

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):
- 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	53	44	97
2	47	46	93
3	42	46	88
4	0	0	0
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	142	136	278

*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
 - 4 % Black or African American
 - 3 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 86 % 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: 22%

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

Students residing in single parent homes, with grandparents, guardians or a foster family has averaged at 36% of enrollment. A large percentage of students reside in homes with a great deal of instability, which result in transient enrollment being high.

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	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	44
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1, 2017	299
(5) Total transferred students in row (3) divided by total students in row (4)	0.22
(6) Amount in row (5) multiplied by 100	22

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: 100 %
Total number students who qualify: 278

8. Students receiving special education services: 14 %
38 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>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</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: 9
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.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school 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 19:1

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	96%	95%	95%	96%	96%
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.

Oak Grove is dedicated to educating all students by fostering a positive and safe environment in which we empower and inspire students to become productive lifelong learners.

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

PART III – SUMMARY

Oak Grove Elementary is a rural elementary school in the Poplar Bluff R-I School District in Southeast Missouri. Oak Grove includes approximately 300 students and 30 staff. Historically over the last five school years, an average of 14% of students have qualified for an Individualized Education Plan, and nearly 60% qualified for free and reduced lunch. The rate of student transiency in our community is also a challenge. Over the last five years at Oak Grove, an average of 16% of the building's enrollment has withdrawn during the school year. Students residing in single parent homes, or with grandparents, guardians or a foster family averages 36% of enrollment. Despite student challenges, the staff at Oak Grove believes all students can achieve success and holds them to high expectations.

In the 2014-15 school year, only 58.5% of students were proficient or advanced in ELA while 56.5% were proficient or advanced in Math. In the 2015-16 school year, 107 students received 536 discipline referrals. The 90/90 attendance (90% of students attending at least 90% of the time) was only 91.13. Oak Grove cemented the implementation of two key components of their building culture that have dramatically impacted student outcomes--Positive Behavioral Intervention Supports (PBIS) and Professional Learning Communities (PLC's).

PBIS laid the foundation for establishing a positive learning environment and culture for staff and students. Staff established consistency in addressing both positive and negative behaviors. Building wide rules, common language, and consistent supports were established. The implementation of PBIS reduced negative behaviors dramatically, which allowed teachers more time to focus on instruction in the classroom. Oak Grove has realized a 47% reduction in the number of students with a referral (only 61 students) and a 75% reduction in the total number of referrals (only 132 referrals). Oak Grove's 90/90 attendance also improved to 94.21% last school year. As a result, a positive culture and learning environment were established. Oak Grove received state recognition for excellence in the implementation of PBIS in 2017 in 2018 received the Bronze Award. Once PBIS was in place, the building then turned the focus to PLCs.

Through PLC's, the staff at Oak Grove was able to create a building mission, vision, goals and collective commitments. Staff also created team norms, established team roles, defined what collaboration would look like among teams, and created an agenda template that was structured and focused on DuFour's 4 Corollary Questions. Staff learned how to effectively use data to facilitate collaborative discussions and maximize teaching resources to identify ways to close the achievement gap. Staff have learned to work together as a team to brainstorm solutions for roadblocks that are encountered along the journey, rather than make excuses for why some things can't happen.

As a result, 2016-17 Oak Grove school year data revealed that 86.2% of students were proficient or advanced in ELA and 72.4% of students were proficient or advanced in math. The momentum continued into the 2017-18 school year with 75.7% of students proficient or advanced in ELA and 84.5% of students proficient or advanced in math. Every staff member is considered a key component to the success of our students. Due to the collaborative work focusing on best practices and strategies Oak Grove was recognized by ESEA as a National Title 1 Distinguished school in 2018 for closing the achievement gap between student groups.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Our Reading-Language Arts curriculum focuses on a multi-tiered guided reading approach derived from the Missouri Learning Standards (MLS). As a district, Essential Learning Outcomes (ELO's) were established and used to develop learning cycles, units of instruction, common formative and summative assessments, and rubrics. Students are engaged through guided reading, and whole group, shared, and independent reading experiences using various types of literature and text. Small group, guided reading instruction is based on homogeneous ability level groups identified through our benchmark assessment. These groupings allow instruction to be delivered to meet each student's specific needs in the areas of word study, phonemic awareness, comprehension, fluency, and reading strategies. In addition to our benchmark assessment, iReady diagnostic and iReady instructional piece is used to provide technology-based tiered and enrichment instruction tailored to individual needs, as well as data to monitor and enhance student performance. Whole group reading instruction utilizes research-based curriculum approaches that encourage students to analyze diverse real-world literature. Teacher modeling, shared reading, annotations while reading, and think alouds are used to build strong foundational literacy and writing skills. These skills include the ability to read and analyze different genres of text and give evidence to support responses. Data from summative and formative assessments are analyzed and used for additional tier instruction, small group reteach instruction and enrichment. Writing and grammar are embedded throughout all areas of reading instruction and individually taught to ensure students can analyze, respond, and convey their own thoughts and ideas in a written and verbal capacity.

