U.S. Department of Education

2016 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. Connie Reynolds
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 601 North Houston Avenue P.O. Box 98
(If address is P.O. Box, also include street address.)

City Adrian State MO Zip Code+4 (9 digits total) 64720-8319

County Bates County

Telephone (816) 297-2158 Fax (816) 297-2980

Web site/URL http://www.adrian.k12.mo.us E-mail connie.reynolds@adrian.k12.mo.us

Twitter Handle _____ Facebook Page https://www.facebook.com/pages/Adrian-School/133631116680363?fref=ts 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, to the best of my knowledge, that it is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*Mr. Don Lile E-mail don.lile@adrian.k12.mo.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Adrian R-III Tel. (816) 297-2170

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. Tom Underwood
(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. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.

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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

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

   2 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
   [X] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	23	20	23
K	15	33	48
1	33	29	62
2	14	33	47
3	32	20	52
4	22	29	51
5	19	29	48
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	158	193	351

4. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % 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 2014 – 2015 school year: 11%

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, 2014 until the end of the 2014-2015 school year	21
(2) Number of students who transferred ***from*** the school after October 1, 2014 until the end of the 2014-2015 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	40
(4) Total number of students in the school as of October 1, 2014	371
(5) Total transferred students in row (3) divided by total students in row (4)	0.108
(6) Amount in row (5) multiplied by 100	11

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: 47 %
Total number students who qualify: 165

8. Students receiving special education services:

0 %
0 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.

4 Autism	0 Orthopedic Impairment
0 Deafness	3 Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
0 Emotional Disturbance	22 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	3 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1

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	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	8
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 16:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	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 2015.

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.

Adrian Elementary's mission is to provide physical and emotional environments that maximize learning and emotional growth for all students to prepare them for their future.

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 Adrian R-III School District is located in rural northern Bates County, Missouri, near Interstate 49. The district covers approximately 130 square miles and services approximately 4000 residents that work in a variety of career fields locally as well commuting to the greater Kansas City Area. The Adrian Elementary student population served over the last 5 years has remained consistent in size at approximately 350 students, and in demographics with 98.5% white, 45.6% free/reduced lunch, and 20% living below poverty level . Traditionally, the Adrian community has been very supportive of our schools and there is a sense of "Blackhawk Pride" that runs deep. Various school events including athletics and arts are well attended by community members, including those with no family members attending school. Our PTO is very active and helps support our school and students. It hosts a huge "Fun Night" in the spring for the community and the funds raised through this event go to help our students. Funds raised are used to provide several grades with field trips which help to extend learning beyond the classroom and all teachers receive resources that further the instruction of our students. The PTO also organizes other service events to assist the school, such as mulching the playground as well as organizing and sponsoring fall/spring classroom parties.

"Blackhawk Pride" also extends into academics as the community also has high expectations in this area. Over the last 10 years, Adrian Elementary students have surpassed the percentage of students meeting the state standard on state assessments by a mean of 22%. For five out of the past six years, 76% or more of Adrian Elementary students have met the standard on state assessments, with the trend increasing over the past four years from 75.9% to 88.3%. This high performance is something that the community is very proud of.

Several factors have contributed to the high performance of our students. The district is in the process of a curriculum revision to increase rigor using the Common Core State/Missouri Learning Standards as a basis for math and ELA curriculum. Along with the curriculum revision, grading practices were reviewed and changed over the past four years. Kindergarten through fifth grade students no longer receive a letter grade for a subject but rather a list of individual learning targets that are mastered, progressing or not yet mastered. Students have opportunities for assessing multiple times on a learning target, with a minimum of two times showing mastery before a learning target is marked "mastered".

Each grade level also has a minimum of 20 minutes per day dedicated Blackhawk Time. This time is set aside for individualized instruction, including intervention for students who have not yet mastered learning targets. In addition to Blackhawk Time, each grade level has time dedicated to ELA/reading and math skills classes where additional time can be used for whole class, small group or individualized instruction to hone in on learning targets for those subjects. Since we are a Title I school, during these skills times any student that needs Tier 2 intervention support in math or reading can receive it from our Title I specialists who do a great job collaborating with classroom teachers to further target student instructional needs.

