

U.S. Department of Education
2017 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 Mr. Josh Brummit

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

Official School Name Atlanta Elementary School

(As it should appear in the official records)

School Mailing Address 600 S. Atterberry Street

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

City Atlanta State MO Zip Code+4 (9 digits total) 63530-0367

County Macon

Telephone (660) 239-4211 Fax (660) 239-4205

Web site/URL http://www.atlanta.k12.mo.us E-mail jbrummit@atlanta.k12.mo.us

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. William Perkins E-mail wperkins@atlanta.k12.mo.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Atlanta School District C-3 Tel. (660) 239-4211

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 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: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) 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
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 10 | 2 | 12 |
| 1 | 5 | 6 | 11 |
| 2 | 5 | 11 | 16 |
| 3 | 11 | 8 | 19 |
| 4 | 12 | 2 | 14 |
| 5 | 6 | 9 | 15 |
| 6 | 7 | 12 | 19 |
| 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 | 56 | 50 | 106 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 100 % 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 2015 – 2016 school year: 17%

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, 2015 until the end of the 2015-2016 school year | 7 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 10 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 17 |
| (4) Total number of students in the school as of October 1, 2015 | 101 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.168 |
| (6) Amount in row (5) multiplied by 100 | 17 |

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):

NA

7. Students eligible for free/reduced-priced meals: 56 %
Total number students who qualify: 59

8. Students receiving special education services: 14 %
15 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.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 1 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 3 Other Health Impaired
- 6 Specific Learning Disability
- 3 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: 4
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 including those teaching high school specialty subjects | 7 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 8 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 3 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 96% | 97% | 96% | 96% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

| 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
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.

The mission of the Atlanta C-3 School District is to help students achieve maximum intellectual and personal development and function successfully in a global society.

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 Atlanta C-3 School District is located in a small low-income town in a rural community in Northeast Missouri. It consists of students blended from two communities. According to the 2010 census, the small town of Atlanta has a population of 385 people. It was joined by students from the tiny town of Elmer, Missouri, population 80, when its elementary school closed in 1991 due to low attendance and poor facilities. Approximately 50% of the students receive free and reduced breakfasts and lunches. The area of the district is approximately 168 square miles. Atlanta is home to a few family-owned businesses, including a tire shop, a building supplies store, and a funeral home. Three churches are also prominent features of the town. There is a tiny post office, but it is only open part time, due to budget cuts. The community members of the school district are employed in a variety of occupations ranging from farmers and construction workers to nurses and teachers. Most people must commute to neighboring communities for their jobs, due to limited opportunities in the town. The school is actually the largest single employer in the district, with 44 employees. The school's mascot is the hornet, which represents us well. We may be little, but we are mighty and can fly high to success with high expectations and the support of those around us.

The community that makes up the Atlanta C-3 School District is a close-knit group of people with the school binding them together as the hub of the community. The community supports the school district and the school district supports the community. All school functions are packed with family and friends. Whether it is the back-to-school picnic, the Christmas concert, or the spring music, art and drama program, the Halloween parade, or kindergarten graduation, the community shows up and supports the students.

Atlanta C-3 School is always bustling during the school year with both academic and extracurricular activities, and it is also used in the summer. The school district encourages the community to use its facilities year round. For example, many children participate in elementary basketball programs, run by the parent teacher organization and the booster club. They practice and then compete against students from other towns, with family and friends cheering them on from the bleachers. A small weight room is also available to the community and faculty members for exercise purposes before and after school hours. Summer camps are conducted by the high school basketball, baseball and softball coaches to provide activities for the elementary students. Also, the Atlanta summer league baseball program uses the school's baseball diamond for practices and games. In June, when the town has the Atlanta Homecoming, the school donates the use of folding chairs and tables. Members of the faculty and staff donate their time alongside the community members to work at the food stand, bake cakes and pies for the ice cream stand or cake walk, or help with organizing the games for the children.

The community pulls together in times of disaster. In the midst of a storm, the roof blew off the elementary school one spring night in 2015. That next morning faculty, parents, community members, and students showed up to help clean up the mess. We all have pride in our facilities. This community-centered mindset is passed on from generation to generation. We have some students who are the fourth generation of their families to attend Atlanta C-3 School. We often see former students with young families returning to the community to live, because they want their children to experience that small-town support they remember growing up.

