

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 Dr. Brenten Byrd

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

Official School Name Harry S. Truman Elementary School

(As it should appear in the official records)

School Mailing Address 810 North Highway D

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

City Webb City State MO Zip Code+4 (9 digits total) 64870-8232

County Jasper County

Telephone (417) 673-6085 Fax (417) 673-6087

Web site/URL http://hst.wcr7.org E-mail bbyrd@wcr7.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, 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-7 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. Dave Collard

(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):
- 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)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 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	0	0	0
K	0	0	0
1	0	0	0
2	55	57	112
3	47	44	91
4	42	42	84
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
Total Students	144	143	287

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 3 % 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: 9%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2014	272
(5) Total transferred students in row (3) divided by total students in row (4)	0.088
(6) Amount in row (5) multiplied by 100	9

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: 30 %
Total number students who qualify: 84

8. Students receiving special education services: 12 %
34 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.

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

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	97%	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.

To prepare today's youth to meet the challenges of tomorrow's world through acquisition of knowledge and skills so they become a productive and responsible individual.

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

Built on a farmer's field in the rural community of Oronogo, Missouri in 1998, Harry S Truman Elementary School continues the tradition of excellence that was established in 1968 when the Webb City School District reorganized with several smaller rural school districts to become the Webb City R-7 School District. Harry S Truman Elementary is home to students from five communities: Webb City, Oronogo, Alba, Purcell, and Neck City. Recognized by GreatSchool.org in 2010, the Webb City R-7 School District was ranked number three nationally, in addition to being consistently recognized by the Missouri Department of Elementary and Secondary Education with the Distinction in Performance award.

Harry S Truman Elementary began as a K-5 building with a student population of approximately 264 students. Since that time, the growth in our area has resulted in a student population increase to approximately 556 students. This increase is attributed to the growth of our communities, which is due to the success of our school and the fact that our school is the central hub of the communities. This growth in turn generated the construction of the Bess Truman Primary Center, which now houses 255 preschool through first grade students. Harry S Truman Elementary School is now home to 301 students in grades 2 through 4. Even though 41% of our students receive free or reduced meals, we treat each other as one family: we learn together, play together, and grow together. Relationships are key in our success. At Harry S Truman, we value our close rapport with our students, families, and each other.

Success in school, and being prepared for the future, is the goal for all of our students. Our district web page states that 'You can go anywhere from here!' Our expectations are always high, not just for our students, but also parents and guardians, teachers, and staff. To prepare our students to become 21st Century learners, students are encouraged to analyze and evaluate, think critically and globally, and synthesize and reflect on their learning. In addition to our faculty and staff, our school is supported by outstanding parents, exceptional office and custodial staff, and a very supportive school board and central administration.

Consistency has played a large part in the success of our students. Our staff turnover rate is nominal. Most of our changes are due to retirement or advancement within the district. Many of our teachers are leaders within the district, participating on core curriculum committees, as well as planning and presenting professional development opportunities. We currently have five previous Cardinal Teacher of the Year recipients on our staff. Our teachers work well together - collaborating often to discuss and plan curriculum, analyze data, identify ways to incorporate new technology, differentiate lessons, and discuss interventions to help students succeed. There is no hesitation to share new ideas and strategies between teachers and across grade levels. Teachers are constantly learning new strategies to help students both academically and emotionally, as well as finding additional ways to encourage students throughout their school career.

Success is defined in different ways at Harry S Truman. Interventions may be necessary for some of our lower performing students. Our Response to Intervention model not only identifies and determines interventions for the lowest tiered students, but also includes enrichment activities for those in our highest tier. Our Intervention Committee is a collaborative team that helps identify, target, and monitor progress of students that are performing significantly below grade level standards.

Student success is also found through our Positive Behavior Intervention Support (PBIS) model, which we compliment with Sean Covey's Seven Habits of Happy Kids. Students begin their day reciting Harry S Truman's Cardinal Creed, a reminder that behavior expectations are always high.

Parents and guardians are paramount in the success of our students. We consider family a priority at Harry S Truman. There are high expectations for parents, knowing that student success comes not just from teachers, but from family as well. While we believe in a 'teacher-student-parent' collaboration in order for success to occur, we also realize some families need assistance in order to help their child be successful in school. Our aim is to develop positive relationships with all of our parents, making them feel comfortable in our building, asking for help when needed, knowing that communication is always open, and understanding we appreciate all that they do for their children and our school. We include family in many highly attended activities at our school, including Back to School Open House, Grandparent's Day, Veteran's Day assembly,

Title I Night, class parties, Career Day, Donuts with Dads, our annual school carnival, field trips, and a community-wide fireworks celebration at the end of each school year.