1b. Mathematics:

To support the unique learning styles of all students, our building uses a variety of high impact resources to provide a well-balanced, quality math curriculum including McGraw-Hill's Go Math, as well as Number Talks. Go Math is the primary resource utilized. Teachers deliver interactive and engaging whole group instruction as well as differentiated real-world application problems that require students to think critically and apply skills at a higher level. Small groups meet daily and are based on a hands-on, guided teaching approach. Groups are fluid and formed based on relevant, up-to-date data derived from the most recent district assessments, common formative assessments, or benchmark assessments. The instruction in these groups is scaffolded and taught using an explicit, hands-on, activity centered approach. During this time, students are provided opportunities to demonstrate their current level of learning as well as build a rich working vocabulary. Students are given immediate feedback, thus decreasing the overall number of misconceptions. Technology resources such as Moby Max, iReady, and Prodigy provide tailored instruction and reinforcement of targeted skills based upon individual needs. The building uses a response to intervention (RTI) model to guide tiered instruction. We utilize common assessments for each learning target in an effort to efficiently identify students who have failed to master a specified concept within a given learning cycle. Student RTI groups are based on common misconceptions, or the level of demonstrated proficiency. The RTI groups enrich, reteach, or solidify the knowledge of the targeted skill. Lastly, our core instruction utilizes a co-teaching model including one regular classroom teacher and an interventionist. This model is designed to provide more specific and individualized instruction for all students regardless of achievement level.

1c. Science:

Our science curriculum follows the Next Generation Science Standards while reinforcing reading strategies through nonfiction science texts. Our teachers attended an extensive training on integrating science within cross-curricular core subject areas. Science is embedded throughout all areas of our curriculum rather than in a designated science block of instruction. Students experience engaging, hands-on inquiry and experiments including problem-based STEM activities. Examples of this include students practicing skills such as hypothesizing, making predictions, drawing conclusions, and exploration. Classrooms are equipped

with STEM bins, including materials for hands-on activities to encourage creative thinking. Students also participate in monthly science-based clubs including Silly Science, STEM/Engineering, Junk Wars, and Gardening. Guest speakers in the fields of science also introduce and discuss various science topics and provide real-world experiences. Each year a Wildlife Biologist from the Missouri Department of Conservation presents facts regarding local habitats and endangered species to classrooms. Students have the opportunity to see and touch wildlife brought into the classroom. A Forester from the US Forest Service also visits each year to discuss Arbor Day and tree planting with students.

