

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

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 701 Lee Street  
 (If address is P.O. Box, also include street address.)

<u>Manhattan</u>	<u>KS</u>	<u>66502-3641</u>
City	State	Zip Code+4 (9 digits total)

County Riley County

Telephone (785) 587-2050

Fax (785) 587-2057

Web site/URL http://www.usd383.org/lee-elementary-school

E-mail minsan30@gmail.com;  
mindys@usd383.org

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

Date \_\_\_\_\_

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

Name of Superintendent \*Mr. Marvin Wade  
 (Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail marvinw@usd383.org

District Name Manhattan-Ogden USD383 Tel. (785) 587-2000

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 Ms. Mindy Sanders  
 (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**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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

### DISTRICT

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

13 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	37	42	79
<b>1</b>	45	27	72
<b>2</b>	44	44	88
<b>3</b>	42	29	71
<b>4</b>	35	30	65
<b>5</b>	32	27	59
<b>6</b>	34	18	52
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	269	217	486

4. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
  - 6 % Asian
  - 13 % Black or African American
  - 13 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 57 % White
  - 9 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 21%

If the mobility rate is above 15%, please explain.

Our military and university connected families increase our mobility.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	39
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	61
(3) Total of all transferred students [sum of rows (1) and (2)]	100
(4) Total number of students in the school as of October 1, 2016	474
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

6. English Language Learners (ELL) in the school: 16 %  
78 Total number ELL

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

Languages represented at Lee include: Pohnpeian, Yoruba, Arabic, Spanish, Korean, Nepalese, Haitian, Chuukeese, Portuguese, Turkish, Chinese, Bengali, German, Vietnamese, Pashto, and Russian

7. Students eligible for free/reduced-priced meals: 57 %  
Total number students who qualify: 279

8. Students receiving special education services: 22 %  
105 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.

- |                                   |  |
|-----------------------------------|--|
| <u>1</u> Autism                   | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                 | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness           | <u>10</u> Other Health Impaired                |
| <u>26</u> Developmentally Delayed | <u>30</u> Specific Learning Disability         |
| <u>10</u> Emotional Disturbance   | <u>25</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment       | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Intellectual Disability  | <u>0</u> Visual Impairment Including Blindness |

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	24
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 21:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

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

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

To provide a learning environment that develops responsible, productive, life-long learners.

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

## **PART III – SUMMARY**

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Achieving our collective moon-shot Kansas Can vision of being the best student-success school in the world, Lee Elementary School is nestled in the Flint Hills of north central Kansas. Four hundred eight-six (486) kindergarten to sixth grade students, their family support systems and community stakeholders of 55,000+ call Lee home, as one of the most diverse student populations with more than 18 languages and cultures. Lee is focused on foundation skills delivered with the Kansas Multi-Tiered Systems of Support (MTSS) framework to strengthen core academic instruction, skill-based intervention programs, and system-wide protocols.

The Lee team of 90 staff members (24 with masters or advanced degrees) delivering student success includes: 23 highly qualified certified classroom teachers, 12 ‘specials’ teachers, six special education teachers, three reading specialists, building leader, assistant principal, speech language pathologist, English Learner teacher, school psychologist, media specialist, social worker, nurse, office staff, food service, custodial team and more than 25 classified paraprofessionals and aides. Lee’s mascot is a Longhorn; and the colors are red and white.

Focused on the whole child within our MTSS model, Lee’s primary goal is to significantly advance literacy, math, and social skills with seamless transitions for all students including English Learners (EL) (13%), students with Individual Education Plans (IEPs) (18%), non-white (43%) and students from economically-disadvantaged households (54%). The rich cultural mix of students and families gives a global perspective to be #futureready. Due to their location near university international and family housing, the EL program is especially active. Lee goals include:

\*76% of students to be on grade-level benchmark in reading and math on Formative Assessment System for Teacher (FAST) universal MTSS screeners in 2019, 78% in 2020, and 80% by 2021.

\*55% of our students will score in Levels 3 and 4 (College and Career Ready) on English language arts (ELA) State Assessments by 2021; similarly, 60% for Math. We honor the goal of 75% of students to score Levels 3 and 4 ELA by 2030 with each subgroup.

