Missouri Professional Learning Community
FY15 Annual Impact Report

Our mission is to support Missouri schools in building and sustaining professional learning communities where collaborative cultures result in high levels of learning for all and increased student achievement.

http://www.moplc.org/

Contact Information:
Dr. Robert L. Gordon, State Field Director
(573) 864-1555
GordonRL@Missouri.edu

Dr. Michelle Smith, Data/Web Coordinator
(314) 852-6031
SmithML@Missouri.edu

I. Introduction

Missouri Professional Learning Communities, an initiative sponsored through the Missouri Department of Elementary and Secondary Education, serves schools within nine regional professional development centers throughout the state. The Missouri PLC curriculum is designed to help schools deepen their implementation effectiveness by strengthening their collaborative environment as teachers work together to answer four critical questions.

1. What do students need to know and do? (Standards/Curriculum)
2. How do we know when they have learned? (Assessments)
3. What do we do when student experience difficulty in learning? (Interventions)
4. What do we do when students have learned the content satisfactorily? (Extensions/Enrichments)

Even though many schools need targeted, differentiated assistance, the structured MO PLC training regimen generally involves at least eight contacts with each school throughout the year. Four or five of those school contacts are leadership team trainings addressing 8 strands of the MO PLC curriculum, with approximately three on-site visits by regional PLC consultants to provide school based coaching and support. Schools currently involved in the structured three to four year MO PLC training are identified as “Active Level” schools. Those schools completing the structured training and still receiving differentiated support from regional consultants, but not yet achieving proficient implementation in all 46 indicators on the MO PLC Implementation Rubric, are considered “Continuous Improvement” schools. When a school has reached proficient or deep implementation in all 46 indicators, they are then identified as “Sustaining” PLC schools. This report is designed to report the progress during the 2014-2015 school year in helping schools reach deeper levels of implementation within the MO PLC training continuum.

II. Who is providing Professional Learning Community support to schools?

Figure 1 shows the relative years of experience of current PLC Resource Specialists. All 23 PLC consultants have had prior teaching experience in elementary, middle school or high school settings. (See figure 2) Of those, 13 have been building level principals and five have had experience in central office administration. Other areas include being instructional coaches or consultant work in non-PLC related fields.

Between July of 2014 and June of 2015, schools received PLC support from 23 resource specialists, one statewide full time data/web coordinator, and one full time statewide field director. Funding for these positions comes from a combination of fees charged to schools and ten FTEs (Full Time Equivalents) of federal funding support provided for statewide Professional Learning Community work, which is differentiated among the nine RPDC (Regional Professional Development Center) support centers according to the number of schools served (see table 1). The standard used for number of PLC schools served per federally supported FTE was 16:1.

