

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Kevin Armour

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

Official School Name Daniel Boone Elementary School

(As it should appear in the official records)

School Mailing Address 201 West Highway D

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

Wentzville MO 63385-6208  
City State Zip Code+4 (9 digits total)

County St. Charles County

Telephone (636) 851-4400

Fax (636) 851-4105

Web site/URL https://danielboone.fhdschools.org/ E-mail kevin.armour@fhdschools.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\*Mrs. Mary Hendricks-Harris E-mail mary.hendricks-harris@fhdschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Francis Howell R-III School District Tel. (636) 851-4000

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

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

## Part I – Eligibility Certification

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

1. 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

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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):
- 10 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 18 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	0	0	0
K	34	32	66
1	29	34	63
2	44	36	80
3	36	35	71
4	44	21	65
5	38	33	71
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
<b>Total Students</b>	225	191	416

\*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
  - 0 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 95 % White
  - 2 % 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: 5%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	11
(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)]	20
(4) Total number of students in the school as of October 1, 2017	390
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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: 8%  
Total number students who qualify: 33

8. Students receiving special education services: 8 %  
34 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>1</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>6</u> Other Health Impaired                 |
| <u>3</u> Developmental Delay     | <u>10</u> Specific Learning Disability         |
| <u>3</u> Emotional Disturbance   | <u>10</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</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: 10
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
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 22:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	97%	96%	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 2018.

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

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

Yes  No

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

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

Daniel Boone Elementary strives to be a child-centered learning community built on a foundation of exemplary character and academic success.

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

## **PART III – SUMMARY**

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Daniel Boone Elementary (DBE) is located in the heart of small town, New Melle, Missouri with a population that mirrors the student population of approximately 429. It is the smallest of the 10 elementary buildings in our district and the only one located in a rural area. New Melle is a community that was established as a German settlement in the mid-1800s and is a sister city to Melle, Germany. DBE first opened its doors in 1955, and has grown from a one room school on the other side of town, to its current location with many additions. Currently we have a 22:1 student-teacher ratio, with 5 percent of students identified as gifted, 8 percent who receive special education services, and 8 percent who qualify for free or reduced lunch. Eighty-four percent of our staff have advanced degrees and over 12 years of experience.

Strong traditions, community involvement, and a belief that all students can be successful are what drive our work. Every decision made is based on the question, “is this best for kids?” We challenge all students by providing a rigorous Tier 1 curriculum. Teachers use research-based instructional practices that provide clear objectives and timely feedback, reinforce effort, and provide recognition. All students are provided opportunities to collaborate and communicate with peers, be creative and think critically while solving real world problems. We use a multi-tiered system of support to identify and provide intervention for students in the areas of academic and behavior. Some of our success is reflected in state assessment scores. In 2018, 86.5 percent of students scored advanced or proficient in ELA and 83.3 percent scored advanced or proficient in Math. All staff work to build relationships with each other, students and families. Our most recent climate survey data indicated 99 percent of parents feel connected to our school and feel their child receives a high-quality education. Student data indicated 98 percent feel adults in our school care about them and 99 percent feel our school is a good place to learn. Our average daily attendance is steadfast at 96 percent. This is a testament to the positive culture we have created and shows everyone wants to be here. It is our belief that all children can achieve at high levels and it is our obligation to help our students to grow not only academically, but socially and emotionally.

At DBE, everyone contributes, learns, and leads. The Professional Learning Communities (PLC) model is used to drive our work. We recognize and work diligently to create an environment where adults and students work collaboratively and have a strong commitment to continuous improvement. Our staff works tirelessly to identify and apply innovative and effective instructional practices that result in increased student performance. We value learning from each other and using a collaborative structure within our school. PLC’s analyze grade level, class, and individual student data to measure and enhance the success of each student.

Our commitment to Positive Behavior Interventions and Support (PBIS) has provided us the framework to help all students learn social, emotional, and behavioral competence. We have developed a positive, predictable, and safe environment that promotes strong interpersonal relationships with students through teaching, modeling, and encouragement. To celebrate and encourage students’ full potential, we recognize student achievement, character, teamwork, and effort. Our core values of respect, responsibility, honesty and kindness are recognized throughout the year as students earn Rally Tickets when showing these values. Tickets are randomly selected for participation in team building rallies and tallied for earned principal lunches. Daily programs support student inclusion and begin with our student led pledge.

