

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

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

School Mailing Address 510 South Oronogo  
(If address is P.O. Box, also include street address.)

City Webb City State MO Zip Code+4 (9 digits total) 64870-2504

County Jasper County

Telephone (417) 673-6040 Fax (417) 673-6041

Web site/URL https://www.wcr7.org/ef E-mail dallen@wcr7.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Anthony Rossetti E-mail trossetti@wcr7.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Webb City R-VII School District Tel. (417) 673-6000

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

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

## PART II - DEMOGRAPHIC DATA

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

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

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

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	90	115	205
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 or higher	0	0	0
<b>Total Students</b>	90	115	205

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 8 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 80 % White
  - 8 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 11%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2020	183
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

Spanish

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

5 Total number ELL

7. Students eligible for free/reduced-priced meals: 44 %

Total number students who qualify: 90

8. Students receiving special education services with an IEP or 504: 12 %  
25 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>3</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>3</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>8</u> Specific Learning Disability          |
| <u>3</u> Emotional Disturbance   | <u>8</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
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., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	96%	97%	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 2021.

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

Empower all children to acquire the knowledge and skills they need to be successful lifelong learners and to develop responsible citizens who are confident, self motivated, and positively impact tomorrows world.

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

<https://www.wcr7.org/cms/lib/MO50000175/Centricity/Domain/1109/2100%20Nondiscrimination%20and%20Student%20Rights.pdf>

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

Moved from 3rd grade.

## **PART III – SCHOOL OVERVIEW**

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Eugene Field Elementary school located in Webb City, Missouri, was originally built in 1904 as a four-room schoolhouse. This school served the community until October 18, 1954, when the current Eugene Field school opened its doors. Eugene Field Elementary School continues to serve the Webb City community today and houses approximately 200 fourth grade students each year.

Always a staple in the community, Eugene Field has multigenerational faculty, staff, parents, and students who are part of the school. In fact, the current principal and many of the staff attended Eugene Field. It is not uncommon for Webb City graduates to remain as active members of the community, serving on various boards and committees and taking on leadership roles. Our graduates continue to give back to the school district by volunteering to mentor, coach, and foster relationships, which all impact our current students and future graduates throughout their school career.

Many facets and components contribute to Eugene Field's overall success. Having very little turnover in the staff has provided a strong foundation for instruction. In the past few years, implementation of a Response to Intervention system has provided support to all students, while meeting their needs at tiered levels. The Title I program focuses on students struggling with reading and math, and has been a significant contributor to the success of Eugene Field students. Behavior Intervention Support Team (BIST) is used to support classroom management and the behavioral expectations of the building. Using common language, visual posters of expectation, and classroom techniques has provided consistency for students.

Eugene Field has additional programs that make it unique. Business and faith-based partners are an integral part of joining the school with the community. School partners provide support with character building, help with fourth grade graduation celebrations, provide school specific wrapping paper, as well as real life experiences from visiting a factory to safety lessons. Cardinal Muscle is a door greeting program that focuses on relationship-building between students and male community members. Each morning Cardinal Muscle participants hold the door open and greet students as they begin their day at school. Another way our school provides an opportunity for students to connect real life/real world experiences is through the STEM classes offered each week. Students are encouraged to think outside the box, to communicate and work together collaboratively, and to revise and improve final projects.

During Covid 19 shutdown, Eugene Field continued with curriculum and created opportunities for learning and connection for students. The school provided daily instruction written by teams of teachers each week including activities in reading, writing, math, science/or social studies. A choice board of activities was also included each week, which focused on specials curriculum, including art, music, PE, counselor, and library activities. During each week, packets of activities were distributed at the school, posted on social media, and found on our district website. Class meetings, scavenger hunts, and celebrations through Zoom meetings, along with car parades around town were all implemented to help students stay connected with their teachers and the school. These activities helped meet the social emotional needs of students and faculty alike during a stressful time. Teacher and staff volunteers packed numerous breakfasts and lunches daily to meet the nutritional needs of our students during shutdown.



