

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name David City Elementary School
(As it should appear in the official records)

School Mailing Address 826 E Street
(If address is P.O. Box, also include street address.)

City David City State NE Zip Code+4 (9 digits total) 68632-1733

County Butler County

Telephone (402) 367-3779 Fax (402) 367-3783

Web site/URL https://www.davidcitypublicschools.org/ E-mail valentinee@dscouts.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Chad Denker E-mail Denker@dscouts.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name David City Public Schools Tel. (402) 367-4590

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Stephanie Summers
(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.

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

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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	23	29	52
K	18	26	44
1	19	19	38
2	16	11	27
3	19	17	36
4	17	21	38
5	24	24	48
6	18	17	35
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	154	164	318

*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
 - 0.3 % Asian
 - 0.3 % Black or African American
 - 20 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79.1 % White
 - 0.3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 6%

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, 2018 until the end of the 2018-2019 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	7
(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, 2018	318
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Spanish, Portuguese

English Language Learners (ELL) in the school: 3 %

8 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 15 %

47 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>12</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the 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.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 9:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	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 2019.

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.

David City Public Schools develops the whole individual and empowers all students to succeed.

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

Nested in rural Nebraska, David City Elementary School serves students from across the agricultural county in which it lies. Busses bring students from outlying villages as far as 20 miles away to attend school each day. Home of the Scouts, David City Elementary School serves approximately 320 students in grades PreK-6. Services such as Special Education, Speech-Language Therapy, Gifted and Talented Education, English Learners, and school counseling meet the needs of the diverse population of students that attend our school. David City is proud to offer all-day preschool, with half-day preschool as an alternate option. In addition to meeting the needs of the children within our building, we also provide Title I and Special Education services to children at the parochial school. With a free and reduced population of 45% and as a schoolwide Title I building, David City Elementary understands the important role it plays in the educational, physical, social, and emotional lives of its students. Over forty families participate in the Backpack Program, providing weekly supplemental groceries to those who qualify. Local groups and businesses within the community provide the resources to make this initiative possible, along with other initiatives, such as new bikes, tennis shoes, hats and gloves, and school supplies.

The success of David City Elementary School is attributed to our dedication to meeting the unique needs of each of the students in the building. Through the financial support of our school district, we are able to provide a positive educational setting, skilled teachers and support staff, and academic and social opportunities that play an important role in our students' success and achievement. We want to develop the whole individual and empower all of our students to succeed. Students in our school have many positive adult role models, both in the school and in the community, who share the vision of providing our students with the best education possible. Organizations like our Parent Teacher Organization and Teammates Mentoring program, support our students and teachers as well as encourage community involvement. The parents, community volunteers, and mentors play an important role in supporting the school's mission and vision. All entities are committed to student success in all aspects of their lives.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

David City Public Schools has invested years in training its teachers in the Art and Science of Teaching from the Marzano Research Institute. Specifically, David City Elementary teachers implement these instructional strategies and are evaluated using this model. In recent years, our elementary staff has worked in conjunction with the Bellwood Elementary School staff to align the Marzano Critical Concepts with the Nebraska Career Readiness Standards and our local curriculum in the areas of Reading, Writing, Math, and Science. These concepts are aligned K-12. Proficiency scales and assessments were written to measure student proficiency and progress toward goals. David City Elementary has been using standards-based grading for 13 years. Student scores at the elementary level are reported on a 4-point scale and are solely the measure of summative assessments.

1b. Reading/English language arts

Multiple strategies based on scientific research and the Marzano Instructional Model, are used to provide English-Language Arts instruction to all populations of students. All students in K-6 are tested in the fall, winter, and spring using DIBELS Next (Dynamic Indicators of Basic Early Learning Strategies) as well as NWEA MAP Testing (Measures of Academic Progress). Additionally, all students in grades 3-6 are tested in the spring using the NSCAS (Nebraska Student Centered Assessment System).

All students receive one hour of whole group instruction in reading as well as 30 minutes of small group instruction, and another 30 minutes of intervention/enrichment reading instruction on a daily basis. Our district utilizes a research-based program, Treasures 2011, published by McGraw-Hill. This program provides direct instruction in phonemic awareness, phonics, vocabulary, and comprehension. The basal program is supported with the use of Ashlock Templates and Lesson Maps developed by the teachers. All teachers using the Ashlock Templates, went through training to ensure fidelity in the instructional practice.