Figure 1

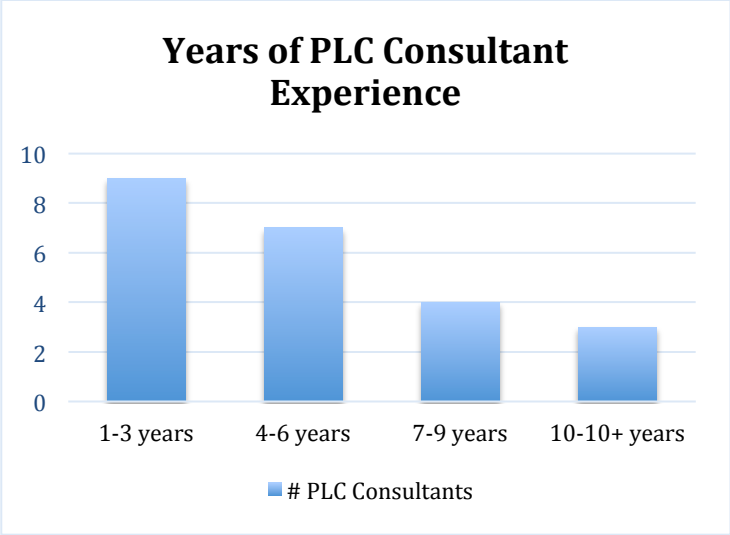


Figure 2

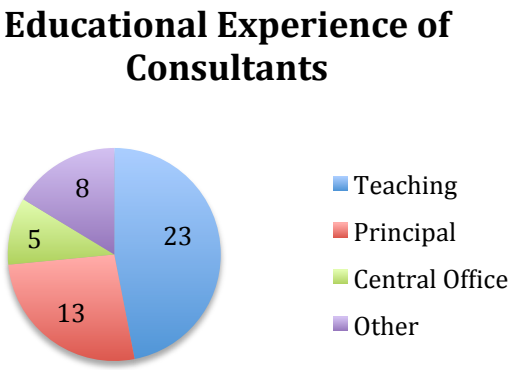


Table 1

Federal FTEs (Full Time Equivalents) per Region

Region	Federal FTEs
Region 1 (Southeast)	1.0
Region 2 (Heart of Missouri)	0.75
Region 3 (Kansas City)	1.5
Region 4 (Northeast)	0.75
Region 5 (Northwest)	0.75
Region 6 (South Central)	1.0
Region 7 (Southwest)	1.0
Region 8 (St. Louis)	2.5
Region 9 (Central)	0.75

III. Who has received Professional Learning Community support?

During the FY15 training year, 249 school buildings received PLC support from regional consultants. The vast majority of these schools were elementary, and 25 of the schools were part of the Missouri Schools for the Severely Disabled District where PLC consultants served as PLC implementation coaches, referred to as "liaisons". (Figure 3)

Of the 249 buildings served, 145 of them (58%) received services on a cost recovery basis (table 2), also referred to as "not for profit". Their support is funded through the DESE (MO Department of Elementary and Secondary Education). The remaining 104 buildings (42%) engage in the PLC training and support model, but pay the full cost of these services on a fee for service basis to their regional professional development center (RPDC).

Figure 4 represents the number of schools who participated in PLC training within each of the 9 RPDCs. Most of the training involved cohorts of leadership teams representing their buildings on a "train the trainer" model. However, many of the structured trainings occurred on site in specific school buildings. Approximately 174 building administrators participated in active level PLC training during the FY15 training year, along with approximately 1067 leadership team members who joined their principals in structured PLC training, either on site or in cohorts of school teams. Altogether, 7,283 teachers were impacted by structured PLC training, in some way, in Missouri during Active Level PLC training.

Figure 3

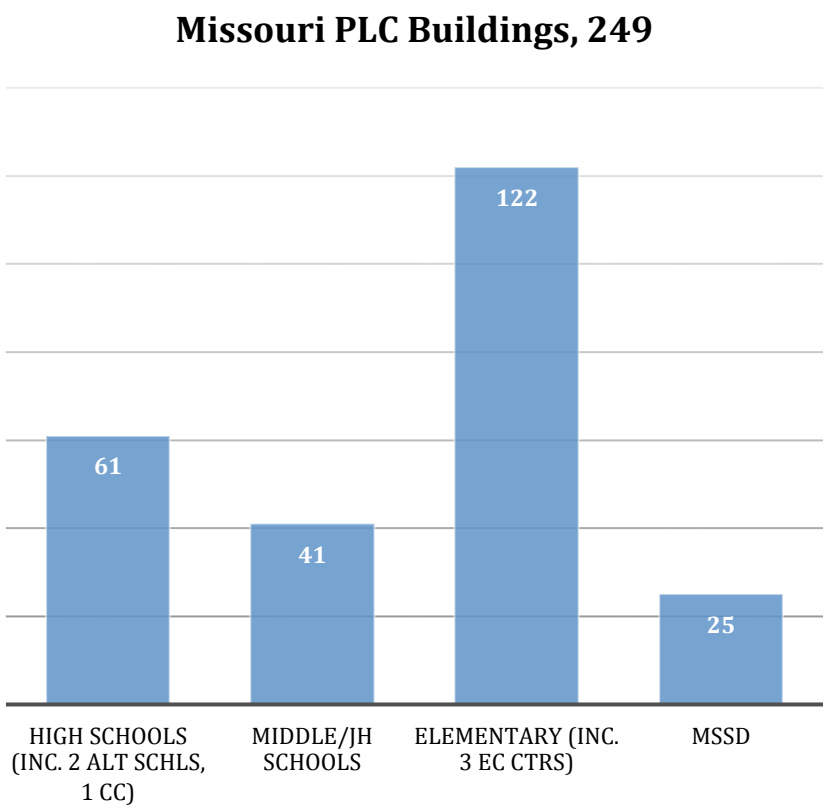


Figure 4

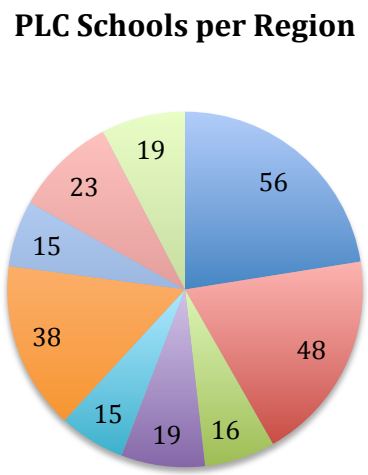


Table 2

Number of schools served by fee structure

Region	Not for Profit	Fee for Service
Southeast	20	36
Heart of Missouri	14	34
Kansas City	15	1
Northeast	13	6
Northwest	12	3
South Central	18	20
Southwest	15	0
St. Louis	22	1
Central	16	3

