

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):
- 5 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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	0	0	0
K	14	9	23
1	12	11	23
2	7	12	19
3	12	10	22
4	17	10	27
5	9	13	22
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	71	65	136

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 5 % 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: 15%

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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2016	136
(5) Total transferred students in row (3) divided by total students in row (4)	0.15
(6) Amount in row (5) multiplied by 100	15

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 63 %
Total number students who qualify: 85

8. Students receiving special education services: 23 %
31 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>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>7</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</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: 0
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.	6
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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	96%	96%	94%	96%	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.

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.

Nike Knights are champions who can achieve their goals, while growing academically, socially, and emotionally in order to positively contribute to their communities.

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

Nike Elementary is a rural school located in Catawissa, Missouri in Franklin County. The school was built in 1990 and was formerly a missile base for the United States Army during the Vietnam War. The community that Nike serves is that of rural blue-collar workers and farmers. The community has seen a consistent decline in population due to the lack of trade jobs since the closing of the Chrysler Plant in Fenton, Missouri. This is a contributing factor to Nike's high mobility rate. A majority of Nike's parents do not work in the community as there is a lack of job opportunities in the Catawissa area. The school district is the largest employer in the area, however, 84% of the employees at Nike Elementary live outside of the Nike Elementary attendance boundary.

Nike's vision is that Nike Knights are champions who can achieve their goals, while growing academically, socially, and emotionally in order to positively contribute to their communities. Nike staff live out our vision daily with their mission that Nike staff will develop a safe and nurturing learning environment, deliver lessons based on data, and exhibit the 7 Habits of Highly Effective People. Nike students' mission is to help maintain a safe and nurturing learning environment, set SMART goals, and exhibit the 7 Habits of Highly Effective Students. Each classroom displays the 7 Habits in the classroom and what the 7 Habits look and feel like for that classroom.

Nike has implemented the Leader in Me Program which has supported and advanced the social-emotional learning of students and families. Nike Knights participate in identifying the 7 Habits of Highly Effective Students in each other which supports their understanding and creates real-world application of the 7 Habits. The 7 Habits are blended with John Hattie's Assessment Capable Learners which supports the 7 Habits of Highly Effective Students. Each class sets learning goals and tracks and monitors progress as a whole and as individuals. Each student focuses on their learning goal and plans to achieve it.

Highlights of our school would include participating in Junior Achievement, Girls on the Run, Intramural Sports, School Age Child Care, 5th Grade D.A.R.E Program, Hero Day (9/11), Veterans Day program, Pennies for Patients, Thanksgiving Food Drive, Red Ribbon Week, Box Tops for Education, Coke Gives, Ronald McDonald Tab Collection, and Missouri Day. These learning experiences and service projects provide a connection to foundational experiences that will impact our students as adults, which in turn, benefits the community in which they live. The Junior Achievement program helps reinforce collaboration and teamwork with peers and provides increased opportunities for students to practice skills. Students participate in the annual observance of Missouri Day which provides them with a rich history of their state and the Greater St. Louis area in which they live.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Meramec Valley R-III core curriculum is aligned to the Missouri teaching and learning standards, which are rooted in the Common Core. Using the Missouri teaching and learning standards as a foundation, each grade level designed a scope and sequence to ensure that students are instructed on the specified learning standards for that content area and grade level. Grade Level Teams from across the district meet quarterly, during district professional development days to review formative data and pacing of instruction.

Students learn foundational skills in reading/English Language Arts through an anchor text each week. Teachers use the anchor text to introduce skills and provide examples that guide students through mastery. During this time, teachers provide targeted feedback and students participate in learning opportunities for independent and group practice. Students participate in cross-grade peer review in 4th and 5th grade to implement skills taught during the writing process. Students may use digital resources both at school and home as a means of practice and review.

The foundational skills in mathematics are acquired through direct instruction by the teacher utilizing the 5E instructional model. The 5E instructional model ensures that students engage, explore, explain, elaborate, and evaluate. Classroom teachers introduce skills to students by using manipulatives and models and then guide students through the learning process to mastery. Teachers and students develop anchor charts to help support mastery of the skill or concept. Students may use digital resources both at school and home as a means of practice and review.