We believe it is the community support that is one important key to the Atlanta C-3 school district's rich history of academic success. Another important key is the dedication and hard work of the administration, faculty and staff to maintain high standards for our students to be successful in life. Our teachers collaborate with each other and share successful strategies and policies to ensure smooth transitions from grade-level to grade-level.

Our mission statement spells out SUCCESS. We want our students to be:

- Self-directed learners who
- Utilizes and applies information and ideas
- Complex problem solvers and decision makers
- Competent individuals in basic and advanced academic skills
- Effective communicators

Society contributors

Self-confident, responsible individuals

These academic successes achieved by students and faculty are evident in the excellence in performance awards, positive annual performance reports and school improvement reviews. Our high school math teacher is the sponsor of the elementary math team, which consists of fourth, fifth, and sixth grade students, and they have also earned awards at area competitions.

We believe all students can be successful. When we see that a student is struggling to be successful academically, interventions are in place to assist him or her. These include: RTI (Response to Intervention), Title I programs in reading and math, an At-Risk Coordinator, and the Hornet Club, where students can receive after school tutoring.

Our school located in Atlanta, Missouri may be small, but it is a strong combination of the community members, students, teachers, support staff, and administrators who work together and encourage each other in all situations. We are dedicated to our first priority the continued success of our students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Atlanta C-3 School provides a rigorous core curriculum for our students. The curriculum used is research-based and supports the Missouri Learning Standards and the Common Core State Standards. Our curriculum is vertically and cross-curricular aligned. Needs assessments are continually completed and reviewed. Our faculty analyzes many sources of data, and adjusts the curriculum accordingly. Our district uses various methods to engage students, enhance learning and interest, and appeal to their differing learning styles. Enrichment activities, such as field trips and subject-specific programs, are in place. In the core curriculum areas of reading/English language arts and math, the use of programs such as Reading Counts and Rocket Math help students improve their fact recall and reading comprehension skills, track their own progress, and encourage parents to work with their students. Teachers communicate home to parents what levels their children are on or how many Reading Counts points they need to complete.

In reading and English language arts, students are taught reading strategies to utilize before, during, and after reading. Before reading, students may engage in a picture walk. As they read, students are encouraged to predict or ask questions about what they think will happen in pages to come. After reading, students confirm or reject predictions as well as make other predictions beyond the text. In the lower elementary, students journal daily, based on writing prompts created by the classroom teacher. In grades two through six, students utilize the Reading Counts program. Reading Counts requires students to read varying amounts of books based on the grade level of the student. The Reading Counts program awards points for reading a book according to the reading level and successful completion of an assessment over that book. Each quarter students are required to read a designated amount of points worth of books based on their grade level. In first grade, the Reading Recovery program is used. Students are assessed, and those students needing interventions are given one-on-one support by our Title I reading teacher. The Reading Recovery program has seen great success. We also enrich the reading experience by inviting authors and illustrators of books come visit our students for assemblies. Students in grades four through six annually attend the literature festival at Truman State University's campus.

Students are engaged mathematically through the use of manipulatives and graphic organizers and by creating representations to solve higher-order thinking problems. Students gain foundational concepts in addition, subtraction, multiplication, and division through the Rocket Math program. In the Rocket Math program, students work daily through the operations on timed assessments starting at level “A” and progressing to level “Z”. Students start the year at level “A” in addition. Once they get to level “Z” in addition, they move on to subtraction, then multiplication, and finally to division. To complete a level, students are required to correctly answer a certain number of math facts in a specified amount of time. This requires students to know and be able to recall their basic math facts quickly. Students and teachers work together to set specific, individualized goals. Students who achieve their goals more quickly are pushed on to higher levels. Each student works at his or her own pace, but all are rewarded for accomplishing different levels.

Our science curriculum is vertically aligned utilizing the resource Interactive Science by Pearson. Students engage in the scientific method and work together to generate hypotheses, perform experiments, and communicate their results. The fifth and sixth grades conduct a science fair in May each year where they present their experiments to the rest of the elementary students and community members.

