

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Daniel F Grandfeld

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

Official School Name Dayton Elementary School

(As it should appear in the official records)

School Mailing Address 104 2nd Street NW PO Box 260

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

Dayton IA 50530-7717
City State Zip Code+4 (9 digits total)

County Webster County

Telephone (515) 547-2314

Fax (515) 547-2213

Web site/URL http://www.southeastvalley.org/

E-mail dgrandfield@svjags.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 Brian Johnson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail bjohnson@svjags.org

District Name Southeast Webster Grand Community School District Tel. _____
(515) 352-5575

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Allan Wicklein

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	32	29	61
K	26	26	52
1	22	13	35
2	17	16	33
3	16	12	28
4	24	17	41
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	137	113	250

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % 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 2017 – 2018 school year: 11%

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, 2017 until the end of the 2017-2018 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2017	231
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

Specify each non-English language represented in the school (separate languages by commas):
The only non-English language represented is Spanish. At this time, we only have 1 student that is identified as an English Learner (EL). This number fluctuates from year-to-year.

7. Students eligible for free/reduced-priced meals: 46%
Total number students who qualify: 114

8. Students receiving special education services: 13 %
33 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>16</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: 7
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.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school 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 13:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	95%	97%	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 2018.

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.

To provide students with the opportunity to acquire skills and knowledge to allow them to become productive and responsible citizens.

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

Dayton Elementary is a rural district in north central Iowa in both Boone and Webster counties. Students are from the towns of Boxholm, Burnside, Dayton, Fraser, Harcourt, Lehigh and Pilot Mound or farms near these communities. Agriculture is the main industry of the residents while some commute to work outside the district boundaries. All towns have an elderly population, and residents that move into our district are typically from low socio-economic backgrounds and the mobility rate continues to grow. Free and reduced lunch rates have steadily increased over the years and though our district is predominantly white, minority populations have increased the last few years as well.

At one time, all of the aforementioned towns had their own schools. Lehigh, Burnside, and Harcourt combined to form Central Webster. Boxholm, Fraser, and Pilot Mound combined to make Grand Community School. Southeast Webster was formed in 1986 with the merger of Central Webster and Dayton. Southeast Webster Grand was formed in 2000 with the consolidation of Southeast Webster and Grand Community Schools. Due to declining enrollment, the school district is now in a whole grade sharing agreement with a neighboring district. If these two districts consolidate, geographically, it will become the second largest school district in the state of Iowa. The whole grade sharing agreement allows Dayton to keep its elementary, and the middle school students from both districts attend school in Burnside.

The school system continues to be the hub of the communities. The district and communities are involved in many joint projects that help the citizens and students from an educational, social, and community service perspective. The school and towns work together to provide daycare and traditional events such as the Dayton Rodeo Labor Day celebrations, Homecoming events, Open Houses, May Term, school to work apprenticeships, and other events which generate community involvement in our school.

The district has employed a variety of strategies with the goal of helping each student develop and reach his/her full potential. Due to the size of our district and the philosophy of the Board of Directors, class sizes have been kept relatively small. This philosophy has supported a system where individual or small groups of students can receive the attention and instruction they need whether it is academic or social development. Dayton has operated a summer school program that is designed with enrichment activities as well as remedial work for those in need. The school also implements PBIS (Positive Behavioral Intervention System) schoolwide and employs a Student Support Services along who works in collaboration with our guidance counselor.

