

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 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

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):
- 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
 - 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
PreK	32	23	55
K	24	25	49
1	18	23	41
2	12	17	29
3	19	21	40
4	22	30	52
5	19	25	44
6	21	18	39
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	167	182	349

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % 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 2016 – 2017 school year: 14%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2016	265
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

6. English Language Learners (ELL) in the school: 1%
3 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 33%
Total number students who qualify: 116

8. Students receiving special education services: 16 %
57 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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>15</u> Developmentally Delayed | <u>18</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 6
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 including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
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 20:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	97%	97%	97%	97%
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.

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.

Educate and empower each student with the skills, attitudes, and abilities to succeed in life.

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

Canby Elementary is located in the southwest part of Minnesota approximately 30 miles from Marshall MN. Canby is primarily an agricultural community with approximately 1900 residents. Canby Elementary has 294 students that is being served at this time in grades K-6. Canby Elementary also serves 54 students enrolled in its Little Lancer Preschool program. The students of Canby are primarily Caucasian making up 91% of Canby Elementary population. Approximately 42% of Canby students qualify for free and reduced lunches. Canby Elementary pulls students in from surrounding communities from Minnesota and South Dakota.

Canby Elementary has received the status of a Reward school in Minnesota for five years in a row until 2017 when the award was not given out as a transition year. Canby Elementary consistently scores 10%-20% higher than the state average on the Minnesota Comprehensive Assessments (MCA) given in April. It has become a tradition or way of life for students of Canby Elementary to perform at a high level. Canby Elementary has also decreased the achievement gap in Math by 50% which was Minnesota's goal by 2017. That responsibility has been carried by a dedicated teaching staff, students, parents, other members of the community, and administrative staff. Canby Elementary has an energetic staff that the students are excited and comfortable interacting with each other.

Canby Elementary has run a very successful preschool program which has just expanded to offer more choices. Currently the offerings include the two half-day program, three full-day program, and four full-day program. These offerings gives our parents' choice in programming and the amount of days suited for their student. Canby Elementary has also been running all day every day kindergarten for over twenty years. Canby Elementary is on a curriculum review cycle in which we look at the state standards that are in place and compare them to each grade levels' curriculum maps. Our teachers are then able to align the standards in the classroom. During this time, Canby Elementary reviews different curriculum choices from various vendors to ensure that we have the latest curriculum that meets our students' needs.

Canby Elementary is able to challenge and give extra supports to students in a variety of ways. Canby Elementary uses the Accelerated Reader and Accelerated Math program provided by Renaissance. By using this program, our students are challenged by working in libraries above his/her grade level. At the same time, our teachers can differentiate teaching by allowing students to work in other libraries. Canby Elementary runs a schoolwide Title I program. Therefore, Canby Elementary has a fully implemented Response to Intervention program (RTI) in grades Kindergarten through sixth grade in math and reading. Paraprofessionals are also used to help students reach their full potential by giving extra supports when needed. There is also a homework room offered to students after school that is staffed by paraprofessionals who work in the classroom. Canby Elementary also offers physical education, music, and art classes for the students. Physical education is offered everyday all year long for the students to have time to get proper exercise techniques. Art and music classes allows for our students to grow in all ways and not just in math and reading. Canby Elementary has a full time mental health professional at the school to help students that are struggling in life. She helps guide students to solutions and aids in working through those problems. She is also in the classroom guiding students on peer interactions and appropriate behavior. Teachers are assigned to different leadership committees ranging from curriculum areas to special event committees. Through participating on the curriculum committees the staff understands the importance of the curriculum that is chosen and take ownership in it. The faculty is also involved in Professional Learning Communities (PLC) to learn from other teachers and to share ideas to the staff about his/her classroom.

Canby Elementary looks at the students' test data from the year before and throughout the current year. We involve the students in goal setting in order to push students to perform at their very best. We have created a culture in our school that everyone strives to exceed in every subject. Our staff and students have showed consistency in academic performance for the past several years. Our community is extremely proud of our school and it shows by the continued support from the community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Canby Elementary School's reading and language arts curriculum incorporates a basal approach utilizing the series Journeys. We also support this basal by integrating a variety of novel studies approaches including literature circles and whole class novels. As a school, we also address language arts in five parts: independent reading, comprehension, writing/grammar, vocabulary and spelling.