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

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

Eugene Field Elementary School's core curriculum in English language arts, math, science, and social studies is aligned to the Missouri Learning Standards. The district emphasizes priority standards, or essential standards, that all students must learn. Curriculum teams at each grade level meet to dissect standards, create lessons based on research-based strategies, and focus on creating engaging lessons for all students. Lessons utilize learning styles, differentiated instruction, and cooperative learning. We believe that curriculum needs to be written, taught, revised, and refined each year. All subjects contain formative and summative assessments in each unit. The district uses standards-based grading to ensure that all standards, especially our priority standards, are taught and assessed. The standards-based grading also allows teachers to pinpoint standards that need more attention and reteaching. Many classrooms utilize small group instruction in reading, writing, and math to meet the needs of students. Small group instruction focuses on what students need to be successful and provide scaffolding to reach the high rigor of the standards. With Covid 19 affecting our in-person instruction, the use of Canvas as an LMS has been implemented. Students have the opportunity to take assessments and complete assignments in a blended learning model. When opportunities arise for at home learning, Canvas is an option to paper-pencil activities.

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

The English Language Arts curriculum is created around the philosophies and practices of Making Meaning by the Developmental Studies Center. Curriculum teams have taken the Making Meaning base and created reading lessons that incorporate comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons also include evidence-based teaching practices as well as classroom assessments. Formative and summative assessments inform instruction of standards and provide intervention for those not mastered. Summative assessments are discussed at core team meetings to provide evidence that students are mastering standards and to also provide opportunities to add lessons or adjust lessons to best fit our assessments. Students interact with complex text and have actual books in hand for almost all lessons. They also have access to classroom libraries and school libraries. Students at Eugene Field have blended learning with a 1:1 ratio of Chromebooks and use them to enhance their reading curriculum. Technology integration uses mixed media, Google applications, as well as Canvas, allow students to go in depth with reading and reading activities. Our writing and language arts curriculum is created by teacher teams following the Missouri Learning Standards. Students have opportunities to write a variety of pieces in different genres and present their compositions in a variety of media. The curriculum embeds the language arts standards within their writing to provide authentic practice through their writing.

Eugene Field also utilizes the Renaissance Learning Accelerated Reading (AR) Program, in conjunction with STAR Reading Resources, to encourage a love of reading, while tracking comprehension and fluency. AR provides the ability to have students read books in their optimal range as well as challenge them to read more challenging texts. Teachers use the data from AR and STAR to track student progress on specific standards and to progress monitor growth throughout the year. We use this data for small group instruction, Title I services, as well as for classroom and Tier 3 interventions.

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

Eugene Field uses The Everyday Mathematics series from the University of Chicago School Mathematics Project as the base of their mathematics curriculum. The district has used this program for 21 years and teachers are trained in use of the program and teach the program with fidelity. Formative assessments and quick checks are woven through each unit with a summative assessment at the end of the unit. As with reading, formative and summative assessments drive classroom instruction, and curriculum needs, as well as

small group and intervention services for students that have not met benchmarks. Students are given opportunities to use manipulatives and play games as part of the curriculum. Providing hands-on activities allows students to retain information and gain an understanding of number sense. The series also emphasizes the Standards for Mathematical Practice, and these standards are embedded throughout the curriculum. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. There are multiple opportunities to differentiate the curriculum, provide enrichment opportunities, as well as multiple day lessons that challenge students to find multiple ways to solve real world problems.

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

Science curriculum is aligned to the Missouri Learning Standards and follows an inquiry-based approach mirroring the Next Generation Science Standards. Teams of teachers were trained in the inquiry-based lessons and created lessons to match the standards. A hands-on scientific approach with experiments, hypothesis, conclusions, and variables are all part of the science curriculum. The curriculum focuses on three units: Motion and Design, Land, and Water. Each unit has formative assessments as well as a summative assessment for students to show their understanding of the concepts. Vertical teams also work to make sure there is consistency between the grade levels to prepare students for the Missouri Assessment Program Science test in fifth grade.

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

The Social Studies curriculum focuses on Economics, Government, the American Revolution, U.S. Regions, and Early Settlements. Aligned with the Missouri Learning Standards, each unit provides rich content that engages students while learning fundamentals of social studies. Units contain projects and activities that allow students to show their understanding of the social studies curriculum. The curriculum does not just focus on learning facts, but how to apply their knowledge of the content and to integrate the curriculum with other subjects when it can.

#### **1f. For secondary schools:**

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

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

#### **Art**

At Eugene Field Elementary, students receive one 60-minute art class per week. All students analyze, discuss, and create a variety of art. Students learn about artists and cultures through works of art. Throughout the year students practice techniques, learn about art principles and elements, and use a variety of mediums. Math and social studies are incorporated into lessons to ensure a well-rounded education. Students develop more advanced skills over time to improve their artistic skills and foster an appreciation for art.