Engaged in the Teacher Leadership System (TLS), the district has encouraged more teachers to serve in leadership roles. Each year, the district enhances and supports educational capacity building as 25% of teachers serve in some aspect of the TLS such as instructional coaching, building leadership team and/or new teacher mentoring.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Dayton Elementary implements the Reading and English Language Arts standards of the Iowa Core with fidelity. Student instruction is scheduled for a 90-120 minute literacy block for meaningful reading and writing instruction and learning. The instruction block consists mostly of universal instruction. It is primarily delivered to large and small groups with Journeys, a research-based curriculum published by Houghton Mifflin Harcourt. There is also an additional 20-minute daily intervention block, at the start of each day. The intervention block is non-negotiable and happens daily, regardless of the day's activities. The entire staff is utilized to implement the intervention block. Students are grouped according to their skill set, allowing them to work on deficiencies, strengthen current skills, or to enrich learning. The students are placed into appropriate groups based on formative data, FAST screening results, or NWEA MAP data. These groups are fluid and students can move in and out of groups every four to six weeks based on performance data. Our Title I program provides additional instruction to small groups of students working on learning deficits. Professional Learning Communities provide an opportunity for teachers to analyze data to determine individual needs, design instructional to meet those needs and plan instructional strategies that will ensure all students master essential concepts.

1b. Mathematics:

Dayton Elementary implements the Mathematics standards of the Iowa Core with fidelity. Instruction is scheduled for a 60 minute mathematics block for meaningful instruction. The instructional block consists of universal instruction. It is primarily delivered in large or small groups using Everyday Math, a research-based curriculum published by McGraw Hill. Everyday Math, along with additional resources, is designed to engage students in problem solving, critical thinking, and developing conceptual understanding of mathematics. The school also employs a Math Interventionist across all grade levels. This position provides additional support for individuals and small groups of students through re-teaching in different ways and re-enforcing learning experiences. The district has provided a variety of manipulatives for students to engage with in order to bring learning to a more concrete and constructivist approach. Students are placed into appropriate groups based on formative data or NWEA MAP data. Professional Learning Communities provide an opportunity for teachers to analyze data to determine individual needs, design instructional to meet those needs and plan instructional strategies that will ensure all students master concepts.

1c. Science:

Dayton Elementary is in the early stages of implementing a full curriculum of Science and STEM (Science, Technology, Engineering, and Math) with the Next Generation Science Standards of the Iowa Core. Typically, Science is designed and integrated within the school day. When applicable, the school is able to obtain FOSS and STEM kits from our local Area Education Agency. Programs like these emphasize hands-on, inquiry-based learning experiences. During weekly grade level planning time, teachers design reading and math instruction in a cross-curricular nature to incorporate Science. For example, many non-fiction texts are used to help introduce and provide experiences in reading in the content area in conjunction with exploring science topics. Over the past couple of years, the school has participated in "The Hour of Code". The Hour of Code has a strong relationship with the other buildings as the older mentors come to the elementary and show off their creations with Lego League at the middle school and the Robotics Club in the high school. Students at all levels benefit from this experience. At the elementary level it sparks student interest in the areas of the STEM areas. It also enhances the work our students are engaged in through the approach of Next Generation Science Standards.

1d. Social studies/history/civic learning and engagement

Students attending Dayton Elementary are involved in Civic Learning throughout the curriculum as they are guided in instructional activities designed to make students more aware of the importance of being productive citizens. Like Science, many Social Studies lessons are designed and integrated into the school day with other curricular areas. These lessons are guided by the National Council of Social Studies Standards.

One of our most visible displays of Civic Learning is evident on Veteran's Day. Every year, all elementary students honor our local veterans with a program for the community. Teachers and students plan and prepare for this celebration in which students perform songs, poetry, and choral readings, all in honor of our local veterans and the sacrifices they have made to provide us with the freedoms we enjoy. Overwhelming support from the community results in the gym of the building being filled with parents, grandparents, local residents and especially our veterans. Many of our students have family member who have served or are currently serving in the military. This is a wonderful opportunity to showcase our students in support of the local community, to engage students in dialogue about what it means to serve our country and what citizenship means, as well as instill a sense of pride in oneself and one's community--micro and macro. To emphasize the importance of civic duty, leadership, and responsibility, our 4th Grade Student Council works directly with the building Principal and Behavior Interventionist to plan various student activities, community service projects, and school-wide PBIS celebrations.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

Southeast-Webster Grand Elementary Daycare, 3-year old preschool, and 4-year old prekindergarten. These programs use the Teaching Strategies for Early Childhood Creative Curriculum: Birth to 3rd Grade, and the Teaching Strategies GOLD Assessments addressing social emotional skills, literacy, math, science and technology, social studies, and the arts.

