

Missouri Department of Elementary and Secondary Education

School Improvement Initiatives

---



# Missouri Professional Learning Communities Sustaining Exemplary PLC School Application

---

- Introduction
- Part I – School Demographic Information
- Part II – Documentation of Sustaining Evidence
- Part III – Supporting Student Achievement Data
- Part IV – Summary and Supporting Documentation



# Missouri Professional Learning Communities Sustaining Exemplary School Application

## Introduction

Successful completion of this process will result in a school's two-year designation as a Sustaining Exemplary PLC School. To be considered for this status, it is necessary for a school to complete and submit this application to the selection committee regarding implementation of the PLC practices, structures, and culture which have been sustained at the proficient and/or deep level since initial recognition. This application is to be used by those previously recognized as Exemplary PLC Schools at least two years earlier.

To receive this recognition, a school must:

1. Submit an email indicating intent to seek designation as a Sustaining Exemplary PLC School to the PLC Field Director, Dr. Rob Gordon (gordonrl@missouri.edu) by **August 17, 2017**.
2. Complete a perceptual survey, the MO PLC Benchmark Assessment.
3. Demonstrate continued high academic achievement as determined by the school's academic indicators on, but not limited to, the state Annual Performance Report.
4. Complete and submit an electronic copy (not a "scanned" version) of this application to the PLC Field Director by **October 27, 2017**. In order to make artifacts accessible, you may wish to save this document, as well as hyperlinked artifacts, in a folder via Google or Dropbox.

***This application is not intended to be completed by a single individual but rather by a collaborative group who have fully participated in the PLC school improvement process.*** Consider this application an opportunity to assess and reflect on your progress as a sustaining professional learning community, as well as an opportunity to identify meaningful steps to sustain the collective capacity of the staff in this powerful school improvement process.

## Part I: School Demographic Information

Please fill in the requested information below	
<b>Official Name of District:</b>	Fulton Public Schools (Fulton 58)
<b>Official Name of School:</b>	Bush Elementary
<b>School Mailing Address:</b>	908 Wood Street, Fulton, MO 65251
<b>Telephone:</b> 573-590-8400	<b>Website:</b> www.fulton58.org
<b>RPDC Region:</b> Heart of MO	<b>When did you last receive formal training and support from MO PLC?:</b> October 12th, 2017
<b>Name of Principal:</b>	Mrs. Lynne Engle

**Principal Email Address:** lengle@fulton58.org

**Name of Superintendent:** Dr. Jacque Cowherd

**Superintendent Email Address:** jcowherd@fulton58.org

<b>Number of Students:</b> 388	<b>Number of Staff:</b>	<b>% Free/Reduced:</b> 68%
	35 certified/ 19 non-certified	

In 150 to 250 words, share some general information describing your school. Where are you located, what are some specific dynamics about your school/district that impact your work with children. What is unique about your school?

Bush Elementary School is one of three K-5 elementary schools located in Fulton, Missouri. Over the course of the last five years, our school community has been transformed into an environment in which students, staff, and parents work as one to meet the educational needs of each student. Our mission statement, "Excellence is our plan, by learning all we can" is at the center of educational decisions made within our school community.

At Bush School, we have deeply implemented intervention processes for students in need of additional assistance. All students participate in a school-wide intervention program that focuses on missing and foundational skills. These skills are identified through layered collaboration sessions with key stakeholders by following our meeting structure, collective commitments, and norms.

Bush continuously monitors the effectiveness of our PLC process and has made substantial progress school-wide and we realize our journey must continue! Over the past several years, student scores have continued to grow, yet we remain proficiency driven for all students. At Bush Elementary, we understand we must continually challenge the status quo and hold each other accountable professionally.

We are excited to continue the PLC process. We can speak to the effectiveness of the collaborative practice because we have seen our students continue to achieve at high levels. Our PLC work has enabled all of us to indeed, be the best we can be!

Student Demographics: 388 Students; 35 Teachers/19 Support Staff; 68% Free/Reduced Lunch; 1% ELL; 12% Special Education.

## Part II: Documentation of Sustaining Evidence

In the table provided below, consider the “Outcomes” and the “Related IR Indicators” to be reviewed for sustaining exemplary PLC status. Given the descriptions of outcome evidence and the examples of where and how evidence is recorded and shared, provide a brief narrative (150 to 250 words) documenting your sustained work within each outcomes category. Also, provide no more than 2 to 4 hyperlinks to additional evidence (examples, pictures, documents, data, etc.) lending support to your proficient/deep implementation in each of the areas below.

