

***U.S. Department of Education***  
***2018 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Erica Lea Weadon

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

Official School Name Lake Road Elementary School

(As it should appear in the official records)

School Mailing Address 986 Highway AA

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

<u>Poplar Bluff</u>	<u>MO</u>	<u>63901-6785</u>
City	State	Zip Code+4 (9 digits total)

County Butler County

Telephone (573) 785-4392

Fax (573) 778-0303

Web site/URL https://lr.poplarbluffschoools.net/

E-mail ericaweadon@pb.k12.mo.us

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

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Scott Dill

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)    E-mail scottdill@pb.k12.mo.us

District Name Poplar Bluff R-I    Tel. (573) 785-7751

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

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. John Scott

(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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

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

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	0	0	0
<b>1</b>	32	24	56
<b>2</b>	36	30	66
<b>3</b>	37	31	68
<b>4</b>	0	0	0
<b>5</b>	0	0	0
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	105	85	190

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 0 % Asian
  - 23 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 62 % White
  - 13 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 39%

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

89% of students qualify for free lunch. Nearly 50% of students live in single parent homes or with guardians. This data is evidence that the majority of students reside in homes with a great deal of instability, resulting in the transient nature of our enrollment.

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, 2016 until the end of the 2016-2017 school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	49
(3) Total of all transferred students [sum of rows (1) and (2)]	76
(4) Total number of students in the school as of October 1, 2016	194
(5) Total transferred students in row (3) divided by total students in row (4)	0.39
(6) Amount in row (5) multiplied by 100	39

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: 91 %  
Total number students who qualify: 173

8. Students receiving special education services: 24 %  
45 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>6</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>8</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>38</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>6</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: 8
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.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	94%	94%	94%	93%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<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.

To develop students who are leaders of their learning by creating an environment of growth mindset through problem solving and exploration.

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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Lake Road Elementary is the smallest elementary school in the Poplar Bluff School District with approximately 190 students and 30 staff members. Historically, Lake Road students live in poverty, are below grade level, and are transient. In the past, the percentage of Lake Road students receiving free or reduced lunch has exceeded 90%, with 89% of students qualifying for free lunch. Approximately 25% of students at Lake Road have an Individualized Education Plan. Nearly 50% of students live in single parent homes, with guardians, or with a foster family. The majority of students reside in homes with a great deal of instability, evidenced in the transient nature of our enrollment. Over the last six years, an average of 26.5% of the building's enrollment has withdrawn during the school year. Despite these challenges, there is a strong belief that every child can succeed. Teachers go above and beyond to provide differentiated instruction in math and reading, based on regular assessments, to meet the needs of each student. All staff understand, believe in, and live our mission each day: It is our fundamental purpose to develop students who are leaders of their own learning by creating a nurturing environment that promotes a growth mindset through problem solving and exploration in order to be successful in life.

In 2010, Lake Road experienced a change in leadership with the hiring of the current principal. Staff retention was only 67%. Three hundred sixty-seven office referrals were logged in 2011-12, and only 80.9% of students attended school 90% of the time. The principal rallied staff to revitalize the building with an updated mission, vision, commitments, and goals developed collaboratively by all staff. Lake Road embarked on the journey to implement Missouri Positive Behavioral Interventions and Supports (PBIS) with training in 2011-12 and full implementation in 2012-13. In the past 7 years, student average daily attendance has increased from 93.5% to 95%. The 90/90 attendance rate (90% of students attend at least 90% of the time) has increased from 80.9% to 91.21%. Staff retention improved to 86% in 2017. Office referrals have decreased from 367 in 2011-12 to 55 in 2016-17, and the percentage of students with zero referrals has increased from 74% to 88%. In school suspensions are down by 48 occurrences from 2012 to 2017, and out of school suspensions are down by 24 from 2012 to 2017. Additionally, the number of students who scored proficient or advanced on the Missouri Assessment Program has increased by 69.9 percentage points in ELA and 33.2 percentage points in math from the 2011-12 school year to the 2016-17 school year. Lake Road was the only building in the Poplar Bluff School District to achieve 90/90 attendance in 2017. That same year, Lake Road students achieved 100% proficiency in ELA and 74% proficiency in math.