Grade level core subject instructional teams have 50 minutes of common plan time daily. Most teams collaborate daily for at least a portion of that common plan time, including discussing strategies, student data, etc. Grade level teams are also allowed an amount of latitude to create instructional structures as best fits the team and its strengths. For example, the kindergarten team teachers each have their own "homeroom" of students that they start morning routine with and also work with during skills and science/social studies time in the afternoon. However, each of the three teachers also provide instruction for all kindergarten students in one specific subject--math, writing, or reading. Each class of students rotates to each teacher's classroom to receive their math, writing, and reading instruction. The second grade team has a more "traditional" structure with each of the three teachers having their own self-contained classroom in which they teach math, ELA/reading, science and social studies. However, in the afternoon, they group students according to where they are with a learning target or small set of learning targets--not mastered, progressing, or mastered--and then each teacher will then take a group of students during skill time to work with on the targeted instructional needs of the group as well as individual students. No two grade level teams have exactly the same structure for instruction. Rather, the team creates a structure that maximizes the strengths of the individual teachers. What remains consistent is assessing by learning target, allowing multiple and varied methods to show mastery, and providing targeted instruction based on student learning

progress and need, which is facilitated by teachers having common plan time across a grade level and grade spans.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Adrian Elementary's core curriculum comes from the Adrian R-III curriculum. Each subject is composed of units of instruction based on Wiggins and McTighe's "Understanding By Design" framework. Units include essential questions, vocabulary, standards addressed, student-friendly learning targets, potential instructional activities, assessments, and teacher and student resources, which both include digital items as all grades levels have access to desktop computers and iPads, with grades 2-5 being 1-to-1 for iPads . English language arts and mathematics curricula are currently aligned to the Common Core State Standards, with progress being made to revise and align with the new Missouri Learning Standards. Science and social studies curricula are currently aligned with the Missouri Grade-Level Expectations, with progress being made to revise and align with the new Missouri Learning Standards. The core curriculum is vertically aligned PK-12 to ensure that there are no gaps and students are prepared for each grade level as they progress through school. The core curriculum addresses learning standards by ensuring that students show mastery of each learning target and are prepared to advance to the next grade level with the necessary content knowledge and skills. Although units of instruction include lists of potential activities and resources, teachers are free use whatever resources they have available to provide the best instruction and learning opportunities for all content areas.

In English language arts, units of instruction incorporate reading, listening/speaking, and writing around a topic or theme. Vocabulary and spelling/sight words are incorporated into these units as well. Macmillan/McGraw-Hill's "Treasures" series is used at all grade levels. In grades K-3, it is the primary resource for teaching/learning resources with supplementation from other resources as dictated by student learning needs. In grades 4-5, "Treasures" is still a key resource for ELA instruction. However, a variety of independent reading books are also used to help differentiate instruction and further student mastery. Another key piece to grades 1-5 reading success is the use of the Accelerated Reader program. Through the use of the is program, every student has a reading range to select books from and a quarterly goal to accomplish. Students are given time daily during reading classes to independently read books to help achieve individual goals set. Cross-content lessons involve writing in science and social studies.

In math, units of instruction incorporate content strands appropriate for each grade level including counting/cardinality, operations/algebraic thinking, numbers and operations, measurement/data, and geometry. Content and skill progressions within these units are according the the Adrian R-III curriculum. Macmillan/McGraw-Hill's "Math Connects" series is used at all grade levels. However, teachers are free to use any available teaching/learning resources available to help further student mastery of learning targets.

In social studies, units of instruction incorporate content strands appropriate for each grade level including using social studies tools/skills, geography, institutions and traditions, economics, Missouri/US/World history, and governance. Content and skill progressions within these units are according to the Adrian R-III curriculum. There is no textbook series that is used across the grade levels. Teaching teams and grade-level "experts" have cultivated a set of resources, including digital items, that meet the instructional needs of students. The review and revision of these sets of resources is ongoing to make sure that materials used best suit the needs of students.