Students are engaged in social studies and civic learning through a variety of experiences, including annual field trips. Fourth grade students take a yearly field trip to the state capital to see our state legislators in action. Students in fifth and sixth grade participate each year in the School of Economics held in Blue Springs, Missouri. At the School of Economics, students are immersed in the world of economic activity and civic duty. They are assigned a country of origin and experience the immigration process through a hypothetical Ellis Island. Throughout the day-long experience, students work as small business owners or hold local government offices. As small business owners, students learn about income, expenses, and profits. Ten parent volunteers attend also and work behind the scenes ensuring the food or craft items are

produced correctly and according to recipes or instructions. At the School of Economics, students collaborate with students from districts throughout the state. It is an excellent opportunity for parents to get involved in a hands-on learning experience with their children.

2. Other Curriculum Areas:

Aside from having a rigorous core curriculum, it is our belief that our district also offers an outstanding list of non-core classes to our students which include: art, music, library, physical education (P.E.), computer skills, and guidance. Kindergarten through sixth grade attends art, music, library, and P.E. twice a week for thirty minute sessions. Kindergarten through sixth grade has computer skills class and guidance time with the counselor once a week for thirty minutes. We believe that these non-core classes enable our students to acquire essential skills and knowledge to be successful, both academically and in life outside of school.

Kindergarten through sixth grade students create and display artwork during the annual winter program and at the annual spring music concert. Fine art lessons are designed to help students learn the procedures, skills, and techniques it takes to create works of art and to be innovative. These lessons also teach students to learn from mistakes and to have perseverance, which are among the most important traits in successful citizens. Teachers here at Atlanta C-3 strive to teach students the skills and techniques needed to explore and maximize the potential of their creativity.

The music program of Atlanta C-3 performs twice annually, once during the holiday season and another at the conclusion of the school year at the spring program. These performances give elementary-aged students an opportunity to be a part of a play, musical, or chorus of singers to showcase what they have learned throughout the year for their families and the community. These performances are well supported by the community: the gymnasium is completely full for each performance. The fifth and sixth grade band participates in the spring performance as well. This band practices three times a week for forty minutes per session. Students are taught the fundamentals of note reading and the basics of rhythm and instrument handling and care. Students are encouraged to practice their instruments at home under parental supervision for at least two hours per week. Thirty-three percent of our fifth and sixth grade students participate in the band. The instruction students are given in fifth and sixth grade prepares them for their first year of junior high band in seventh grade. For the past three years, we have had 100% retention from sixth grade band into seventh grade junior high band.

In the library, students take time to sit down and read. Students can search for books that capture their interest. Younger students are taught how to use the Dewey Decimal System. In order to learn how to use the system properly and keep our library organized, incoming students are assigned a partner to help them find and check out books. Our librarian also uses each grade's library time to read aloud to students. The librarian often reads a book related to something they are learning in another subject area. During the library time, students are encouraged to take Reading Counts assessments over books they have read. Through the Reading Counts program, staff obtains accurate data as to what reading level students are on. Our librarian assists students in finding books that they are interested in at or slightly higher than a student's reading level. Our librarian hosts a book fair annually.

The physical education program keeps students active and engaged. Students work to reach national fitness goals in the President's Challenge. Our physical education teacher works with the American Heart Association on Jump Rope for Heart and Hoops for Heart programs. Through these two programs, students learn the rewards of healthy living. All students Kindergarten through sixth grade participate in a track and field day at the end of the year.

Computer and technology skills are taught at an early age. Different ages of students utilize their keyboarding time in different ways. Kindergartners work on key recognition for letters in the alphabet and manipulating the controls on the computer. As students get older, they spend time in keyboarding typing written works they have produced during the English language arts portion of their day. They learn to utilize tools and resources on the computer in a productive, appropriate, and efficient manner.

Atlanta's guidance department follows Missouri's K-12 comprehensive guidance program. The guidance

program offers the following to all students: individual student planning, responsive services, system support, and school counseling curriculum. It addresses the needs of all students by facilitating their academic, career, and social/emotional development along with creating a positive and safe learning environment in our school. The counselor works with the students to help them learn the social and behavioral skills they need to be successful and to help build character.