#### **Physical Education**

Our students attend physical education class twice per week and health once per week. In physical education class, the emphasis is on locomotor skills, team sports, manipulative skills, dance, cooperation, and leadership skills. In health, students learn about body systems, nutrition, hygiene, risk-behaviors, and social and emotional health. Math, language arts, test preparation, and critical thinking are integrated into both physical education and health.

At Eugene Field Elementary, students receive library instruction every other week, and it is open daily for checkout. Students visit the library frequently to check out books and take Accelerated Reader quizzes. Library lessons focus on research and literacy skills that are found in the Missouri Learning Standards. The librarian helps promote literacy throughout the school and assists teachers in incorporating literacy and technology into their lessons.

## Music

Eugene Field Elementary students attend music class twice per week. In music, the focus is on performance, musical knowledge, and theory. The lessons include singing a variety of songs, playing various classroom instruments, expressive movement, reading and performing rhythms, composing, listening to and analyzing songs, and understanding different components of music. Our students also get the opportunity to perform for an audience once per year. The students work on performance skills, responsibility, and confidence building skills as they spend weeks preparing for this performance. Music involves many other areas of study including math, language arts, history, reading, and science, which makes for a well-rounded educational experience.

## STEM class

Every week at Eugene Field, students attend STEM class. Lessons use the foundational science and math that are built into their classrooms to develop a better understanding of the world around them in a more hands-on environment. From 3D design and printing to getting up close with nature, the STEM class sparks critical thinking and problem solving while offering a safe place to try new things.

## Counselor

The counselor teaches bi-weekly lessons at Eugene Field. Lessons are designed to improve a range of academic, social-emotional, and behavioral outcomes relevant to the needs of our students. Lessons not only focus on school issues but also real life issues that affect 4th grade students as they grow and mature. The counselor collaborates with teachers, parents, and community partners to meet the academic needs and promote educational growth. The counselor also collaborates with community partners and agencies to meet the needs of students' families during the Christmas holiday season and in times of financial hardship.

## 3. Academic Supports

### 3a. Students performing below grade level:

Students who perform below grade level on benchmark assessments receive targeted instruction through the Title I program. This government-funded program uses small group instruction in a pull out setting to help struggling readers in the foundational areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each student is given the Renaissance STAR Reading test, a benchmark assessment, five times a year as well as an oral reading fluency assessment three times a year within a predetermined window. After each assessment window, the Title I coordinator collaborates with teachers to analyze data and determine what services students will receive. Students who fall in the basic and below basic categories are identified as "At Risk" and are pulled out for thirty minutes for small group instruction taught by our Title I staff.

Eugene Field also uses the Response to Intervention model to meet each student's needs. Teachers create math and reading lessons based off of data collected from the Missouri Assessment Program and district wide summatives. Students are given a pretest and put into small groups based on their scores. After students receive targeted instruction, a posttest is given, and the data is analyzed to determine what the next step will be in closing the achievement gap.

Additional interventions are put into place for students who are still not making progress. These students are brought to the intervention team and a one-on-one targeted intervention is put into place. Once the team

decides on an intervention, an interventionist gives the pretest and works with the student for multiple sessions. At the reevaluation point, a posttest is given to see if the student is making progress. The intervention team will then meet again and analyze this data to see what the next step will be in helping each student succeed.

### **3b. Students performing above grade level:**

In the Response to Intervention model, students who have mastered topics are put into groups to support advanced learning in a faster paced environment. Students either work through a self-directed module or receive direct instruction. Using this tiered method helps each student with their educational needs and keeps them challenged and engaged for continuous learning.

Gifted students attend an additional gifted program one day per week. This program motivates students and helps them to make continuous progress throughout the school year. Students conduct research and analyze information to create projects in a collaborative group or independent setting, in addition to a curriculum that incorporates math, reading, science, and social studies. Each of these opportunities lets students invest and self monitor their own learning in an enriching environment.

Other interventions that are used by the classroom teachers to challenge students include self-directed learning, independent study, literacy book clubs, and research projects. Each of these strategies provide higher order thinking and promotes creativity.

### **3c. Special education:**

Eugene Field's special education program provides support for students who have speech, language, social, physical, and cognitive delays. Each student has an individualized education plan with goals that are agreed upon by the child's parents, teachers, and other team members. Students are placed in a pull-out or push-in setting based on their educational needs. Those who are in a pull-out setting are grouped based on their individualized areas of needs. Within these small groups, students work on individual goals through direct and individualized instruction, math, and literacy rotations, and technology programs. For some students, being in a push in setting is more beneficial. In this case, the special education teacher collaborates and co-teaches with the regular classroom to meet their individual needs. In both of these settings, students are not only working on their individual goals, but are constantly being exposed to fourth grade curriculum. The special education teacher is able to differentiate and go at a much slower pace than what they would receive in the regular classroom setting. By integrating fourth grade curriculum into their lessons, students are much more prepared for state testing at the end of the year.