Students acquire science foundational skills within structured inquiry-based settings. Students are introduced to an idea using an essential question. Teachers then facilitate inquiry-based learning for students to be able to answer the essential question. Teachers conduct STEM activities in an empty classroom that is set-up for experiments to support the inquiry-based framework. Teachers facilitate student learning as they use the resource to discover the foundational skills being taught.

Students learn foundational skills in social studies through direct instruction. Teachers use the resource to facilitate students' learning of factual knowledge and to make connections between the goals and dreams of their forefathers and themselves. The social studies curriculum is partnered with Junior Achievement which supports the Missouri teaching and learning standards for social studies. These learning opportunities provide support for learners in their setting of individual goals for learning and life.

To increase student engagement and advance academic achievement, teachers are implementing a flipped classroom approach. Students who have demonstrated self-efficacy work independently with the curriculum resources during direct instruction throughout the room. Students meet with the teacher during station work to demonstrate their mastery of the learning objective. This enables the teacher to assess students' understanding and clarify any misconceptions that the students might have. If a student struggles with a concept during the flipped classroom, they can join the direct instruction that is occurring in the classroom. Teachers also consistently use Turn-and-Talk, which is a cooperative learning strategy, during instruction to create time for students to discuss the content and explain their thinking to a peer. This peer interaction helps increase student participation and level of understanding.

2. Other Curriculum Areas:

Nike Knights participate in Physical Education, Health, Music, Art, Guidance, and Library Media. Each of the other curriculum areas support the development of the whole child. They support student learning through avenues not typically seen in the general education setting.

Physical Education curriculum supports the core curriculum by integrating grade level specific skills into the physical education environment. The Physical Education curriculum also supports Leader in Me and the 7 Habits allowing students to generalize skills outside the regular classroom setting. Kindergarten through

Fifth grade students participate in the Physical Education curriculum for thirty minutes, two times per week.

Nike's Health curriculum begins at Grade 2 and connects the Living Science curriculum to students' everyday lives. Students learn about forming good habits which can impact their daily success. At each grade level, the curriculum begins to dig deeper into the human body systems and how they work together. The Health curriculum spirals each year becoming more complex through Grade 5. Second through Fifth grade students participate in the Health curriculum for thirty minutes once a week.

The Music curriculum supports the core curriculum in a variety of ways. The K-2 program uses picture books to introduce music skills and concepts to students. Students learn about the science of sound and why different objects make either a high or low pitched sound. This cross-curricular support enables students to make connections between abstract science concepts and real-world applications. Mathematics is supported when students in the 3-5 program compose original pieces of music. Their note choice and timing in each measure must match which provides connections to whole numbers and fractions.

Nike's Art curriculum supports students through cross-curricular connections using project-based learning. Students are exposed to a variety of cultures using the art and art history of each culture. Students reflect on comparisons to their own cultures to create a broader awareness of the world beyond their immediate surroundings. The art curriculum supports the core curriculum in providing alternative forms of assessment for students to demonstrate their understanding of a concept or skill and allows them to shine in non-academic areas. Kindergarten through Fifth grade students participate in the Music curriculum for thirty minutes, two times per week

The Nike Guidance curriculum focuses on Leader in Me and the 7 Habits of Highly Effective Students. During this time, the counselor provides direct instruction and skill practice, through role play and practice with peers, allowing students to generalize and apply the tenets of this program to their lives. Kindergarten through Fifth grade students participate in the Guidance curriculum for thirty minutes once a week.

The Library Media curriculum supports student learning through cross-curricular connections. A major focus area of the Library Media Center is supporting foundational reading skills and comprehension. The K-2 program supports students in selecting books that they can read and independently complete a Scholastic Reading Counts quiz to convey comprehension. Students are also taught the basics of digital citizenship. The 3-5 program continues the focus of the K-2 program, and expands the digital learning curriculum. Students are introduced to reliable and valid research practices, fact-finding, and applied learning in a digital setting. The program provides students with a realistic approach to 21st-century technology skills. Kindergarten through Fifth grade students participate in the Library Media curriculum for forty-five minutes once a week.

3. Instructional Methods, Interventions, and Assessments:

For each core curriculum area, Nike teachers use the workshop model to support learning for every student. During whole group instruction, teachers use formative assessments such as fist of 5, student whiteboards, and observational notes to determine how students will be grouped during station work. Station work is varied and scaffolded to support student skill mastery. Station work is scaffolded to provide opportunities for students to grow in their mastery of the skill. Station work begins at a Depth of Knowledge level one Recall up to a Depth of Knowledge level three Strategic Thinking. During this time, the teacher is able to provide individualized instruction in small focused groups or one-on-one to remediate or challenge students.