For the Independent reading portion, we use the Accelerated Reading program to self-motivate our students. Students set goals to help them set a purpose in reading. We also use this program to expose our students to many genres at their own independent reading levels. The staff offers support to struggling readers via Response to Intervention and Read Live.

In the area of comprehension, we use our Journeys series and novel studies to help us work with students in whole group and small group settings using modeling and assessments to teach our students the eight essential strategies of a successful reader are author's purpose, summarizing making connections, compare and contrast, making inferences, asking questions, visualizing, and predicting.

In writing and grammar, we also use our Journey's series to guide instruction in the areas of parts of speech and using the writing process. The Six + 1 Traits of Writing have been utilized to assist students in becoming more proficient writers focusing on using voice, conventions, fluency, and the use of ideas. Then by using the writing process students work on enhancing their writing organization, word choice and presentation.

Our vocabulary and spelling skills are integrated with our writing and comprehension as they are linked through our Journeys series. They focus on using context clues, vowel and consonant relationships, prefixes, suffixes, word origins, roots, multiple meaning words, antonyms, synonyms, homophones, and figurative language.

Our math curriculum is delivered through Pearson's Envision Math. As a school we teach math with four main parts: differentiated math, math review, whole group practice, quick checks, and assessments.

Our differentiated math program is the Renaissance Accelerated Math series. This program allows our students to work at their level and challenges them to be successful as they work at their own pace growing and evolving in a broad range of math concepts. We also use the MobyMax program specifically in our resource areas (SPED/RtI) and the lower grade levels. This program also assesses students at their level and pushes them to be successful as they move through the program working on a variety of math areas. Canby Elementary staff also utilizes Response to Intervention (RtI) for those students who need additional support.

Our whole group math practice, quick checks for learning, and assessments come from the Pearson Envision Math Program. This program helps teachers focus student learning on eight essential math practices. Through this program, students will make sense of problems and persevere in solving them using reason abstractly and quantitatively. Students will construct viable arguments and critique the reasoning of others. Students will use models to help with mathematics understanding. Students will use appropriate tools strategically. Students will attend to precision. Students will look for and make use of structure and express regularity in repeated reasoning.

Science Curriculum is focused on the Scientific Method, both supported by the FOSS Curriculum and the science fair that is held in the fifth-grade year. The collaboration of school staff, students, and community members play a vital role in the success of the science fair. In addition, students are given the opportunity to attend the Young Scientist Conference.

FOSS (Full Option Science System) is a research-based science curriculum. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring

experiences that lead to deeper understanding of the natural and designed worlds.

The best way for students to appreciate the scientific enterprise, learn important scientific and engineering concepts, and develop the ability to think well is to actively participate in scientific practices through their own investigations and analyses. The FOSS Program was created specifically to provide students and teachers with meaningful experiences through engaging with this active participation in scientific practices. <https://www.fossweb.com/what-is-foss>

New social studies curriculum has been adopted at Canby Elementary beginning with the 2017-2018 school year. With the Minnesota State Standards as a driving force, the following textbooks have been adopted:

In grades K-4, Pearson utilizes similar instructional resources as our math curriculum does. The transition has been seamless since the teachers already knew the online resources format. In grade 5, TCI is being used to teach core American History concepts. The program utilizes a simulation approach that gets students thinking and questioning events in history. In Grade 6, Minnesota History is taught using Northern Lights, the series published by the Minnesota Historical Society. Once again, the series encompasses the history of our state with a number of investigations used to get students involved in historical thinking.

Our Social Studies curriculum is also supplemented with a variety of periodicals such as Scholastic Choices, Time for Kids, and Scholastic News. These periodicals allow current event discussions in a classroom setting.