\*Relevance (Kansas Accreditation Model): By 2021, our educators will increase personalized learning designed to prepare our students for college and career readiness with Individual Plans of Study (IPS).

\*Responsive Culture: By 2021, our educators will increase academic engagement through differentiated learning strategies with MTSS, specifically social and emotional factors and graduation rates.

Leadership has always been distributed and collaborative to include staff, family, student, and community input. Teachers lead professional learning on inquiry, foundational skills, and MTSS, not only to staff but others across the region and state. Lee exemplifies district core values: Students thrive in a safe, positive and accepting environment. Students achieve when decisions are data-driven within a responsive instructional and intervention system committed to equitable outcomes for all learners. Students succeed when adults model an authentic, respectful and honest spirit of collegiality, collaboration, and celebration. Students benefit from cooperative efforts between home, school and the community.

Lee School was built as a seven-classroom facility in 1953. With several additions, wings and annex to meet growth of the community, the latest bond investment in the late 2000s allows Lee to be a 24-classroom building with an emotional/behavioral program serving the entire district. The school was named for the Lee family, specifically Mary Cornelia Lee, who was a librarian from 1904-42. Her father, J. H. Lee was an Episcopalian minister, taught languages and English literature at Kansas State College of Agriculture and Applied Sciences before becoming superintendent of Riley County schools. The Lee family’s red brick home, built in 1867, was located on the land prior to the school. The bricks were fired in a kiln just southwest of the house. The Lee family affectionately called the property ‘Tanglewild.’

One of the oldest activities is the Lee Barbecue each fall since the school opened on Oct. 22, 1953. Lee includes a rich history as a past Blue Ribbon Award of Merit School in the early 1950s to gain momentum in supporting family connections and high standards with project-based learning. Additionally, Lee has many traditions and activities in the past 65 years including: fun nights consisting of games, drawing and cakewalk in the 50s; “TV Free Nights” when students came back to school for alternate activities like board

games and talent shows in the 60s; Science and Multicultural Fairs held on alternating years from the 70s; a school store developed to reward students who performed good deeds in the 80s; Outdoor Wildlife Learning Site Grants to study conservation, plant growth and wildlife with school gardens where every classroom had their own plot to grow plants and perform science experiments in the 90s; Tech Buddies as an after-school club where students learned to make a magazine using Microsoft Publisher in the 00s and literacy & STEAM family nights in the 10s. Lee gives students belonging, curiosity, friendship, kindness, confidence, courage and hope.



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

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### **1. Core Curriculum:**

Advancing the leadership of Lee educators who serve on the district Vertical Alignment Teams (VAT) and content area curriculum councils, the standards-aligned focus for our curriculum delivers world-class lessons for each student. Our guaranteed and viable curriculum is one of the leading indicators for our student growth and success. All students have access to evidence-based researched content and resources across the entire school giving opportunity and equity for 100% of our students. Collaboration and professional learning support the team’s consistent plans to address the standards, learning goals, and expectations for student growth; along with opportunities for calibration and coordination of learning. The core curriculum is realistic in scope and based on careful decisions to narrow the universe of knowledge into developmentally appropriate and challenging learning targets for our students.

Lee implemented an updated round of the curriculum review and revision cycle in 2015. This work, done by pK-12+ VAT, represents a thoughtful and purposeful processing continuing each year to remain relevant. These documents adapt and respond to changes in standards, incorporate current educational research, and further define the learning needs of Lee students to be college and career ready. The team created these foundational curriculum design map documents with access to all grade levels to review previous and future learning goals to better understand where each strand fits into the learning progressions. Our process attempts to reduce redundancies, identify gaps, make connections across grade levels, and improve sequencing.

For grades K-5 in ELA, our primary resource is Journeys, which is grounded in rigor from its foundation in high standards, guided by an illustrious author team, and focused on close reading, writing to sources, collaborative conversations and critical thinking. The evidence basis is strong from EdReports, who showed high scores for foundational skills development; qualitative and quantitative measures of text complexity; and questions and assignments grounded in the text with on-demand writing. Our curriculum provides opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. These tools examine relevant essential question and related concepts and anchor texts worthy of reading for a variety of student interests. Students acquire academic terminology needed for collaboration, conversation and writing, enabling all students to participate.