Based on the aforementioned needs assessments, students are placed in small groups to meet their reading needs in the areas of fluency and comprehension. Students, who are reading below the benchmark are placed in a 30-minute intervention group that provides direct instruction using the research-based programs Sound Partners, Phonics for Reading, and REWARDS. Daily fluency practice is also implemented using materials from Treasures 2011, Quick Reads, and/or Six-Minute Solution. Those students, not meeting benchmark scores on the DIBELS Next tests are progress monitored every seven to ten school days. Students who are reading well above the benchmark are provided with an enrichment class that has them reading materials that are above grade level. This 30-minute session is concurrent with the intervention group and includes higher-level comprehension activities and instruction to meet student needs.

In a similar manner, students are placed in a small comprehension reading group based on their MAP scores. Students are placed in groups and utilize materials that are at their reading level. These materials, along with additional materials, are used to support comprehension skills that are being taught within the Treasures reading program.

A Walk to Read program was put in place for the 2015-16 school year for students, in grades 4-6. This was implemented to meet the needs of all students by putting them into groups based upon needs. Students across all levels of performance are getting what they need --- high-risk students get greater support, on level students get an additional push, and high-achieving students are challenged.

At monthly grade level/data meetings, the progress of students being monitored is discussed. Decisions about strategies and placement are made to keep groupings flexible and targeted to individual student needs. Decisions are made about interventions --- continue, change, or discontinue.

In 2014, David City Elementary adopted the Lucy Calkins Units of Study Writing. All children in grades K-6 participate in this program. This program was adopted as a means of fostering a love of writing. Through the use of this program, we have seen that children no longer sit and wonder what to write about. They have become prolific writers, producing a far greater quality product than in previous years.

1c. Mathematics

Our district utilizes a research-based program, Everyday Mathematics, published by McGraw-Hill. This program provides a spiral approach to teaching mathematics with focus on: Number and Numeration, Operations and Computation, Data and Chance, Measurement and Reference Frames, Geometry, Patterns, Functions and Algebra. In recent years, our elementary staff has worked in conjunction with the Bellwood Elementary School staff to align the Marzano Critical Concepts with the Nebraska Career Readiness Standards and our local curriculum in the area of Math. These concepts are aligned K-12. Proficiency scales and assessments were written to measure student proficiency and progress toward goals.

Everyday Mathematics emphasizes a realistic approach to problem-solving in everyday situations, other applications, and purely mathematical contexts; frequent and distributed practice of basic skills through ongoing program routines and mathematical games; an instructional approach that revisits topics regularly to ensure full concept development and long-term retention of learning; and, activities that explore a wide variety of mathematical content and offer opportunities for children to apply their skill and understanding of geometry, measurement, and algebra.

Multiple strategies, based on scientific research and the Marzano Instructional Model are used to provide Math instruction to all populations of students. All students in K-6 are tested in the fall, winter, and spring using NWEA MAP Testing (Measures of Academic Progress). Additionally, all students in grades 3-6 are tested in the spring using the NSCAS (Nebraska Student Centered Assessment System).

All students receive 60 minutes of whole group math instruction in grades K-6. In addition, students also receive 30 minutes of targeted small practice to provide additional support for skills that have not yet been mastered. These groups are flexible within the classroom, allowing teachers to reteach, differentiate, and/or accelerate learning opportunities.

A Walk to Math program was put in place for students in grades 4-6. This was implemented to meet the needs of all students by putting them into groups based upon needs. Students in grade 6 have the opportunity to take upper level math in the form of Pre-Algebra and Algebra. This ensures that students across all levels of performance are getting the instruction they need. NWEA MAP data, as well as NSCAS results, are used to make data-driven decisions about placement, as was teacher input.

1d. Science

Multiple strategies based on scientific research and the Marzano Instructional Model, are used to provide Science instruction to all populations of students. All students in 4-6 are tested in the fall, winter, and spring using NWEA MAP Testing (Measures of Academic Progress) in the area of Science. Additionally, all students in grade 5 are tested in the spring using the NSCAS (Nebraska Student Centered Assessment System).

David City utilizes a research based program, Amplify Science, written by University of California Berkeley's Lawrence Hall of Science. Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations to arrive at solutions. Amplify Science includes hands-on activities, print materials, and powerful digital tools to support online and offline teaching and learning. Highly adaptable and user-friendly, the program gives schools and individual teachers flexibility based on their technology resources and preferences. Students receive between 30-45 minutes of instruction in Science each day.

Our elementary staff is currently working in conjunction with the Bellwood Elementary staff to align the Marzano Critical Concepts with the Nebraska Career Readiness Standards and our local curriculum in the NBRS 2020

area of Science. These concepts are aligned K-12. Proficiency scales and assessments were written to measure student proficiency and progress toward goals.