Shared Visions Grant, accredited by the National Association for the Education of Young Children (NAEYC) and State Wide Voluntary Preschool Program Grant (SWVPP), accredited by the Quality Preschool Program Standards (QPPS) inform our preschool programs. NAEYC and QPPS provide a strong developmental foundation with Iowa Early Learning Standards which aligns with the K-12 Iowa Core Standards. The K-3 students who have been through both preschool and prekindergarten programs score significantly higher than their peers (who were not served by either program), as indicated by comparative scores on the district wide assessments.

2. Other Curriculum Areas:

Dayton Elementary offers a variety of additional curricular areas for students. The early childhood program implements a full range of experiences through the Creative Curriculum. Students engage in learning through play and exploration of their environment including fine motor and large motor, visual and performing arts, reading, math science and social studies, self-care and empathy for others. Outdoor activities are an integral part of the learning in all of these areas. Curricular areas for students aligns with the district's philosophy to provide students with opportunities and experiences. Therefore, developing a love for the fine arts and incorporating it into other core areas is a focus of the district. Elementary students experience music twice a week. This class implements a combination of vocal and instrumental music in an effort to appreciate music from different time periods and cultures, as well as producing sounds of their own. Students experience visual art bi-weekly. During visual arts class, students are provided opportunities to use imagination to create a variety of two-dimensional and three-dimensional projects with a variety of media.

Students also engage in many physical education and health opportunities at Dayton Elementary. Physical education classes are held twice a week and include lessons related to health and wellness across grade levels. Students also have an unstructured play time during daily recesses. This time is essential to utilize skills learned from physical education class.

Technology is extremely important at Dayton Elementary. Dayton is a "Google School" within a "Google District." The students in Dayton are provided with opportunities with two main devices, Chromebooks and iPads. Depending on the activity, both devices are available to them. Teachers help students use these tools for learning on a daily basis to reinforce academic progress and to develop 21st Century Skills in the areas of technology literacy and employ-ability skills.

Positive Behavior Interventions and Support (PBIS) is a framework for teaching the expectations and developing the culture at Dayton Elementary. Students have universal instruction on socially acceptable behavior and the positive and negative consequences that accompany those behaviors. Students who have difficulty meeting expectations are supported through targeted and more intensive levels of instruction. Parents and guardians are also informed about the research base for PBIS and why and how it is implemented at Dayton Elementary. The building principal works closely with the PBIS leadership team to identify trends and specific students who may need additional support. Parents are informed about additional support(s) his/her child may need which contributes to the success of the program.