Math in Focus allows students to find meaning in numbers and symbols, with an emphasis on solving problems with a deep sense of math. Through hands-on learning, visualization, and pictorial representations, their understanding, confidence and love of math provides paths proven to develop students’ foundational, conceptual understanding and procedural fluency with best practices from around the world and highlights problem solving as the focus of mathematical learning. Teachers highlight concrete-pictorial-abstract learning progression with built-in differentiation support.

For MTSS interventions K-6 reading, we offer small group instructional tools from Number Worlds, 95% Group Materials, and Read Naturally. With a full array of resources from ‘chip kits’ to Phonics Lesson Library, these tools provide sequential intervention instruction, using the ‘I Do, We Do, You Do’ modeling cycle, in phonological awareness, phonics, vocabulary and comprehension concepts. Read Naturally fluency interventions help developing readers improve their literacy skills and become independent readers. The comprehensive math tool, Number Worlds, supports students who may have gaps in math with real-world applications.

K-5 students love inquiry, phenomenon based Full Option Science Systems (FOSS) hands on investigations in three units per grade level in earth/space, physical, and life science. Notebooking, meaning making and taking science outdoors are trademarks. Grade 6’s Science Dimensions, built with a digital-first mentality, provides an authentic approach to increasing student achievement in science and engineering with three modules: Earth’s water & atmosphere; geological processes through time; and space science.

TimeLinks and several current event platforms serve as the history, government, and social studies (HGSS)

resources. Teachers seek to prepare students to be informed, thoughtful and engaged citizens as they enrich their communities, state, nation, world, and themselves. Tomorrow's citizen requires a variety of skills to be successful: analyzing problems, collecting information, evaluating sources, and finding solutions in history, civics, government, geography and economics.

In all curriculum areas, educators build discipline-specific habits of mind that encourage the application of content in authentic situations as a framework for curriculum, instruction, assessment, and lessons. Following best practices and expectations, standards guide and encourage educators to address an integrated approach to learning. Both deep content knowledge and effective teaching expertise are essential for a rich learning experience.

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

To balance our whole child approach, students receive 90 minutes of physical education (PE) with rotating units of study; 90 minutes of STEM with project based learning; 60 minutes of visual arts; 90 minutes of music and vocal performance; 40 minutes of band and orchestra; and 30 minutes of social emotional learning (SEL); along with technology and library/media.

PE focuses on nutrition, fitness, and wellness. It weaves teamwork, sportsmanship, and lifelong health. Our staff partners with: Manhattan Track Club, KSU Extension, Ft. Riley Army Battalion, Farm Bureau, American Heart Association, USDA and nutritional snack grants providers to enrich students' knowledge of and experience with healthful foods and lifestyles. Rotation units of study include: archery, spike ball, gymnastics and many more areas of recreation opportunities. Events for all grades 3 and 4 students like Kids Fit at the university football stadium with a personal trainer each fall and all grade 6 students attend FIT 6 event each spring highlighting partners and wellness. There are countless after school recreation opportunities as well, including a long-standing jump rope club, basketball program, Girls on the Run, and many more.

STEM time implements a globally-recognized framework known as Project Lead the Way for all students to encounter pathways in computer science, coding and STEM topics to engage students in hands-on activities, projects, and problems; as well as empower students to solve real-world challenges. For example in one lesson about Animals and Algorithms, kindergarten students explore the nature of computers and the ways humans control and use technology. Starting with unplugged activities, students learn about the sequential nature of computer programs. Students are inspired by a story and then work in small groups to design and program a simple digital animation about an animal in its habitat.

Vocal music teachers use Game Plan curriculum for K-5, organized with lessons embracing several music philosophies, including the Orff Schulwerk and Kodály approach to reading rhythm and melody. Grade-level music performances are a highlight for school-wide assemblies and family connections. A 30+ year tradition is the grade six Choral Fest for students to gather with all other 500 students to perform with high school and middle school choirs.

Visual arts allow for a dynamic and creative opportunity. The teacher uses makerspaces for student projects. Art is a zone of inquiry and self-directed learning. It provides history, multicultural enrichment, and hands-on experiences, coupled with the tools and raw materials to support repurposing, recycling and invention. It's the ultimate workshop for the tinkerer.