### Evidence of Sustaining Exemplary PLC Status

Evidence of Sustaining Exemplary PLC Status			
Outcome		Related Implementation Rubric (IR) Indicator	
<b>1</b>	<b>“Living” Your Mission</b>	1.A.	The school community regularly revisits and aligns all relevant decisions to the mission. Staff and students can articulate the mission.
	<b>“Living” Your Vision</b>	1.B.	The school community regularly revisits the vision, including planning and documenting progress toward achieving the vision. All decisions are aligned to the vision.
Description of Outcome Evidence			Examples of where and how evidence is recorded and shared
Displays of mission and vision; Evidence that teachers are engaged in activities to more deeply understand the mission and vision (unwrapping); Teachers can articulate the mission and its meaning; Students can articulate the mission and it’s meaning to them. Staff can share the vision of the school.			Creative displays of mission in hallways and classrooms, websites, social media. Video of staff and/or students articulating living the mission. The vision is prominently available to staff in planning documents.
Narrative (150 to 250 words)			Links to Evidence
<p>At Bush Elementary we live by our mission “Excellence is our plan, by learning all we can!” as we boast our Hornet Pride each day. The Bush mission is expressed daily with our school community. Each morning, we review our mission through morning announcements. Our school community can articulate the mission with the understanding that we strive for excellence each day. As we prepare agendas, create newsletters, and begin staff meetings, we review our mission statement as a reminder of our unified goals. During Leadership meetings, our mission is at hand and helps guide our decision making process and the question “is this what is best for kids?” leads us to powerful collaboration. “Students First” is the motto for our school family.</p>			<ul style="list-style-type: none"> <li>- <a href="#">1A/B Bush Mission</a></li> <li>- <a href="#">1A/B Mission at Front Door</a></li> <li>- <a href="#">1A/B Mission at Classroom Doors</a></li> <li>- <a href="#">1A/B Staff Meeting Agenda</a></li> <li>- <a href="#">1A/B OSMO Kdgn Presentation</a></li> <li>- <a href="#">1A/B Morning Announcements</a></li> </ul>

During the past two years, our building and district have moved into Standards Based Grading, including regular classrooms K-5 and special area classrooms (PE, Art, Music). Based on our vision statements, we are guiding students into the 21st century by aligning our standards in order to provide specific feedback to move them forward. We are also providing access to high quality technology, with 1:1 access to chromebooks. Bush staff regularly reviews our vision and collective commitments in order to guide our school through the next steps in our PLC process.

At staff meetings, to update and strengthen our vision statements and collective commitments, we complete various steps of collaboration. We collaborate to meet building goals, improve academic achievement, improve parent partnerships, and strive to teach with fidelity.

Outcome		Related Implementation Rubric (IR) Indicator	
2	<b>Monitoring of Collective Commitments/Action Plans</b>	1.C.	Staff members annually revisit collective commitments and values and are mutually accountable.
Description of Outcome Evidence		Examples of where and how evidence is recorded and shared	
Describe what you have done to monitor the progress toward implementation of your collective commitments; Action plan with goals, timelines with regular revisits and monitoring, assessments, result indicators; Documentation of feedback given to teams on their implementation of collective commitments.		Evidence in team notebooks, electronic shared drive, videoed interviews describing actions, etc.	
Narrative (150 to 250 words)		Links to Evidence	
<p>Our Collective Commitments focus on:</p> <p><b>Instructional decisions</b> are a focus of data teaming, weekly common plans, and Leadership Team Meetings. SMART goals are developed at grade level and building wide. Student data is reviewed during data teaming to drive our interventions and instruction. Differentiated instructional strategies are provided for students during intervention time, Guided Reading, and Guided Math. Our tutoring program, OOPS, allows students additional support to meet their learning goals and objectives. Students can also participate in our Blue Jays Program which provides homework support and 1:1 tutoring.</p> <p><b>Providing a safe and caring learning environment</b> is achieved through our PBIS Program, teacher / student collaboration, goal setting, and Hornet Pride Role Model Assembly celebrations. Our PBIS Program provides lessons and in-school created videos to support building and classroom expectations. Students earn Buzz Bucks through being Safe, Responsible, and Respectful to shop at our Buzz Buck Store. Our Reading Buddies Program allows upper and lower grades to collaborate.</p> <p><b>Encouraging parent involvement</b> is accomplished through weekly folders, classroom newsletters, monthly Hornet Pride Role Model Assemblies, positive notes home, PTO monthly meetings, Family Literacy Night, Family STEAM Night, Muffins with Mom breakfast, Donuts with Dad breakfast, and Technology Nights. A monthly newsletter is sent home to all parents and School Messenger is utilized</p>		<ul style="list-style-type: none"> <li>- <a href="#">1C Leadership Team Minutes</a></li> <li>- <a href="#">1C Back to School Staff Meeting</a></li> <li>- <a href="#">1C Mission and Vision Statement</a></li> <li>- <a href="#">1C March Staff Meeting Minutes</a></li> </ul>	

to help keep parents informed of upcoming events. A parent volunteer program is utilized to have parents help and assist in the classroom with activities. Surveys are also utilized to help us determine the needs of our parents.