Our small school community provides opportunity for all members to take active roles in our success. Families work with staff to create celebrations such as our annual Bike Rodeo, holiday parties and dances, MAP (Missouri Assessment Program) Carnival Field Day Festival, PTO Bubble Run, and Movie Nights. Our community also bands together in times of need. Members support our annual Spaghetti Dinner and Blood Drives which are created to support our families in need. Local businesses came to our aid when students and staff were stranded overnight at school during an ice storm. We work closely with a local women’s shelter to ensure the inclusion and well being of children joining our school. Taking time to recognize others in our community is critical. Our Veteran’s Day Assembly is attended by veterans of our students and members of the local VFW. Community members educate students during Disabilities Awareness Week. In turn, our school supports the community through our Raccoons Giving Back program in which students, along with their families, volunteer time at various functions such as local 5k’s, packing

food for Haiti and with the Special Olympics. DBE is a source of pride for our community. Generations of families have remained and students have returned not only as A+ Student mentors, but as teachers. It is the place where our past is held and our future begins.



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

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

#### **1a. Reading/English language arts:**

Our philosophy for English Language Arts is the research-based balanced literacy model. The model includes the three-block framework of reader’s workshop, writer’s workshop, and a word study block. The purpose of the workshop model is to meet students where they are, in reading and writing, then help them move along the literacy continuum through differentiated instruction in small groups and conferring. In reader’s and writer’s workshop, students receive a ten-minute mini-lesson on a rigorous strategy for reading and writing. Teachers use the Units of Study reading and writing materials authored by Lucy Calkins and intensely researched by the Teacher’s College in New York City. Teachers use the gradual release model for instruction, providing high levels of engagement for students. Students move from the mini-lesson into independent reading and writing practicing the strategy taught to them that day or a strategy from a previous day. During this portion of the workshop, the teacher provides small group instruction to students, meeting their needs based on data collected through anecdotal notes, screening data, and benchmark assessments. The teacher also confers with students independently to discuss what strategies they are incorporating in their reading and writing then provides students with their next steps to support them in reaching high levels of literacy targets. During the word study portion of the block, students have the opportunity to investigate language through hands-on exploration. Phonics instruction allow students to build words, break words apart, and learn about patterns within words. Intermediate students study the morphology of words and how to understand the meaning of the word based on word parts. Lessons to build vocabulary using Marzano’s six-step vocabulary instruction, allows students multiple opportunities to engage in language building. Overall, Daniel Boone implements a comprehensive English Language Arts program that allows students to reach high levels of learning.

#### **1b. Mathematics:**

Daniel Boone has used the enVision Math Realize Edition for four years to teach the Missouri Learning Standards. This math program provides students with high rigor and meets the needs of the high achieving students as well as those students who need additional time and support. The program moves students through the stages of concrete, pictorial, and abstract, which research indicates is how students best learn math; this supports both conceptual and procedural knowledge. Along with the mathematical topics of Number Sense, Operations, Fractions, Geometry, and Measurement, there is a focus on specific practices students should use in order to become proficient math thinkers. Students are encouraged to make sense of problems and persevere, use appropriate tools, reason quantitatively, and construct viable arguments to justify their answers. To encourage these practices, class begins with Problem-Based Interactive Learning, where they are presented with a new problem to consider. Students often approach this problem with a partner or in a small group, where they can share ideas and strategies for a solution. As a class, students discuss various methods to solve the problem before working independently to apply their new knowledge and skills. Formative assessments are used to guide teachers on student progress, and teachers use these to determine students that need intervention, additional practices, or extensions. Students in the intermediate grades are given a pretest before each topic. Based on their level of mastery, students are grouped accordingly allowing teachers to differentiate instruction.