At Harry S Truman, we are proud of the relationships we build and the traditions that we continue. It is our mission to prepare students to be lifelong learners and successful model citizens.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Harry S Truman Elementary School's core curriculum in English language arts, mathematics, science and social studies is aligned to the Missouri Learning Standards. Curriculum teams have ensured that teachers have exceptional knowledge of the standards and are teaching the Missouri Learning Standards with great rigor. Harry S Truman is using standards-based grading to ensure students are working towards mastery of all skills. By using standards-based grading, teachers know exactly where students are currently performing and are able to pinpoint standards where students need more practice.

The English Language Arts curriculum is a district team creation, with many of the strategies and concepts coming from Making Meaning and the works and research of Lucy Calkins. The curriculum is written with an emphasis on best practice strategies, vocabulary, higher order questioning, and cooperative learning. Students are challenged to read complex text, and to make social and/or emotional connections and interactions with the text. Technology integration is also an important component of our curriculum with a variety of media, documents, and Google Forms embedded into the lessons to add depth. Our writing and language curriculum is also created by a district team and focuses on integrating language skills into writing and providing opportunities for students to write authentic pieces in different genres each quarter thus evolving as writers. Students have ample opportunities to share their writing with a diverse assortment of presentation media.

Harry S Truman Elementary utilizes the Renaissance Learning Accelerated Reading Program, in conjunction with STAR Reading Resources, to encourage reading for enjoyment while challenging students to meet individual fluency and comprehension goals. AR and STAR provides teachers with data specific to the individual student to help guide and improve student reading comprehension and achievement. Reports include the zone of proximal development which aides our teachers in determining reading levels in which students may choose independent reading materials from both the classroom collections and our school library.

The mathematics curricular approach is The Everyday Mathematics series from the University of Chicago School Mathematics Project. This math series has been utilized for the last 16 years and has proven to help build number sense and math knowledge in students. The math series is taught with fidelity across all grade levels within the school. Through this program, students are taught concepts and skills by participating in explorations and hands-on activities with manipulatives. Students apply high level skills and are asked to explain their thinking, create alternative ways to solve problems, and think outside the box. The series also emphasizes the eight Standards for Mathematical Practice and provides students with real life scenarios. 'On Target', 'Enrichment' and 'Extra Practice' options are available within each math lesson to allow teachers opportunities to work with a variety of students on their individual levels. Using differentiated instruction to meet all students' needs is a key component of our mathematics curriculum.

The social studies and science curricula address the Missouri Learning Standards by providing engaging, hands on, and inquiry-based activities for all students. Social studies units encompass government, history, maps and regions, economics, and communities. Making personal connections to each topic allows students to create authentic projects. Missouri history is emphasized in 4th grade, culminating in a field trip to the state capitol where students observe the fundamental processes of our state government. Science units of study include sound, forces and motion, life cycles, ecosystems, solar system, and matter. Students read, write, hypothesize, and create during their explorations. During the school year, students and parents work together to create projects that are proudly displayed throughout our school.

2. Other Curriculum Areas:

Art

All students attend art class once per week and learn to describe, analyze, interpret, and make decisions about works of art. Students learn about artists, art history, and cultures through artwork. The art program is

taught in a four-year cycle that actually starts when a student is in kindergarten at our sister school. The cycle has four different curricula that sequence together: Art History I (starting with cave art through the Italian Renaissance), Art History II (which reviews the Italian Renaissance through modern art), Art Around the World (with a focus on cultures), and finally American Art (which has an emphasis on history and Native American cultures). Throughout the year students practice art techniques and learn about art principles and elements. Science and social studies are incorporated to ensure students receive a well-rounded art education. Utilizing the four curricular focus areas, students improve their artistic abilities and foster an appreciation for art.

Physical Education

Our students attend physical education class three times 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.

Library Sciences

At Harry S Truman, students receive library instruction every other week. Library lessons focus on research skills and library usage. Students visit the library frequently to check out books and take Accelerated Reader quizzes. Our librarian is an integral part of the staff at our school. She provides interventions to students who are struggling, assists teachers with lessons in the classroom, and provides co-teaching opportunities to help teachers and students incorporate technology into lessons.

Music

Students attend music class twice per week. The music teacher uses the Orff Schulwerk method of teaching music by incorporating music, movement, and speech throughout the lesson. Students get the opportunity to play various types of instruments including xylophones, recorders, kazoos, and different types of drumming instruments. Each grade level gets the opportunity to do a performance for parents, grandparents, and community members. Fourth grade students also have the opportunity to participate in Choir Club. These students arrive before school two days per week to practice for performances that occur throughout the year including a Christmas performance and a Veteran's Day performance.