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

Social Studies instruction is aligned to MLS and integrated through reading and writing with nonfiction texts. Thematic units are used to introduce and inform students of nationally recognized events and content such as Black History Month, Veteran’s Day, Martin Luther King Jr. Day, 9/11, women’s suffrage, election processes, and historical figures. We are the host of an annual Veteran’s Assembly that includes honoring community members who are current or past members of the armed forces. Missouri History comes to life in third grade when students research and bring to life a famous Missouri historical figure. Students prepare a presentation that includes an oral biography of their selected Missourian and dress in character for the school’s annual “Living Museum” open to students, families, and community members. Local agencies present information to our students on various topics including fire prevention, careers, and government. Monthly club days give students the opportunity to explore cultures around the world, holidays, and transportation.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Oak Grove is fortunate to encompass two computer labs along with three chrome book carts. Students attend the computer lab during special class weekly. Students learn a variety of skills that support grade level learning standards. In all grade levels, students learn Internet safety and responsible use of the computer. First grade students learn to use the mouse and practice finger placement learning to identify letters and numbers on the keyboard. Through the use of the keys, students learn the CODE program, which teaches them how computer programs are made. Throughout first grade, students practice reading and math learning standards assigned through computer lessons. Second grade is a continuation adding skills such as formatting text and images, saving and retrieving documents. Students practice typing complete sentences and continue to learn about the CODE program. Second grade learning standards are reinforced through assigned computer lessons. Third graders create and choose appropriate images, assess websites for accuracy, giving credit to sources, troubleshoot problems, use the internet for research, choose appropriate technology tools to complete projects and learn to use google drive, docs and slides. These skills help to assist students in creating a research project on famous Missourians in their classroom. Throughout the year, students are assigned practice lessons based on the learning standards. Technology is also incorporated in each classroom with six student chrome books and four desktop computers for students to access. Classroom teachers use technology to engage students in project based learning, enrichment, and reinforcement of skills in all subject areas.

Art lessons are designed to follow the Fine Arts Content Standards. Students are expected and encouraged to obtain a high level of mastery throughout instruction. Connections to and reinforcement of students’ learning in other disciplines such as math, science, social studies, and reading are incorporated in each lesson. Projects throughout the year include symmetry and visual storytelling. Projects incorporate social studies by incorporating different cultures and time periods. Engineering is incorporated through problem solving and design projects. Students are encouraged to express themselves and apply their unique

individuality to their art. Art instruction is involved with various community activities such as The Christmas Tree Forest which is sponsored by the Mark Twain Museum, the VFW poster contest and the Missouri Math Teachers art contest. Engaging students in multiple hands-on art experiences allows students to contribute to society, celebrate culture and develop their natural talent.

We have a beautiful, well-stocked library. We have a part time aide and a part time certified library media specialist to run our library program. Our library curriculum includes opportunities for students to build a love of reading and to develop library media skills. The curriculum also focuses on conducting research, and technology best practices. Teachers collaborate with the library media specialist on locating resources and the librarian pulls a variety of books at different reading levels and interests to meet a variety of learners' needs. Students in library are encouraged to develop and apply skills to the reading process. Students are encouraged to explore reading genres and authors. The library media specialist uses many high interest trade books to teach skills. All students are expected to participate and perform at a high level.

Students in music class are exposed to lessons that focus on the National Standards for Performing Arts. Each lesson includes a routine of singing, skill building, and listening to grow students knowledge of music fundamentals necessary to maintain continuity across the music program. Students are actively engaged through the use of interactive games, activities, and tasks that build upon each skill. We incorporate fun in each daily instructional goal by singing sporadic songs to create a brain break, and spontaneously creating short games to hone in on specific instructional learning targets. Instruction focuses on a variety of skills in the following areas: performing, composing, reading music, analyzing and describing music, evaluating musical performances, and having an understanding of the history and evolution of music through a variety of cultures. Students are also exposed to high quality elementary performances on the web throughout the year to develop students' ears to quality performances. Using this resource, students are able to dissect and discuss each skill they are working on and learn from the performance being viewed. The students love being able to experience great music through others. Students in all grade levels are given the opportunity to perform in a grade-level choir during our annual school concert. This is an event that is open to the community and live streamed through social media. The music performed during the concert consists of musical pieces that are of varied difficulty and highlight the skills learned in the music classroom.

Oak Grove provides a quality health and physical education program encouraging students to develop the skills, knowledge, motivation, and behaviors that lead to developing and maintaining a physically active and healthy lifestyle. Instruction is aligned to the Missouri Association of Health and Physical Education Recreation and Dance grade level expectations. Selected activities throughout the year focus on a variety of motor skills designed to enhance the physical, mental, and social/emotional development of each student. The physical education program provides opportunities for students to develop and improve their social and cooperative skills along with improving self-confidence and self-esteem through individual and cooperative activities. The ultimate goal is for students to recognize and value the importance of physical activity and choose a lifetime of wellness.