The Canby Elementary Preschool program utilizes Starfall preschool curriculum as our main curriculum. Our preschool program also adopts similar curriculum to k-6 which allows a consistent delivery method for those students when they go to kindergarten. This allows for alignment of all of our grade levels and allows for discussion between our grade level teams. The Preschool impact on our students entering kindergarten is huge because the students and parents are more relaxed and confident in their students' abilities to be successful in kindergarten.

2. Other Curriculum Areas:

Canby Elementary believes in the whole child. This is evidenced by the fact that each of the following curriculum areas are given priority. Every student has different areas of interests and strengths. By offering other curriculum areas, Canby Elementary gives all students different outlets and an opportunity to succeed in their passion.

Fine Arts- Fine arts classes are delivered five times a week. Music instruction is available three times a week and visual arts classes are delivered twice a week. Each of these is a twenty-five minute block of time. Both have an impact on our community as a whole. The fine arts classes participate in contests held by local businesses. In addition, students have an opportunity to attend Young Artist Workshops. The Music classes perform at local businesses and in concerts that are free, open to the public and well attended. Students in fifth and sixth grades have the opportunity to participate in band instruction two days a week along with individual lessons one day a week. The band performs for the community twice a year. Students are also given the opportunity to participate in performing arts by participating in a play with the visiting Prairie Fire Theater company. Two actors work with our students for four days and then perform twice on the fifth day. The students perform a different play every year and have to go through auditions for the part they are assigned. This is just another way that our school recognizes and celebrates all strengths and talents of our students.

Physical education /health/nutrition- Canby Elementary understands the importance of movement to the learning process, therefore an activity-based physical education curriculum is available to students five days a week for 25 minutes. The physical education class still continues with the fitness awards in which the students are competitive with between their peers. The students enjoy physical education and feel comfortable participating in all the activities that are designed for them. The school recently installed new playground equipment that aids the students in gaining strength to complete the physical fitness tests. The physical education program also delivers DAPE services. Health and nutrition are addressed in the

classrooms with supplemental material such as the Scholastic Choices magazine. We also have a full time Registered Nurse on staff who teaches human growth and body development along with area doctors.

Technology/library/media-For years, this program has been integral to what we do at Canby Elementary. Technology is offered to all grade levels from Pre-kindergarten through 6th grade. The curriculum consists of the basic function of the computer in the early grade levels reinforcing early concepts taught in the classroom. In the third and fourth grade basic keyboarding skills are taught so the students are aware of keyboard positioning. In grades Pre-kindergarten through fourth grade the classroom teachers are responsible for teaching the curriculum. In fifth and sixth grade we have a technology specialist that goes in depth into certain topics. The students work on projects that are cross curriculum with their other subjects. The students are able to utilize different programs which will prepare them for the high school level. For example, they are trained on how to manage Google classroom in which the students use at the high school. All fifth and sixth graders are given school emails that they correspond with the teacher on a daily basis.

Currently, we have two complete computer labs and are working toward a more intensive approach to the use of iPads in our classrooms. All classrooms have sets of iPads in their classroom and we are currently working on flooding the upper grades so each student has an iPad to complete their work. All students in Prek-6 receive time in the computer labs for technology time. Some of the time the instruction is directed by the classroom teacher and at other times the instruction is directed by a technology specialist. In addition, technology is a staple in how we deliver instruction via classroom Promethean boards. All classrooms have promethean boards in their rooms. Also, we have a full time media center paraprofessional who assists students with book check out and recommendations. Our media center logged a circulation of 29,477 media items last year. Canby Elementary media center purchases new book titles every year to ensure there are new titles for the students to read. In addition, Canby Elementary looks ahead to improve our delivery of technology. According to our district's strategic plan, by the fall of 2019 a plan will be in place to increase student motivation, critical thinking, problem-solving and engagement using technology.