Computer Class

Students at Harry S Truman attend a computer class once per week. During computer class, students work to improve their keyboarding and basic computer usage skills. Students also receive instruction on the safe use of technology. Our computer lab clerk also provides building technology support. iPads and Chromebooks are available on a daily basis in all classrooms. Additionally, teachers are encouraged to schedule extra computer lab time to incorporate more technology into their lessons.

Counselor

Students receive classroom instruction from our guidance counselor every other week. Lessons are relevant to the social and emotional needs of our students, including academic and career readiness. The counselor incorporates real life situations into the lessons that will help students as they grow and mature. The counselor promotes a positive school environment by providing encouraging posters in the hallways, displaying student and faculty birthdays, incorporating friendship benches on our playground, and having an open door policy for the students and staff to share their struggles and successes. The counselor and staff work well together to ensure all student needs are met.

We strive for Harry S Truman Elementary School students to be well rounded individuals. Every curricular subject and the relationships with adults in our building play a vital role in building a foundation of knowledge for students, both academically and socially/emotionally. This in turn helps build the family atmosphere that we strive to achieve.

3. Instructional Methods and Interventions:

Differentiated Instruction is key in the active engagement of all of our students. Teachers are utilizing Adaptive School Strategies, Kagan Cooperative Structures, Whole Brain Teaching, Response to Intervention, Title I Cardinal Class, REACH (Reaching and Educating all Children) after school tutoring, district funded technology grants, and individual and/or small group intervention times before, during and after school. We also welcome adult volunteers, High School PALS (Partners Assisting Little Students), and A+ Tutors to work with individuals and small groups.

Harry S Truman has designed its Response to Intervention strategies/activities to meet the needs of all students. Students are assessed throughout the year using formative and summative assessments including the Developmental Reading Assessment (grade 2), Missouri Assessment Program (grades 3-4), and STAR Reading and Math assessments (all grades). High achieving students are challenged with enrichment activities, including webquests, novel studies, and technology projects and presentations. Students performing at grade level, practice skills and strategies in order to improve their current achievement level. Students performing below grade level receive targeted instruction in reading (comprehension, fluency, phonics, vocabulary, writing) and specific math skills and strategies. All groups are dynamic and fluid.

Our Intervention Committee consists of our principal, counselor, special education instructor, Title I teacher, school district psychologist/evaluator, and a representative from each grade level. Teachers may bring the committee any student with which they have academic or behavioral concerns. As a team, interventions are discussed, as well as the data that will be collected to determine if the interventions are effective. Interventions may be educational or social, and may occur before, during, or after school. Student interventions are revisited at six week intervals to determine if the plan is working or if a new intervention plan is needed.

Title I funding allows Harry S Truman to employ one full-time teacher and two full-time and one half-time Title I aides. Small group instruction helps to assure struggling students receive specific foundational instruction and practice in reading. Students receive instruction in reading comprehension strategies, fluency practices, intervention phonics for specific grade levels, improved vocabulary and word knowledge practice, and best writing practices. Data is continuously analyzed to ensure flexibility and fluidity within groups. A Title I newsletter with reading tips and strategies is shared with parents monthly.

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

Assessment data is essential in guiding instruction, and determining interventions and enrichment opportunities for all of our students. Teachers in each grade level have data team meetings twice a month to discuss curriculum, assessments, reteaching, and differentiating instruction.

Student achievement is evaluated using a variety of assessments throughout the year. District grade level core teams have created quality formative and summative assessments in reading (ELA), along with unit and cumulative assessments in our Everyday Math series. Quality assessments have been created by grade level teachers to use with our Science and Social Studies units of study.

In addition to grade level curricular assessments, all students take the Renaissance Learning STAR Reading and Math assessments a minimum of five times yearly (baseline assessment in August, then at the end of each quarter thereafter). STAR assessments are customized, adaptive assessments taken electronically. Oral Reading Fluency (ORF) scores are also documented from the STAR Reading assessments. Reports from these assessments are essential in analyzing student levels and growth, strengths, and areas of concern. These reports are shared with parents regularly.

Teachers also utilize the Renaissance Learning Accelerated Reader program to challenge students to meet reading goals, and to check on the understanding of the texts being read. Reports from Accelerated Reader help teachers and parents identify the type of texts that the students are reading, as well as the accuracy percentage of their comprehension.

Second grade students are also assessed using the Developmental Reading Assessment (DRA), a standardized reading test used to determine students' instructional level in reading, fluency rate and accuracy percentage, and comprehension. The DRA is administered individually to students by teachers each fall and spring. DRA results are provided to parents during parent-teacher conferences.

