 10 learning standards in each core subject area. This process allows us opportunities to ensure that key foundational skills are taught at appropriate grade levels. Additionally, it prevents key skills from being left out of the curriculum in any grade or subject area.

Our English Language Arts (ELA) program, in the early grades, focuses on the 5 components of reading: phonics, phonemic awareness, fluency, vocabulary and comprehension. By having a strong reading foundation, students are better equipped to transition from learning to read to reading to learn. Teachers in the upper grades build upon these foundational skills and further our student's knowledge base by introducing more complex reading skills.

The mathematics curriculum utilized at Leeton Elementary builds strong number sense in the early grades which ensure students can problem solve when faced with more complex mathematics problems. Students who develop a strong number sense will be able to work through multi-step word problems, but more importantly understand the mathematics process as well as the concept, which leads to an increased depth of knowledge.

While Science and Social Studies are often included in other curriculum areas, especially in the early grades, there is still a focus on building content-specific vocabulary. By building foundational vocabulary in these subject areas, it allows our students to grasp the concepts needed to be successful in future grades.

The Leeton R-X School District has an early childhood center on campus; however, it is not considered part of the elementary school. We recognize the importance of collaboration between our Kindergarten teachers and our early childhood staff. Preschool teachers develop curriculum opportunities that ensure a smooth

transition from the early childhood center to Kindergarten.

We believe that our curriculum challenges the students to develop a problem solver mindset and apply problem solver strategies throughout their education. We work very hard as a team to help the individuals in our classroom by providing a rigorous and challenging curriculum. As a school, we are always looking for new and updated resources to help our students achieve these goals.

2. Other Curriculum Areas:

Leeton Elementary shares a full-time Art, PE, and Music teacher as well as a librarian and counselor with our secondary building. However, with creative scheduling, all students, K-5 have the opportunity to be in what we call SAILs (Specialized Area of Integrated Learning) for 55 minutes a day on a rotating basis. SAIL classes allow students to be exposed to new experiences and use talents that might not show themselves in the regular classroom.

The regular classroom teachers communicate objectives they are working on to SAIL teachers in order to provide cross-curricular support in learning objectives. Since our Principal and Superintendent have both been in the classroom, they know the importance of updated resources and reinforcement of objectives when possible.

Our school counselor is a full time shared position between the elementary and secondary schools. The students have an opportunity to share more personal experiences and build problem-solving skills during the time spent with the counselor. The counselor meets with each grade level monthly but is also available for one on one time with students as needed.

Our library curriculum includes opportunities for students to build a love for reading, develop library media skills as well as introduce and reinforce computer skills. Keyboarding skills, content area skill reinforcement and internet safety are often go to lessons included in our computer curriculum. While we do not have a full-time technology teacher, Leeton Elementary does have a computer lab that is equipped with 25 computers in order to allow students access to programs that build essential foundational skills in computer technologies. Like other SAILs teachers, our library media specialist incorporates the development of essential skills from other curriculum areas into her lessons.

Each student that passes through the art room at Leeton Elementary is taught the basic concepts and skills relating to art. Students learn the elements and principles of art as well as art history, cultural appreciation, and techniques related to art creation. The art program strives to help students build their critical thinking and problem-solving skills. Additionally, students in the art program learn to build from their mistakes and to keep moving forward even in the face of adversity. The skills taught in the art room are key to creating not only successful students but global citizens as well.

Another area of fine arts offered to students at Leeton Elementary is vocal music. Music helps children to develop self-confidence, social skills, and teamwork. Singing helps to improve language, vocabulary, and speech by spending time working on learning new words and their meanings as they are introduced in songs. Additionally, rhythm development is very closely tied to upper elementary math skills, reinforcing concepts such as fractions when discussing note values and subdivision.

Building the habit of a healthy lifestyle is important in our elementary physical education classes. Our PE coach strives to incorporate activities that build a life-long love of being active. Additionally, she collaborates with other classroom teachers to identify areas that can be supported in PE. It is not uncommon to see our students participating in letter identification relays or fact mastery games during their physical education classes.

Incorporating SAIL classes into the curriculum at Leeton Elementary is a vital component of the education of the whole child. We believe that by including and developing foundational skills in these areas, it provides opportunities for students to learn and grow in a variety of ways.