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

At Eugene Field only three percent of our population are English Language Learners. Even though our population is low, we have many academic interventions and programs in place to support them in the regular classroom. All of our ELL students come from Spanish-speaking homes. Although most of our students can speak English, we do have some that only speak Spanish. The ELL staff meets with these students twice a week. These ELL staff members push into the classroom during their math or ELA time. Other times they work with them individually. The ELL coordinator has also provided materials for the classroom teacher, for the Title I teacher, as well as translated documents for parents. Every day for thirty minutes, each Spanish-speaking student is pulled out of the classroom to work on word recognition and listening comprehension with the Title I staff, as well as vocabulary throughout the content areas. These students also have access to a computer program called Imagine Learning. By using this program students are able to work at their own pace and have individual success in all content areas.

Many of our ELL students who speak English work in small groups, have preferential seating in the classroom, learn content-enriched vocabulary, and are continually monitored by our ELL Coordinator to make sure that they are making progress. Some of these students are pulled out for Title I services for reading. During this time they work on phonemic awareness, phonics, vocabulary, fluency, and comprehension.

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

Our goal at Eugene Field is to help students have academic success no matter the situation. Although Eugene Field does not have any migrant students, we do have a small percentage of students who are considered homeless. Many of these families have fallen on economic hardship and have had to move in with other family or friends. One way we provide support for these students is through the Title I program. Not only do students receive Title I services each day, but parent resources are sent home with students. These resources consist of books, math manipulatives, literacy activities, and newsletters. The students also take part in our PALS (Partners Assisting Little Students) program. The PALS program sends high school students over five times a year to tutor and socialize with students who either struggle academically, behaviorally, or socially. This one-on-one time helps students form a close relationship in addition to its benefit to their academic success. Our SMART Club tutoring program is another intervention used to help students who may not receive academic support at home. Students stay after school one day a week with a certified teacher and receive direct instruction in math and literacy. They are given time to practice these skills, which helps them become more confident in their learning.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Eugene Field Elementary School students are encouraged and motivated to succeed each day starting with a door greeting from our teachers and Cardinal Muscle volunteers. From the moment students walk into school, they are greeted at the door, spoken to by teachers, and served breakfast by staff who care about kids. When in the classroom, students are engaged in hands-on activities, incentives, and experiences that bring learning to life.

The school also provides monthly character trait assemblies that allow community members as well as special staff to talk about the character trait of the month. Students are rewarded for showing that month's character trait and recognized in front of the school with their parents/grandparents in attendance. Other assemblies that pertain to behavior and good citizenship are also provided.

Our librarian also incentivises students to read and reach reading goals with "All Star Reading." There are several levels that students can complete with increasingly motivating prizes at each level. All Star Readers are not only awarded for books read, but increasing fluency, reading different genres, as well as taking Accelerated Reading test with accuracy.

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

Eugene Field Elementary School fosters an environment where families and community truly feel they are an important part of the success of our students. Parents are invited into the school for numerous occasions such as parent teacher conferences, assemblies, Title 1 Family Nights, and music programs. Title 1 Family Nights provide opportunities for families to learn about Title 1 services, fluency ideas, family games, and literacy ideas to enjoy at home. Families are encouraged to spend time learning together, as well as acquainting themselves with the school. During Covid 19 protocols, parents were not allowed into the school, but resources were provided and sent home for families to enjoy a "Family Game Night" at home.

Webb City CARES was founded in 2011 as an organization that connected community members, businesses, and faith partners with the school district. Our business and faith-based partners are an integral part of our school culture. The WC CARES Committee meets once a month at school to plan activities and services that will support the school, as well as impact students. The WC CARES partners also provide materials for students and staff throughout the year. They have helped with Earth Day, a work day where school partners and parents work together on the weekend to clean up and beautify the school. Most materials are donated as well as food and drinks for the participants during the day. The business and faith partners have also provided a cookout and school supplies for a fourth grade graduation celebration at the end of the year. Webb City CARES also provides backpacks, school supplies, and "snack packs" full of food for students to bring home on weekends.