3. Instructional Methods, Interventions, and Assessments:

As mentioned in the curriculum areas, Canby Elementary utilizes a tiered approach to teaching students at a variety of levels. This differentiated instruction can be found in all classrooms through the RtI program, Accelerated Reading program and Accelerated Math program. These programs provide support and enrichment for the students. Through these programs students are able to excel in math and reading but are also in place to help struggling students. Canby Elementary's RtI program is fully implemented K-6 in both reading and math. Parents are notified about the RtI program and the progress of their student in the program. They are also notified when their student is able to exit the program.

The Response to Intervention (RtI) program is in place for those students who have gaps in math and reading achievement. The students are screened using the Star Tests. Canby Elementary's RtI program is fully implemented K-6 in both reading and math. Since we are a schoolwide Title I program, our teachers deliver the intervention with the aid of highly qualified paraprofessionals. As a team, we can deliver services to those struggling students to try to reduce special education referrals. A lot of our students, just need a little boost in a certain area to get them back at grade level. Progress monitoring is done for students in the RtI program every two weeks to evaluate if the intervention is working. If it is found to be not working for a student, the intervention is changed to better suit the student's needs.

In our RtI reading program, student needs are addressed using the Read Live program. This is a computer based program that the students enjoy because they can see when they are making progress and the stories are interesting to the students. Our staff receives a lot of information on the student and his/her reading level and deficiencies to better help students. This program assists students in reading fluency and comprehension. In our math program staff uses the Pearson Envision Response to Intervention curriculum and the MobyMax online program.

Star tests are also in place to help teachers provide enrichment for students in both math and reading. The Star data informs instruction wherein teachers place students in leveled learning groups for both reading and math. For instance, in math students in one classroom may be working at multiple levels to ensure progress

for all students. As another example, students in reading class may be reading novels at different instructional levels to help ensure success for the student. The Star data is reviewed by the grade level team 4 times a year for everyone in that particular grade.

The summative assessments at Canby Elementary consist of the Minnesota Comprehensive Assessment tests (MCA) for grades three through six. A study of those results shows that in math, 38.4% of Canby Elementary grades 3-6 exceeded the standard and 45.1% met the standard. The state average in math was 24.8% exceeded the standard and 33.8% met the standard. Canby Elementary exceeded both of those statistics and have been consistent in doing this for the past five years.

The Reading MCA summative assessments shows the same results. A study of those results shows that in Reading, Canby Elementary grades 3-6 had 23.2% exceeded the standard and 51.2% met the standard. The state average in reading was 19.9% Exceeded the standard and 40.3% met the standard. Canby Elementary exceeded both of those statistics and have been consistent in doing this for the past five years.

Canby Elementary was a Minnesota Reward School for five consecutive years, 2012-2016 (while this distinction was in place). During this time, Canby Elementary reduced the achievement gap in mathematics by over 50%. The highlight of this celebration was a visit from Minnesota's Education Commissioner Brenda Cassellius. We continue to maintain high levels of achievement by having high expectations for teachers, students, and parents.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Canby Elementary engages students by seeing them as a whole child. We are staffed with a school social worker who is available to help students gain skills in the social and affective realms. Students are honored at the end of the year Awards Day for a variety of achievements. Canby Elementary has an active student council which engages students in a number of activities including food drives, box top challenges, and holiday schoolwide movie, which help facilitate positive school climate. Students and staff also celebrate learning in a variety of ways: Back-to-school Open House, Bingo for Books, Grandparents Day, Read Across America Week, PI Day and American Education Week.

An important aspect to school climate and culture is the intermingling of multi-age students. This can be found when a sixth-grader is tutoring a kindergarten student or the fifth-grade class is mentoring their first-grade buddies. High school readers come to share books with elementary students during Read Across America Week. Older elementary students are paired with younger students school-wide as we celebrate our reading achievements. The preschool students also get assist from older students. These connections are vital to cultivating and sustaining a positive student culture and environment. They engage students with one another and create a sense of belonging.

This sense of belonging is proven by our attendance rate of 96.83%. Students feel safe and connected at Canby Elementary School. This ensures that they are active and engaged learners. In addition, 98.11% of students in the Canby Public School system report feeling safe, according to the November 2017 SHARE data.