As a result of full implementation of PBIS, a learning environment to support the academic and social success of all students has been created. The theme is Lake Road ROCKS! which is based on the expectations that our students, staff, and families are to be Respectful, Outstanding, Cooperative, Kind, and Safe. Data are used to drive daily instruction and determine students who would benefit from the academic and behavioral interventions. Lake Road Elementary received state recognition multiple years for excellence in PBIS implementation: 2013 Bronze Award, 2014, 2015, and 2016 Silver Award, 2017 Gold Award, and the 2017 Dr. Mary Richter School of Distinction Award.

Lake Road enjoys strong partnerships with community partners through their Bright Futures Council. Bright Futures is a model of support and communication that allows communities and schools to identify student needs and match needs with existing resources. The Bright Futures Council includes local businesses such as Walmart and SEMO Aviation; local churches such as Mount Calvary and First Methodist; and local community partners such as AmeriCorps and Rotary Club. The council supports an effort to bring activities to the school throughout the month. One activity includes Club Days that allow students to be involved in extracurricular activities on and off campus twice a month. In response to poor attendance, the council developed the Rotary Good Habits Store, a monthly incentive store for students. We find it vital to reach out into the community for support for our students. Without their consistent support, and the support of our families, our school would not be as successful. The school community of Lake Road, as a whole, does not allow the disadvantages that plague our students to stifle their potential. We truly believe and live the philosophy that ALL of our students can and will achieve at high levels.

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

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

Lake Road has a curriculum based on the Missouri Learning Standards which includes Reading/English Language Arts, Math, Science, and Social Studies. Our teacher efficacy allows us to unpack the standards and use content knowledge to create a rigorous, autonomous curriculum. Even though each subject is given individual depth, we integrate our subjects to allow students to see real world connections. The use of web based assessments, both adaptive and diagnostic, have become a supportive tool in our curriculum. Integrating technology has also improved our overall instruction and student engagement. We seek feedback from students as we survey our student ambassadors to get their specific input on the instructional strategies used to promote growth mindset and student engagement.

Our main goal for all students is to ensure they are given an individualized core curriculum. We encourage our students to have a growth mindset and be "leaders of their own learning." Each student has a data binder where they track their learning on each standard so they can see where they are, where they want to be, and how they are going to get there. Teachers conference with students weekly to discuss progress toward goals. Students share their goals and new learning with parents during student led conferences. Our elementary school knows that we are setting the foundational skills for our students that are building blocks to their life-long learning.

Our reading/ELA curriculum consists of a balanced literacy approach which has ensured that our students have reading and writing with word study embedded in both. We noticed that our students had difficulty with using strategies independently. Our ultimate goal was to create self regulated readers and writers. We started utilizing Comprehension Toolkit which has revitalized our reading and writing instruction by incorporating real literature, teacher modeling and think-alouds, and hands-on methods to teach comprehension strategies. We have seen great success in students' ability to think while reading and give evidence from the text when responding to prompts. By using the balanced literacy approach and creating self regulated readers, we have seen an overall increase in academic achievement.

Our math curriculum consists of a problem-solving approach. We see value in allowing students to struggle through their thinking and find multiple strategies to the solution. We use the Concrete Pictorial Abstract (CPA) model, where we start a new concept with a hands-on activity and then move students' understanding of the skill through the CPA process. Teachers use Number Talks in order to facilitate classroom discussion, mental math strategies, and computation fluency. Students' math abilities have sharpened and they have a deeper understanding of conceptual math skills.

Our science curriculum is built around a hands-on, problem-based learning approach. Our teachers are responsible for incorporating Science, Technology, Engineering, and Math into all content areas. One of our great successes comes from our integration of literacy in science by using trade books to introduce scientific concepts. We also encourage our students to "act like scientists" and keep science journals to make observations, take notes, and follow the scientific process. We have chickens on campus as a part of an embryology unit and two tower gardens that are used to study plants and gardening. We incorporate other resources like Mystery Science where students work together to conduct authentic scientific experiments. We have a Science Lab dedicated to materials and tools for the students to utilize during their inquiries. We also stay abreast on the latest teaching strategies and content through the journal Science and Children and other resources provided by the National Science Teachers Association. Students' success in reading and math have been strengthened because of our science integration approach.