In alignment with our mission and core values, Lee teaches character development curricula to ensure a safe, orderly, and bully-free environment. Skills and expectations are posted in hallways, restrooms and classrooms, and are reinforced by all staff. Teachers use Second Step to decrease problem behaviors and increase whole-school success by promoting the classroom community, safety, and support to keep lessons focused on content, not behavior management. For three weeks of class meetings a month (one meeting for Olweus Bullying Prevention Program topics), teams focus on skills for learning, empathy, emotional management and problem solving. Lee utilizes positive reinforcement of social emotional skills. Students are awarded six times per year for demonstrating one of the six pillars of character: caring, respect, responsibility, trustworthiness, citizenship, and fairness.

Grades 5 and 6 students can choose a string or band instrument to begin instruction on one of several instruments at the foundation of our grade 5-12 marching and chamber programs. Students receive two 40-minute group lessons each week and participate in multiple performances.

Technology curriculum facilitates lesson redefinition and lesson modification. Students have come to expect access to cutting-edge hardware and software. Lee is fortunate in its ability to provide nearly one-to-one iPad and laptop technology to students. One tool, MobyMax, is as a blended learning tool for both core instruction and intervention support. Library and media specialists deliver a joy of reading and interpret contemporary literacy practices. With a modified, flexible schedule, students receive a full scope of innovative, inclusive and inviting study and meeting space.

Comprising a rich array of disciplines, these life skills and academic subjects provide an essential element of a complete and balanced education for all students.

### **3. Instructional Methods, Interventions, and Assessments:**

Lee educators employ proven strategies for teaching each student with systematic and explicit instruction. Systematic reflects how concepts are taught in a planned, logically progressive sequence; all based on data-informed decisions from universal screeners, progress monitoring, formative classroom checkpoints, and summative opportunities. Students work on carefully designed tasks that give them opportunities to apply what they have been taught. Valid and reliable assessments are designed and used in a timely fashion to monitor skill acquisition as well as students' ability to apply new skills, to retain them over time and to use them independently. Explicit instruction clearly states what is being taught and models effectively how it is used in a relevant, real-world setting.

Overarching Lee's specific methods, we put value on and build collective educator efficacy (CEE), known as a shared belief that action with a voice of influence can positively influence student outcomes, including those who are disengaged or disadvantaged. Armed with growth mindsets, Lee educators show a willingness to be coachable, set more challenging goals, and attend more closely to the needs of students who require interventions. CEE has been evidenced by the MTSS BLT who have guided deep, ongoing collaboration; cohesive core values and common direction; responsiveness to practice adaptive leadership; and effective interventions in ensuring that each student is successful.

Our top five Hattie and Marzano-based instructional focus areas include: 1) Effective Feedback & Behavior Specific Praise with a 4 positive to 1 correction: A response that clearly states what desirable behavior has been performed. This is a form of positive reinforcement in both academic and non-academic situations, and it provides students with feedback on a given task. Specific examples heard from walk throughs: "You're doing a great job of sitting crisscross on the rug listening to our story."

2) Opportunities for Students to Respond (OTR): allows students to be engaged with instruction by asking for regular response either chorally or individually through gestures, actions, or verbally. Our excellent educators seek to provide at least three seconds of wait time and signal for responses with a brisk, lively pace. Educators achieve OTR at least 3-5 time every minute during direct instruction lessons.

3) Cooperative Learning: students work together on a common task with structures and methods to allow students to use positive habits of mind to think critically without relying on educators for answers. Cooperative learning group structures go from simple to complex like numbered heads, think pair share, jigsaw, to group investigations.

4) Non-linguistic Representation with Strong Vocabulary Practices: enhances students' ability to use mental images to represent and elaborate on knowledge in two forms: linguistic form (as language) and nonlinguistic form (as mental images and physical sensations). When teachers branch out to help students use nonlinguistic representations as well with tools like graphic organizers and technology-based student created content, the effects on achievement are strong because they tap into students' natural tendency for visual image processing.