#### **1c. Science:**

Our science instruction has recently moved to embed the three-dimensional learning found within the Next Generation Science Standards (NGSS). Instruction for these units is student-focused with hands-on opportunities for students to demonstrate their learning through the Science and Engineering Practices. Learning activities provide opportunities for students to ask questions, create models, and design investigations. Inquiry-based instruction is embedded in classroom investigations with a focus on phenomenon-based learning. Students are regularly exploring real-world problems and providing solutions to limit human impact within their environment. We work to instill an appreciation of our world and how we

can positively impact its natural features. Students participate in experiments to explore reactions and movement, manipulate natural resources to understand physical characteristics, enhance the growth of nature in our own communities by planting and nurturing vegetation, and demonstrate solutions by following the engineering model to create new inventions to solve current world problems. Teachers and students are able to utilize the Innovation Lab to extend and enrich the science curriculum. In the lab, students are able to engage in a variety of engineering design lessons. Our Science, Technology, Engineering, and Math (STEM) leader works closely with PLC's in grades one through five to align lab activities to grade-level standards. Students ask questions, create models, design investigations through real-world applications, and improve their own work based on testing observations. Not only does this enhance student understanding, but it also allows for growth in collaborative work and effective communication for their future careers.

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

Having an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global, democratic society. As a building we work to instill the value of students' roles in their own futures and how it starts by becoming leaders in their classrooms and school. We focus on civics, government, history, geography, and economics. Civics is taught explicitly in lessons, as well as implicitly in jobs and roles students can have in the classroom and school environment. The history, geography, and government components are strongly integrated and aligned with literacy and classroom practices. Second grade students dive into Daniel Boone and our local history by visiting the Daniel Boone home. Students tour an original colonial town, view artifacts used by the local citizens, and learn about daily life for colonial children.

In economic units, primary grades explore the local community and their resources. Teachers introduce topics such as goods and services, wants and needs, and money. In intermediate grades, the Junior Achievement (JA) program is integrated in order to expand how economics and citizenship tie together in our role outside of school. Within the JA program, students learn about the flow of money, providing goods and services, and how careers allow our communities to function. Fifth grade is granted the opportunity to participate in JA's BizTown. Students are given the opportunity to apply, interview, and work in mock businesses. During this day, they work in service positions, earn money, and decide the best ways to spend their earnings. This opportunity makes decision making and their position as citizens in the future more concrete.

#### **1e. For secondary schools:**

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

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

Students experience art, music, and physical education as part of a specials program with a three-day rotation. Kindergartners and 1st graders have each course for 40 minutes once every three days, and 2nd-5th graders have each for 60 minutes on the same rotation.

Visual arts instruction encompasses a focus on inquiry-based instruction that promotes creative and critical thinking skills through the development of basic foundational art skills. Students in elementary grades learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions to reflect their ideas, feelings, and emotions; and to evaluate the merits of their efforts. Students acquire and become increasingly fluent in new ways of thinking, working, communicating, reasoning, and investigating. Students develop new techniques, approaches, and habits for applying knowledge and skills in the visual arts to the world beyond school. Students focus on: learning proper vocabulary and concepts associated with various types of work in the visual arts; working with various tools,

processes, and media; learning to coordinate their hands and minds in explorations of the visual world; making choices that enhance communication of their ideas; learning the value of perseverance; describing, interpreting, evaluating, and responding to their own works and the works of others; appraising art's purpose and value; and understanding the meaning and impact of the visual world in which they live.

Our music instructor embraces Kodaly as her instructional method. Students learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. The course focuses on: learning proper vocabulary and concepts associated with music; singing, alone and with others, a varied repertoire of music; performing on instruments, alone and with others, a varied repertoire of music; improvising melodies, variations, and accompaniments; composing and arranging music within specified guidelines; reading and notating music; listening to, analyzing, and describing music; evaluating music and music performances; understanding relationships between music, the other arts, and disciplines outside the arts; and understanding music in relation to history and culture.

In both art and music, process is valued over product while developing lifelong artistic literacy skills. Curriculum is aligned to researched best practices in arts pedagogy and the National Core Arts Standards with a focus on the artistic processes of creating, performing and presenting, responding, and connecting. Assessments are embedded in instruction and inform instruction to respond to students learning needs.

DBE takes the responsibility of promoting a healthy lifestyle for their students. Health behaviors are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors, and opportunities to practice the behaviors. The comprehensive school health program motivates students to maintain and improve their health, prevent diseases, and avoid or reduce health risk behaviors. The program provides students with the knowledge and skills necessary to be healthy for a lifetime. In grades 4 and 5, students are invited to participate in a before school Intramural program where they practice skills, teamwork, and good sportsmanship.