Our social studies curriculum incorporates many outside resources to help bring learning to life. Classroom instruction includes many hands-on learning projects. Our school and community leaders provide many opportunities for our students to aid in our social studies instruction. We work closely with the police department, fire department, and many other civic organizations that provide our students opportunities to participate in extracurricular "clubs." All students participate in Junior Achievement, a program teaching students about work readiness, entrepreneurship, and financial literacy skills. Many students act as student



ambassadors, forming a civic group responsible for teaching new students and community members about our school.

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

All Lake Road students are enrolled in one 50 minute period of each weekly: Art, Music, Physical Education, Computer, and Library.

Art lessons are tailored to the Fine Arts Content Standards. Art's product and performance based lessons create hands-on activities that promote student individual creativity. Not only do these art lessons highlight and communicate ideas about local Missouri life through artworks, subject matter and themes, they also provide the opportunity to understand the larger world. Art highlights portraits, landscapes, cityscapes, and seascapes, both real and imaginary. Students build cultural awareness, a sense of community, and group identity. Students build on discussions about artistic perceptions and aesthetics. Each student brings their personal experiences and cultural values to the discourse, and has the opportunity to analyze, interpret, and evaluate quality of artwork through tactful criticism.

The music program at Lake Road is centered around the National Standards for performing arts, which target nine content areas including singing, performing, improvising, composing, reading and notating music, listening, analyzing and describing music, evaluating music and performances, understanding the relationship between music, other arts, and disciplines outside the arts, and understanding music as it relates to history and culture. Students are taught the basic musical terms of rhythm, tempo, form, dynamics, pitch, meter, tone color, melody, and harmony. Students are expected to sing on pitch, appropriately play instruments, demonstrate movement patterns that compliment the style of music, and read/notate music using standard and iconic notation. Students improvise or compose their own creations and expressions of music. Through our music program, students begin to understand the importance of music throughout history and the evolution of music through various cultures.

Our physical education, health and nutrition support the physical, intellectual and social emotional development of students. Maintaining balance in these areas provide opportunities for our students to increase their academic growth. Students gain an appreciation for personal fitness, health and nutrition to become productive members of the community. Students understand the skills necessary to link physical activity with a healthy lifestyle through recognizing their activity level and nutritional wellness. The physical education class strives to meet the needs of all students and ensure a safe environment for them to feel success.

In the library, students are taught to care for and respect books as well as how to find books. Our library is organized in a way that students can easily find those books that capture their interests. At the beginning of school, the librarian uses baseline Rigby reading scores in order to assist students in finding books they can successfully read. As the year progresses, students are taught how to determine if the book is appropriate. Read alouds are used to model higher order thinking, introduce different genres, allow students to experience award winning books, as well as teach growth mindset and behavior. The librarian also hosts a book fair every year as well as a Drop Everything and Read day to instill a love of reading in our students.

Computer and technology skills are taught in the library. Digital citizenship and typing are taught and all students use Google Classroom. Second and third grade students are taught to use Google documents and slides. Third grade students learn how to research. Questions are asked and students must research to find the answer and report the answer in a grammatically correct fashion.

Lake Road students have the chance to participate in Boys and Girls Club (BGC) after school programming on campus daily. BGC offers students a healthy dinner as soon as school is dismissed. Students are provided with a "power hour" of educational support that is the cornerstone of the program. Students are grouped according to their academic needs and placed in classrooms with certified teachers, AmeriCorps tutors, and BGC staff. Teachers and tutors often offer extra support and practice of skills taught in the classroom as well as provide enrichment opportunities. Many times, skills are reinforced using fun games and technology based learning. The Club's enrichment programming is provided after "power hour" and includes various

clubs such as cooking, science, kindness, sports/recreation, health/wellness, career development, character/leadership, and art. Students enjoy the BGC program most because it provides them with additional leadership opportunities and is an outlet for creativity and choice.

### **3. Instructional Methods, Interventions, and Assessments:**

Lake Road teachers believe in a shared responsibility to meet the needs of all students. The majority of students come from low socioeconomic families and have many diverse needs. To ensure all academic and social needs are met, a designated time is set for whole and differentiated small group instruction and/or intervention. During small group time, intervention teachers push in to the regular classrooms and use a co-teaching model. Ongoing assessments are used to keep small group and intervention groups fluid.