3. Special Populations:

When looking around Oak Grove Elementary an observer can see many facets of learning and engaging instruction. The intervention and special education programs are no different. Oak Grove provides differentiated settings for RTI blocks made up of 30 - 60 minutes, depending on the identified need. In reading, these settings consist of a special education classroom that serves the needs of students identified through IDEA, a co-teaching model with an interventionist in the regular ed classroom, a pull-out model that utilizes an interventionist and paraprofessional, and a flexible, multi-level academic support room encompassing both regular education students and part-time special education students with a regular ed classroom teacher, special education teacher, interventionist, and paraprofessional providing RTI support.

In all settings you will find intentional, researched-based, differentiated instruction. The intervention and academic support team utilize the Leveled Literacy Intervention (LLI) program by Fountas and Pinnell for RTI. The program engages students in explicit, systematic, researched-based lessons including interesting leveled readers. They provide the struggling students with an additional "double dip" method utilizing the Wilson program that gives students additional instruction in both explicit phonics and phonemic awareness.

The flexibility within the intervention and special education programs has helped to turn Oak Grove into a high performing school. All RTI reading groups are homogeneous and flexible. RTI groups are determined by district assessments, including the benchmark assessment, iReady assessment, and common formative assessments. These assessments allow the classroom teacher, intervention and special education team to gain insight into our students' strengths and weaknesses. Collaborative team meetings focusing on data are held weekly to identify learning gaps, adjust RTI groups, and help drive instruction. Students are also involved with their own learning. Students set and reflect on individual learning goals based on descriptive feedback from school assessments and on-going reading records within their reading groups.

Math intervention is provided by a multi-tier approach. Collaborative teams organize students into homogenous groups for thirty-minute tier blocks. The identified tier groups provide re-teaching for students with deficiencies and enrichment for those who have mastered the identified skills based on previous common formative assessments or exit tickets. Math push-in groups are conducted during small group/work station time. The intervention instructors and paraprofessionals, push in to the classrooms to work with identified students on present level skills for those who are far-to-go on the current common formative assessment. Instructors work together daily to come up with new differentiated strategies to close student gaps.

Oak Grove also participates in an enrichment Program called "SINGS" (Serving the Individual Needs of Gifted Students) for students who have been designated as high performing. Second and third grade students are initially recommended by their teacher based on previous and current grade level work within the classroom. Students are then given a battery of assessments including the Iowa Test of Basic Skills (ITBS) and the WISC IV IQ test. Students attend class one day a week at the middle school to participate in learning through projects and technology.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Oak Grove staff takes pride in fostering a positive and welcoming environment. The hallways, classrooms, and work areas reflect our building's mission, vision, values, and goals. The halls are filled with positive quotes, positive office referrals, celebration and achievement photos, and positive behavior matrices. Each morning students are greeted at drop off by staff. Students make their way to the gym for the morning celebration each day, which includes: student and class awards, character lessons, class celebrations, and game day. Celebrations end with our school chant and pledge to start the day off on a positive note.

Staff focuses on building positive relationships with students daily. Teachers greet students at the classroom door with a warm smile and a handshake or fist bump. Once they are settled in their room, students share good things and review the class social contract. A character focus lesson is also taught during the morning PBIS block. Students can earn positive ClassDojo points throughout the day for modeling exemplary behaviors along with the opportunity to receive positive referrals. Each month positive behaviors are celebrated and students are recognized during a celebration party. Students are also recognized for their efforts and rewarded with points to spend in the positive behavior "STAR Student" Store.

The community is very involved in supporting our students academically and socially. We have an active Parent Teacher Organization (PTO) that assists with organizing and hosting school wide events. We also have a lunch buddy program where parents and community members volunteer their time 1-2 days per week to eat with students. The Bright Futures Site Council has also been established. This is a committee that partners with the school to bring together local businesses, community agencies, faith-based organizations, and parent groups to connect student needs with community resources. The council also attends monthly celebrations and is often seen greeting students at drop off with a friendly smile, words of encouragement, and a handshake. We are also very fortunate to have a school community business sponsor who participates in school wide events, attends monthly luncheons to honor students being recognized as exemplary students, provides school t-shirts for all staff and students to wear every Monday, and provides snacks and lunch during the year for staff.