3. Special Populations:

Dayton Elementary serves students in a variety of subgroups. Predominantly a white (92%) population, approximately 12% of the total enrollment are students with disabilities, and 46% receive free/reduced lunch. Trend data shows overall student attendance at Dayton Elementary is above 95%. When attendance is strong, research shows positive correlations with student performance. Office staff monitors attendance and communicates regularly with parents regarding concerns and providing relevant support. Staff uses information from Iowa Assessments, Measures of Academic Progress, and FAST to screen and to design instruction based on the needs of individual students. Class-wide interventions are provided through implementation of PRESS strategies, and students who need additional intervention are supported through the Multi-Tiered System of Supports (MTSS) through the building assistance team. Although the Iowa School Performance Profile established the building's overall performance at 77.91%, staff chose to engage in the self-assessment work regarding implementation of MTSS. The leadership team within the building has developed and revised an action plan to prioritize areas for improvement, set goals and develop strategies for improving areas impacting student achievement. Through MTSS, the team analyzes gaps between and among subgroups, and selects strategies designed to close those gaps. The TAG teacher collaborates with classroom teachers to enhance universal instruction in the classroom, extend students' thinking and to challenge talented/gifted learners. Students in fourth grade take the CogAt and are formally identified for TAG as fifth graders. Students not meeting expectations are served through Tier II such as flexible small group intervention specifically designed to address needed skills and Title I reading. A process is in place for addressing students for whom disability(ies) may be suspected. All of these supports are tightly tailored to individual student circumstances and needs. Ongoing training for teachers and the instructional coach supports the intentional efforts to strengthen universal instruction. Schedules have been adjusted to reflect and support the learning needs of small groups of students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Prior to the start of each year, the Administrative Team stresses the importance of building positive relationships with our students to all staff. To further assist in building relationships, all teachers and associates in the building have received training in Adverse Childhood Experiences (ACEs) and Trauma Informed Care (TIC). The first two days of school each year are spent conducting Positive Behavior Interventions and Supports training with all students and staff, and establishing relationships and building a sense of community within each classroom through various team-building activities. These activities are repeated throughout the school year after each extended break. To emphasize the importance of and to build student-to-student relationships, we have "Buddy Days" (throughout the year) in which our 4th Grade goes to 1st Grade, 3rd Grade goes to TK/Kindergarten, and the 2nd Grade goes to PK to read books, play board games, or do story telling/writing activities together. The purpose is to engage, motivate, and provide our students with a positive environment that supports their academic, social, and emotional growth by building positive relationships, acknowledging individual and whole group accomplishments, and building a sense of ownership in and responsibility for their overall educational program.

Central Office sends out numerous surveys to gain teacher input and opinion on a wide range of school-related topics, and has established numerous teacher subcommittees (professional development, culture and climate, standards and benchmarks, technology, school crisis, curriculum and assessment, etc.) giving teachers ample opportunity to be involved in and take on a leadership role. Through the Teacher Leadership Compensation Grant (TLC), our building has one Mentor Teacher, three Teacher Leaders, and one Instructional Coach, working collaboratively to support our teaching staff with instructional practices and needs. All teachers in the building have received training in Professional Learning Communities (PLCs), and each grade level has a PLC Leader. Our Building Assistance Team (Tier II) consists of one teacher from each grade, one Specials teacher (PE, Art, Music, Computer), as well as our Title I Reading teacher, Behavior Interventionist, Instructional Coach, and Guidance Counselor. Finally, our Tier III Team consists of all Tier II staff plus our Special Education teachers. Annually, we send teachers to various trainings and conferences (Early Literacy Conference, Culture and Climate Conference, Universal Instruction, Professional Learning Communities, Instructional Practices Inventory), to enhance their growth as teachers and as professionals. The teachers also donate dollars to the SWG Social Club, and those funds are used to support staff who are facing illness or loss of loved ones, as well as celebrations of various kinds. Through these efforts, we have created a culture where teachers feel valued and validated for their contributions and supported in their endeavors.

2. Engaging Families and Community:

Small, rural schools have an advantage when it comes to engaging families, and that is certainly true at Dayton Elementary. We see many of our families daily and the history we have built with them through their children and in many cases their own educational experience here, we are on a first name basis. This "closeness" allows many opportunities to express joys and concerns on a daily or weekly basis rather than trying to correspond solely at conferences or via email.

The school building in Dayton also houses the largest daycare in town. With a maximum capacity of 97 children, this gives the school a unique opportunity to begin working with students and families from birth rather than waiting until they are school age. Having the daycare in the building also allows for students in the 3 and 4 year old preschool to transition effortlessly between school and childcare without the parents having to leave work and find other arrangements. It also allows the possibility to reinforce educational outcomes at daycare that are being introduced and reinforced during the educational day.