During whole group instruction in reading, writing, math, science, and social studies, a variety of instructional methods are used. In addition to using parts of Comprehension Toolkit, Being a Writer, New York Engage, Go Math, and Number Talks as resources, teachers research and collaborate to find the best teaching techniques that meet the state standards and are most effective for student learning. In addition, first grade classrooms teach Foundations, an Orton-Gillingham approach, to ensure a solid foundation of phonemic awareness and phonics. Teachers use explicit instruction, while students take a lead role in their learning through classroom discussions and cooperative learning.

Students are placed in differentiated small groups and intervention according to their strengths and weaknesses. Small groups are consistently flexible according to student mastery. Specific instructional strategies are taught based on the individual needs. Students who are weak in the essential components of reading receive instruction using Fountas and Pinnell, a leveled literacy intervention. Students who are weak in foundational skills receive instruction using Wilson Language (Orton-Gillingham) and Edmark functional reading programs. Students who have strong reading skills are given enrichment through book clubs, literature circles, and project based literacy activities. Likewise, students who are weak in math receive differentiated instruction using the Concrete Pictorial Abstract model, manipulatives, model drawings, and KWC (know, want to know, can't forget) charts. Students who have strong math conceptual understanding are placed in groups where they are challenged with higher level problem solving through games and real world application scenarios. All of these instructional methods provide targeted instruction for students in reading or math.

Consistent assessment is used to target skills deficits and high performance. In grade level teams, teachers write unit tests and common formative assessments (CFAs) based on district created essential learning outcomes. Unit summative tests are given in both reading and math as an assessment of learning; however, one of the most powerful assessment tools for learning is CFAs. CFAs promote efficiency for teachers and equity for students. CFAs are given during whole group or small group time and are used to inform and drive teachers' instruction. During grade level team meetings, teachers analyze the results of CFAs and have purposeful conversations regarding targeted instruction based on students' common misconceptions. Students are then placed into groups and receive specific skill instruction and feedback. Based on the results of the CFA, students set their own goals to empower them to become "leaders of their own learning."

Teachers monitor student performance in reading and math based on iReady, a web based program, and Rigby Running Records. These benchmarks are given four times a year, once at the beginning of the year and then at the end of each trimester. Both assessments also include ongoing progress monitoring. iReady, an adaptive program that incorporates reteaching and student progress reports, provides individualized instruction based on diagnostic results. The Rigby Benchmark system is also diagnostic and identifies the instructional reading level of each student. Individual student results from both tools are used to place students into leveled groups for reading and math and the results are tracked using a data wall. These assessments are used to make data based decisions to target instruction. This assessment cycle enables teachers to have a clear picture of where students are and where they need to be.

The school has no achievement gap of 10 or more percentage points between the test scores of all students and any subgroups. Last school year test scores indicated 100% of students were proficient or advanced in ELA and 74% proficient or advanced in math. Lake Road leadership and staff feel all aforementioned

instructional methods must be maintained and staff must continually respond to student gaps in achievement by researching new strategies, collaborating to ensure the most effective strategies are being taught, and continuously monitoring student progress of the standards.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

A typical day in the life of a Lake Road Elementary student starts with a warm and welcoming smile by their bus driver. They exit the bus feeling a sense of pride as they hold their Positive Bus Ticket sharing words of affirmation. Students are quickly greeted by the welcoming committee. Each student is recognized by their own name and walk away feeling like a valued member of the school community. Students then participate in a daily Morning Celebration that recognizes and celebrates academic and behavior success. Students are launched to their classrooms with a reminder that Lake Road ROCKS! (Respectful, Outstanding, Cooperative, Kind, and Safe).

Teachers have cultivated an environment of family and safety that has created confident learners. As students enter the classroom, they are immediately engaged by the teacher through a greeting, shared good things, and student affirmations. Throughout the day, students are rewarded through ClassDojo for their commitment to do their best. Students participate in Fun Friday for the effort they have demonstrated throughout the week and are also recognized through a monthly Good Habits Store and celebration party each trimester. These efforts encourage our students to take on a growth mindset and be in charge of their own learning.