5) Shared Learning Targets: clearly convey to students the destination for the lesson—what to learn, how deeply to learn it, and exactly how to demonstrate their new learning. In both core instruction and skill-based interventions, the intention for the lesson is one of the most important things students should learn.

Through research-based, data-driven, systematic instruction with MTSS, our intervention support structures include Tier 1: All students in Tier 1 receive whole-group, small group, and differentiated instruction from fully-certified, trained educators for literacy block of 90-120 minutes; 45-60 minutes for math. Tier 2: Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Tier 3: Students receive individualized, intensive literacy, math, and social interventions that target the students' skill deficits for the remediation.

Using the Formative Assessment Systems for Teachers (FAST) as a universal screener and progress monitoring tool for reading, math and behaviors with Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), Lee captures instant student results and growth. Lee also heavily relies on the Kansas accountability summative test, which includes assessment of literacy and math skills for grades 3-6; with science at grade 5, and HGSS/writing in grade 6. This data flags risk for students in level 1; and measures college and career ready students in levels 3 and 4.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Lee is #future ready. Children born in the next three years will graduate around 2040 to a brave world in need of our district learner outcomes: Effective Communicators to clearly express ideas; Quality Producers to create intellectual, artistic, practical, and physical products; Complex Thinkers to identify, access, integrate, and use available resources; Collaborative Workers to use effective leadership and group skills; Community Contributors to improve the welfare of others in their diverse communities; and Self-Directed Learners to set priorities and achievable goals. None of these happen without a core of strong Lee culture.

Lee's climate overcomes challenges by having leaders of staff, students, and stakeholders ready to diagnose situations, manage themselves, energize others and intervene skillfully. To do this for the long haul, Lee empowers the entire community to take on leadership roles to grow a shared belief in the direction of the work and the ability to effect change with students. To celebrate and honor successes, Lee finds effective encouragement with authentic recognition of educators and students hard work and the resulting successes, like monthly dinners at local restaurants. Lee's MTSS self-corrective feedback loop builds collaboration and listening with common planning time, exhibiting models of excellence and in depth professional learning.

Lee acknowledges the hardships of change and the demands of education that can be so overwhelming, leading to burnout or feelings of endlessly treading water. However, Lee is a place of true belonging where teams empathize, listen when they ask for help, and do what everyone can to help manage responsibilities. Lee utilizes the experience of staff and allows teachers to self-elect PL topics and share their own work. Lee posts and reviews norms for meetings, like this sample for lead teachers: "We will maintain a positive tone. We will be growth minded. We will offer solutions." With the culture of excellence maintained, all these sustainable cycles build a culture of efficacy amongst staff who genuinely work together to improve their practice. A major element includes the benefits from our partners to create inputs for our system.

For decades, Lee has followed all compliance with Integrated Improvement Plans (IIPs) with support from the district, community partners, university, families and many more. IIPs set clear SMART goals and action plans to set forth adaptive, data evidenced tools. One piece of evidence includes: "By the end of the year, teachers will sustain a data-informed intervention model (Walk to Intervention) to teach skills in a one-on-one and small group setting by specific skills focused on flexible grouping for research/evidenced based instruction with appropriate universal screeners of FAST CBMReading 4% increase in scores from fall to spring." IIPs continue to support each student and grow with the latest needs to best respond to ongoing supports.

### 2. Engaging Families and Community:

With 98% family conference attendance, the monthly newsletter of the Longhorn Ledger, multiple platforms of social media, Lee values family two-way communication and empowerment. Recent, relevant research guides us to grow our capacity to put student-centered models with families being are their children's first and most important teachers. We have a strong vision of excellence for establishing partnerships like:

1. 4-H Youth Development with project-based learning - Guided by adult volunteers, youth develop their own pathway in 4-H from a broad menu of local programs.
2. Marianna Kistler Beach Museum of Art - Training on a ELA question set that uses art to develop strategic facilitated Visual Thinking Strategies and field trips.
3. Boys and Girls Club offer fun, safe, and academic support for to find enrichment and family support.
4. Optimist Club recognizes students for positive character each month.
5. Fort Riley US ARMY - Multiple community services provide first class services and support.
6. Kansas State University prepares educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. Hosting summer STEM institute; hosting interns and block students; College