The Library Media Specialist (LMS) works closely with the classroom teachers to develop lessons aligned to curriculum standards. Having a 1:1 student-device ratio in grades 2-5, students use devices to conduct research, complete assignments, and communicate with teachers and peers via Google Classroom. Kindergarten and 1st grade share access to iPad carts to integrate technology into core content and enrich learning experiences. To ensure all students are able to take control of their digital lives and understand how to be safe and responsible in their online communities, we use Common Sense Media lessons to teach Digital Citizenship to all students in grades K-5. This instruction takes place through our Learning Commons and we have received recognition as a Digital Citizenship Certified School since the 2016-2017 school year. The LMS collaborates with classroom teachers to support core curriculum through research, literature, virtual field-trips using virtual reality (VR) kits, and guest speakers. In our Innovation Lab students are encouraged to find creative solutions to challenges and real-world problems. The Learning Commons and the Innovation Lab provide all students with the opportunity to experience success and leadership through activities such as computer coding, LEGO robotics, Makerspace, and STEM activities.

### **3. Special Populations:**

Every staff member works to ensure that each student's academic and social needs are met. Teachers work in professional learning communities (PLC). This PLC structure provides a framework for teachers and other staff, such as instructional paraprofessionals, reading specialists, special educators and administrators, to meet regularly to discuss what students need to know, how students will be assessed, what we will do when students do not learn and what to do when they already know the content. In Tier I, all students are provided a rigorous curriculum. In addition, teachers differentiate the instruction and assessment to meet the various abilities of all students. To ensure the success of students in the area of reading, all students are given a universal screener in reading. This is given 3 times per year. The purpose is to identify students who may experience reading difficulty.

To support the needs of students with reading difficulty, we utilize a multi-tier system of support. We have a data team comprised of our literacy coach, reading teachers, administration, and a representative from each

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grade level and special education. This team tracks and monitors all literacy assessment data for each student at DBE as well as ensures that a systematic approach is used when determining interventions for students. The assessment data is kept organized in an excel sheet provided to us from our district, Francis Howell School District (FHSD), assessment department. This data trigger sheet includes universal screening data, district benchmarks, district assessments, reading level, writing data, etc. The team sorts and analyzes the data to determine trends and patterns. In addition, students with a certain number of triggers are given a reading diagnostic assessment to determine the appropriate intervention. Teachers monitor students' ongoing progress and teams meet after 6 to 9 data points have been collected to determine next steps. At this time, the team may decide to continue intervention, make a change to the interventions, or refer to the Student Teacher Assistance Team (STAT) for further discussion for a special education referral.

In math, teachers pretest the students and utilize flexible grouping in order to meet all students' needs. Students not meeting mastery on grade level standards are provided support through Intervention, Math in Focus. Instruction is intensive, balanced, and individualized. Each unit is built around a specific NCTM (National Council of Teachers of Mathematics) Focal Point. Students are also offered before school math tutoring. Because all students are reviewed and monitored, this multi-tiered system of support allows us to track and effectively monitor all sub groups and close the achievement gap.

For students at the higher end of the spectrum, students may qualify for the gifted program. All students in grades 1 and 3 are screened using the Cognitive Abilities Test (CoGat). The results of this test are used to determine which students may benefit from Spectra, FHSD's gifted program. For high achieving students, school wide intervention time is also used for enrichment or Genius Hour projects, which are self-directed projects facilitated by our Spectra teacher.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Daniel Boone staff is dedicated to putting students first and taking care of their social, emotional, and academic needs. This stems from our belief that every child can achieve. With this growth mindset, our teachers seek out new learning and implement strategies around Trauma Informed and Restorative Practices, Zones of Regulation, PBIS (Positive Behavior Intervention Supports), and Curriculum and Instructional Practices. PBIS is a framework we utilize for teaching and supporting positive behavior for all students. The successful implementation of PBIS at our school has earned us the recognition as a Gold Level School, the highest level of recognition from the Missouri Department of Elementary and Secondary Education.

Our tiered system of supports allows us to identify students and put research-based practices in place to help them be successful both socially and academically. In Tier I, all students are explicitly taught school-wide expectations and the common language that is used throughout the building. Students needing additional support are referred to our Tier II and Tier III teams who help identify what supports or interventions are needed, such as motor lab, Check-In/Check-out, mentors, and one on one time for teachers and students to strengthen their relationships. Teachers schedule Student Support Meetings to develop plans for students struggling academically, socially, or emotionally. Members of this team include special education teachers, reading specialist, counselors, district mental health professionals, and administrators.

