

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Jodi Bennett

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

Official School Name Harry S. Truman Elementary School

(As it should appear in the official records)

School Mailing Address 810 North Highway D

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

City Webb City State MO Zip Code+4 (9 digits total) 64870-8232

County Jasper County

Telephone (417) 673-6085

Fax (417) 673-6087

Web site/URL <https://www.wcr7.org/>

E-mail JBENNETT@WCR7.ORG

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Anthony Rossetti E-mail trossetti@wcr7.org

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

District Name Webb City R-Vii Tel. (417) 673-6000

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. Dan McGrew

(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, leave blank.*

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	83
3	96
4	100
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	279

*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):
- 1.8 % American Indian or Alaska Native
 - 0 % Asian
 - 0.4 % Black or African American
 - 5.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81.2 % White
 - 11.2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 12%

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, 2021 until the end of the 2021-2022 school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2021	298
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

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

Spanish

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 113

8. Students receiving special education services with an IEP: 13 %
Total number of students served 37

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 2

10. Number of years the principal has been in the position at this school: 7

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. 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 20:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	97%	96%	97%	92%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

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

Yes X No

If yes, select the year in which your school received the award. 2016

16. In a couple of sentences, provide the school's mission or vision statement.

The Webb City School District will prepare today's youth to meet the challenges of tomorrow's world. Webb City School District guides ALL students in the acquisition of knowledge and development of skills that will enable each to become a productive and responsible individual.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.wcr7.org/cms/lib/MO50000175/Centricity/Domain/1109/2100%20Nondiscrimination%20and%20Student%20Rights.pdf>

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

PART III – SCHOOL OVERVIEW

Located in the rural community of Oronogo, Missouri, in 1998, Harry S Truman Elementary School continues the tradition of excellence that was established in 1968 when the Webb City School District reorganized with several smaller rural school districts to become the Webb City R-7 School District. Harry S Truman is home to students from five communities: Webb City, Oronogo, Alba, Purcell, and Neck City. Recognized by GreatSchool.org, the Webb City R-7 School District was ranked number three nationally, in addition to being consistently recognized by the Missouri Department of Elementary and Secondary Education with the Distinction in Performance award.

Harry S Truman began as a K-5 building with a student population of approximately 264 students. Since that time, the growth in our area has resulted in a large student population increase. This increase is attributed to the success of the school, due to the school becoming the central hub of the communities. This growth in turn generated the construction of the Bess Truman Primary Center, which currently houses 182 kindergarten and first grade students. Harry S Truman is now home to 279 students in grades 2 through 4. Even though 41% of our students receive free or reduced meals, we treat each other as one family: we learn together, play together, and grow together. Relationships are key in our success. At Harry S Truman, we value our close rapport with our students, families, and each other.

Success in school and being prepared for the future are the goals for all of our students. Our district web page states that ‘You can go anywhere from here!’ Our expectations are always high, not just for our students, but also parents and guardians, teachers, and staff. To prepare our students for becoming future leaders, students are encouraged to analyze and evaluate, think critically and globally, and synthesize and reflect on their learning. In addition to our faculty and staff, our school is supported by outstanding guardians, exceptional office and custodial staff, and a very supportive school board and central administration.

Consistency has played a large part in the success of our students. Our staff turnover rate is nominal. Most of our changes are due to retirement or advancement within the district. Many of our teachers are leaders within the district, participating on core curriculum committees, as well as planning and presenting professional development opportunities. Our teachers work well together - collaborating often to discuss and plan curriculum, analyze data, identify ways to incorporate new technology, differentiate lessons, and discuss interventions to help students succeed. There is no hesitation to share new ideas and strategies between teachers and across grade levels. Teachers are constantly learning new strategies to help students both academically and emotionally, as well as finding additional ways to encourage students throughout their school career.

Success is defined in different ways at Harry S Truman. Interventions may be necessary for some of our lower performing students. Our Response to Intervention model not only identifies and determines interventions for the lowest tiered students, but also includes enrichment activities for those in our highest tier. Our Student Intervention Team is a collaborative team that helps identify, target, and monitor progress of students that are performing significantly below grade level standards.