Also, over the last two years the student population at Canby Elementary has increased by 54 students. This is an 18% increase in our student population. These new students generally feel accepted and welcome in our school setting. They thrive due to the diligence of all staff in paying heed to the new students' needs and talents. This ensures a smooth transition for the vast majority of students new to Canby Elementary.

Canby Elementary has created committees in the different academic areas and leadership teams. Teachers are assigned based on specialty areas or areas of extreme interest. Teachers are also assigned based on experience in teaching. When decisions are made, the leadership teams meet to discuss both the benefits and negatives that the students face. Teachers can express their opinions on what they think will work best in the classroom for students. The teachers have ownership in the decision and there is an easier implementation of new ideas and best practices. Canby Elementary is open to discuss topics to improve the school as a whole. Teachers are welcomed and encouraged to do professional development to improve themselves and the classroom. Administration is visible in the hallways and the classroom giving encouragement to the staff and experiencing the classrooms.

2. Engaging Families and Community:

Our school is a focal point for our community. As previously stated, many times our students are supporting the community. This is evidenced by our participation in the annual Veteran's Day program. An elementary choir sings and a classroom presents readings while the entire school participates as an audience. Students are also active in the community with an annual Take-A-Child to work Day. Often the community comes to school to support the students. Some of these occasions include our annual Bingo for Books program. This involves teachers, paraprofessionals, national honor society high school students, elementary students, parents, grandparents, and caregivers. This event has taken place for 23 years. This event draws a fantastic number of students and parents/guardians for a night of Bingo. This past year there were a total of 585 people that attended the two-day event. There were 292 students that attended the event in which every student received a book and other prizes. This event is a great way to bring parents into the school to enjoy a night with their student.

Canby Elementary holds two Parent/Teacher conferences during the school year, one in the Fall and one in

the Spring. At every conference there is nearly a 100% turnout. This trend is consistent throughout the history of our school. There are also phone calls made to those parents that miss their scheduled appointment. Parents are also invited to serve on committees that help in the direction of the school. Prior to lunch our students enjoy field day, then our local Cattleman's Association prepares our picnic lunch during our last day of school in the spring.

Along with the textbook, teachers at Canby Elementary utilize the community with the infusion of social studies concepts. Field trips are held to local sites such as the Historic Lund-Hoel House, Canby Depot Museum and a walking tour of Canby. Grades also visit a variety of community services including the Canby Fire Department and Post Office. These allow students to understand the concept of a community. Older students also venture to our state capitol in St. Paul to understand the workings of government. Students also visit our local senior residence; to forge a tie with our community. All of these experiential learning opportunities provide students with a historical sense of place and time.

Students are also given the opportunity to participate in a variety of essay contests sponsored by our local VFW, ECSU, and Rotary Club. In addition, students are given the opportunity to attend the Spelling Bee, Young Writers Conference, Young Artists Conference and Young Scientist Conference that bring in community experts to work with the students.

3. Professional Development:

Professional Development at Canby Elementary School is led by a staff development committee comprised of teachers, administrators, paraprofessionals, school board and community members. The main guide for professional development consists of ongoing continuing education requirements set forth by the state of Minnesota. Professional development is encouraged by Canby Elementary to aid in best practices in the classroom. It is our philosophy that teachers need to learn from other teachers and how teachers are implementing different teacher strategies in his/her classroom. Professional development is offered in other locations and is also delivered on site by our own staff. Our staff is continually looking for ways to best meet the needs of our students through different instructional approaches. It is through those different approaches that we are able to reach a vast variety of students in the classroom. Canby public schools schedules nine staff development days into the instructional calendar. Meaningful professional development is instrumental in growth of a school's staff.

The staff development team works in concert with the continuing education committee to ensure opportunities that are available for teachers to fulfill state requirements. Teachers also participate in an annual Peer Review Process. It is based on the premise that staff members are professional educators and have the desire to improve. The Peer Review stipulations have many options such as having another continuing contract staff member observe them in the classroom. Other options include observe another continuing contract staff member on staff at Canby Public Schools, observe another continuing contract staff member at another school, video tape themselves in their classroom presenting to their class, review a their own lesson plan, generate a portfolio that may be used to support/show evidence in support of the teaching process and/or student learning, or other options as approved by the respective principal.