During Covid 19, Eugene Field teachers made a concerted effort to make sure students' needs were met and still experience aspects of school. Teachers and staff members volunteered to provide breakfast and lunch daily for students who needed food. For students without internet access, grade level materials were printed and handed out at the school, as well as posted on the website for students to access. Teachers held zoom meetings and were available throughout the days to support students and parents, answer questions, and provide fun activities while in shutdown. Supply pick ups at the end of the year were met with hugs and tears as the school year came to an end.

### **3. Creating Professional Culture:**

The culture at Eugene Field Elementary School is that of a proud community school that has been a centerpiece in Webb City for decades. Throughout the year, the principal provides an atmosphere where teachers feel safe to voice their opinions and concerns and are trusted to try new strategies and techniques that will improve student learning. Professional Development opportunities are built in with bi-monthly

meetings as well as specific days throughout the school year. The bi-monthly meetings focus on topics such as Response to Intervention, progress monitoring, instructional strategies, as well as brainstorming possible solutions to behavior problems. The principal provides an agenda for the meetings as well as shares responsibility for facilitating the meeting with the Title I Instructional Coach, along with District Instructional Coaches when needed. Each year the district holds a Professional Community Learning Together Day in January to provide differentiated professional development during the day in addition to vertical team meetings and collaboration.

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

At Eugene Field Elementary every staff member plays a vital role in the success of our school. Each member brings different ideas, experiences, and skills that help create a positive learning climate. The administration and staff have high expectations and work together collaboratively to promote a successful learning environment. The Student Intervention Teams (SIT teams), data teams, and Response to Intervention committee are just some of the ways that teachers and administrators work together to share this leadership role.

The Eugene Field SIT Team consists of the principal, school psychologist, instructional coach, counselor, and the Title I teacher. Each member makes a valued contribution to the success of this intervention team. This team meets every six weeks to help teachers meet the needs of students who may be struggling academically, emotionally, behaviorally, or socially in the classroom. The team collaborates with the teacher to come up with interventions to help the student be successful.

Our data team meets three times each month. This team consists of the principal, instructional coach, Title I teacher, and the classroom teachers. The principal, instructional coach, and the Title I teacher each have leadership roles during these meetings with consist of school updates, curriculum changes, teaching strategies, and other ways to support teachers in the classroom. RTI data, STAR data, and unit assessment data are shared by the teachers during this time. This information is used to drive instruction and also to determine what students may need additional interventions.

Eugene Field's vision of shared leadership helps promote academic success and provides a safe and supportive environment where every student feels valued. This not only helps with a student's success in the classroom, but in their everyday life as well.

#### **5. Culturally Responsive Teaching and Learning:**

All students, cultures, and experiences are valued at Eugene Field. Our counselor plays a critical role in helping to address the diverse needs of students. Social groups are provided, as well as assistance with basic needs, and help for the teacher in the classroom. The counselor also holds a Kindness Challenge to promote respect and empathy for all different cultures. Our Student Intervention Team meets every few months to discuss the educational and holistic needs of students and as a team develop a plan to provide support for the students' success. This team problem solves to find ways to help students who are experiencing trauma by helping meet their immediate needs, such as food, a bed, eye glasses, or any other resources necessary to be productive citizens.

Our ELL Coordinator is also an integral part of helping address cultural needs and resources for the school. This program provides learning materials, translators, and helps connect families to community resources. Many times our ELL Coordinator is the first person to make contact with these families and helps to instill a welcoming environment where they feel accepted and safe.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Although there are many things that have contributed to our success at Eugene Field Elementary, the RTI model has had the most positive impact on student learning. By using this Tier 2 intervention, teachers are able to identify and give support to students who are academically struggling in the classroom. At Eugene Field the RTI model is scaffolded. Each week students take a pretest and score a level 1, 2, or 3. Students who score a 1 or 2 are given small group instruction four days a week for thirty minutes. After these interventions are completed, students take a posttest. Teachers use this data to see if the intervention is working and can be continued or if a new intervention needs to be implemented. Students who score a 3 are given enrichment activities to enhance their learning.

The incorporation of the RTI model into the classroom has not only benefited the students, but also the teachers. The information that teachers gain from RTI data has given them a better grasp of what their students need. Staff members are constantly digging into the standards to make sure they have a better understanding of them. Teachers are also continually collaborating with each other by analyzing data, finding resources, and creating lessons. In turn, this intervention has given teachers insight into each student's learning ensuring success. The strength of our RTI model has been a significant factor in the academic success of students at Eugene Field Elementary.