3. Instructional Methods, Interventions, and Assessments:

Providing sound instructional methods with appropriate supports for students is another essential component of meeting the needs of all learners. One of our core values focuses on putting what's best for kids first; simply put, every student, every day.

Five times throughout the school year, Leeton Elementary has team meetings. During these meetings, grade level teachers, Title I teachers, special education teachers and the building principal meet to discuss student progress and develop action plans for their growth and success. A variety of assessment tools are utilized in order to get the best snapshot of student performance. These include statewide assessment data, curriculum-based unit assessments, Catapult Evaluate assessments, STAR, easyCBM, Developmental Reading Assessments (DRAs) and other content area skills inventories.

In addition to team meetings, teachers regularly review classroom data on academic assessments. Each teacher examines standards students have not yet mastered and compares this to their planned curriculum, making adjustments as needed. Many teachers often utilize classroom assessment data to goal set with students, encouraging students to take charge of their growth and learning.

Supports utilized for students who are not demonstrating appropriate growth either academically or behaviorally include Title I Reading support, Success Club tutoring, individualized academic plan development and PBIS supports, such as check-in, check-out, a strategy that helps build relationships between identified students and a staff member to work on behavior monitoring.

If after supports have been put in place, students continue to display difficulties, Leeton Elementary has several staff-based committees to further examine the best action plan needed to promote student success. SAFE (Student Achievement through a Family of Educators) is a committee that discusses students who are in need of academic help. This committee is utilized as our special education pre-referral process. Other individuals are contacted to provide input and suggestions, which includes parents, speech, occupational and physical therapists and our school counselor. Additional data is collected and reviewed to determine changes needed in their academic plan to ensure success. Leeton Elementary also has a B-SAFE (Behavioral - Student Achievement through a Family of Educators) committee which identifies those students with behavioral issues and works to develop success plans. The same type of procedure as SAFE is conducted in this committee.

Leeton Elementary also recognizes our students who achieve above grade level. These students participate in the gifted program that is geared to challenge students who show evidence of high-performance capabilities in certain areas. These areas include: intellectual, creative, artistic, and leadership. Students in grades 3-5 must meet the qualification criteria set by the state. Students in K-2 are in an introductory program to make sure the gifted program is a good fit for them. These students participate in Shining Stars, which is taught by our gifted instructor. Admittance into this program is based on teacher recommendation and is designed to challenge students in areas they would not normally study in the classroom.

In addition to our gifted program, we also offer accelerated tracks for students who are demonstrating above grade level achievement in specific subject areas. For example, if a student is in 1st grade, but is currently reading multiple grade levels above their peers, this student is evaluated to determine if they should participate in coursework at a grade level that is appropriate to continue excelling their learning. This decision is made in collaboration with teachers at both grade levels, parents, and the building administrator.

Our school has been identified as a high performing school. In order to maintain high levels of student achievement, our staff must consistently reflect upon instructional practices, content area curriculum, and assessments utilized to show student growth. Another one of Leeton Elementary´s core values states that we will strive for excellence in all we do. Therefore, staff believes in a mindset of continual growth, while going the extra mile to help all our students be successful.

1. **School Climate/Culture:**

At Leeton Elementary we have many programs that encourage and motivate students to strive to do their best. Students in grades K-2 participate in our Reading Rocks program which focuses on motivating students to build strong reading and writing habits. This year's program is designed to show students how reading and writing fit in a variety of career paths. Students work in multi-age groups during our Reading Rocks celebration days to participate in various station activities.

Our Read to Succeed program is geared to motivate students in grades 3-5 to make reading a part of their daily lives outside of school. Students choose books that are tied to Accelerated Reader (AR) points. Each grade has a goal they are working to achieve. The AR program is based on reading and passing comprehension quizzes to earn points. Each semester a celebration takes place to celebrate students who have met their goal.

Additionally, we encourage and support our young learners through our PBIS program, PAWS, in order to teach and reinforce positive behavioral expectations. Our PAWS system helps support students both socially and behaviorally by reinforcing expected behaviors, recognizing student success, and celebrating their achievements on a quarterly basis. Our PAWS program also identifies and builds support for students who are struggling to demonstrate expected behaviors.

Students and staff also have the opportunity to recognize and encourage one another for a variety of achievements. Students and staff may write a message, called a shoutout, to recognize someone for demonstrating excellent PAWS behavior, for going above and beyond what was asked or just helping to make our school a better place. During our morning announcements, these shoutouts are shared for everyone to hear. We also recognize birthdays, academic success, attendance, or contributions to other programs students are a part of within our school community at this time.