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

David City Public Schools utilizes a variety of local, state, and traditional curriculum resources to teach our Social Studies Curriculum. Students progress through a curriculum that begins with learning about our school and expands through World Studies. In Kindergarten, students focus on school rules and the values that encourage students to become responsible and respectful students and independent learners. These core values are part of David City's school vision. When students enter first grade, these lessons expand to include families in our community and around the world. Our instruction encourages our students to develop the social skills needed to be compassionate and accepting of individuals and cultures. Grade 3 learning is focused on learning about David City and surrounding communities. Students will understand and explain how they can contribute positively to our society, another element in our school vision. In grades 4-6, student learning is directed toward the study of history, civics, geography, and economics. They begin in grade 4 with a detailed study of Nebraska and then expand to the United States in grade 5 and study World History in grade 6.

1f. For secondary schools:

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

David City Elementary is proud to offer two different options in the area of Early Childhood/Pre-K. Children who are 4 years of age have the option of attending full-day preschool or half-day. Children who are 3 years of age attend half-day preschool. David City Elementary's preschool curriculum is aligned with the Nebraska Early Learning Guidelines. The Guidelines help in planning and providing meaningful learning experiences and environments for children. The Guidelines provide experiences and environments that support learning across the developmental and learning domains: Social and Emotional Development, Approaches to Learning, Health and Physical Development, Language and Literacy Development, Mathematics, Science, and Creative Arts. Through the use of NWEA MAP and DIBELS testing, we are able to see that our kindergarten students who attended preschool out-perform those who don't on the fall benchmark testing.

2. Other Curriculum Areas:

All David City Elementary students receive an hour of Art, Physical Education/Health, and Music each week, including those with special needs. Students in grades 5-6 can participate in band through individual lessons and whole band instruction. The content in each of these areas is aligned with state or national standards. As a district, we believe that instruction in these areas support the school mission of developing the whole individual. The elementary school guidance counselor provides instruction in the area of character building and life skills through the Second Step curriculum, which focuses on social, emotional, and academic success. Students meet in grade-level groups with the guidance counselor for an hour each week.

3. Academic Supports:

3a. Students performing below grade level

Students who are performing below the grade level expectation in the areas of Reading and Math are placed in small groups for targeted, direct instruction in the area of need. Reading instruction in these groups may focus on, but is not limited to, phonemic awareness, decoding, fluency, and comprehension. Math instruction may focus on, but is not limited to, computation, number sense, problem solving, and geometry. Students in grades 4-6 who meet the established criteria may participate in the Walk to Read and Walk to Math programs within David City Elementary School. Students who qualify are eligible to walk to the class below their current grade level in the areas of Math and Reading.

3b. Students performing above grade level

Students who are performing above the grade level expectation in the area of Reading participate in a small group enrichment reading program. The material used and concepts taught in this group are beyond the grade level expectation. Students performing above the grade level expectation in the area of Math are given the opportunity to attend higher level classes, placing them on a “fast track” for High School Math. Specifically, students in grade 6 can take Pre-Algebra and Algebra at the high school. Students in grades 4-6 who meet the established criteria may participate in the Walk to Read and Walk to Math programs within David City Elementary School. Students who qualify are eligible to walk to the class above their current grade level in the areas of Math and Reading.

3c. Special education

David City Elementary School has a Special Education population of 15%. A team of three Special Education teachers, along with a speech pathologist, occupational therapist, and physical therapist provide the services to meet the unique needs of these students. There is a small population of students who also receive instruction at alternate locations due to severe needs that cannot be met in-house. Special Education students are integrated into the classroom as often as possible. These students attend all non-core classes with their peers.

3d. ELLs, if a special program or intervention is offered

English Language Learners is another population of David City Elementary School students that receive instructional support. About 8% of our student population is served through this program. This support occurs during small group instruction time. Students also receive bilingual paraprofessional support in the classroom during core instructional time. David City Public Schools employs one full-time ELL teacher to serve students in grades K-12.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The employees at David City Elementary take great pride in the relationships that are built between students, staff, and families. From the nurse, cooks, bus drivers, and custodians to classified staff to certified staff, most students would say that there is someone within our district with whom they have a relationship. These relationships carry over into the classroom and have a positive impact on academics. Many of our students come from homes of emotional or physical uncertainty. David City Elementary provides an environment that meets these needs.

Furthermore, many of our staff members and spouses devote time and energy into coaching our students in extracurricular sports teams. All students are welcome to participate in volleyball, football, wrestling, basketball, and running club. An inability to pay the registration fee is not a deterrent. All students are allowed to play. We are not only starting to see the benefits of this in our sports teams, but we are finding that the camaraderie between the kids when they work toward a common goal has increased. Summertime also provides our students with the opportunity to participate in STEAM camps at the school and a day-long youth theater, supported by the Butler County Arts Council and a variety of athletic camps put on by our High School coaches.