Additionally, all third and fourth grade students take the MAP test (Missouri Assessment Program) in the spring of each school year. The Missouri Assessment Program assesses students' progress toward the mastery of the Missouri Learning Standards, which encompasses the Missouri Show-Me Standards and grade level expectations. The grade level assessment is a standards-based test that measures ELA and Mathematic skills as defined by the Missouri Department of Education. MAP results are shared and discussed with parents or guardians during our fall parent-teacher conference. Excellence in achievement is celebrated with parents and community members at a banquet each spring.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture at Harry S Truman Elementary School is that of a family, which is the basis for everything we do at our school. We engage and motivate our students by encouraging them to always work hard, apply themselves in academic endeavors and to follow our Cardinal Creed - 'We are Cardinal Stars, we live by this creed: we show respect, together we are safe, accept responsibility, and resolve problems'. The Pledge of Allegiance and Cardinal Creed are recited by the entire school every morning led by our fourth grade students. Our principal also reads announcements daily that help students follow our Cardinal Word/Phrase of the Week and recognizes students celebrating birthdays. Classes are rewarded with different celebrations by earning Cardinal Stars throughout the year. We are always looking for ways to help our students be Cardinal Stars within the community, not just within the school environment.

Another motivation for our students is having the opportunity to be recognized as Student of the Week or Student of the Month. Each week, one student is nominated by their teacher to be recognized for their efforts academically and behaviorally in the classroom. Students are also chosen by their teachers to receive the Student of the Month award based on their exceptional display of the character trait of the month.

The counselor provides the opportunity for students to participate in small groups such as a friendship group, social skills, and/or study skills group. Parents are encouraged to seek help from the school if they have concerns about their child's social/emotional well-being. The counselor provides monthly newsletters to parents to help keep them informed and gain an understanding of current issues and topics.

At Harry S Truman, our PTO (Parent Teacher Organization) works with our staff to support their needs by providing funding to help with field trips, classroom items, and large items like technology and playground equipment. Our PTO provides monthly incentives to our staff showing their appreciation for all of their efforts. Our principal shows support and appreciation to our staff by complimenting their success in the classroom, and offering ideas and strategies to improve instruction so that every staff member is successful.

2. Engaging Families and Community:

Harry S Truman Elementary School fosters an environment where families and community members know they are important to the success of our students - both academically and socially/emotionally. We are currently creating a resource library for parents to utilize, with materials, tips, and strategies to use at home to practice reading and math skills. Our staff encourages collaboration and communication in a variety of ways: conversations with parents and guardians through text, telephone or emails, conferences, classroom newsletters, websites, Class Dojo, student planners. There are two parent-teacher conferences scheduled each year. In order to accommodate our parents, conferences are held after school hours into the evening for the convenience of our working parents. Our conference attendance rate is 100%.

Webb City R-7 School District created a program called Webb City CARES - Community and Resources Embracing Schools. This program consists of businesses, faith-based partners, social services, and law enforcement. The purpose of this committee is to create a link between school and the community, so we can each help one another. Our CARES partners volunteer in our school to read with students, provide resources and supplies students may not have available. Through our Webb City CARES committee, we also provide snack packs to at-risk students on a weekly basis who may not have food available at home. The CARES committee has developed a Cardinal MUSCLE program (Men Using Support, Compassion, and Love to Encourage), which invites dads or other men in the community to volunteer each morning to greet students at the door with a "good morning" and a high five or a handshake. This program supports the annual Pack the Bus project where community members donate school supplies that benefit our students. CARES recognizes the importance of school attendance by rewarding students with ice cream at the conclusion of the school year.

Harry S Truman also works with our local YMCA and Boys and Girls Club to provide a convenient location for students to receive after school childcare. Program leaders at both locations provide homework assistance, snacks, and opportunities to socialize with peers.

3. Professional Development:

The Webb City School District has always valued high quality professional development for all staff members. Harry S Truman has fully embraced that belief in continued professional learning. Our staff members are trained regularly on teaching strategies, caring strategies, and safety strategies. All of our professional development is based on our Comprehensive School Improvement Plan, which is centered around student achievement and student improvement.

The staff at Harry S Truman consistently uses current best practices in and out of the classroom. Our teachers attend workshops on differentiated instruction, Response to Intervention, understanding poverty, technology integration, cooperative learning strategies, and collaboration and inquiry. Teachers also attend in-district trainings and in-service meetings. Our district provides the opportunity for teachers to be leaders and facilitate trainings. The district organizes an annual day called Professional Communities Learning Together (PCLT), in which teachers present on techniques and strategies that are successful in their classrooms. All district teachers are allowed to select the topic that would be the most beneficial in their classroom. This day has become one of the most powerful learning experiences for our school and our district.