Teachers use a variety of assessments each week to design learning experiences that meet students' learning needs. Each core curriculum resource includes formative assessments built into the daily lessons. Teachers use these to help guide students to the appropriate learning station during independent practice. The English Language Arts resource has a pre-assessment, which students use to set SMART learning goals for the week. Students take the post-assessment at the end of the week and students then reflect on their goal and progress. Teachers conference with students monthly to discuss long-range goal setting based on student's weekly goals and progress. Students are able to immediately see their progress as they work through new concepts to mastery.

The Nike teachers meet monthly with the Response to Intervention (RTI) team to review student data. The Response to Intervention team consists of the classroom teacher, special education teacher, school counselor, reading specialist, and building principal. As a team, formative data is reviewed that is provided by the classroom teacher. Interventions are identified for students not meeting academic or behavior expectations. The team reviews Tier I instruction and practices to ensure Tier I is being taught with fidelity. Then the team designs a Tier II intervention. The team identifies a foundational skill or an antecedent of the behavior and then designs a six-week intervention to address the identified need. This process is repeated throughout the school year. If a student is unsuccessful with an intervention, a new intervention is implemented and the rate and frequency are adjusted to continue to support the student in closing the learning gap. Tier II interventions occur in the general education setting in a small group teaching environment. If a student, after two rounds of Tier II interventions is not making progress with a specific skill, a Tier III intervention is developed. Tier III interventions are delivered daily by an additional staff member. Specials teachers are used to help support Tier III interventions, capitalizing on their relationship with the student. All RTI data is collected and documented in the students' RTI plan.

Meramec Valley R-III participates in Collaborative Work grant offered by the Missouri Department of Elementary and Secondary Education. This grant work focuses on growing teachers in their instructional practices to increase student outcomes. Nike Elementary has been a part of this grant for the past six years. Nike Elementary has used this opportunity to increase teacher capacity in Assessment Capable Learner practices to increase student efficacy. Nike Elementary has also implemented Data Team Meetings three times a year. A Data Team Meeting provides opportunities for teacher to present their classroom data to the team. The teacher identifies glows and grows in their classroom and owns their students' achievements. Nike maintains its capacity to be a high performing school because of the multiple systems that are in place to support student achievement. Nike's RTI program, Leader in Me, and Assessment Capable Learners, create an environment where each student has a personal and tangible connection to learning in the classroom.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Nike Knights start each day with a student facilitated morning broadcast of the daily announcements. Morning hosts lead the Nike community through the Pledge of Allegiance, Nike Character Pledge, and celebrations of the day of student learning. Following the morning broadcast on Google Hangout, each classroom participates in the classroom meeting to begin the day. During this time, students have a voice in the classroom management and structure of the day. Students participate in goal setting and develop an action plan for what they will do to meet this goal. This connects to the 7 Habits of Effective Students and assessment capable learners, which are the foundations of Nike's school culture. Teachers implemented The Big Ideas video series on Growth Mindset to provide a common language for students to have conversations around how they approach problems in the classroom. Teachers support students in social-emotional learning connections throughout the day to provide real-world examples in the classroom setting. This fosters student relationships with one another and also as a group. Teachers use this time to support students in ensuring that they have the skills ready for a day of learning. Nike Elementary focuses on having clear expectations. Throughout hallways, behavior matrices are visible for students to reference throughout the day. Each matrix outlines expectations for that area of the building. The behavior matrix is broken down into three categories: Be Respectful, Be Responsible, Be Safe. Once per week, Principal Pride focuses on one behavior matrix and students can earn a principal pride ticket that then goes into a drawing at the end of the day.

Each week, the principal completes a newsletter of upcoming events and celebrations. Part of the weekly bulletin contains a spotlight on teaching and learning. The principal spotlights a teacher who has made learning engaging and meaningful for their students. This creates an environment where teachers feel supported and that their work is noticed. Moreover, at 3:45 pm each Friday, the faculty gathers in the lobby and each teacher shares a success from the week. The success is highlighted in the following week's teaching and learning newsletter. Many times, teachers will use this as an opportunity to highlight a colleague that they observed.