Outcome		Related Implementation Rubric (IR) Indicator	
3	Leadership Team Support	2.A.	The leadership team applies practices of shared leadership with delineation of roles, processes and responsibilities. The leadership team includes representation from collaborative teams.
		2.D.	The leadership team progress monitors the work of collaborative teams, including team and school goals, as well as the use of team processes and team functioning.
		2.E.	The leadership team regularly provides feedback to the collaborative teams through review of agendas and on all teaming practices to ensure fidelity of PLC implementation.

Description of Outcome Evidence	Examples of where and how evidence is recorded and shared
The leadership team has direct representation from all grade levels and/or subject area departments, as well as instructional ancillary staff. Leadership team members should share roles, and are intentional about monitoring the effective work of collaborative teams.	Examples of communication with collaborative teams, rosters of leadership team members, and any tools or processes used to monitor the work of collaborative teams and where the leadership team has provided feedback on team productivity.

Narrative (150 to 250 words)	Links to Evidence/Documents
------------------------------	-----------------------------

The Bush Leadership Team meets bi-monthly and is comprised of representatives from each grade level, special education, reading interventionists, specials classrooms, and both administrators, which accomplishes our vision of shared leadership. Team members rotate every two-to-three years to ensure fair responsibility and fresh perspectives. The facilitator of the Leadership Team creates the agenda based on feedback from members and school needs, and also guides meeting discussions. Our team works on providing a positive school culture through various building surveys and data collections.

The Bush Leadership Team creates and oversees the building academic, behavior, and attendance SMART goals. The team monitors progress of all collaborative teams by reviewing their meeting agendas and SMART goal data and their progress toward the goals. The leadership team also monitors the goals and events of the content teams (PBIS, Math/Science, and Literacy). Members provide feedback to all teams to help improve

- [2A/D/E 3rd Grade ELA Data Team Minutes](#)
- [2A/D/E Collaborative Team Roster](#)
- [2A/D/E Bush Notes Board](#)
- [2A/D/E Leadership Team Meeting Minutes](#)

practices, interventions and processes through collaboration and positive intentions. All decisions are based on data and outcomes from each grade level. This process helps to ensure fidelity of our PLC implementation.

Outcome		Related Implementation Rubric (IR) Indicator	
4	Collaborative Team Focused Work	3.A.	Every member of the educational staff participates on a collaborative team specifically aligned with his/her role and teaching assignment. Both horizontal and vertical teaming is evident.
		4.F.	The school uses a systemic recording and communication mechanism to maintain an accurate record of conversations and work completed through collectively agreed upon agendas/minutes which reflect the four corollary questions (what we want students to know and do, how do we know they are learning, what do we do when they aren't learning, and what do we do when they do learn what is expected.) Records are accessible between teams.

Description of Outcome Evidence	Examples of where and how evidence is recorded and shared
Samples of team agendas showing the 4 corollary questions are routinely addressed.	Evidence in team notebooks, documents, and/or electronic shared drive of the work of collaborative data teams; also rosters of teams and team members.

Narrative (150 to 250 words)	Links to Evidence
------------------------------	-------------------

<p>All staff at Bush Elementary participates in a collaborative team. Grade level teams meet twice a week with one day set aside for Data teaming/ELA progress monitoring data. Each staff member also participates on a content team which meets monthly to discuss and plan reading, math, science, and PBS goals.</p> <p>Our Data Teaming is structured around Math skills. We use Pre and Post test data to determine these skills, focusing on a different skill every 6-8 weeks. We have a Data Team Protocol form that we complete for each of our Data Cycles. It includes a focus on the Four Corollary questions. For ELA, we focus on our building goal, using benchmark data to determine RTI groups and students for progress monitoring. Every two weeks we analyze our progress monitoring data and discuss the progress our students are making and determine any instructional changes that need to be made.</p>	<ul style="list-style-type: none"> <li>- <a href="#">3A Math Data Team</a></li> <li>- <a href="#">3A/4F ELA Common Plan Minutes</a></li> <li>- <a href="#">4F STAR Reading Winter Update</a></li> <li>- <a href="#">4F STAR Reading Spring Update</a></li> <li>- <a href="#">4F 2nd Grade Assessment Grid</a></li> <li>- <a href="#">3A Collaborative Team Roster</a></li> </ul>
---	--

Our Specials (P.E., Art, Music, Library, Counseling) teachers meet weekly to discuss what they are doing and how they can help classroom teachers with specific skills during RTI times. These teachers have been trained to provide research based interventions.