Student success is also found through our Behavior Intervention Support Team (BIST) model, which is used to support classroom management and the behavioral expectations of the building. Using common language, visual posters of expectation, and classroom techniques has provided consistency for students.

Parents and guardians are paramount in the success of our students. We consider family a priority. We know that student success comes not just from teachers, but from family as well. While we believe in a ‘teacher-student-guardian’ collaboration in order for success to occur, we also realize some families need assistance in order to help their child be successful in school. Our aim is to strive for positive relationships with all of our guardians, making them feel comfortable in our building, asking for help when needed, knowing that communication is always open, and understanding that we appreciate all that they do for their children and our school. We include family in many highly attended activities at our school, including Back to School Open House, Grandparent’s Day, Veteran’s Day assembly, Title I Night, class parties, Career Day, Donuts

with a Grownup, our annual school carnival, field trips, and a community-wide fireworks celebration at the end of each school year.

We are proud of the relationships we have built and the traditions that we continue. We take the responsibility of being a previous National Blue Ribbon School seriously by continually evaluating our strengths and mission and serving our community to the highest standard. We continue to prepare students to be lifelong learners and successful model citizens.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The English Language Arts curriculum is created around the philosophies and practices of Making Meaning by the Developmental Studies Center and aligned with Missouri Learning Standards. Curriculum teams have taken the Making Meaning base and created reading lessons that incorporate comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary. The lessons also include evidence-based teaching practices as well as classroom assessments. Another component of the reading curriculum is Wilson Language Level 2 Foundations. The Foundations program is used to teach and reinforce phonemic awareness and phonics skills. The district uses formative and summative assessments to inform instruction of standards and provide intervention for those not mastered. Summative assessments are discussed at core team meetings to provide evidence that students are mastering standards and to also provide opportunities to add lessons or adjust lessons to best fit our assessments. Students interact with complex text and have actual books in hand for almost all lessons. They also have access to classroom libraries and school libraries. Students at Harry S Truman have a blended learning opportunity through a 1:1 ratio of Chromebooks in 3rd and 4th grade and a 1:1 ratio of iPads in 2nd grade all of which are used to enhance their reading curriculum. Technology integration using mixed media, Google applications, as well as Canvas, allow students to go in depth with reading and reading activities. Our writing and language arts curriculum is created by teacher teams following the Missouri Learning Standards. Students have opportunities to write a variety of pieces in different genres and present their compositions in a variety of media. The curriculum embeds the language arts standards within their writing to provide authentic practice through their writing.

Harry S Truman also utilizes the Renaissance Learning Accelerated Reading Program, in conjunction with STAR Reading Resources, to encourage a love of reading, while tracking comprehension and fluency. AR provides the ability to have students read books in their optimal range as well as challenge them to read more challenging texts. Teachers use the data from AR and STAR to track student progress on specific standards and to progress monitor growth throughout the year. We use this data for small group instruction, Title I services, as well as for classroom and Tier 3 interventions.

1b. Mathematics curriculum content, instruction, and assessment:

Harry S Truman uses The Everyday Mathematics series from the University of Chicago School Mathematics Project as the base of their mathematics curriculum. The district has used this program for 23 years. Teachers are trained over the program so they may teach to their full potential and with program fidelity. Formative assessments and quick checks are woven through each unit with a summative assessment at the end of the unit. As with reading, formative and summative assessments drive classroom instruction, curriculum needs, as well as small group and intervention services for students that have not met benchmarks. Students are given opportunities to use manipulatives and play games as part of the curriculum. Providing hands-on activities allows students to retain information and gain an understanding of number sense. The series also emphasizes the Standards for Mathematical Practice, and these standards are embedded throughout the curriculum. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. There are multiple opportunities to differentiate the curriculum, provide enrichment opportunities, as well as multiple day lessons that challenge students to find various ways to solve real world problems.