In science, units of instruction incorporate content strands appropriate for each grade level including matter and energy, force and motion, living organisms, ecology, earth systems, and the universe. Much of the units of instruction focus on hands-on learning and science inquiry methods. McGraw-Hill's "Science: A Closer Look" series is used at all grade levels. However, teachers are free to use any available teaching/learning resources available to help further student mastery of learning targets. Fourth and fifth grade science learning centers around STEM (science, technology, engineering, and mathematics) based activities. These activities also incorporate the use of science notebooks as part of science inquiry to facilitate writing instruction.

Our preschool curriculum is a result of collaboration between the kindergarten and preschool teams to

ensure that our PK program prepares our students with the social, emotional, physical, and academic skills identified as “kindergarten ready” by our school. Each year “kindergarten readiness” is revisited and adjustments are made in the PK curriculum to address this readiness while meeting accreditation requirements as well. It is vital that we do this because what was considered “kindergarten ready” four to five years ago has changed drastically in today’s terms because of the increase in rigor. Academically our PK students work on letter and number recognition, phonics, sight words, and handwriting through ELA, social studies and science. Books used often go with a theme (ie. Animals--"Brown Bear, Brown Bear, What Do You See" for colors, "Cat in the Hat" for science/weather, Pete the Cat books for a variety of math, science and social studies). Centers also have themes that may rotate (Science--plants, insects, etc., Social Studies--families, holidays, etc., Math--measuring, counting/adding/subtracting, etc.) but there is consistency in letter/number recognition, phonics, sight words and handwriting being part of these activities. Socially and emotionally, our PK curriculum concentrates on rules/expectations, cooperation, interpersonal relationships, dealing with feelings/emotions, self-assessment/regulation, routine, etc. Physically our program includes gross and fine motor skills.

2. Other Curriculum Areas:

All of our kindergarten through fifth grade students have a “specials rotation” that provides every student 50 minutes of instruction weekly in each of the areas of art, music, PE, computer technology, and library. Each of these non-core areas, with the exceptions of library and computer, has its own explicit curriculum that addresses the outcomes and standards for the area.

Computer time serves a variety of purposes, depending on the grade level. Programs used include Reading Eggs, Math Seeds, Skoolbo, ABCya, Study Island, and Type to Learn. In kindergarten through second grade, that time focuses mainly self-paced programs that facilitate reading and math learning that correlates to the grade level standards. In addition to these programs, second grade also is introduced to basic keyboarding skills during the second semester. Third through fifth grades have heavier instruction on keyboarding and computer use but also focus on reading and math skills as well as self-paced content lessons in ELA, math, and science. The keyboarding is especially important in third through fifth grades because they are using technology, such as iPads, in core content classes that require basic keyboarding skills, as well as later on in life with the prevalent use of computers in a large number of careers and jobs. All of our elementary students are also introduced to computer coding through the activities at Code.org. Fourth and fifth grades continue this instruction periodically throughout the year. This helps students to become familiar the career opportunities available in the computer science/technology fields.

Library time is more than providing time for students to find and check out books--students have multiple times during the week that they visit the library solely for this purpose. During their library rotation, the library staff provides ELA-support instruction for grades kindergarten through third that centers around different books from the Show Me Readers Award list and incorporates published activities from the Missouri Association of School Librarians. For fourth and fifth grade students, grade levels select books from cultivated lists, including Mark Twain Nominees and previous student suggestion. Activities for fourth and fifth grade go more in depth--plot/turning point, ordering/sequencing events, paraphrasing, identifying conflict, plot and setting elements, extending vocabulary, and them. At all grade levels, activities include reading the books out loud to students, to address ELA listening standards, as well as identifying story elements such as character, setting, and plot. Standards addressed include those found in the listening strand as well as reading informational text and literature for each grade level.

Art’s curriculum is based on the Missouri Visual Art Grade-Level Expectations. Its goals are to help students be able to develop and communicate ideas using various techniques, media, subject matter, and themes, as well as by selecting and applying art elements and principles. Art class also involves students in interpreting, analyzing and evaluating the quality of artwork (student’s own as well as the works of peers and others). The art teacher also helps students make interdisciplinary connections through collaborating with core content teachers to develop projects based on literary works (books being read in class), historical time frames (what was going on outside the art world during that period, culture, etc.), and scientific topics (colors of the spectrum, tree biology/structure with Arbor Day Foundation poster contest, water conservation, resource management, etc.). Student products are shared with the school and community

during the winter concert and spring fine arts night displays.