Students from every grade level are grouped together into Families, which are made up of approximately two students from each grade level. Students continue with their family throughout their time at DBE. During families, teachers foster relations among students, connect with students, and teach character lessons along with completing community service projects. Students are recognized in a variety of ways including Student of the Month, Raccoon Rallies, Attendance Lunches, Raccoon Rally Tickets, and for achieving personal goals. Together, the teachers and students, create action steps, monitor progress, and celebrate successes along the way helping students see the link between their effort and achievement.

In our most recent Climate Survey, 95 percent of staff felt there are opportunities for shared decision making in our school. Teachers volunteer and take the lead on committee work to create a positive learning environment. The PLC model provides time for teachers to collaborate about students' academic and social/emotional needs.

Students, staff, and parents take pride in the success of our school. Our Climate Survey also showed 97 percent of our staff takes pride in working at DBE. By working together we have created an environment where everyone feels welcomed and supported.

### 2. Engaging Families and Community:

Family is at the heart of everything we do at DBE. Because of the small size of New Melle, many students come from a long line of relatives who have also attended Daniel Boone. There is a sense of tradition and pride interwoven through everything we do. The community looks forward to our annual Veteran's Day Assembly. Students are encouraged to invite their veteran to a breakfast and an assembly where they will be recognized. Our Parent Teacher Organization (PTO) prepares the breakfast. At times, we have had over 100 Veterans attend. The PTO is one of many opportunities for our families to participate in the shared leadership and provide input and support for our school. Their support has allowed us to have Smart Boards in all classrooms and accomplish our goal of becoming a 1:1 school with Chromebooks in grades two through five. They support school events that are aligned with our curriculum and school improvement plan in addition to volunteering as guest speakers and readers.

Families and the community stay connected to our school through social media, school email subscription, school newsletters, the local paper, and our school website. We create opportunities for families to connect

to our school and engage in ways to increase achievement through Family STEM Nights, Curriculum Nights, One School-One Book Events, and Orientation for incoming kindergartners and their parents.

The tremendous support from our community has had a direct impact on the success of our students. Kindergartners tour New Melle on a walking field trip to learn about our local community visiting the local bank, feed store, fire house and then dining at our local restaurant. Our dentist presents information to students and provides our nurse with toothbrushes and toothpaste to give out to students in need. Law Enforcement Officers teach our fifth grade students through the Substance, Tobacco, Alcohol and Abuse Training Curriculum. The Lions Club provides students in need with glasses. The New Melle Community Club recognizes our students with perfect attendance by providing free admission to our community fair. The New Melle Fire Department, (NMFD) which is comprised of many former students, supports our school in numerous ways. Each year they speak to students about fire safety and sponsor a coloring contest in which the winners are picked up and brought to school in a fire truck. They collaborate with school officials during emergency drills and assist with the development of our safety and emergency plans, provide CPR training for all staff, grill food on Field Day, adopt families during the holiday, and donate auction items for school fundraisers. When buses were stranded during an ice storm, the NMFD assisted with the evacuation.

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

DBE educators continuously work to improve their academic instruction by facilitating and participating in many professional development (PD) opportunities at the building and district level. PD is directly connected to the goals and strategies outlined in the District and Building School Improvement Plan (SIP). The District PD plan supports both certified and non-certified staff with contracted days for new learning. The 6 District PD days, monthly faculty meetings, book studies, workshops, conferences as well as PD offered over the summer has made a significant impact on our students' success.

In order to provide more individualized professional development opportunities for staff, the district shifted into another model of professional learning. Staff are offered choices from a variety of strands. These strands include STEM implementation, blended learning, innovative instruction, writing curriculum, trauma, and restorative practices.

Opportunities for continual growth and providing best practice opportunities for students' needs is held in great importance by the DBE staff, teachers, and administrators. We work continuously to collaborate as a professional learning community to ensure we are using research-based strategies to meet the needs of all our students. DB staff often takes on the responsibility of presenting professional development to one another. Our staff goes above and beyond to learn about topics that impact our population and address students' needs. Teachers often lead or participate in book studies and learning beside peers to better their knowledge of a topic. Staff have the opportunity to share new learning during PLC's, at faculty meetings, before school sessions, or through the use of technology.