3. Instructional Methods, Interventions, and Assessments:

Every student at Atlanta C-3 is unique. Each has diverse and individual needs that must be addressed in order to be successful in the classroom setting and achieve instructional goals. In order to ensure the success of our students, our district uses various instructional methods, such as incorporating technology into the classrooms; using rigorous, comprehensive assessments; and coordinating interventions such as Title I, reading recovery, and At-Risk.

Teachers at Atlanta C-3 use diverse instructional methods from the use of technology in all subjects with the use of manipulatives. Teachers incorporate as many methods of instruction as possible in order to reach all students. The very foundation of our technology use involves our school superintendent ensuring that we have as much bandwidth and internet access that we could possibly need, which, in rural areas, can sometimes be hard to come by. Students can obtain computers for any type of assignment from the multiple laptop carts that our school possesses. Each classroom is equipped with a SmartBoard, and many teachers utilize them in almost every lesson. Students use the SmartBoard to demonstrate their knowledge of any given skill they may be studying. This encourages students to take ownership of their knowledge and learn to present it to others. Classroom teachers utilize whole group instruction, small group instruction, individual instruction, guided practice, and independent practice on a daily basis. Teachers strive to make the subject matter interesting and relative for their students.

We are fortunate at Atlanta C-3 to have many types of interventions available. For each intervention, communication with the parents is vital to the success of the student. We cater the intervention to the needs of each specific student. We have a Title I reading teacher as well as a Title I math teacher. These Title I teachers stay in constant communication with the classroom teachers to identify any students who could possibly benefit from more assistance and support. Both Title I teachers spend their day giving one-on-one instruction to these identified students. Title I teachers utilize two different methods for intervention: pull out and push in. As stated before, each student's needs are unique. Our Title I teachers assess whether the student would be more successful by being pulled out for one-on-one instruction or by staying in the classroom while the Title I teacher is 'pushing in' the classroom and helping the student.

Our classroom and Title I teachers work closely together to identify students who could benefit from the reading recovery program each year for first grade students. This program has a very high success rate for closing the achievement gap for students who are lagging behind in reading. As student's progress through grade levels, upon reaching fourth grade, we have mandatory tutoring if they are behind in reading, facilitated by a highly qualified teacher. This ensures that every student is reading on grade level or higher at the conclusion of fourth grade.

Another intervention method that Atlanta C-3 utilizes is employing a full-time At-Risk coordinator. This individual monitors grades and attendance data to identify students who could need extra help and provides that student with the time for getting work done or the strategies and resources he or she needs to make the improvements on his own. The At-Risk coordinator works closely with parents to communicate what interventions the school is implementing and what interventions they could do at home to help the student be successful.

Assessments used at Atlanta C-3 are crucial to the success of students. Our Title I teachers assess students at the beginning of the year in reading and math. This early assessment provides baseline data for teachers and students to set goals for the upcoming year. Students are assessed in many different ways throughout the year from such things as daily quizzes to chapter and unit tests. Data from these tests help drive instruction in the classroom. Classroom teachers also utilize sample MAP assessment questions that are provided on the Missouri Department of Elementary and Secondary Education website. Students are continually encouraged

to do their best on any assessment that is put in front of them. The elementary teachers do an excellent job of motivating students.

Our elementary participates in collaborative work through the Northeast Regional Professional Development Center (RPDC). The elementary is divided into two data teams: Kindergarten, first and second grades are one team and third, fourth, fifth, and sixth grades are the other data team. These data teams meet once per month to discuss data and to formulate common assessments that are used to vertically align our math department. We submit pre-, mid-, and post-tests five times per school year, through our data teams, to the Northeast RPDC.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Every staff member in our district plays an important part in providing a positive climate to meet the needs of our students. Our bus drivers' positive remarks to the children in the morning as they step onto the bus, the administration and teachers who greet the students by name as they walk in the door, and the cooks who provide breakfast with smiles and friendly comments are all examples of the positive climate at Atlanta C-3. We function as a family, and our role is to make sure we do whatever it takes to promote a positive learning environment for the students and help each of them get the best education possible. Most of the district employees know the names of all the students and take responsibility for their success. Our students feel important and are therefore properly motivated to succeed.