1c. Science curriculum content, instruction, and assessment:

The District's Science curriculum is aligned to the Missouri Learning Standards and follows an inquiry-based approach mirroring the Next Generation Science Standards. Teams of teachers were trained in the inquiry-based lessons and then created lessons to match the standards. A hands-on scientific approach with experiments, hypothesis, conclusions, and variables are all part of the science curriculum. The curriculum focuses on multiple units per grade level. In second grade students are exposed to: force and motion, sound,

and life cycle units. In third grade students focus on the units of: ecosystems, water, and weather. In fourth grade the units covered are: motion and design, land, as well as water. Each unit has formative assessments as well as a summative assessment for students to show their understanding of the concepts. Vertical teams also work to make sure there is consistency between the grade levels to prepare students for the Missouri Assessment Program Science test in fifth grade.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The Social Studies curriculum focuses on various topics through the grade span. Second grade teachers' units include maps and regions, Native Americans, government and economics. Third grade units include: economics, Missouri maps, Missouri history, and Missouri government. The fourth grade social studies curriculum focuses on economics, government, the American Revolution, U.S. regions and early settlements. All units are aligned to the Missouri Learning Standards and each provides a rich content that engages students while learning fundamentals of social studies. Units contain projects and activities that allow students to show their understanding of the social studies curriculum. The curriculum does not only focus on learning facts, but how to apply their knowledge of the content while integrating the curriculum with other subjects as it is practical.

1e. For schools that serve grades 7-12:

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Our students receive 60 minutes of weekly instruction. Students learn to describe, analyze, interpret, and make decisions about works of art. They also learn about art history, different artists, and various cultures through artwork. The art program is taught in a 3 year cycle, with a new theme taught each year. With all projects we complete, students are always practicing different art techniques, learning about the principles and elements of art, and experimenting with a variety of supplies. Our goal is to build confidence and excitement in students when faced with creative tasks and creative thinking.

Students attend music class twice per week. The music teacher uses the Orff Schulwerk method of teaching music by incorporating music, movement, speech, and singing throughout the lesson. Students get the opportunity to play various types of instruments. Each grade level gets the opportunity to participate in two performances per year. Fourth grade students also have the opportunity to perform for our veterans during our yearly Veterans Day program. The continually high attendance from guardians, and community members during these programs is just one way that partnership and support is shown.

2b. Physical education/health/nutrition

Our students attend physical education class three times per week and health once per week. In physical education class, the emphasis is on locomotor skills, team sports, manipulative skills, dance, cooperation, and leadership skills. In health, students learn about body systems, nutrition, hygiene, risk-behaviors, and social and emotional health. Math, language arts, test preparation, and critical thinking are integrated into both physical education and health.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

At Harry S Truman, all students receive 30 minutes of library instruction every other week. Library lessons focus on research skills and library usage. Students are welcome and encouraged to engage in frequent library visits where they check out books to read. Our librarian is an integral part of the staff at our school. She provides interventions to students who are struggling, assists teachers with lessons in the classroom, and provides co-teaching opportunities to help teachers and students incorporate technology into lessons.

Students are also frequently exposed to various STEM activities and opportunities to enhance their learning. Teachers work hard finding ways to incorporate STEM into their daily curriculum. In addition to classroom activities, our computer lab teacher also exposes students to various STEM challenges multiple times each quarter during her weekly class time. As a building we continue to focus on the 4 C's of STEM: Critical Thinking, Communication, Collaboration, and Creativity. At Harry S Truman we believe that all students can benefit and contribute to STEM experiences and projects.