Academic success is contingent upon a student's willingness to attend school, and it is the collective responsibility of the staff at Lake Road to motivate students. Students collect and track attendance points daily. Many supports encourage perfect attendance, such as a weekly perfect attendance stub submitted for a drawing held each semester; the monthly Good Habits Store, where they are able to purchase prizes; and monthly brag tags given for perfect attendance. These motivators contribute to the academic success of the students.

In addition to providing a supportive environment for students, Lake Road strives to create that same school culture for teachers as well. The principal has an open door policy and teachers feel comfortable presenting their needs, concerns, and ideas. Teachers are supported and provided with the tools and materials needed to perfect their craft and the flexibility to do what is needed to ensure student success. Teachers take the lead on researching new strategies and interventions and share out with the larger group. Collaboration time is utilized to discuss what is working, what is not working, and how to continuously improve. The supportive and caring environment created at Lake Road Elementary makes it a place educators desire to be.

### **2. Engaging Families and Community:**

Lake Road seeks to build strong relationships with families. An open house is held in August to make students and their families feel welcomed. Community organizations set up booths to provide information regarding extracurricular activities and opportunities for our students. Parents and guardians are encouraged to serve as volunteers through a program called Three for Me, which asks parents to pledge at least three hours to the school. Parents can choose from a variety of school and classroom activities such as reading to a class, tutoring students in math, or being a lunch buddy. Families are encouraged and included in celebrating student and school achievements.

Lake Road staff are committed to engaging families in students' successes as well as their struggles. Families are kept informed of academic and behavioral progress through regular communication from teachers. In addition to standards based progress and trimester reports, parents receive web based diagnostic results and other assessment data that details progress on standards. Students lead parent teacher conferences by sharing their data binders and academic goals for the year. Teachers use ClassDojo to keep families informed of upcoming events and student behaviors as well as a tool for parents to see examples of their child's work throughout daily instruction. ClassDojo allows two way messaging between parents and teachers which is crucial to supporting student success.

Lake Road enjoys strong partnerships with community partners through their Bright Futures Council. One of the most successful initiatives developed from the council are Club Days, which were started in 2015. Many of our impoverished students do not have opportunities to participate in extracurricular activities due to barriers including funding and transportation. The council supported an effort to bring these activities to the school twice per month. Students choose their clubs and the council secures volunteers, supplies, and programming. Club examples include basketball, kids in the kitchen, science, art, gymnastics, and swimming.

In response to poor attendance, the council developed the Rotary Good Habits Store in 2012, a monthly incentive store for students. Students earn points for days present in school. Volunteers set up the store and assist students in spending their points on food, toys, clothing, and hygiene goods. The Rotary Store is a major highlight for the students each month. Rotarians as well as AmeriCorps volunteers shop with each student individually, encouraging and recognizing positive choices among students. All of our efforts in relation to engaging our families and the contributions of our community have both created student responsibility, positivity, and motivation.

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

The staff at Lake Road Elementary is firmly engaged in professional development (PD) to integrate new research and meet the demands of diverse learners. To cover all areas for professional development each staff member is assigned to one of three teams: Data, PBIS, or Leadership. The data team's goal is to keep abreast of new research in the area of student learning. Leaders on this team ensure the common formative assessment process is in place and executed during grade level team meetings. They receive PD on peer coaching and assessment capable learners. The PBIS team goals are to provide safety, high expectations, and behavior support to our students. Leaders on this team share behavior data at team meetings, seek input for celebrations and parent/community nights, and serve as a classroom management resource to all staff. The leadership team's goal is to lead the staff through collaboration in order to achieve high student academic success. They receive training on standards based grading and core curriculum. PD provided within these teams is shared out during weekly team meetings and collaboration days held at least monthly.

All PD is driven by student needs. A recent example of PD and implementation initiated by teachers and supported by the principal is developing assessment capable learners. Staff utilized the Regional Professional Development Center (RPDC) to provide training for staff and complemented training with a book study, *Seven Strategies of Assessment for Learning*, by Jan Chappuis. This example impacted teachers and students by improving descriptive feedback and methods to teach students to self assess and set goals for learning. Data binders were implemented building-wide for students to track their own learning to determine where they are with a specific standard, where they need to be, and how they are going to get there. This strategy has evolved into student led conferences.