- of Education is a long-term partner. Cats in the Classroom connects athletes to our students.
7. Kansas Reading Roadmap - K-3 students are learning to read with a skills-based system with a literacy family coaching model for 8 weeks twice a year.
  8. Kansas STARBASE - Since 1992, STARBASE has worked with grade 5 students to increase their knowledge in STEM.
  9. Konza Prairie Biological Station allows students to participate in hands-on local ecological research.
  10. Manhattan Chamber of Commerce with Classroom to Careers - Grade 4 engages in a series of presentation and field trips to 25+ local businesses.
  11. City of Manhattan Parks & Rec Department - Building a healthy community, we partner with many parks and programs. Students also receive tutoring at the Douglas Center.
  12. Manhattan Public Library connects to a world of ideas and information with books, movies, audiobook and programs.
  13. Pawnee Mental Health/Via Christi provides comprehensive quality mental health.
  14. Project STAY offers technical and fresh ideas on behavior intervention plans.
  15. Riley County Historical Museum - Wolf House Museum with grade 4 gives local primary sources to make history come to life.
  16. Riley County Health Department - Providing a wide variety of services to keeps our students, staff and stakeholder community, healthy.
  17. Sunset Zoo has countless literacy opportunities including on site DIY investigations and come-to-us programs.
  18. Wonder Workshop Children's Museum - WW offers after school activities and interactive exhibits meant to unlock the secrets of science.

### **3. Professional Development:**

With clear plans drawn from local needs, Lee consistently delivers in-tune high quality professional learning (PL) for educators and other stakeholders to give awareness, application, and impact with deep collaboration. Focusing on standards, new curriculum resources and shifting student populations, Lee's strategic PL with targeted topics offer sustained, cohesive, job-embedded, data-informed and context-specific learning for our teams. As we advocate and champion students, our never-ending learning improves and increase families' and educators' understandings of how to adjust strategies in accordance with learners' needs on several fronts including: data-informed decision-making, PL appropriately assess learners with key MTSS data supports, curriculum materials to maximize support tools, analyze data to track intervention growth, and effectively manage a learning environment with behaviors supports.

With train-the-trainer, technical coaching, and collaborative PL models, Lee grows internal local and trusted leaders. Lee advances implementation and understanding of evidence-based practices to refine practices for targeted students, especially in behaviors, math, science, social studies, writing, reading, speaking, listening, and language. Reaching beyond teachers, Lee also delivers professional supports for parents, leaders and community-based learning program leaders.

With a laser focus on new curriculum tools, Lee's trainer highlights the best methods of teaching intervention materials in reading groups. Ongoing PL ensures teachers feel equipped with the tools needed to be successful in meeting the ever-growing demands of the students in our classrooms. The integrity of the practice or lesson is monitored with leadership, BLT and lead teachers and instant, open feedback informs action toward implementation integrity.

Over and over in needs surveys, Lee educators have asked for opportunities to apply new knowledge with their curriculum tools, receive feedback on their implementation of new strategies and ideas, and be provided opportunities to collaborate with others to capitalize and increase their effectiveness. Trainers, administrators and lead teachers ensure integrity, faithfulness, and fidelity of student-centered, evidence-based practices and development of efficacy and capacity. System-wide, PL provides support with model lessons; reflections with building leadership and grade-level collaborative teams; as well as instant and immediately useful learning targets. The implementation of evidence is based on student actions and observations as much as teacher practices.

Lee benefits from the higher education professional credentials of several teacher leaders who have earned or are in the process of completing advanced degrees. Strong family and community connections reach into homes to support balanced, comprehensive growth. Lee recently completed the structuring and implementation phase of the MTSS process with coaches. Lee benefits from the self-correcting feedback loop in regard to building leadership teams and collaborative grade-level teams. Through this systematic approach, Lee uses data to drive decisions, including PL opportunities. Lee is also known for creatively celebrating progress in meaningful ways and contributing information sharing and problem solving to other schools in the region.