The Missouri Music Expectations form the basis of vocal music instruction. Music class activities intermix performance, musical elements/principles, and artistic perception. Through classroom and school wide performances, students develop self-confidence and poise. Music uses different genres to teach history/social studies (freedom, patriotic, folk, cultural, and seasonal songs) and ELA (rhymes, folk tales, alliteration), as well as science and math (math and science content songs). In addition to these items, kindergarten through fifth grade students are exposed to instrumental music through use use of a wide variety of percussion instruments and third through fifth grade students also experience instrumental music through playing recorders.

PE curriculum is derived from the Missouri Physical Education Grade-Level Expectations. The goals are to promote physical activity, personal fitness, healthy living, responsible personal and social behavior during physical activity, injury prevention/treatment/rehabilitation, and fundamental movement skills. A variety of activities are used in instruction and include individual, small group, and whole class games, as well as lifetime sports and gross motor skills practice. In addition to the PE standards addressed, classes promote cross-curricular connections. For instance, PE classes include cup stacking which promotes crossing the mid-line of the body which, in turn, helps students to develop the ability to track words as they read across the page. PE class also incorporates math by having students practice math skills in activities (counting, measuring, calculating area, geometry/shapes, etc.) as well as science (body/organ systems, health/nutrition, individual wellness) and social studies (origins/purposes of games). Many of the gross and fine motor skills that are taught in these non-core classes also help to facilitate core content learning and vice versa.

3. Instructional Methods and Interventions:

Adrian Elementary is a Title I school and provides services for both English language arts and math for students in grades K-5. The majority of instructional intervention occurs at the classroom or grade level. Classroom teachers use formative assessment to determine what the learning needs of each student are and act accordingly. Tier 1 interventions occur during regular class instruction. Tier 2 interventions typically happen at the grade level with teachers using Blackhawk Time for more personalized intervention. Grade level teachers often “trade” students based on where they are with learning targets (below, on, or above grade level) and all students receive instruction accordingly, not just struggling students. In addition to Blackhawk Time, teachers also can structure ELA and math skills time in a similar fashion. Title I teachers work very closely with classroom teachers to provide targeted intervention for students as needed. Classroom teachers use formative assessments and Title I teachers use screening data to determine if further intervention outside the classroom (Tier 3) is warranted. These services can be long-term/ongoing or as needed depending on student need and prescribed accordingly. Tier 3 interventions also occur within the Special Services department as pull out time for IEP students. Classroom and special services staff collaborate to ensure that students are working on appropriate skills/content progressions.

Renaissance Learning's Accelerated Reader (AR) program is used to individualize reading for all students. Each student has a quarterly reading assessment and individual reading materials are selected based on this data. Individual student reading goals and instruction are guided by this data as well.

Technology, including individual iPads, desktop computers, and a variety of vendor programs and applications, is used to target individual student learning needs. Individualized learning lessons that progress according to the learning rate of each student are a large part of this type of instruction which also supplements classroom small group and whole class learning. Kindergarten and first grade classes each have 5-7 iPads used in a learning center structure. Grades 2-5 students have individual iPads that are used on a daily basis for instruction. In addition to iPads, classes can also sign up for computer lab time as needed.

Students receive periodic feedback on formative assessments and know what their learning needs are. Adrian Elementary teachers have high expectations for all students but understand that learner rates vary and that instruction must also vary according to need, along with being encouraging and promoting a growth mindset. Students that haven’t mastered learning targets are simply “not there yet”, indicating to them that

they may not get it the first or second time but they are expected to make progress and are supported to get there.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Through the use of assessments, we are able to determine what skills and content individual students have mastered and what they each need to work on. These include formative, summative, bench-marking and state assessments that allow us to figure out where students are in their learning and progress being made. In addition to this, assessment data is used to determine the instructional needs of students. The results of these assessments are made known to grade level teachers, vertical teams, students and parents in a variety of manners including daily assessment results being sent home, progress reports, quarterly grades and MAP results reports. In addition to these, teachers also have access to screening and bench-marking data which are also shared with parents when needed.