An extensive amount of professional development has been given on Adaptive Schools, which is focused on developing a collective identity and capacity of organization members as collaborators and inquirers. Many of our school staff members have been trained in Adaptive School strategies, which are shared and implemented throughout the school including classrooms and staff meetings.

School safety is a priority at our school. Every year our staff is trained in school safety protocols and many are trained in safety procedures including CPR and CPI (Crisis Prevention Intervention). Harry S Truman has a crisis team comprised of multiple staff members trained to respond to emergency situations. Our school resource officer, along with local law enforcement trains our staff and our students on safety procedures. Our school piloted a new school security system called 'Lokdown', which gives teachers the ability to immediately contact school personnel and law enforcement in emergency situations including intruder, fire, or evacuation. This program has since been implemented in several other districts across the nation.

Our professional development and procedures are continuously evaluated for effectiveness in the classroom and its impact on student achievement and safety.

4. School Leadership:

At Harry S Truman Elementary School, leadership is a combination of servant leadership and shared leadership. The administration and staff believe that every person in our building holds a leadership role. Our school uses a variety of ways to share leadership including a principal's advisory committee, intervention teams, data teams, along with a social committee and a Response to Intervention committee. Everyone in our building plays a vital role in meeting the needs of all our students, thus allowing them to reach their full potential and be successful.

Data teams meet biweekly with the instructional coach and the principal to discuss instructional strategies and student performance. Our instructional coach has a leadership role by providing curricular updates, teaching strategies, changes in assessments, along with supporting teachers daily in the classroom. When the data teams discuss student performance, they look at more than just the student's data. They also look at the student as an individual and consider current circumstances. Our teachers know what is going on at home, and what is happening in the student's day to day interactions with their peers. We want to know everything we can about every student so we can successfully meet all of their needs.

The Harry S Truman intervention team is one of the most important teams we have for shared leadership and servant leadership. Our team is made up of the principal, special education teacher, Title I teacher, school counselor, school psychologist, and a teacher representative from each grade level. This group meets regularly to work with teachers on student-centered interventions to meet the needs of struggling students. This group provides a variety of strategies to help students academically and behaviorally along with providing support for the classroom teacher. The team continues to meet with the teacher and track student data to determine the effectiveness of the intervention and provide next steps to promote student success.

All of the teams and committees at Harry S Truman believe that it is their job to work with each other and our students to make our school a place that is based on building relationships with everyone involved. People can achieve more when they have a purpose beyond themselves, and that is the philosophy of the staff at Harry S Truman and the attitude we try to instill in our students and community.

Part VI – INDICATORS OF ACADEMIC SUCCESS

There is never one practice that determines whether a school is successful or unsuccessful, but if we at Harry S Truman had to pick one area that has impacted student learning in our school it would be our RTI/Intervention model. In spring of 2012, our school formed a committee that started a year long process of reviewing our RTI and Intervention models. During this process, we visited every elementary school in our district and observed how other schools were meeting students' needs through RTI and interventions. Our committee then compared the parts of each program that were successful and the parts that we could improve upon. Through this review and the review of experts such as Mike Matos, Robert Marzano, and Mary Howard, we developed our own RTI and intervention models, including the implementation of our intervention committee. Members of the committee, along with classroom teachers, design and employ explicit, intensive interventions for students with the highest need for support.

Our past RTI practice was to implement a one time daily building-wide intervention. Through our research, we determined it would be more beneficial to administer each grade level RTI at a different time to allow for a smaller student-teacher ratio and more targeted interventions for each student. This in turn adjusted the way we use our Title I time. Our Tier 3 RTI time and our Title I time now occur in succession, so students receive a full hour of targeted instruction. While the Tier 2 students receive 30 minutes of instruction at their performance level, Tier 1 students receive 30 minutes of enrichment activities. This change in our RTI and Title I time has increased students' motivation and achievement, along with teacher support and fidelity.

Of the 24 Tier 3 students receiving Title I services in 2nd grade during the 2013-14 school year, only five continued to need services in 4th grade and three were determined to meet the criteria to be defined as a student with a learning disability after receiving interventions designed by the intervention committee. During the 2014-2015 school year, the percentage of students scoring proficient or advanced on the Communication Arts MAP test were: third grade 92%, fourth grade 76%. The percentage of students scoring proficient or advanced on the Mathematics MAP test were: third grade 97%, fourth grade 86%. Our data indicates the changes we made have had a dramatic effect on student achievement at Harry S Truman.