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

Lee acknowledges that any system is only as strong as the leaders at all levels, from administrators, teachers, families, partners, and students. In order to ensure the highest quality, Lee strives to hire, train, and retain passionate, student-centered educators with impeccable credentials. Leadership walks the talk of interventions and broad, joy-based literacy, math and behaviors for college and careers. Our leaders exhibit a steady hand that not only demonstrate support for initiatives, guidance, passion, storytelling with the data, and the support to make hard changes. Lee does not swing the pendulum or randomly creating a series of isolated efforts. Their leadership is rooted and is here to stay with solid investments. Putting the “important” and “urgent” in their proper places, Lee grants time and mental capacity to do so with self-care practices. Lee is known for an unrelenting, unwavering focus on improvement, maintaining and sustaining progress in the long term.

Lee maintains momentum to ensure the work and changes are not forgotten and don’t grind to a halt through fatigue or resistance. Successful continuous improvement programs understand that improvement is not merely a management initiative, but a long-term practice that permeate everything at Lee. One example is the MTSS framework adoption that shifted to an intervention focus in math, literacy, and behaviors to long-term mindset and actions. Since 2015, Lee has supported a rapid response to academic, behavioral, and social-emotional needs with frequent data-based monitoring for instructional decision making to empower each student to achieve high standards.

Lee took a systems approach (as one of the first in the district) with a focus on math, reading, and SEL learning with the most success. They took into account all contextual aspects of the environment and adapted to local needs to affect positive outcomes. Individual leaders at all levels in the system committed to being lifelong learners and learned how to make changes. Systemic change can be a difficult process for teachers and school leaders; however, Lee adhered to common goals, and modified those goals when needed. With the investment of Lee teams, the successful integrated MTSS exemplifies leadership, professional development, an empowering culture and content areas of reading, mathematics, behavior, and social-emotional learning. Lee tunes into student learning through frequent monitoring, adaptive instruction, in-tune interventions and quality assessment.

Lee offers professional judgement and practice that the researched-based integrated framework of MTSS supports our entire system in accomplishing: 1) Improving Efficiency: created a common vision to address the needs of all students with educator efficacy. 2) Increased Effectiveness: refined a set of evidence & research based practices. 3) Durability & Sustainability: developed infrastructures needed to support efforts at all levels of the system.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Due to the rich international diversity of our students and community, culturally responsive teaching (CRT) respects different cultures and creates a common positive climate for each student. Several motivational conditions are continuously created and enhanced at Lee: 1) establish inclusion for a learning atmosphere based on relationships and connection. 2) develop favorable experience through relevance and choice. 3) enhance meaning with thoughtful experiences in areas students value with focused outcomes.

Exercising sensitivity to cultures as global citizens, educators utilize and understand students' perspectives. Educators increase their connections with true classroom belonging. The cooperative experiences engage student choice, increase relevance of real-world lessons, and contribute to positive behaviors. CRT is student-focused and encourages academic success. It builds a sense of belonging in classrooms and entire Lee community. CRT empowers inclusion in a range of settings like small groups to discuss experiences, enhancement of meaning-making circles and reflective exercises.

As our educators deliver lessons, they establish inclusion to highlight how content applies to students, encourage discussion to solve problems, and provide shared learning targets. Students can to submit their own project ideas, like makerspaces, to complete project-based learning. Educators foster confidence in each student to demonstrate skills and understanding. Teachers give students time to creatively assess their own progress and performance, helping them focus on growth and goals.

At Lee, CRT reaches all vulnerable groups. English Learners are embedded in our MTSS model and newcomer programs. As students are evaluated for services and programs, teachers work in partnership with the district EL program to coordinate services. For Students with Exceptionalities, our student support teams facilitate appropriate educational opportunities for students with diverse learning needs and abilities. Highlighting partnerships with families, our students are identified as early as possible and receive the services they need through an IEP. For Students At-risk of Educational Failure, Lee educators seek to have supports for the often chronic poverty situations with MTSS, family supports and strong connections to community resources.

New information and communication channels via the latest technology are continuously developed, creating additional opportunities and challenges for CRT. The “contemporary literacies movement” (mastered by Lee educators) focuses on how the nature of reading, writing, and learning is changing due to technological developments and how we might integrate these changes in effective, accelerated ways. Lee teams better understand new literacy tools, as well as research and practice, to address the challenges of critical evaluation of information and effective use of CRT collaborative learning projects that cross national and cultural borders into our global, flat world.