2e. Any other interesting or innovative curriculum programs you would like to share

At Harry S Truman, all students receive classroom instruction from our school counselor every other week for a 30 minute lesson. The lessons are relevant to the social emotional needs of our students while also addressing academic skills and career readiness. The counselor incorporates real life situations that will help students navigate their own circumstances as they grow and mature. The counselor promotes a positive school climate by displaying the character trait for the month on a bulletin board, having students display encouraging words to each other, and sharing videos and books to engage students as well. The counselor works with classroom teachers to develop strategies and interventions to ensure students' success during the school day and uses an open door policy to support staff and students with needs and celebrate success

We strive for all students to be well rounded individuals. Every curricular subject and the relationships with adults in our building play a vital role in building a foundation for students both academically and socially/emotionally. This helps build the family atmosphere that we strive to achieve. We work in collaborative partnerships to empower students to become lifelong learners who are responsible, productive citizens.

3. Academic Supports

3a. Students performing below grade level:

Teachers are constantly monitoring and having data driven conversations. Students who perform below grade level on benchmark assessments receive intense targeted instruction through the Title I program. This program uses small group instruction in a pull out setting to help struggling readers in the foundational areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each student is given the Renaissance STAR Reading test, a benchmark assessment, three times a year as well as an oral reading fluency assessment within a predetermined window. After each assessment window, the Title I coordinator collaborates with teachers to analyze data and determine what services students will receive. Students who fall in the basic and below basic categories are identified as "At Risk" and will be pulled out for sixty minutes a day for small group instruction taught by our Title I staff.

Teachers use the RTI model to meet individual student's needs. Teachers create math and reading lessons based off of data collected from the MAP and district wide summatives. Students are given a pretest and put into small groups based on their scores. After students receive targeted instruction, a posttest is given, and the data is analyzed to determine what the next step will be in closing the achievement gap. Constant conversations and data analysis takes place.

Additional interventions are put into place for students who are still not making progress. These students are brought to the intervention team where a one on one targeted intervention is put into place. Once the team decides on an intervention, an interventionist gives the pretest and works with the students for multiple

sessions. At the reevaluation point, a posttest is given to monitor progress. The SIT team will then analyze this data to see what the next step will be in helping each student succeed.

3b. Students performing above grade level:

Finding ways to provide support and educational opportunities to our high achieving students is a focus at Harry S Truman. Within the Response to Intervention model, teachers look at students who have mastered topics and those students are then put into groups to support advanced learning in a faster paced environment. Students either work through a self-directed module or receive direct instruction. Using this tiered method helps each student with their educational needs and keeps them challenged, engaged, and exposed to material needed for continuous learning.

Students that qualify for our gifted program have the opportunity to attend an additional gifted program one day per week. This program motivates students and helps them to make continuous progress throughout the school year. Students conduct research and analyze information to create projects in a collaborative group or independent setting, in addition to a curriculum that incorporates math, reading, science, and social studies. Each of these opportunities lets students invest and self monitor their own learning in an enriching environment.

Other interventions that are used by the classroom teachers to challenge students include self-directed learning, independent study, literacy book clubs, and research projects. Each of these strategies provide higher order thinking and promotes creativity.

3c. Students with disabilities:

Harry S Truman special education program provides support for students with a variety of disabilities and delays. We strive to provide encouragement, and to grow the confidence in our students. Each student has an individualized educational plan with goals that are engineered specifically for the child, and are agreed upon by the IEP team, which includes the guardians. Students receive services in either a pull-out, push-in, or hybrid approach, based on their specific educational needs. The pull-out setting provides smaller groups, and even greater individualized instruction directed towards the goals. The push-in setting can provide a greater opportunity for students to receive instruction in their regular classrooms, while being aided with the support of the special education teacher. This provides opportunities for teachers to collaborate, and work together to help students achieve their goals without having to leave the regular classroom. In both settings, students are working on individualized goals, while also maintaining exposure to grade level curriculum. The special education teacher is able to provide greater differentiation and pacing to increase student achievement and confidence. Integrating grade level curriculum provides students with greater confidence in their ability to score well on state testing.

3d. English Language Learners:

At Harry S Truman Elementary we currently have one student that is an English Language Learner. While our number is low this year, our district does have academic interventions and programs in place to support any ELL student in the regular classroom. District EL staff, classroom teachers, Title I teachers and paras ensure that student needs are met, and that guardians are kept informed of their student's progress and activities within the school and district with translated documents.