Each year, the building hosts a Family Night where all families spend an evening doing various activities (reading books, making crafts, and enjoying a meal) with their child(ren), and hearing from our local service agencies about the programs they have to offer. Our Early Childhood Committee meets three times per year, and consists of parents, community members, local business people, and area service providers.

Here, we talk about our Early Childhood programs and gather input from attendees regarding short-term and long-range goals and needs of the programs. In the TK and Kindergarten, we hold an annual STEM Day where parents (or a family member) join their child for lunch and an afternoon of completing each of four STEM activities together. The annual Preschool, PK, TK, and Kindergarten Roundup day in April highlights each of the programs and what they have to offer. The TK-4 program offers a variety of other events for families, such as an annual Opening Day Ceremony, Veteran's Day Program, Holiday Program, Pet Parade, Math Night, School Picture Days, Class Plays and other productions, and Parent-Teacher Conferences (twice per year) which are always paired with our Book Fair. Our Accelerated Reader and Book-it programs are also geared to encourage parents to read or listen to their children read at home for 20 minutes each night.

The Southeast Valley website is another way parents and community members can engage with the school. Most importantly, the menus and student activities calendar are easily accessible. Plus, student achievement information is shared via the website, along with school board agendas and policies. The School Improvement Advisory Committee meets annually and provides input for goals and overall improvements for subsequent years. Along with support of our local newspapers, the district website also contains links to social media such as Facebook, Twitter, Instagram, and blog posts.

3. Professional Development:

Professional development in the building/district is a collaborative effort capitalizing on the expertise of mentors, teacher leaders, instructional coaches and administrators. As described earlier, a leadership committee crafts a professional development package to address recognized needs within the district. Our Wednesday early dismissals provide time for teachers to work in relevant professional learning environments because they are able to use this time for planning together to improve instruction, learn new techniques and strategies with frequent opportunities to refine their practice, and review data to inform instruction. We also provide four to five full days during the school year for curriculum development and unpacking standards. In response to increases in social stressors affecting families, mitigating the effects of childhood trauma has become a relatively new focus. Teacher representation from the building provided support for the integration of a more trauma sensitive environment and embedding social emotional learning into content and process standards. Over the past three years the building has increased its emphasis on universal instruction. Building leadership through the Teacher Leadership System has enhanced the opportunities for modeling, collaboration and coaching to improve instructional practices. Gains in school improvement efforts and relevant professional development activities are evidenced by such tools as Instructional Practices Inventory, teacher surveys, instructional coach/administrator observations and deeper levels of discussion in staff and PLC meetings. We solicit the expertise of our educational partners (Area Education Agency consultants), public health services and training from vendors of the research-based tools we use. Students who do not meet reading benchmarks are further assessed using PRESS diagnostic tools, and their skill challenges are scaffolded through flexible grouping and research-based instructional strategies implemented in daily intervention blocks. Weekly progress monitoring provides the regular and frequent data points to track student growth. While PRESS is reading-specific and the district FAST data has historically been reading-focused, both relatively well-established and routine at all elementary grade levels, these have driven discussions toward methods of gathering more data in math. PBIS being implemented with fidelity provides metrics for measuring student success in expected behaviors and has also sparked more conversation about the need for the social emotional behavior mental health (SEBMH) aspect. As we continue to increase understanding about social emotional learning we plan to continue to develop the strategies we use to support students in all areas.

4. School Leadership:

The leadership structure for Dayton Elementary consists of a shared superintendent, one principal, a shared curriculum director, a shared instructional coach, three teacher leaders, and mentor teachers (as needed) for all first and second year teachers, plus all teachers new to the district. Iowa's Teacher Leadership and Compensation Plan has allowed Dayton (and the district) more positions of shared leadership; allowing more collaboration and expertise to guide and enhance programming and learning through teacher voice, input, and implementation.