The teachers feel a deep responsibility to provide the very best education for each student. The administration supports the teachers to help them make the students successful. The teachers of Atlanta C-3 do not look at their position as just a job. Several of our teachers grew up in Atlanta. All teachers understand that, as a staff, we need to do what it takes to ensure that students succeed at whatever they do. When the teachers look at the students they do not just see students sitting in the classroom; they see a nephew, niece, or the child of one of their friends. The coaches of athletic programs and the sponsors of school clubs provide the best learning environment that they can at all times. Students show up to school activities in support of their fellow classmates. We believe that this is a direct reflection of our school district's positive atmosphere.

In addition to providing a positive learning environment for our students, the district also strives to ensure that the climate of the school for teachers is as good as it can be. Teachers are treated with respect and are considered the expert on education for their subject and grade level. The administration supports the teachers and listens to their needs, providing assistance and resources when necessary. The principal and superintendent are present in and around the building throughout the day and at all school-sponsored activities. The administration has an open-door policy; and teachers, parents, and students feel comfortable talking with them. Parents and parent organizations, such as the PTO, support the teachers and the administration by bringing in treats for the teachers during National Education Week and acknowledging days that celebrate the counselor, principal, and others.

2. Engaging Families and Community:

The Atlanta C-3 School engages community members and families of students in various ways. Some of the techniques the district uses to include the community and students' families in the school environment include the Parents as Teachers program, our annual back-to-school picnic, parent/teacher conferences, and Title I family nights. Our district also has parents who are involved in various committees at school, ranging from the wellness committee to the Title I Schoolwide planning committee, the Comprehensive School Improvement Plan (CSIP) committee, PTO, and the booster club.

The Parents as Teachers (PAT) program reaches out to families with children ages birth to five who live in the district. This program consists of screenings and regular meeting activities. The PAT director and the families meet in the homes of the students or at the school as a group so parents can network with one another.

Every year in March, the school reaches out to families of incoming kindergartners and hosts a kindergarten round-up to help get the incoming students ready for kindergarten in the fall. Prior to the first week of school, the kindergarten teacher hosts a kindergarten camp. The camp takes place over a few days and lasts for three hours each morning. Here, students and parents get a small taste of school. On the first day, students and parents get a booklet with the faces, names, and job descriptions of the staff members who will be working with their students that year. Then the students stay at school with the teacher while the parents go home for a short period of time, which helps with the transition to school.

The second week of school, the school board hosts a back-to-school picnic where they barbecue for the community. The teachers serve the food. In addition to meeting and greeting families and community members, information is distributed at the picnic: how to apply for and enroll in the Free and Reduced Lunch program, the A+ program, and our local after school program called Hornet Club. The school also hosts Title I family nights where teachers, students, and parents come together to have fun doing activities and discussing the importance of reading and other curriculum areas.

In October, we host parent/teacher conferences. While these are the only conferences held, staff members work hard throughout the year to communicate with parents as often through face-to-face conversations, over the phone, classroom newsletters, or the school newspaper “The Buzz.” Teachers send home the results of the Discovery Education testing in reading, math, and science quarterly. Parents are given a clear picture of how their student is achieving. The school sends out information and reminders to parents through Textcaster. The school encourages the use of its facilities to all students, whether it is the summer baseball association or the elementary booster club, basketball program, or summertime traveling softball teams. Feeling comfortable at the school and feeling supported by the educators when it comes to activities encourages students to succeed academically as well.

3. Professional Development:

Professional development at Atlanta C-3 is a team effort. Administrators and teachers share the responsibility of professional development. Each year the professional development committee sends out a needs survey to the teachers. The committee breaks down teacher responses to see what direction staff members want to take professional development the following year. As a committee, staff members research the topics that were the results of the needs assessment and figure out how to apply those topics to our school. As a certified staff, we meet once a month for a full day of teacher in-service. For the past four years, professional development has isolated curriculum as one of its main focuses. We first looked at English language arts and mathematics and attempted to incorporate these two subjects into everything we did at Atlanta C-3. Whether it is music education or art education, we attempt to bring English Language Arts and math to life in every subject.

We utilize the opportunities presented by the Northeast Regional Professional Development Center (RPDC) located on the Truman State University campus. Through the Northeast RPDC, the Atlanta C-3 Elementary participates in collaborative work with a focus on data teams concentrated on math for kindergarten through sixth grade. Through these data teams, teachers work continuously to allow data to drive instruction. Through the collaborative work program, teachers vertically align assessments so that, from year to year, students are comfortable with testing practices. Types of data collected are pre-, mid-, and post-tests for units taught. Northeast RPDC has come to our school and taught teachers the essentials of student learning objectives and how to apply data-driven instruction in the classroom.