In preschool and kindergarten, the Brigance Early Childhood Screens III are administered to students each spring, including those PK students not enrolled in the district's preschool. From this data, teachers know what skills to target throughout the year and can also determine progress made from age 3 to the end of kindergarten. Title I uses a variety of tools with individual students as needed to determine student reading needs. These tools include QRI-5 as well as reading series fluency assessments or DIBELS.

All students in grades 2-5 are assessed quarterly using the STAR reading and math assessments to determine their progress throughout the year. All first grade students also complete these assessments during 3rd and 4th quarter to determine their reading and math level. This data is then used at the beginning of the following year to determine instructional needs and also individual student growth. Students in grades 3-5 complete ELA and math benchmarks using Edmentum's Study Island program. From this data, teachers can monitor student progress towards mastery of the Missouri Learning Standards. These same grade levels also use the Study Island lesson components to target individual student instruction based on areas that each student needs to work on.

Grade level assessment of learning targets also provide data on student mastery of district curriculum. Each grade level team meets at least weekly to review student progress and determine the instruction that best addresses each students individual needs. As previously mentioned in the Instructional Methods and Interventions section, this data is often used by grade levels to groups students at all levels (below, on, or above) and provide additional instruction as needed.

Missouri Assessment Program (MAP) grade-level assessment data for each subject in grades 3-5 is used to determine which standards need to possibly be addressed better at the individual and whole group level using the previous year's data. This data allows teachers to pinpoint where individual students are with standards, especially those that impact current grade level instruction/learning. It also helps teachers identify and address where gaps in instruction in content and/or depth of understanding may be occurring.

To maintain the high level of achievement that our students have shown over the last four years, we will continue to use formative, summative and screening data to determine where students are at in their learning and provide them with the instruction that addresses the individual needs of each student. However, there is an achievement gap based on MAP data in both ELA and math that exists for IEP students, in that the IEP students overall score approximately 20% lower than their cohort in math, ELA and science. On previous versions of the MAP, this same gap existed at 10% for ELA and 20% for math. As the rigor and assessment has changed we will be looking further at 2016 data to see if we have, in fact, closed the gap and to what degree. Supports currently include collaboration between special services staff and regular classroom teachers so that IEP goals that students are working on include essential grade level learning targets as well as other identified IEP goals so that students do not fall further behind their peers. These students also have access to the same supports that other students have as well.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Blackhawk Pride, that is working hard and doing your very best while being kind and supportive to others, is the basis of our school culture. Students know that high expectations have been set for them but they also know staff care about them and will provide the support and assistance that they need in order to achieve at high levels. Further, our culture is one in which mastery is what is important, not necessarily getting it first or fastest. The overall outcomes and mastery are the goals that students work toward. However, if a student does learn quickly, they aren't "done" when minimum mastery expectations are met. Students know that they will go as far as they can during the learning time that they have and will receive learning supports to that level.

In addition to high academic expectations, students also must develop and practice good citizenship. Staff work relentlessly with students on self-managing behavior by helping them reflect on their behavior and encouraging students to make choices that help them be successful, kind members of our school while keeping developmentally appropriate practices in mind. Staff collaboration around students involves the academic, social and behavior progress of students. Grade level and non-core teachers are committed to helping students grow in these areas and to working closely with families. Adrian Elementary has previously had training on the specific needs of students of poverty as almost 46% of students are eligible for free or reduced lunch and 20% of our students live below the poverty level. Staff must understand, respect, and work within a family culture that is different than what they themselves grew up in. They also understand the value of keeping parents engaged/informed in their student's learning and therefore communicate frequently with families to keep them abreast of their student's progress.