The leadership team provides a variety of experiences to the district. The superintendent is currently in his 3rd year in the district and his eleventh as a superintendent. Prior to coming to Dayton Elementary (Southeast Webster Grand District), he was the superintendent, principal, and curriculum director in a small, rural school in western Iowa. Prior to that, he was an elementary teacher for six years. The principal has been in the district as a principal for thirteen years, bringing stability along the way. The curriculum director is currently in her first year with the district. Prior to this stop, she was an elementary and a middle school principal for ten years, a district-wide curriculum director, a Title I reading teacher, and an elementary teacher. Our instructional coach taught second grade for 23 years prior to holding this position. All of our teacher leaders have at least 11 years of consecutive teaching in the building and passed through a rigorous selection process in order to lead their peers and the Dayton building.

Providing high-quality professional development is one way leaders ensure resources focus on student growth, academic and social emotional health. This all starts with our preschool and primary grades programming, assisted by the Early Literacy Legislation as a jumpstart into reading proficiency. Our multi-tiered system of supports assists with screening, data collection and analysis, and interventions. Data walls have been created and are used to implement authentic learning opportunities to all, regardless of gender, ethnicity, or socioeconomic status.

The leadership philosophy at Dayton Elementary stems from our district's mission--"To Inspire Others to be More than They Ever Thought They Could Be." As leaders, all of our decisions come back to this philosophy. All leaders strive to engage in collaborative, shared leadership to learn from each other and to maintain a growth mindset. This focus helps us expand on creating a quality culture and creating a superb learning environment for students and staff.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our greatest strength lies in the unique and full-service program we offer to all of the children, students, and families we serve. The Southeast Webster-Grand Elementary offers an in-building, school-owned and operated, DHS licensed, Daycare that serves infants and children from 6 weeks old through 13 years of age. The hours of operation are 7:00 a.m. to 6:00 p.m. Monday through Friday. The Daycare currently serves 92 children but is licensed and staffed to handle a total of 97. The Southeast Webster-Grand Elementary also offers a free NAEYC accredited and Shared Visions funded, 3-year old Preschool program consisting of 3 sections (two a.m. and one p.m.) that meet two half-days per week, and a free QPPS accredited, SWVPP funded, 4-year old prekindergarten program consisting of two sections (one a.m. and one p.m.) that meet four half-days per week.

Our preschool and PK teachers are licensed PK-3rd Grade Regular Education/Special Education, which enables them to serve the needs of their IEP students as well. Our Daycare Director and Early Childhood Teachers work closely with our Area Education Agency Early Childhood Team (Early Childhood Special Education Coordinator, OT, PT, SLP, and Audiologist) to meet the educational, social, and emotional needs of our early childhood students and their families through the Early ACCESS process. Currently, 36 of the 59 students (61%) we serve in our preschool and prekindergarten also spend at least half of each day in our Daycare program. Of those 36 students currently utilizing our Daycare services, 23 of them (64%) have been in our daycare program since they were toddlers. This has proven to have a significant impact on those students' school readiness and success in school. Our full day transitional kindergarten (TK) program is for students who have been through PreKindergarten but may not be academically, socially, or emotionally ready for kindergarten. The transitional kindergarten through 4th grade follows the Iowa Core.

We also offer a full service program to better serve social and emotional needs. We offer all of the aforementioned services provided by our Area Education Agency (PK-4). We have a full-time behavior interventionist who works with individual students and small groups on a daily basis, a half-time guidance counselor who meets with individual and small groups of students every other day and who also does weekly classroom guidance in each of the 11 TK through 4th grade classrooms, we offer the services of a licensed mental health counselor (provided through the Berryhill Center for Mental Health) who currently provides services to 20 students one day per week, and we have a shared school nurse to address student health needs and concerns. As part of our Multi-Tiered System of Supports, we also implement a school-wide Positive Behavior Intervention Supports (PBIS) program that addresses school-wide expectations for behavior throughout the building, and recognition of positive behaviors.