During our Leadership Team Meetings we discuss each Collaborative Teams Meeting Minutes. We also use this time to discuss skills being taught and how we can help one another vertically.

Google docs are used to record meeting minutes and share information between grade levels and content teams. Content team minutes are posted for parents and community to see.

Outcome		Related Implementation Rubric (IR) Indicator	
5	<b>Focus on Results from Data</b>	3.D.	Teams regularly use an easily accessible format for collecting, recording and analyzing student work and data to drive instruction and identify students in need of additional assistance. Team results are shared and analyzed regularly within and across teams.
Description of Outcome Evidence		Examples of where and how evidence is recorded and shared	
The work of collaborative data teams should focus upon data which informs the four corollary questions. Evidence should include data which is visually displayed or is shared through a common electronic system.		Pictures of data displayed in hallways and classrooms; team notebooks; electronic shared drives; examples of data cycles, etc.	
Narrative (150 to 250 words)		Links to Evidence	
<p>Our Collaborative Teams regularly use common ELA and Math Data Teaming forms to collect and share data between grade levels and with the Leadership Team. Benchmark Assessments are completed three times per year for grades K-5. The four corollary questions are imbedded in our collaborative data team forms to help focus and drive instruction toward the success of student goals.</p> <p>ELA data is collected on each student and analyzed for intervention groups, instructional strategies, and to develop SMART goals for academic progress and success. Teams meet every two weeks to discuss students' progress towards progress monitoring goals. Teams determine, based on the four corollary questions, if interventions need to be adjusted or changed.</p> <p>Math Data Teaming is completed with a focus on the four corollary questions during each benchmark and data cycle. Math data is discussed bi-monthly to determine if the interventions are meeting the needs of the students, and what changes may need to be made to ensure student success.</p>		<ul style="list-style-type: none"> <li>- <a href="#">3D Protocol for Data Team</a></li> <li>- <a href="#">3D 3rd grade SMART Goal Form</a></li> <li>- <a href="#">3D 4th grade SMART Goal Form</a></li> <li>- <a href="#">3D DIBELS Class Progress Report</a></li> <li>- <a href="#">3D 5th Grade Science MAP Data 2016</a></li> </ul>	

Science MAP data is analyzed annually and a vertical action plan developed. 2016 MAP Data revealed a need for more focused effort across grade levels. An action plan was created and was instrumental in the success of our students on the 2017 MAP, with a 13.7% increase in Proficiency.

Our Leadership Team meets twice a month and reviews collaborative data team forms to determine the needs of our grade level teams. These forms are shared through our district Google doc so they are easily accessible to all members.

Outcome		Related Implementation Rubric (IR) Indicator	
6	<b>Evidence of student involvement in their own assessment monitoring</b>	5.D.	Teams have developed and applied strategies for engaging students in the assessment process.
Description of Outcome Evidence		Examples of where and how evidence is recorded and shared	
Student portfolio examples; Student self-assessment examples; Team agenda and minutes; Students can articulate their self-monitoring and use key terminology.		Evidence of implementation in this area might include clear and understandable learning targets, anchor/criteria charts, student self monitoring and reflection, students tracking and recording their own learning, students goal setting and monitoring their own action steps, student led conferences.	
Narrative (300 words or less)		Links to Evidence	
<p>A variety of age-appropriate strategies for engaging students in the assessment process are in place in our building. Goals are discussed with students so they understand what the expectations are and how they can meet them. Some examples of these goals include Accelerated Reader, Accelerated Math, Math SMART goals, reading fluency, Reading Circle, attendance, and behavior. Reaching these goals results in celebrations to reward students for their hard work.</p> <p>Students have the opportunity to self-monitor their progress by graphing their benchmark data, progress monitoring data, and math data cycle goals. Some students use Google Sheets to create bar graphs for their data. Students have the opportunity to self-assess their level of understanding of concepts being taught using a self-assessment rubric. Student data binders are kept in many classrooms to aid in students' visualization of their progress and to communicate information to parents.</p> <p>Teachers utilize guided reading, guided math, and writing workshop to conference with students to discuss students' progress towards goals.</p>		<ul style="list-style-type: none"> <li>- <a href="#">5D Student STAR Reading Record</a></li> <li>- <a href="#">5D I Can Statements Posted</a></li> <li>- <a href="#">5D Kindergarten Data Binder</a></li> <li>- <a href="#">5D 4th Grade SMART Goal Target Poster</a></li> <li>- <a href="#">5D 2nd Grade Data Binder</a></li> <li>- <a href="#">5D 5th Grade DAZE Graph</a></li> </ul>	

Formative assessments are also used to determine the skills that need to be discussed with students while conferencing. Learning targets are posted and addressed before each lesson to identify the skills that will be taught and focus student attention. Grade levels have common criteria to determine level of proficiency and these criteria are shared with students prior to learning and assessing standards to ensure students understand expectations.