3e. Other populations, if a special program or intervention is offered:

Our goal at Harry S Truman is to help students have academic success no matter their situation. Although Harry S Truman does not currently have any migrant students, we do have a small percentage of students who are considered homeless and struggle academically. Many of these families have fallen on economic hardship and have had to move in with other family or friends. One way we provide support for these students is through the Title I program. Not only do students receive Title I services each day, but parent/guardian resources are sent home with students. These resources consist of books, math manipulatives, literacy activities, and newsletters. Several of these students also take part in our PALS

(Partners Assisting Little Students) program. The PALS program sends high school students over five times a year to tutor and socialize with students who either struggle academically, behaviorally, or socially. This one-on-one time helps students form a close relationship in addition to its benefit to their academic success. Our REACH tutoring program is another intervention used to help students who may not receive academic support at home. Students stay after school one day a week with a certified teacher and receive direct instruction in math and literacy. During this time students are given time to practice various skills, which helps them become more confident in their learning.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

From the moment students walk into school they are greeted by teachers and community door greeters, as it is our goal to make all students feel welcome. While students are making their way to their classroom, they have the joy of walking past various hallway visuals that bring excitement and encouragement to their day. Teachers and staff alike work hard to bring a level of anticipation to all students at the beginning of the school year through decorations and positive environment. Our staff works hard to transform the hallways, cafeteria, bulletin boards, and overall building atmosphere through a united Open House theme that students and families anxiously await. Throughout the school year, students are engaged in lessons and activities, as well as STEM opportunities, that encourage them to apply the 4 C's of critical thinking skills, creativity, communication and collaboration.

To further engage students towards success socially and emotionally, our counselor works hard finding additional ways to connect with our students. She implements and designates time within her daily schedule for small group lessons, behavioral check ins, and continues to brainstorm to find ways to support teachers within the classroom.

Harry S Truman strives to instill and expose various character traits to our students throughout the school year. Every month we host a Student of the Month assembly where we encourage community members and various staff members to join us and act as a guest speaker. Selected students are awarded certificates from their teachers for demonstrating that month's character trait. As teachers are recognizing these selected students, they also explain why the student(s) has been chosen. Students look forward to these assemblies and the peer recognition.

2. Engaging Families and Community:

Harry S Truman works extremely hard at fostering an environment where families and community truly feel they are an important part of the success of our students. Guardians are invited into the school for numerous occasions such as open house, parent teacher conferences, assemblies, Title I Family Nights, a student showcase night, music programs, book fair opportunities, school wide carnival, and so much more. These events provide opportunities for relationships to be developed and fostered while families are provided with educational support and ideas to incorporate at home. Historically, the attendance and participation at these events are high which only strengthen the partnership between school and home.

Webb City CARES was founded in 2011 as an organization that connected community members, businesses and faith partners with the school district. Our business and faith partners are an integral part of our school culture. The WC CARES Committee meets once a month at school to plan activities and services that will support the school, as well as impact students. The WC CARES partners also provide materials for students and staff throughout the year. Every school in the district is assigned various business and faith based partners. Webb City CARES also provides backpacks, school supplies, as well as "snack packs" full of food, for students to bring home on weekends.

3. Creating Professional Culture:

The culture at Harry S Truman Elementary is one like no other. Our building is composed of extremely talented and highly dedicated staff members who work hard daily building and fostering positive relationships with our students and families. The ability to build positive relationships with students and their families from the very start of the school year can truly set the tone for success. Active listening skills and open communication help bridge the gap between home and school while also providing guardians an opportunity to be actively involved in their child's education. Throughout the year, the principal works hard to provide an atmosphere where teachers feel safe to voice their opinions and concerns and are encouraged to try new strategies and techniques that may positively impact student learning. Continual professional development opportunities also exist. All classroom teachers participate in weekly morning meetings where

they are given time to collaborate on topics such as Response to Intervention, progress monitoring, instructional strategies, upcoming school events, and behaviors to name a few. The principal, counselor, and building instructional coach are on a rotation of which grade level (2-4) meeting to attend each week. The focus of these grade level meetings may vary; however, equal participation is the goal as all teachers work together to create the weekly agenda and help facilitate conversations. Other professional development opportunities such as our Professional Community Learning Together Day in January provides differentiated professional development during the day in addition to vertical team meetings and collaboration. As educators, we know the importance of continued learning and we work hard finding ways to make learning come alive for our students.