At Leeton Elementary there is a sense of community among staff, students, and parents, which helps with student success. Our building leadership team develops creative ways to show appreciation for staff and help build positive morale. These include luncheons, treats in the office, team building activities, being relieved of a duty for a day, the prized "jeans day" and Sonic drinks. Leeton's climate and culture draws educators and staff to become a part of a great school tradition.

2. **Engaging Families and Community:**

The Leeton R-X School District and surrounding community work hand in hand to ensure student success and school improvement. We find that partnering with community organizations fosters a shared opportunity to develop the young individuals in our community.

Relationships with the Leeton Lions Club provides glasses and school supplies to students who are in need but cannot afford them financially. They also sponsor a summer softball and baseball program, encouraging students to be active.

Our community and school also partner with Harvesters, a regional food bank, to provide food to students and families in need. Weekly, the BackSnack Program from Harvesters provides food in a backpack for students over the weekend. Additionally, Harvesters comes to the Leeton Christian Church once a month to distribute free food to the community. Volunteers from school clubs, community organizations, and church groups work on a rotating schedule to distribute food. Support from organizations like these helps to provide the basic needs all students require to be successful.

Engaging parents as active members in their child's education is another important part of our achievement. Family nights at the school are organized to provide families an opportunity to be engaged with their child. Our family nights provide fun learning activities for students as well as provide informational resources to

parents. Parents are invited to parent/teacher conferences in the fall of each year, and then on an as-needed basis as the year continues. Additionally, parents volunteer to be part of an advisory team, which looks at parent survey results and develops action plans to address areas of concern. This committee also acts as our executive committee for our parent organization, Community of Parents and Educators (COPE). This group helps organize funding for field trips, technology, playground equipment, classroom teacher requests, Young Author's entry fees, and chick incubators from the Missouri Extension Office.

Leeton Elementary utilizes a variety of communication tools to communicate student successes and challenges such as student planners, parent email or phone call, and conferences. Building-wide communication includes classroom newsletters, email, school website, Facebook, SimplyCircle, School Messenger, and of course word of mouth to share achievements within our school. Based on feedback parents have provided, the preferred method of communication is through email and phone call, therefore, we still strive to reach out to parents utilizing these formats.

3. Professional Development:

Growing educators is a phrase that is often used at Leeton Elementary. We believe that everyone has room to grow and we all have a responsibility to be reflective and seek out opportunities to be the best we can be.

Our Professional Development (PD) Committee is charged with evaluating student and staff data in order to provide growth opportunities for both teachers and administrators. We utilize staff evaluation and student achievement data as well as our Comprehensive School Improvement Plan (CSIP) to identify building wide professional development needs. For example, during the 2017-2018 school year, our focus was on increasing students' critical thinking and problem-solving skills. It was decided to select a book study to examine strategies to support teachers in incorporating critical thinking and problem-solving questions during daily lessons. Our PD committee examined a variety of sources online, via our Regional Professional Development Center (RPDC) as well as professional literature.

Individual growth is just as important as building growth. Our PD Committee and administration recognize, like students, every teachers' professional needs vary greatly. Each year, staff are asked to establish a professional goal for themselves. This involves reflecting on classroom observations, student performance, and administrator feedback to establish their greatest need. Several times throughout the year, teachers are asked to pause and examine the goal they identified, celebrate successes they have achieved so far or make adjustments as needed. During this time administrators seek to find ways they can individually support the teacher. Often teachers select areas of growth that require support from multiple sources. It is not uncommon for Leeton Elementary staff to observe one another, go to another school to observe, or attend a workshop or conference to support them in achieving their goal. Additionally, administrators are also asked to identify a professional goal each year. This goal is selected based on student achievement data, and evaluations conducted by the staff and superintendent. Like teachers, administrators utilize a variety of professional growth opportunities to strengthen their skills set, which ultimately impacts students and staff.

Being an educator is an extremely tough profession, especially during the first several years of service. The Leeton R-X School District recognizes the added need to support teachers during their first two years in education, therefore, a professional development opportunity, called Survivor Series, was born. Survivor Series is a two-year program designed just for first and second-year educators and is open to teachers from any district in the surrounding area. This program provides opportunities for skill strengthening, strategy support and networking needed to assist teachers in some of the most critical years of their career through mentoring, workshops and discussion.