Outcome		Related Implementation Rubric (IR) Indicator	
7	<b>Establishment of Tiered Intervention Strategies</b>	6.D.	The school implements the essential components of a Tier 2 intervention plan: identification of intentional non-learners and failed learners; targeted, timely and directive instruction and assessment; data-driven decisions based upon multiple sources; more frequent progress monitoring.
		6.E.	The school implements the essential components of a Tier 3 intervention plan: multiple sources of data to identify root causes of failed learning; specific, more intensive support delivered by trained professionals; targeted assessments for timely progress monitoring.

Description of Outcome Evidence	Examples of where and how evidence is recorded and shared
A building wide commitment to providing timely interventions to students in need of additional assistance. Evidence of Tier II and Tier III interventions might include building schedules, Rtl documents, progress monitoring documents, fidelity checks/check lists, etc.	Data walls; visual displays of data, student portfolios/notebooks, Building Rtl Implementation Plan, intervention data, etc.

Narrative (150 to 250 words)	Links to Evidence
------------------------------	-------------------

<p>Students participate in scheduled interventions based on data. Data Teams meet to ensure all skills are met and high levels of learning occur.</p> <p>Tier I provides rigorous enrichment of essential skills through technology, cooperative learning, research, and project based activities. Students self assess and provide feedback during small groups and 1:1.</p> <p>Tier II and Tier III identification is based on benchmark data three times per year. Students in “yellow” qualify for Tier II. Students in “red” qualify for Tier III.</p> <p>Building staff assists with Tier II instruction. Interventions focus on benchmark data results. Students receive small group direct instruction</p>	<ul style="list-style-type: none"> <li>- <a href="#">6D/E School Intervention Plan</a></li> <li>- <a href="#">6D Intervention Outcomes</a></li> <li>- <a href="#">6D/E Student Analysis for Intervention</a></li> <li>- <a href="#">6D/E RTI Flowchart</a></li> <li>- <a href="#">6D/E Assessment Grid</a></li> <li>- <a href="#">Longevity Evidence</a></li> <li>- <a href="#">6E 16-17 PBS School Application</a></li> </ul>
--	--

and are progress monitored bi-weekly using DIBELS and DAZE; STAR assessments are given monthly. Student interventions and placement are frequently updated based on progress monitoring results.

Tier III interventions receive small group instruction from trained reading interventionists along with classroom small group instruction. Specific feedback is provided to students to assist in the learning process. During Data Teaming, teachers discuss results on assessments and work to ensure best practices are utilized to advance learning. Items such as scoring guides, specific goals, and standards are reviewed to enhance fidelity. Tier II assessments are utilized along with WIST to determine root causes of failed learning.

Teams utilize rubrics to collect data. Students identify which skills are mastered and skills that need improvement. Students set new goals based on the data examined. During Data Teaming, student work and assessments are discussed to determine progression. This data is shared with stakeholders through Google docs.