To assist staff in these endeavors, professional development is provided according to both building level and individual needs. Staff are committed to providing the best instruction and learning experiences possible for students and this includes willingness to increase and stretch their teaching skills regardless of how "veteran" someone is. There is no one professional development plan that blankets all of the staff in Adrian Elementary. Staff, with the input of administration, develop individual or team professional development plans that specifically help them target identified growth areas. Observations are formative and specific feedback is provided to help teachers know what they are doing well, what they need to work on and what resources/supports they have available to them.

2. Engaging Families and Community:

Adrian Elementary involves families and community patrons in the educational process to help all students achieve at the highest levels possible. Our school looks for methods to remove obstacles that keep parents/families/community members from being involved. This includes a willingness to work with families outside the regular school day or even school week because not all individuals work a schedule that meshes with the school schedule. Staff encourages regular collaboration with families and community members so that these individuals are aware of what's going on within the classroom and school. Most individual teachers publish a newsletter at least twice a quarter, with many publishing biweekly or weekly. A school newsletter is published monthly and includes information pertinent to families regarding school events, procedures and policies. Staff also communicate with parents and community members regularly through emails, phone calls, communication apps (Remind 101, Class Dojo, etc.) and face-to-face meetings. In addition to these forms of communication, staff also send home daily notes as needed. Parent teacher conferences for all students are held in the fall, at the end of the first quarter, as a progress check. The average attendance rate over the past four years has exceeded 98%. Additional parent conferences are scheduled with individual teachers and grade level teams throughout the year, especially for those students needing additional support so that the school and families can partner for student success.

Students and families receive resource support through a variety of services facilitated by the school. Adrian Elementary partners with the county food pantry to provide weekly food backpacks to students in need so that they have food over the weekend. The school is also able to put families in contact with the

community Ministerial Alliance that helps provide emergency monetary and physical resources. The same Alliance, as well as local Beta Sigma Phi chapters, partner with the school to provide coats, hats, and gloves for students in need. The school also works with Osage Valley Electric Cooperative, the high school FCCLA and FBLA chapters, and individual volunteer families to provide Christmas meals and gifts to families in need. A "Santa's Workshop" is sponsored through PTO to assist students in purchasing Christmas gifts for their families.

In addition to the above items, Adrian Elementary staff actively support "Team Educate" in its fundraising efforts for the American Cancer Society. This includes volunteering time as well as monetary and physical resource item (ie. books for a sale) donations. Elementary staff and students have also supported fundraising efforts with Pajamas for Gannon sponsored by Gannon's Gang Memorial fund that honors a boy from our area that died of cancer and provides monetary support to families dealing with childhood cancer crises. Another pajama fundraising event for one of our very own teachers whose husband recently suffered a stroke and is currently going through rehabilitation.

3. Professional Development:

The Adrian Elementary school professional development plan falls under the district-wide PD plan. Professional development is determined by collecting and analyzing data as well as self-reflection practices. Professional development at the district, individual school, small groups of teachers, and individual teacher levels incorporate a variety of data. This includes indicator data collected using the Network for Educator Effectiveness (NEE) observation system and student surveys (where appropriate), semi-annual district parent and community surveys, district level PD needs surveys, building level PD needs surveys, recommendations of the PD committee and staff reflections on practices. Professional development also uses student data from performance on individual learning target assessments (SLOs) from the district curriculum which includes academic standards, benchmarking, standardized screenings and assessments. Also used are personalized/self-paced learning software lessons along with individual classroom student surveys administered by individual teachers where appropriate.

From this pool of data district leadership, including the administration, the professional development committee, and building leadership teams, then identify the most impactful educational/instructional practices. This data is also used to develop grade level PD plans, where appropriate, or individual PD plans. Plan activities include those taught or facilitated by district or building level teaching or administrative staff as well as those taught or facilitated by outside entities including individuals or groups from other districts, regional PD centers, organizations, and businesses who have knowledge of and proficiency in the desired strategies or skills.