Since our English language arts and math curriculum have been enhanced, the school has started to focus on science. Teachers have worked on creating cross-curricular units to incorporate Science into multiple classes. Professional development goals have been centered on student achievement and best practices for teachers. Through professional development, teachers have worked hard to ensure that their curriculum is the best that it can be. Their curriculum is aligned to the Missouri Learning Standards to ensure that the activities and the methods used inside the classroom engage the students. They are also working to incorporate technology into their curriculum and to let their instruction be driven by data.

4. School Leadership:

At Atlanta C-3, leadership can be found in many areas of the school. Aspects of leadership at Atlanta C-3 can be observed through the school board, administration, teachers, and students. Each group plays a separate, but equally important, role in the leadership of our school.

The heart of the leadership begins with the school board. This is a group of citizens who are dedicated to the success of our students. School board members are actively involved in other capacities with the school; most are parents, some are in the booster club, and some help coach the fifth and sixth grade

basketball teams. The school board has an outstanding level of trust with the superintendent, who has the big picture in mind at all times. The superintendent passes on that same trust to the principal. The superintendent and principal do what is best for students. The principal works closely with the federal programs coordinator and data manager to analyze data and work with staff on the direction in which curriculum and instruction should flow. The principal plays a role as a teacher leader in professional development. The principal visits the classrooms regularly, at least eight times per year for formal evaluations, to assess teacher effectiveness. He then helps teachers come up with various classroom strategies or teaching methods as needed to ensure the success of students.

The teachers also play a role in the leadership. Our experienced teachers volunteer their time to serve as mentors in our mentoring program for beginning teachers. The mentor/mentee teachers meet monthly throughout the year. At these meetings, they discuss topics that pertain to certain times of the year. For example, in August, they discuss parent/teacher communication, the back-to-school picnic, lesson plans, and introducing the new teacher to faculty and staff. These teachers keep a log of what topics they discussed. Any teacher is welcome to be on any committee that interests him or her. The school district does not limit teacher involvement in anyway. Teachers serve in leadership capacities on various committees. Teachers on the professional development committee help guide teacher in-services and staff training throughout the school year. Faculty and staff strive to be role models, not just as a philosophy, but as a daily practice.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Atlanta C-3 utilizes many programs that are successful in benefiting students. One program that brings multiple attributes of success together is our Response to Intervention (RTI) program. This program brings together data driven instruction, communication to parents, differentiated instruction, enrichment, and staff collaboration to benefit students.

In the first weeks of each school year, students are assessed using Discovery Education's benchmark assessments. All students are tested in English language arts and math. Science is tested in fifth grade. Once the school has an accurate picture of where students are at academically in each of those subjects, each grade is divided into three groups. The first tier consists of the two students who tested the lowest in the grade. The second tier contains the next three lowest students. The rest of the students go to the third tier, which is enrichment. Once we get the tiers divided up, we begin the program. RTI is Monday through Thursday from 8:25 to 9:00.

The classroom teacher works with the first tier, and a second teacher works with the second tier. The kindergarten, first and second grades are combined for enrichment. Third and fourth grades are combined as are fifth and sixth grades. In the first two tiers, students do work that is designed to bring them up academically to be on the same level as the rest of the class. Students in the enrichment group do work that is designed to challenge them academically.

Students are tested once per quarter. As the school gets data back from assessing the students, that data is sent home to the parents or discussed at parent/teacher conferences. The data is not only used to drive RTI instruction, but it is also used to drive classroom instruction. It gives us a clear picture of the knowledge that students have in the subject matter and tells us if they are on pace for the year. The teachers of the various tiers work closely with one another, collaborating to make sure all students' needs are met. For all students, we rotate the subject matter for RTI every two weeks. Students work on English language arts for two weeks, move on to math for two weeks, and then work on science for two weeks. We keep cycling all year long. The time spent in RTI is a small portion of the day, but it provides an opportunity for students to receive the additional attention they need from their teacher in core subjects.