## Part III: Student Achievement Data Showing Sustained and/or Improved Performance Over Time

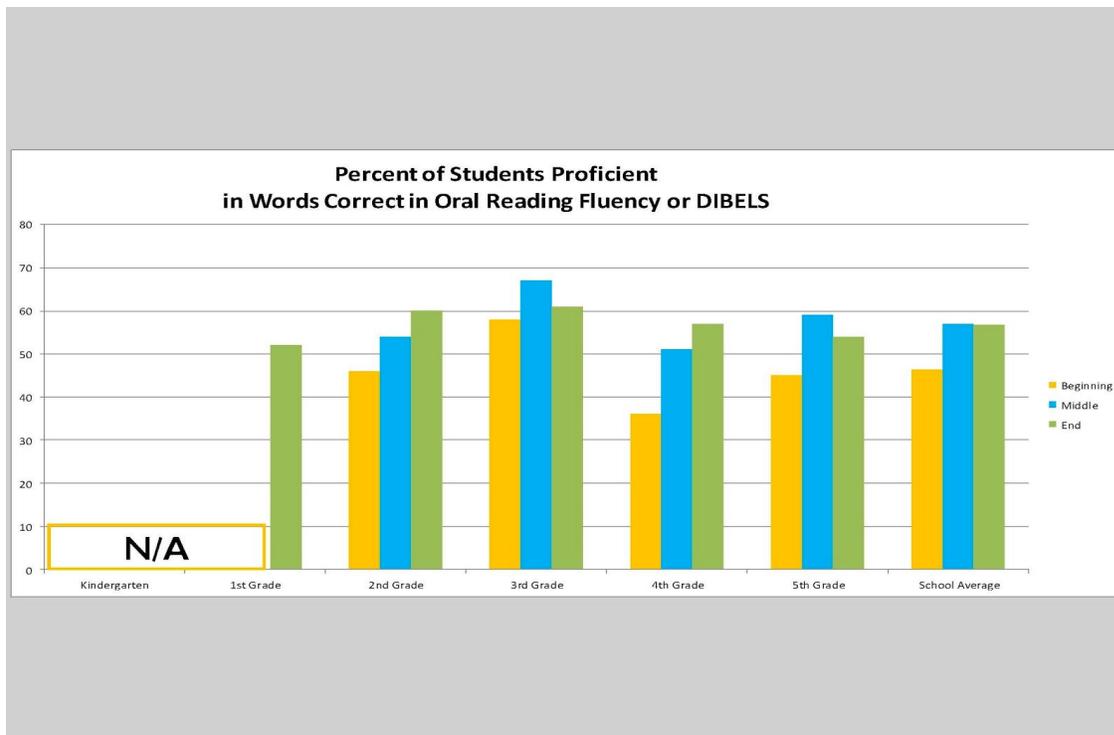
<b>School Annual Performance Report State Historical Data</b>								
<p>In the tables below, provide sources of student achievement data demonstrating improved and/or sustained academic performance over time. "Over time" is generally described in terms of the past three or four years during the time staff are directly involved in professional learning community work.</p> <ul style="list-style-type: none"> <li>· For schools with grade 3-12 state assessment data, please fill in the requested APR data in table #1, PLUS <u>three</u> additional sources of positive academic data in table #2.</li> <li>· For schools who do NOT have state assessment data (preschools, K-2, alternative schools, etc.) disregard table #1, and provide <u>five</u> sources of positive academic achievement data which demonstrate performance over time.</li> </ul> <p>For table #2, examples might be benchmark (common) assessments through the course of a year, universal screening results, examples of consistently effective data team cycles, etc. Show a summary of this data through graphs/charts/tables, etc. in the first cell of each data source, and then very briefly describe what this data is telling us in the second cell for each data source.</p>								
<b>TABLE #1</b> Please fill in the information requested	2014		2015		2016		2017	
	% Prof or Adv	MPI						
ELA Total	48.4	360.3	62.8	369.4	64.7	371.8	68.6	366.3
Math Total	62.3	377	59.6	357.4	61.2	364.7	65.3	368.8
ELA Subgroup	36.4	338	54.8	343.5	57.8	347.7	58.7	342.1
Math Subgroup	54.3	355.8	51.3	326.1	50.5	331.2	58.2	344.3
Please provide a brief explanation of your state assessment data in the cell below.								
<p>Our MAP data indicates growth in ELA and Math and our sub groups continue to show steady growth. Upon receiving our MAP item analysis summary report, vertical grade levels spent significant time analyzing our students' strengths and weaknesses in each content area and specific question types. This analysis allowed us to focus on areas of concern, provide interventions, and align curriculum as needed. Based on the Top 10 by 20 criteria, our scores are on track or exceeding state expectations. We feel our PLC work has provided us with the tools needed to analyze our data and to make better decisions for our school community.</p>								

Students demonstrate proficient knowledge and skills necessary at each grade level/course of learning, as specified in content expectations. Advanced students demonstrate proficient knowledge and skills that exceed grade level/course of learning content expectations. These students are well prepared for the next grade level or course and are more prepared for college and career readiness.