2. Engaging Families and Community:

The Nike community shares daily learning successes through various social media avenues. Nike utilizes Facebook, Twitter, and Class Dojo to share the learning experiences and celebrations of learning each day. These social media platforms have enabled Nike Elementary to tell our own story of the awesome learning experiences and successes that our students have each and every day.

Class Dojo has had the largest impact on parent communication. Parents get real-time data on student behaviors and are able to send messages to classroom teachers throughout the day. Classroom teachers post pictures of students being active participants in the learning process. Nike students participate in monthly attendance challenges to help increase student attendance. Each semester a Breakfast of Champions is held for those students who have met the district goal of 95% or better.

Community Service is a key tenant of the educational process of a Nike Knight. Student-led projects include food drives, hat/mitten/scarf drive, Jump Rope for Heart, Pennies for Patients, Hero's Day Lunch, Mom and Dad's breakfast, Grandparent's Day, and Veteran's Day brunch. Hero's Day is an invitation every September 11th for first responders to come and have lunch with students and explain their role in helping serve the community.

Nike Elementary PTO supports the school in hosting family events each month to help connect families and strengthen the home-to-school connection. Events are held in the evenings such as a family game night, board game night, trunk or treat, fall festival, and spring carnival, which helps the school become a place where the community can come together and where connections are made.

3. Professional Development:

Meramec Valley R-III School District has designed their instructional calendar to provide monthly professional development for teachers and leaders. MVR-III understands that the greatest variable when it comes to student achievement is the teacher in the classroom. On first Wednesday of each month faculty participates in growing their skills to impact student learning. This time is split between district and building guided days. On district days, teachers participate in professional development that is aligned with the district's continuous improvement plan. For the past two years, the district has focused on growing teachers in planning and designing differentiated learning experiences for students. MVR-III designs each professional development day with various opportunities and levels of understanding so that teachers can design a professional development path that meets them at their level of understanding. Individualized professional development for teachers provides a more targeted approach to impact instructional practices. At the building level, the focus has been on Leader In Me/7 Habits and developing Assessment Capable Learners. Both initiatives support students in becoming active participants in the learning process with goal setting and self -reflecting on their own work. As a result, there has been an increase in student efficacy and increased student engagement in the learning process.

4. School Leadership:

The Principal's philosophy is one of shared leadership. Teachers are active participants in the decision-making process. With a full-time faculty of seven teachers, teachers are leaders. In a small building, it takes a community to move a student forward. There is no space or ideology that a specific student's success belongs to a specific teacher. The principal believes and has established a culture that everyone must wear multiple hats and participate in multiple roles in order for the school to succeed. The principal understands that collaboration with peers is important to the success of students and teachers and that being an island grade level can be hard. To help support staff, the principal has partnered with Robertsville Elementary in the district, to schedule teacher plan times at the same time to allow teachers to collaborate using Google Hangout. Moreover, teachers are expected to visit a colleague's classroom weekly for a five minute observation. After the observation, teachers complete a reflection form of What the teacher did, What the students did, and follow up questions. This practice supports that teachers are reflective practitioners and collaborative.

The principal has created a space for teacher voice through RTI meetings and monthly faculty meetings. During these opportunities, teachers share ideas and ways that the school can improve to better meet the learning needs of the students. The Principal does a survey each semester to gather feedback from teachers, parents, and students. This information is used to help guide the school improvement plan.

During Friday Nike Knight Round Up, each teacher shares their celebration of teaching and learning. Also at this time, teachers share ideas that they have to make the following week work better. As a community of learners, we focus on a growth mindset of how can we improve our practice to better meet the needs of our students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The one program that has impacted the success of Nike Elementary the most is the Response to Intervention Program that utilizes Data Based Decision Making to impact student learning. Each teacher meets monthly with the RTI team to discuss student strengths and weaknesses, review classroom formative assessments, and discuss interventions for students that are struggling. This monthly conversation supports teachers in analyzing their formative data to guide their instruction. This practice places an emphasis on collaboration among colleagues to implement best instructional practices to close students learning gaps. Moreover, this practice supports teacher continuous growth by increasing the number of strategies that they may draw upon in their daily teaching. The process supports teachers in the consistent use of data to guide their instructional practice. Teachers use the data to guide instruction in the classroom and help students become aware of their own learning and where they are on the continuum of learning.