Teacher leaders at DBE have received extensive training on researched-based instructional strategies. Partnered with McREL and using Classroom Instruction That Works, 2nd edition as a resource, these leaders led focused professional learning to DBE building colleagues. After the building led PD regarding targeted instructional practices, the teacher leaders also conducted classroom visits, and collected data which showed an increase in students' cognitive engagement. The information gained from walkthroughs was used to plan future PD for staff.

To help support new teachers, additional contracted days are given to support learning around the curriculum, assessment and instructional practices as well as district policies and procedures. Teachers in their first two years of teaching are assigned a mentor in the building to help coach and guide them during their first years in the profession. Together they create a professional learning plan which is assessed throughout the year.

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

DB has a shared leadership model which empowers all stakeholders to share in the decision making that centers on the academic, social, and emotional needs of our students. All staff understand they are important members of our school community where everyone contributes, learns, and leads.

Staff are encouraged to be involved and are given opportunities for leadership positions and to participate in a variety of ways, such as numerous committees. Staff are encouraged to take on leadership roles and are empowered to make decisions to help carry out the goal outlined in our SIP. Staff are encouraged to seek out new learning and share it with colleagues during faculty meetings and PLC's.

Our EDC's (Elementary Department Chairs) are a key leadership team in our building and consist of a teacher from each grade level as well as a special education teacher. EDC's meet monthly with administration and assist in carrying out and supporting the mission, vision, and values of our school. They represent their grade level, monitor the progress on our SIP and provide input on how we can best support our students, staff, and families. EDC's are key leaders within their PLC and are provided with additional PD to help support their teams on the implementation of curriculum, goal setting, analyzing data, making informed instructional decisions, monitoring student progress, and developing professional and collaborative teams where all staff feel valued. EDC's are encouraged to bring agenda items to our meetings for discussion so that we can collaboratively problem solve focusing on issues affecting our school.

Our Building SIP Committee is charged with setting yearlong goals in the areas of academics, attendance, and behavior. Members of our SIP committee, include representatives from all grade levels, administrators, and a special education teacher. The committee determines the researched-based strategies, action steps, and the data points we will use to monitor implementation throughout the year. At the beginning of each school year, key members of the SIP team, present each area of the plan to staff. During this time staff learns the strategies and action steps they are responsible for and how each goal will be monitored. Staff is given the opportunity to ask questions and suggest changes to the plan. The team reconvenes and makes changes to the plan based on feedback from staff before finalizing. The plan is then shared for feedback with the district office, our PTO, and our families. The SIP committee meets quarterly to monitor progress on our goals and make necessary adjustments to the plan.

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

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Teachers at DBE overwhelmingly feel that our close work in Professional Learning Communities (PLC) helped us build our foundational relationships with each other and helped us determine individual students' social, emotional, and academic needs. Because all teachers are invested in every students' success, a student doesn't belong to one teacher at DBE, a student belongs to DBE.

There are several elements to our PLC that make them such an integral part of our students' academic success. PLC's are guided by four main questions that drive our academic conversations about determining additional resources and instruction for students. We need to know what we expect our students to learn, how we will know that they have learned, how we will respond if they don't learn, and what we will do if they already have demonstrated proficiency. In response to these questions, we carefully align our instruction and maximize district and building resources.

Weekly PLC time is provided to staff to focus on these four critical questions. At the beginning of each year all students are given a reading screener as well as benchmark assessments in reading, writing, and math. PLC's analyze this data and determine how their new students are performing based on the priority standards they have identified. SMART (Strategic, Measurable, Attainable, Realistic, Time bound) goals are set in each area and action steps are created to attain their class and grade level goals. Formative Assessments are used along the way to determine the effectiveness of our instruction. District Benchmarks are used to track students' progress on SMART goals and compare DBE to other schools across the district. Students write individual learning goals that are aligned with the grade level SMART goals and are in charge of tracking their progress. Staff are continually using student data to reflect on their practice. This reflection allows them to have professional dialogue with colleagues on how to best meet the needs of students.

Our staff understands the importance of working collaboratively as a team to discuss instructional practices, use student data to determine their effectiveness, and plan for instruction, and the need to respond in a timely manner. We are a school community that continually reflects on how we can best meet the needs of our students and families.