## Additional Positive Student Academic Achievement Evidence

TABLE #2

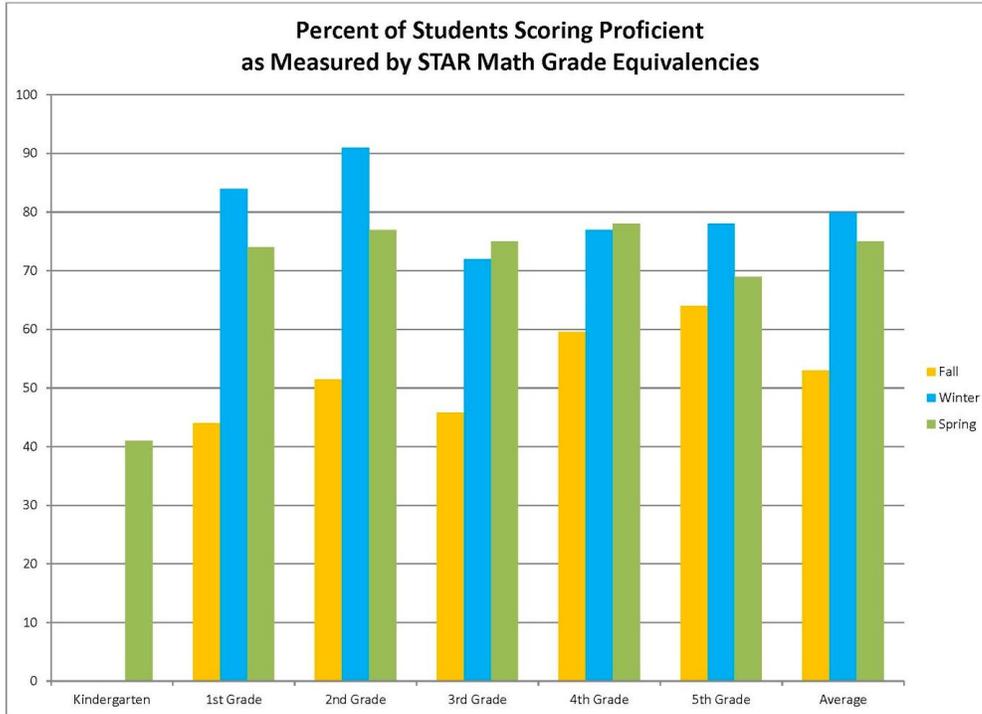
Data Source #1 (graph/charts/tables/etc.)



Brief explanation of data source #1

The above data shows the percent of students scoring Proficient in “Words Correct” in Oral Reading Fluency on our DIBELS Benchmark Assessments for the 2016-2017 school year. Action Research was completed during the 2015-16 school year and the Leadership Team analyzed DIBELS data. We found that the “accuracy” and “retell” scores skewed the “composite” score. We felt that the “words correct” score was a more accurate representation of our students’ fluency. The accuracy and retell data made the composite score higher and didn’t reflect a true representation of their fluency. Thus, we changed our SMART goal to focus on words correct rather than the composite score.

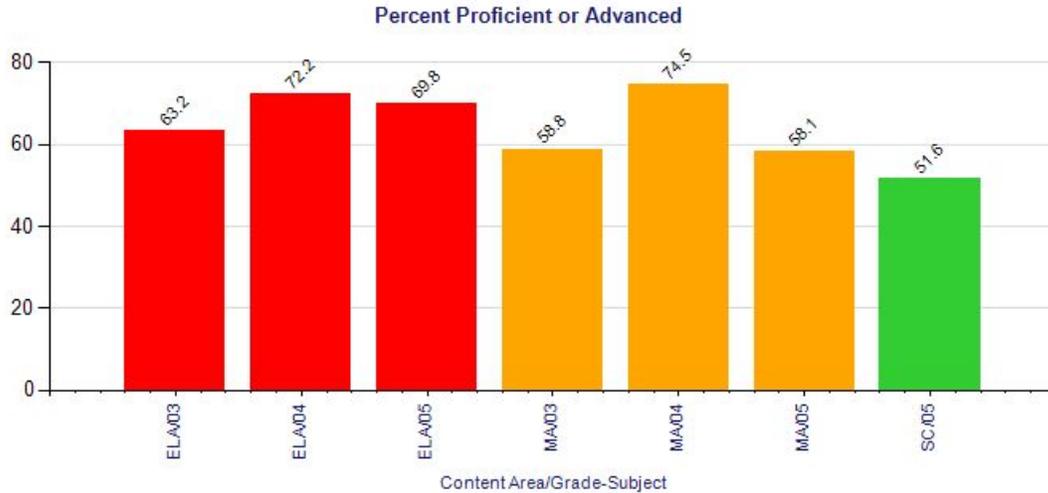
**Data Source #2 (graph/charts/tables/etc.)**



**Brief explanation of data source #2**

The above data shows the percent of students scoring Proficient on the STAR Math Benchmark Assessment for the 2016-2017 school year. Our Math SMART goal is reviewed during each benchmark to determine growth, focus areas, and to develop specific interventions. Our students benchmark scores were slightly lower on the third benchmark. Our action research indicates the decrease was due to several holidays and a long spring break that resulted in a loss of consistent instructional time.