The administration team along with staff make it a priority to create an environment where staff also feels valued and supported. A staff social contract is created at the beginning of the year setting the foundation for a positive working environment. All staff participates in creating the contract by defining staff expectations of how they want to be treated by their leader and peers, and how they will treat their leader and peers. Collaborative team norms and expectations are also developed. The development of the social contract and norms allows staff to work in a positive environment and feel safe to share ideas, data, strategies, and provide feedback to peers. Collaborative teams are provided common planning times allowing them to focus on students needs. A supportive and caring environment where staff takes on a shared responsibility for all students is evident.

2. Engaging Families and Community:

Oak Grove has developed positive relationships with families and community members. We have an active PTO that provides ongoing support to our students, families, and staff. At the beginning of each school year an Open House is held. The PTO, along with our school community business sponsors are present to welcome students and their families, escort families to their classrooms, and share with families the opportunities for them to be involved during the school year. A parent volunteer handbook is also distributed at Open House. The handbook includes the volunteer guidelines and expectations, the sign-up process, and a description of each event and volunteer opportunities such as: lunch buddy, classroom volunteer, room parent, Veterans Assembly, Jingle Jog, PTO, fundraising, food pantry, Christmas Angel Tree, play day, book fair, math-a-thon, PBIS monthly celebrations and STAR Store.

Our community is very supportive of our school system. Boys and Girls Club provides "power hour" and

enrichment after school each day, as well as a summer program. The Butler County Community Resource Council hosts a district spelling bee, math contest, and is a valuable resource in offering awareness classes to families. AmeriCorps works closely with the school providing tutors daily to work with at-risk students. The Bright Futures Site Council provides ongoing support to meet the needs of individual students and their families.

Keeping families informed and up to date is very important to building and maintaining positive relationships with families. The building principal spotlights students of the month, upcoming events, volunteer opportunities, school highlights and important information through monthly newsletters. Individual classrooms use ClassDojo as one of their communication tools to keep in touch with parents. ClassDojo allows teachers to have two way messaging with parents, send class photos, class reminders and updates, and also share individual classwork with the parent.

Oak Grove uses social media as a means of communicating with family and community members. The school facebook page is maintained and updated on a regular basis. The page spotlights all of the wonderful things that are happening inside our building during the day and special events that occur during the year. Each staff member is responsible for uploading pictures to the page of their students and spotlight learning within their classroom. We also use the page to spotlight students for their leadership roles, weekly and monthly awards, positive referrals, celebrations and upcoming events and volunteer opportunities. We are able to live stream special events for those that are unable to attend such as PBIS celebrations, assemblies, guest speakers, awards ceremonies, Veterans Assembly, Jingle Jog, morning greetings, and concerts.

3. Professional Development:

Oak Grove has teachers dedicated to the highest quality of learning. Teachers concentrate on finding and studying new strategies to meet the needs of all students through various professional development opportunities. Oak Grove's biggest success has been through the adoption of initiatives including PBIS, Professional Learning Communities, Capturing Kids Hearts (CKH) and Missouri Model District. These programs have helped to set the stage for high performing students and build a positive culture and learning community. Oak Grove's learning community strives to educate, empower, and inspire all students.

The building principal has worked closely with the Southeast Regional Professional Development Center (RPDC) to provide professional development training to the building staff. These trainings have included unpacking the learning standards for each grade level, creating rubrics and rigorous assessments that align to the Missouri Learning Standards and district ELO's. The RPDC has also been a key component in the implementation and training of our PLC leadership team. The PLC leadership team has provided ongoing training to staff on: Assessment Capable Learners, Feedback, RTI and Peer Coaching. Time has been created within contracted time for teachers to meet to discuss data-based decision making, rubrics, common formative assessments, RTI and learning standards in grade level meetings as well as vertical teaming practices. The focus on this work has been instrumental in turning Oak Grove into a high performing school.