For instance, all district teaching staff during the 2015-16 school year were observed for evidence of instruction promoting problem-solving and critical thinking, the use of strategies to motivate students, and monitoring the effect of instruction on individual and whole class learning because all of these are research based instructional practices with high effect size in relation to student achievement. The previous year's data on two of these strategies indicated that staff was not using them to the desired degree. These indicators were explained to staff and what administration was looking for during observations. However, it became clear, after the first round of observations, that elementary staff was still unsure what the "look fors" for student motivation were. At the next faculty meeting staff was broken up into small groups that each studied an article relating to student motivation, made a list of what they felt were appropriate practices for elementary students. They then collected a large building level pool of practices/strategies to select from and then reflected on how they individually could, or already were, incorporating some of those practices into instruction. During the subsequent rounds of observation/feedback, teachers had a better understanding of the expectations and proficiency using that particular indicator increased.

For individual or grade level PD plans, data collected from the previously named sources and self-reflection were used to determine which indicator each staff member selected to concentrate on. Depending of the previous proficiency on an indicator, this selection also could include administrator approval or direction. A sequence of PD events is then developed, followed, monitored and evaluated during the year. The goal is for staff to select something that they can grow in and it to have a positive

impact on student achievement. If students are expected to have a growth mindset, staff needs to live/model this as well.

The same can be said of the process for administration. In addition to the previously mentioned data sources, staff survey data on the administration is also analyzed, and a PD plan is developed to target high-impact, research-based practices for individual administrators.

4. School Leadership:

The leadership philosophy of Adrian Elementary, and the district as a whole, can be summed up in six words: We do what's best for students. Every practice, process, and program is examined and reviewed through this lens. If Adrian Elementary's mission is to provide physical and emotional environments that maximize learning and emotional growth for all students to prepare them for their future then everything that occurs in student learning environments must reflect this. Everything that the elementary staff from teachers to paraprofessionals to custodians to cafeteria workers to office staff does is expected to support this mission and philosophy. It requires data collection and dissemination by the principal, curriculum coordinator/instructional coach, teaching teams, specialists, individual teachers and support staff. It requires regular review and analysis of this data to determine if we are providing the necessities for student learning environments so that students can succeed and achieve at the highest levels possible. It also requires that the principal sometimes makes difficult decisions, even though they are based on data, that make portions of the staff uncomfortable or that they don't personally agree with. Again, it's about the students. In all situations, however, it is the role of the principal, administration, and building leadership to provide the necessary PD resources so that teachers do what's best for students and their needs.

An example of this is the current use of Study Island ELA and math benchmarking assessment use at the third through fifth grade level. In the past two years, staff analyzed student benchmark data and then compared this set of data to the actual performance on the MAP grade-level assessments. Staff also reflected on the necessities (ie. time, facilities, etc.) to administer these assessments quarterly. It was determined that the tool was a manageable, good measuring stick to gauge student mastery of state standards and was predictive of student performance on the state assessment. However, upon using these assessments this year, staff and students noticed a significant change in the assessments--the number of items per subject assessment increased from 30 to 60. Analysis of the benchmarking data has determined that this one change has affected two things: 1) the amount of time to complete the assessment for most students more than doubled and 2) student frustration increased during the 1st and 2nd benchmark assessment sessions and many gave up or started guessing. This led to the conclusion that it is very likely that the data collected using these assessments is not going to be as reliable as previous versions. It would be easy for the staff to "make do" with these assessments and assume that the data reflects student learning. However, this is not going to be what's best for student learning so administration, building leadership team members, and grade level teams will be reviewing possible alternative assessments that provide more reliable data to direct classroom activities and student learning.

If Adrian Elementary had to "boil down" it's practices to the one that the school uses that makes students so successful it would have to be the use of data, whether qualitative or quantitative, to inform instruction and student learning. During the 2012-13 school year, Adrian Elementary staff implemented a school-wide system of assessment and "grading" that data supports has had a huge impact on student achievement. This system is the one commonality in structures/processes from grade level to grade level. This system include three pieces. First, students are assessed on individual learning targets with multiple attempts to show mastery with the use of alternative assessment methods when warranted. Second, data is used to target the instructional needs for all students, both as individuals and whole groups. Third, the use of traditional letter grades has been changed to mastered/progressing/not yet mastered for each learning target so that teachers, parents and students know specifically what students can and cannot do.