### Data Source #3 (graph/charts/tables/etc.)



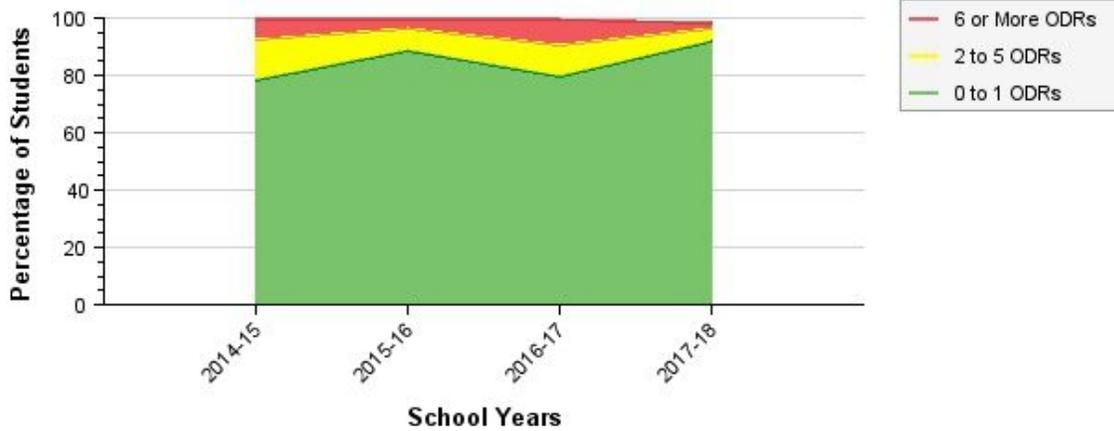
### Brief explanation of data source #3

The above graph displays 2017 Bush MAP Data for ELA, Math, and Science organized by content area and grade level. Our Science MAP scores in Prof/Adv improved from 37.9% to 51.6% for a growth of 13.7% . The Bush Science Vertical MAP Data Analysis Team met and reviewed data, collaborated and determined focus areas, and developed a building action plan. The Action Plan focused on areas of concern, corollary questions, and DOK. The vertical team identified ways to increase time in content, organized resources, added STEAM activities, and collected data. Pre- and post-testing allows opportunities for students to be included in interventions, small group work, and 1:1. Data collection allows staff to collaborate and determine next steps in learning.

Data Source #4 (graph/charts/tables/etc.)

### Triangle Data Report

All, 2014-15 - 2017-18



Brief explanation of data source #4

PBIS Data - During the 2016-17 school year, we began to fine-tune our practices to ensure we were teaching with fidelity. Our school has adopted a Mental Health Team through the University of Missouri and are learning ways to support trauma informed care for our school community. As we work towards learning strategies, it is allowing us to build a compassionate culture that creates safety and helps accelerate learning. We will continue to learn the foundational knowledge and practical strategies needed to develop an implementation plan unique to the needs of our school environment.

Data Source #5 (graph/charts/tables/etc.)



Brief explanation of data source #5

The photograph above is our SMART goal display in the main hallway. The goals are updated as data cycles are completed. During each data cycle, grade levels monitor student progress on their goals. When one goal is met, new goals are established. This display is visible for parents, students, staff members and visitors to observe our progress and join our celebrations.

## Part IV: Summary and Supporting Documentation (Optional)

In the box below, please include any additional information which you feel contributes to your evidence of sustained exemplary PLC status, and which may have not been addressed in Part II of this application. Please limit your narrative to 250 words or less.

### Summary and Supporting Documentation

#### Bush School Climate Results

Bush School earned PBIS Gold Recognition in June 2017 for providing positive behavior support and interventions for students in Tiers I, II, and III.



Other programs that provide support for our school culture and community:

**Blue Jay Buddies** is an after-school homework/tutoring program that is supported by Bush Staff and Westminster College students. Some students do not receive home support and are invited to attend and extend their knowledge base.

**Ounce of Prevention Services (OOPS)** - Bush School provides tutoring support for students in grades K-5 for Math and ELA. Students' needs are identified through various assessments collected by teachers. This data is frequently reviewed by Data Teams. Qualifying students for this service are not seen by the Reading Interventionists or Special Education Team.

Evidence: [OOPS Data](#)

**PBIS Student Team** - Students in grades 3 - 5 participate in the Tier I PBIS Team and provide input on celebrations, activities, and expectations. These students are responsible for sharing information back to assigned classes.

**Student Council** - Student Council is an important group in our school culture. Representatives are voted on by their peers in grades 4 and 5. They assist in helping our school culture by collecting funds and items for United Way, Hurricane Relief, and Adopt a Family at Christmas. The students head up a canned food drive for Thanksgiving baskets provided by our local SERVE agency. During the winter, they collect hats, scarves, and gloves for students in need. Money was raised in the spring of 2017 to purchase a new American Flag for our school. A weekly recycling and trash pick up project is also sponsored by our Student Council.