Another current example is our PD from the RPDC on the math progression for place value. This training is a first step as we move toward our vision of becoming a STEM school. With the guidance of a math specialist, teachers are working to vertically align strategies, tools, and specific non-negotiables at each grade level. Ultimately, teachers and students will be able to use success criteria to determine where they are on the math progression and establish a path to learning.

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

Lake Road's leadership philosophy is firmly grounded in the example of the school principal. The principal serves as a model for all staff. In addition to providing staff an open door policy, she acts as a sounding board for new ideas and challenges. She provides staff with her attention daily as she listens, observes, and offers constructive feedback. She helps teachers make informed decisions by walking them through scenarios and allowing teachers the autonomy to seek out new techniques and professional development to meet student needs. She serves as a coach for all staff. Lake Road is a high performing Professional Learning Community, which provides a loose and tight culture. Staff understand which areas are "loose" and they are free to act independently but purposely and other areas that are "tight," requiring staff to follow specific expectations.

All Lake Road staff are encouraged to be leaders at both the building and district level. One teacher per grade level serves on the district curriculum team. Lake Road grade level representatives work collaboratively with teachers from other buildings to create and revise the standards based report card, unit assessments in math, and pacing calendars. At the building level, every certified teacher serves as a leader on one of three committees: Data, Leadership, or PBIS. Members of the data team ensure all staff are kept up to date on new research, maximize the common formative assessment process, and provide training on peer coaching. They ensure students are receiving all available resources according to their needs. The leadership team leads staff through collaboration on learning standards and strategies, and serves as experts on standards based grading and core curriculum. They strive to ensure the best practices are implemented in the classrooms to expand student academic growth. The PBIS team serves as experts on classroom management, behavior expectations and interventions, and plan celebrations and community events for families. This team is primarily responsible for ensuring all components of PBIS are contributing positively to students' personal and academic growth. All teams are made up of the principal, one teacher per grade level, as well as special education, intervention, and special class teachers.

Our students are also leaders. They are leaders of their own learning through goal setting in attendance, behavior, and academics. Students lead their own parent teacher conferences. Students are also given leadership roles in the classroom through peer tutoring and accountability partnerships. The principal ensures that all staff and students are leaders at Lake Road Elementary School.

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

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Lake Road Elementary chose to implement PBIS after a year of 400 office discipline referrals in 2011. Discipline was a major issue and teachers spent the majority of their time in this area. All staff were on board with a complete overhaul of our response to discipline. With the implementation of the newly created school-wide student expectations, handbook, lesson plans, professional development with staff on effective practices, and the morning celebration, we have seen a complete turnaround. Modeling the expectations for students has made all the difference. Expectations are reiterated during the morning celebration with all students in the gym, and lessons are taught each morning during the classroom morning meeting.

A process for recognizing appropriate behavior and discouraging inappropriate behavior serves as a basis for our Tier 1 system of support. Teachers use ClassDojo to track students' behavior and reward students individually and as a class for positive points earned and maintaining at least a 90%. Recognition opportunities for appropriate behavior include Fun Friday, trimester celebrations, student of the week and month, class celebrations, and field trips.

Students with inappropriate behavior work through a process for correction with teacher guidance. Classroom teachers and "buddy" teachers work with the student and give constructive feedback to help the student get back on track. Any student not responding to Tier 1 requires a more individualized approach and becomes a candidate to receive Tier 2 or 3 intervention, specifically a social skills group or daily check-in/check-out. Staff communicate with parents through a daily progress report while Tier 3 parents also participate in a weekly team meeting. If students see a counselor or psychologist, school staff collaborate regularly with them to ensure consistency between school intervention and the treatment plan.

To ensure all new students are introduced to our Tier 1 system of support, they are introduced to their classroom student ambassadors as soon as they arrive. New students are given a tour where the ambassador shares school-wide expectations for each area of the school. They also eat breakfast and lunch with the student and show them around the playground. Ambassadors help new students in the classroom with daily procedures and routines. They also share the student created welcome book that describes all of the activities, programs, and incentives available.

The full implementation of PBIS has truly revitalized our approach to student behavior school-wide. Lake Road teachers, staff, and students live the positive mindset, and it has allowed our students to achieve academic success.