The ultimate goal of any professional development lies at the heart of growing students. By providing opportunities for our staff to work collectively on building-wide goals as well as fine-tuning goals each individual teacher has, we believe we will have the greatest impact on our students.

4. **School Leadership:**

Every student, every day can sum up the leadership philosophy at Leeton Elementary. Leadership decisions, whether made by the building principal, our building leadership team, or other leadership committees, all focus on what is best for our students.

Part of our building leadership philosophy also involves building a team atmosphere. Whether it is our building administrator, our leadership teams, or a teacher leader, we recognize that providing opportunities for students to be successful comes from working with a team of individuals.

No one person is solely in charge of our school leadership. Many staff, students, and parents all play a role. Our elementary principal works to build teams of teachers who work collaboratively with one another to put students on the road to success. The elementary principal makes time for teachers to have TEAM meetings to discuss student progress and develop action plans for students. Another part of her role includes ensuring staff are aware of and implement district policies and procedures, such as adopted curriculum and safety measures.

Leeton Elementary's Building Leadership Team (BLT) also plays a role in not only reviewing programs that impact student learning and success but also focuses on building a positive climate and culture for our staff and students. In the past, our BLT asked staff to complete a variety of inventories ranging from how they deal with conflict, their language of appreciation, and general getting to know you questions. The goal of these activities was to gather information about each member of our team in order to gain a better understanding of each staff member and how we can support one another. Our BLT has also reviewed programs and policies such as our honor roll system, which led us to review our grading practices building-wide. Through these conversations and information gathering, changes have been made to assist teachers to evaluate what our students know as well as how we share student progress with students and parents.

At Leeton Elementary we also have a variety of other leadership committees and teacher leaders who contribute to achieving our shared leadership philosophy focusing on student success. We have committees who evaluate our reading curriculum to ensure staff has the resources necessary to support students in English Language Arts. There are other committees which focus on our reading incentive programs and our PBIS program, all with the end goal of supporting each students' success. Beyond committees, there are teacher leaders who individually support other staff members as mentors, aide with technology, student behavior, and content area strategies.

Just as our district builds relationships and establishes multiple opportunities to support our community as a whole, our building fosters relationships and establishes multiple leadership roles and opportunities to support every student, every day.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

At Leeton Elementary, we feel one practice which has allowed us to excel is focusing on data-based decision making, which in turn impacts each student's success. Utilizing our building, staff, and student data allows us to make more informed decisions.

Data that is collected and used on a consistent basis examines multiple factors which impact student and school success. Whether it is our statewide assessment data, curriculum assessment data, student behavior data, parent and student surveys, or staff evaluation feedback, all data pieces focus on developing the best program and opportunities for our students.

Student achievement data is only one piece of the data puzzle; however, it tends to be the type most readily available. Students in grades 2nd-5th take monthly Catapult Evaluate assessments, while K-1st grades take quarterly assessments in order to provide progress monitoring data to staff. While other curriculum-based assessments and inventories are used, these building-wide assessments provide more in-depth information of student mastery on standards taught and in turn help guide instruction and student support. Many teachers, especially at upper grades, involve students in the data review process, helping students recognize how their effort directly correlates to their achievement or lack thereof. Students monitor their progress and can celebrate when they show growth.

Another data piece we look at monthly is our PBIS student discipline data. These data helps us identify problem areas and develop plans to reteach and reinforce building expectations. PBIS data is also used to identify specific students who may need additional support in order to be successful behaviorally, socially, or emotionally. Our PBIS team establishes interventions, which include things such as a check-in/check-out system, counseling support, and other behavioral/social/emotional strategies to help students be successful such as sensory breaks or structured cooldown breaks.

Several times throughout the year, we also collect staff, parent, and student survey data. These data is another important piece in exploring all factors that contribute to student achievement and success. These surveys provide insight in knowing how we can better support parents with their child's education, gather students' perception of each teacher, as well as identify areas we can grow both instructionally and from a leadership aspect.

In the end, the use of a variety of data pieces helps us gain a better picture of what each students' needs are. This provides the opportunity to identify strategies we can implement for increased student success. By consistently setting aside time to review the data, we are better able to make decisions that are best for our students and our school.