The adoption of PBIS and CKH has had a positive impact on the climate and culture of Oak Grove. Not only have these programs helped to improve student achievement, but they have also brought consistency among teachers in discipline, teacher interaction, and parent involvement. Through these programs, teachers and students positively engage each other through door greetings, affirmations, and positive referrals. Social contracts are also created in each learning environment. These initiatives have helped to create feelings of self worth for both students and teachers.

The Poplar Bluff School District offers numerous professional development opportunities for teachers to attend additional conferences outside of the contracted day such as the Powerful Learning Conference, Positive Behavior Conference, Number Talks, and Nixa Science Training. The district also offers PB Connect in which district staff comes together to showcase unique teaching methods to strengthen teaching skills. These sessions have included use of rekenreks, data-based decision-making, assessment capable

learners, classroom management, student led conferences, goal setting, STEM, Fountas and Pinnell textbook training along with a wealth of technology implementation.

4. School Leadership:

At Oak Grove Elementary, you will find the principal to be active and involved in all aspects of the school. She believes that the building mission, vision, values and collective commitments are the fundamental building blocks. All staff is held to high expectations, and continuous growth through ongoing professional development. She has a deep understanding of the PLC Model, which is the blueprint for the work that is being done within the building. A focus on learning, collaborative culture and collective responsibility, and a results orientation have been instrumental in turning Oak Grove into a high performing school.

When implementing a new initiative or program, she makes sure that staff has an understanding of why it is important and provides the on-going training and support necessary for success. A building PLC Leadership Team and a PBIS Leadership Team have been established. Two members from each grade level along with an interventionist and the building principal make up the PLC Leadership Team. The PLC leadership team provides a shared vision and makes sure this shared vision is the focus of the work being done within each collaborative team. Leadership meetings are held weekly to reflect on the work being done within each collaborative team. The team looks at how their collaborative team can close the gap vertically based on shared data and instructional practices being put in place. The leadership team also focuses on professional development needs based on staff needs assessment surveys. They strive to ensure best practices and strategies are being used and are results oriented.

The PBIS Leadership Team is made up of the building principal, one teacher from each grade level, two intervention teachers, the counselor, and two special class teachers. The leadership team provides ongoing training to staff to ensure the components of PBIS are being implemented and are contributing to the growth of students within a positive school culture. The leadership team provides classroom support for behavior management, individual student support through intervention, small group social groups, and plans all morning and monthly celebrations.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Oak Grove is proud of the growth that has been made as a building. Three years ago we implemented Professional Learning Communities. After reflecting on our current procedures and practices we identified our current realities and where we wanted to be in 3-5 years. As a staff we collectively began to create our building mission, vision, goals, values, and collective commitments. We provided staff with professional development focusing on the “how” and the “why” of professional learning communities. As we began the work, we created expectations, norms, and protocols that we would also follow as a building. We selected data-based decision-making as our research based building focus since student growth and success were our ultimate goals. Teams were provided professional development hours within their contracted time that focused on components of effectively using data and best practices to guide instruction and improve student achievement.

We established collaborative team meetings twice a week during common planning times. Every staff member, including classified staff, were part of a collaborative team. We created an agenda with common talking points that focused on student achievement. Rick DuFour’s 4 Guiding Questions were selected as the framework for the agenda talking points. Each week collaborative teams focused their discussions on the following: What do we want our students to know? How will we know if they know it? What will we do if they don’t know it? What will we do if they already know it? The structure of this agenda allowed for collaborative time to be spent focusing on identifying misconceptions and best practices and strategies to grow our students. The agenda also allowed for teams to be instructional leaders within their collaborative teams.

Teams began to unpack the standards, create common assessments and rubrics, focus on individual student needs and implement RTI. Collaborative teams quickly blossomed and common formative assessments became imbedded within the instruction. Team meetings focused on analyzing data to identify student misconceptions and instructional strategies that would be put in place during the re-teach. Teachers became stronger due to working so closely with their collaborative teams and modeling for each other. Transparency and trust were key factors demonstrated among the collaborative teams. Students identified as not reaching proficiency, far to go, proficient and higher were then provided RTI and enrichment. We began to see significant growth in our students not only on weekly common formative assessments but also on district benchmarks and the state assessment. We continue to strive to close the learning gaps and show growth in all students.