MAP assessment data results analysis and comparison for Years 2008-2011, before fully implementing this system of assessment and reporting practices, to Years 2012-2015, after implementing the new system of assessment and reporting practices, show significant increases in students scoring proficient or advanced. Please keep in mind that the assessments did change during 2015 so comparing that data to the previous 3 years is not a completely valid comparison.

During the 2008-2011 span, the period prior to changing the assessment/grading system, the percentage of third grade students scoring proficient or advanced on the MAP assessment increased 10.9% from 48.1% to 59.3% for ELA and 26.9% from 49% to 75.9% for math. The highest percentage of students scoring proficient or advanced during this time span was 76.2% for ELA (2009-2010) and 76.1% for math (2009-2010). There were notable fluctuations from year to year during this time span: ELA (48.1%, 76.2%, 45.9%, 59.3%) and math (49%, 76.1%, 42.6%, 75.9%). During the 2012-15 span, ELA scores increased 20.4% from 71.7% to 92.1% and math scores also increased 10.9% from 77.4% to 88.3%. Each year during this time span showed an increase over the previous year: ELA (71.7%, 74%, 92.1%) and math (77.4%, 88%, 88.3%). Percentages of students scoring proficient or advanced reached an all time high for 2014-2015 with 92.1% for ELA and 88.3% for math. The teachers at this level and the classroom procedures and structures remained constant during this time. Both ELA and math scores for this grade level during the 2008-2011 varied from year to year and the majority of scores hovered near middle with the exception of 2 outlier years.

During the 2008-2011 span, the percentage of fourth grade students scoring proficient or advanced on the MAP assessment increased 17.5% percent from 46% to 63.5% for ELA and 10% from 42.4% to 52.4% for math. The highest percentage of student scoring proficient or advanced during this time span was 63.5% for ELA (2011-12) and 68.3% (2010-2011) for math. There were fluctuations from year to year during this time span: ELA (46%, 54.2%, 63.4%, 63.5%) and math (42.4%, 44.1%, 68.3%, 52.4%). During the 2012-2015 span, ELA scores increased 26.5% from 61.5% to 88% and math scores also increased 28% from 56% to 84%) Each year during this time span showed an increase over the previous year: ELA (61.5%, 67.3%, 88%) and math (56%, 58.2%, 84%). The teachers of math and science/social studies remained the same from 2008 to present. However there was a change in ELA teacher 2013. ELA scores for this grade level did increase over the four years prior to the implemented changes but not with as large or increase in the 3 years since implementation. Math scores for this grade level prior to the implemented changes fluctuated from year to year and the majority of scores hovered near middle with the exception of 1 outlier year.

During the 2008-2011 span, the percentage of fifth grade students scoring proficient or advanced on the MAP assessment increased 0.8% from 68.4% to 69.2% for ELA and 15.5% from 61.4% to 76.9% for math but decreased 1.6% from 50.8% to 49.2% for science. The highest percentage of students scoring proficient or advanced during this time span was 69.2% for ELA (2011-2012), 76.9% for math (2011-2012), and 55.3% for science (2009-2010). There were notable fluctuations from year to year during this time span: ELA (68.4%, 52.6%, 63.5%, 69.2%), math (61.4%, 66.6%, 50.8%, 76.9%), and science (50.8%, 55.3%, 33.4%, 49.2%). In fifth grade from 2012-2015, there was an increase in ELA scores of 7.7% from 66% to 73.7%. Math scores fluctuated (53%, 69%, 50.9%) and actually were at an all time low during 2014. Science scores actually decreased over the span (82.1%, 65.7%, 64.6%) by 17.5%. However, even with the

decrease, the lowest score in that span was still at least 9.3% higher than any year from 2008-2011. The teachers at this level remained the same. However, the science teacher did make significant changes in instructional practices to reflect more inquiry based and STEM activities starting in 2012 as well.

The overall trend during the span of 2012, 2013, and 2014 school years shows consistent increase in student performance/achievement on this measure for ELA, math, and science at most grade levels, often with larger gains than the previous 4 years. Grading and assessing practices were the one constant between instruction at all three levels and in all three subjects.