2. Engaging Families and Community:

David City Elementary School encourages family and community engagement. Developing the whole individual is a shared responsibility between school staff, families, and community members. Prior to the beginning of the school year, we host an open house for families to come to the school to meet their teachers and visit their classrooms. They also have the opportunity to partake in a social meal that supports our school backpack program. Additionally, our school hosts two family nights; one in the fall and one in the spring. These evenings are planned to promote literacy as well as family engagement. All teachers are involved in the evenings' activities which promote parent involvement in the literacy of our students. Students in grades PreK-6 and their families are invited to attend and participate in the events.

Parents receive information about their child's performance multiple times during the school year. Parent-teacher conferences have an average attendance of 98% in both the fall and the spring, which shows that parents are interested in being a part of the education of their children. Along with parent-teacher conferences, report cards are sent home quarterly. In addition to these formal contacts with parents, teachers are sending home assessment data to communicate student performance and progress toward goals. Parents of students who are in need of additional support are invited to contribute to discussions during student assistance meetings where student progress is discussed and decisions are made regarding the educational journey of those students. We encourage parents to become a part of that journey through home activities. Samples of student work, important announcements, school news, and information about student growth are frequently sent home with students in folders or planners.

Community organizations, including the local library, sheriff's department, and arts council often attend events at the school to encourage participation as well as support the school's vision of developing the whole individual. The David City Parent-Teacher Organization also organizes events that encourage family involvement.

3. Creating Professional Culture:

David City Public Schools is whole-heartedly committed to everything Marzano. What initially started out as an effort to train 10 teachers per year quickly became the mass training of all teachers within the district. David City Elementary teachers teach from the Marzano framework, have written and aligned curriculum and assessments based on the Marzano critical concepts, and are evaluated using the iObservation system. This consistency and high quality professional development has not only created more fidelity within the classrooms and increased student achievement, but offers a common language with which we can conduct

collegial conversations. Staff members receive professional support from administration and Educational Service Unit staff members in the form of professional coaches. Coaches meet with teachers several times throughout the year to have professional conversations driven by the needs of the teachers. Topics vary among teachers and are kept confidential. The meetings and visits are non-evaluative.

4. School Leadership:

The success of David City Elementary begins with the support of the district leadership. The David City Board of Education and Superintendent have secured funding for initiatives that improve the quality of education provided to our students and their families. They have promoted the school to expand our Pre-Kindergarten education, offer advanced classes for gifted students, and add additional staff to teach our struggling learners. These additional resources are having a profound impact on student learning.

The Principal of David City Elementary has set a clear philosophy for the building in which teachers, classified staff, and students are expected to give their best effort all day, every day. This expectation has led to increased participation in extracurricular activities, positive behavior, and steady growth in academic achievement. Through this philosophy, school leaders strive to find new opportunities for our students to learn, grow, and actively participate in activities. David City has added a summer Jump Start Program to give students, who are likely to show a summer academic decline a head-start by providing nine half days of school immediately preceding the start of the school year. This time is devoted to recovering the reading and math skills these students have lost during the three-month summer break. School leaders have added a curriculum to teach the social skills expected in our positive behavior support program. This program has led to a significant reduction in office referrals and negative discipline. Leadership has also placed an importance on encouraging our students to become involved in athletic programs by establishing out-of-school clubs and finding coaches to teach students about teamwork, commitment, and perseverance. As a result, these clubs have more than doubled in size in the past three years.

David City Elementary has been fortunate to hire and retain high-quality instructional staff who give their best effort every day. David City teachers build relationships with their students and increase academic achievement. Teachers at David City are leaders. They lead curriculum development teams to enhance and make adjustments to the current curriculum based on student learning. They track students' progress monthly and make changes to individual learning plans that help students maximize their learning and frequently meet with families to discuss student performance. Our talented teachers are the backbone of our school's success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At David City Elementary School, we believe that the number one practice that has been most instrumental to our academic success is data-driven instruction. Through the use of NSCAS (Nebraska Student Centered Assessment System), NWEA MAP Testing (Measures of Academic Progress), and DIBELS Next (Dynamic Indicators of Basic Early Learning Strategies), we have been able to use data to identify students in need of targeted instruction to meet grade-level benchmarks. Monthly data meetings, progress monitoring, and intentional practices have allowed us to meet the instructional needs of those students who might have otherwise fallen through the cracks and not met the grade-level expectation. This process has also allowed us to measure the progress of those students who are performing at or above grade level. Keeping a growth mindset and establishing high expectations is imperative to all student success. This is something that we take very seriously at David City Elementary.

As a result of our data-driven instruction, students at David City Elementary are progressing toward their grade-level benchmarks. The number of students that are performing below grade-level is decreasing while the performance level of most students is increasing. Our vision of empowering all students to succeed is constantly on our minds, and we are encouraged by our progress as a school.