In addition, Canby Elementary employs 49% of teachers with master's degrees. Canby Elementary staff includes 75.2% teachers who have 10 years of teaching experience or more. Finally, our district's strategic plan includes formalizing a structure that will support Professional Learning Communities (PLCs) for all teachers by the fall of 2019.

4. School Leadership:

The leadership philosophy and structure in our school allows for teachers to teach to their strengths. It understands that teaching is an art, and just as learning for students is not one size fits all, the same goes for the teachers. The school leadership is supportive when needed, but not overbearing. The administration understands that the teachers at Canby Elementary are highly qualified professionals and treat them as such. The administration is in place to make sure that policies are enforced and that the school is running smoothly and effectively. The administration offers ideas to staff to make them more effective in the

classroom and ways to reach students.

Canby Elementary has created committees in academic areas and implemented leadership teams. Teachers are assigned to teams based on specialty areas or areas of extreme interest. Teachers are also assigned based on teaching experience. When decisions are made, the leadership teams meet to discuss both the benefits and negatives that the students face. The teachers can express their opinions on what they think will work best in the classroom for students. The teachers then have ownership in the decision implementation easier. Canby Elementary is open to discuss topics to improve the school as a whole. Teachers are welcomed and encouraged to do professional development. Canby Elementary teachers are always encouraged to find ways to improve in the classroom and school wide.

Canby Elementary administration ensures that programs and policies are being fulfilled by meeting with faculty and staff during bi-weekly meetings. These meeting ensure that staff is on the same page and receives updates on new programs, students, or policy issues as they arise.

Canby Elementary also has a full time mental health counselor that goes into the classrooms to talk about various topics that students go through on a daily basis. Our mental health counselor is instrumental in fostering relationships between students. Our mental health counselor works in partnership with outside agencies to bring her services into the school.

Canby elementary has a tremendous working relationship between administrators and teachers. This is transferred to the students by the teachers having the confidence that they are supported in the classroom to make that classroom the best that it can be.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

At Canby Elementary, the most instrumental practice impacting our school's success is the student's socio-emotional well-being. Teachers and staff understand that if a child's socio-emotional well-being is not addressed, a child will not be a successful learner. This goes back to the concept of the student feeling comfortable in and out of the classroom. The student feeling comfortable asking questions in class and to approach an adult in the hallway asking for help.

Canby Elementary also employs the Teacher-Assistance-Team (TAT) that meets bi-monthly. This aids the teachers in intervention strategies for the struggling learner and also offers suggestions for those students with behavioral issues. Canby Elementary School's special education department is licensed in every disability area. In addition, we partner with Greater Minnesota mental health services. Teachers and parents can refer students to be seen by our mental health practitioner who works with students to acquire skills to not only be successful learners but also to be successful in life. Taking care of our student's mental health is an important characteristic of Canby elementary. When students feel good about themselves, they are able to perform very well in the classroom. Our students feel that they belong to a great school that is striving towards one thing and that is excellence. Students enjoy helping out their classmates or younger students accomplish a goal or task.

Again, our SHARE data tells us 98% of students in Canby Public Schools feel safe. This is of utmost importance when addressing well-being. From that standpoint, our mission and vision can be enacted.

The mission of Canby Public Schools is to educate and empower each student with the skills, attitudes, and abilities to succeed in life. Canby Public Schools believes that collaboration between the home and the school has a positive impact on each child. Well-rounded students become productive members of society. All students should be challenged to grow in his/her educational career to achieve the highest potential. The focus of learning should always be placed on the student and what is best for the student. Students will excel in a learning environment supported by teachers who promote innovation, creativity, and 21st Century learning skills. A common respect for each other ensures a positive, safe, and productive learning environment for students. Canby Schools vision is to be united to provide an innovative environment of curiosity, creativity, and learning.