4. School Leadership:

At Harry S Truman every staff member plays a vital role in the success of our school. Each staff member brings different ideas, experiences, and skills to the table that help create a positive learning climate for our students. The administration and staff continue to have high expectations not only for their students but for themselves and work together collaboratively to promote a successful learning environment where all students can find success. We believe the number one contributing factor to the success of our students is the ability to build relationships with each and every person that walks through our doors. This shared belief is modeled and practiced everyday as we have teachers greeting students with hugs, high-fives, and smiles from the moment they enter until the time they leave.

Other ways our staff work together in a leadership capacity is through serving on various committees. Our SIT team, District Core teams, Principal Advisory Committee, are a few to highlight.

Our building's Intervention Team consists of the principal, school psychologist, instructional coach, counselor, Title I teacher, and classroom teacher. Each member makes a valued contribution to the success of this team. This team meets periodically throughout the year to help teachers meet the needs of students who may be struggling academically, emotionally, behaviorally, or socially. The team collaborates with the teacher to come up with interventions to help the student be successful.

Our district has academic core teams where teachers meet with District Level Instructional Coaches to plan, create, and align state standards with highly effective instructional methods and lessons. Teachers that attend these meetings share district level information with their building level colleagues to enhance our educational curriculum. These individuals are constantly looking for ways to improve the education our students receive.

Our building has a PAC committee that meets periodically throughout the year. This committee is composed of grade level teachers, a specials teacher, title 1 teacher, counselor, and principal. During these meetings, building level topics are discussed and planned. Having representation from each subgroup of the school allows for voices to be heard and effective planning to occur.

Harry S Truman's vision of shared leadership helps promote academic success and provides a safe and supportive environment where every student feels valued. This not only helps with a student's success in the classroom, but in his/her everyday life as well.

5. Culturally Responsive Teaching and Learning:

All students, cultures, backgrounds and personal experiences are valued at Harry S Truman. One way that teachers gain a better understanding of the students who walk through their door is from a guided tour through the schools' boundaries and rural communities. The school has students who come from households that are very affluent as well as students who have households that are in poverty, providing very different backgrounds for students. The building also focuses on establishing and practicing respect and empathy through various activities implemented throughout the year. The counselor and teachers are extremely intune with how outside factors can have a positive or negative impact in the classroom.

PART VI - STRATEGY FOR EXCELLENCE

Harry S Truman Elementary School's success can be attributed to our high level of expectations (for students, families, and staff alike) along with the ability to build and foster positive and lasting relationships. Staff at Harry S Truman have the privilege to serve students in grade 2-4, which allows us to strengthen relationships with our families, as well as provide continued support for students for many years.

Teachers and staff have created a solid multi-tiered intervention support system built within the daily schedule which allows students the opportunity to find success at their level. By using a Tier 2 intervention, teachers are able to identify and give additional support to students who are academically struggling in the classroom. Teachers continually use data to see if the given supports are working or if different interventions need to be implemented. Once success is achieved, students will continue to move through the progression of becoming a more confident and successful student. We feel that confidence is the first step in finding and experiencing progress towards positive change.

Our entire staff, along with our guardians and community, share in the dedication and belief that all children can learn and be successful. The Webb City School District has set forth a motto "Every Cardinal, Every Day" to ensure a focus on the success of every student. We strive to make our school the best by providing our students an environment where they feel loved, valued and are presented with many opportunities to experience success.