IV. What have schools received during Professional Learning Community training?

The structured PLC training regimen generally involves three to four years of content, supplemented by on site coaching and facilitation to help leadership teams implement the expected PLC practices. Much of the content is "front loaded" during the first two years of training, with specific topics being addressed multiple times at progressively deeper levels. Building administrators are required to attend leadership team trainings as part of their partnership agreement, and are strongly encouraged to participate in specific administrator trainings at least twice per year. However, it has been difficult for principals to commit to additional training outside of their buildings consistently throughout the state. The components of each year's trainings are as follows:

Year 1Trainings

- *Mission/Vision*
- *Effective Teaming Practices*
- *Shared Leadership*
- *Leading Adult Learners*
- *Culture/Change*
- *PLC Implementation Rubric/Evidence Tool-Level 1*
- *Using Building Level Data/SMART Goals*
- *7 Norms of Collaboration*
- *School Culture (A. Muhammad)*
- *Four Stages of Teaming*
- *ELOs/Priority Standards*
- *Culture/Change*
- *Team Effectiveness*
- *Dealing with Resistors*
- *Assessment: Formative/Summative*
- *Change/Team Effectiveness*
- *Implementation Rubric/Critical Issues (Self-Assess)*
- *Induction into PLC Practices (new staff)*
- *Tier 1: Differentiated Instruction & High Expectations*

Year 2 Trainings

- *Analyzing The Benchmark Assessment Tool*
- *Establishing Collective Commitments*
- *Living your mission/vision*
- *Maintaining a focus on learning*
- *Leadership Team Progress Monitoring*
- *The Data Teams Process*
- *Getting Started: Leadership, Structure, Organization, Communication*
- *7 Norms of Collaboration, revisited*
- *Providing Data*
- *Group Member Capabilities Posing Questions*
- *Presuming Positive Intentions*
- *Ladder of Inference*
- *Assessment for Learning, Part 1*
- *Purpose/Current Reality (uses/users)*
- *Of/For Learning*
- *Introduction to Student Involvement (ACL)*
- *Assessment for Learning, Part 2*
- *Grading Practices*
- *Feedback (Characteristics and Types)*

Year 3 Trainings

- *Data Team Process: Using results to improve instruction*
- *Assessment Auditing/Collective Scoring*
- *Progress Monitoring & Feedback to Teams*
- *Interventions (Tier 1, 2, and 3 + enrichment)*
- *A Systematic Approach*
- *Student Involvement in Assessment*
- *Data Notebooking*
- *Student Conferencing*
- *Goal Setting*
- *Success Criteria*

Administrator Trainings

- *Understand the principal's role in creating /sustaining a culture of PLCs*
- *Monitoring*
- *Resources/Support/Modeling*
- *Networking*
- *Celebrations*
- *Relationships/Trust*
- *Leadership Styles*
- *Shared Leadership/Building leadership capacity*
- *Change*
- *Dealing with Resistors*
- *From Compliance to Commitment*
- *Supporting Data Teams*
- *Descriptive Feedback*
- *Principal's Role in Sustaining PLC Culture*
- *Growing into Exemplary Implementation*

V. What practices have been implemented at the deepest level by schools?

The Missouri PLC curriculum is broken down into eight strands and further subdivided into 46 indicators which define the skills and content to be addressed and implemented through the structured PLC training regimen. Typically, toward the end of the third year of structured training, schools are assessed on the degree to which they have proficiently implemented each of the 46 indicators during a scheduled on-site review. The five indicators most deeply implemented include, (using a 4-point scale, a "3" represents proficient implementation and a "4" = deep implementation)

- Teachers taking collective responsibility for providing interventions to students needing extra assistance (3.37)
- Identifying the purpose of their school through the creation of a shared building mission statement (3.24)
- Identification of essential learning outcomes (3.23)
- Specific meeting conditions and protocols for leadership teams (3.23)
- Consistent meeting conditions and protocols used during collaborative team meetings (3.22)

VI. What practices have been most difficult to implement deeply?

Identified below are the five indicators schools have the most difficulty in proficiently implementing. Those include:

- Developing intervention strategies at the Tier 3 level (2.51)
- Involvement of students as assessment capable learners (2.46)
- Leadership teams providing effective feedback to collaborative teams (2.45)
- Self-monitoring of collaborative team practices (2.40)
- Developing intentional protocols for providing enrichments/extensions for student who are learning satisfactorily (2.37)

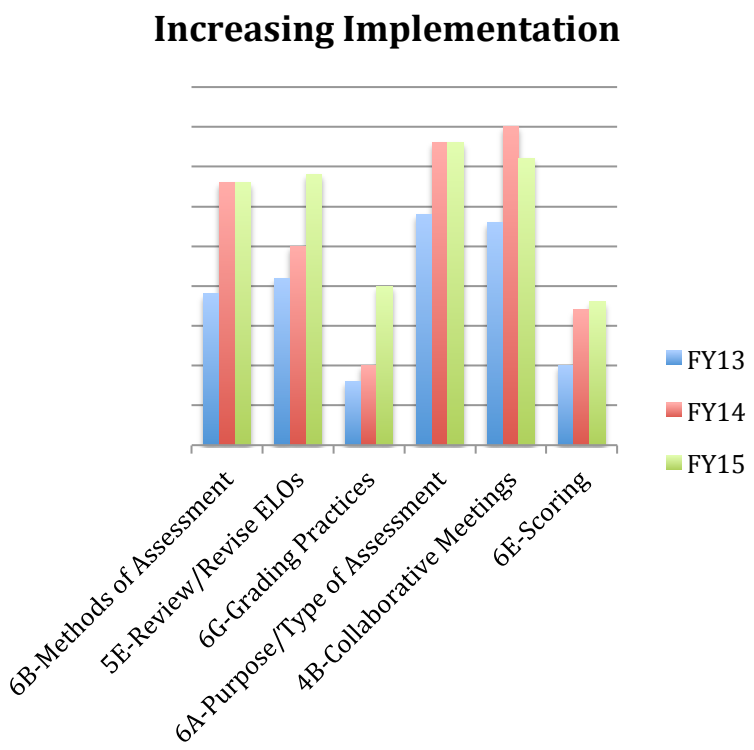
These areas are generally some of the latter for schools to implement in regard to the overall implementation process, as they depend upon some precursors to have been put into place for them to be sufficiently implemented. For example, school generally concentrate upon establishing systematic strategies for Tier 1 interventions at the classroom level early in the development process, then tackle the more complex tasks of developing Tier 3 level intervention practices and protocols for enrichments and extensions.

(Note: On a 4-point scale, a 2=minimally implemented)

VII. Which practices have increased in overall implementation in the past three years?

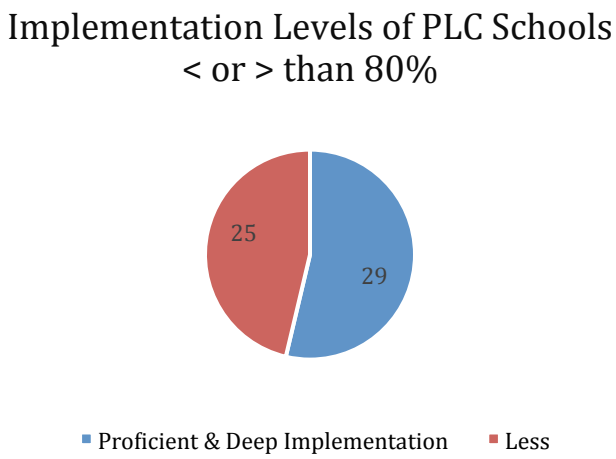
Figure 5

In relation to all of the 46 indicators included within the MO PLC curriculum, the six which have increased the most over the past three years in the number of schools implementing at a proficient or deep level are shown in figure 5. Those indicators are as follows: teachers understanding effective methods of assessment, schools having a system for regular review/revision of essential learning outcomes, schools addressing appropriate grading practices, teachers understanding the purposes/types of assessments, teams implementing effective collaborative meetings, and teams of teachers collectively scoring student work.



VIII. How deeply did schools implement the indicators of PLC across the state?

Figure 6



As part of the progress-monitoring feature of structured MO PLC training, schools typically participate in an On-Site Review at the end of their third year. This is a formative measure of implementation, providing schools with feedback on "next steps" toward deeper implementation. During 2014-2015, 54 schools across the state were assessed on the 46 indicators on the PLC Implementation Rubric. Of those 54 schools, 29 of them were proficiently/deeply implementing more than 80% of the indicators (figure 6).

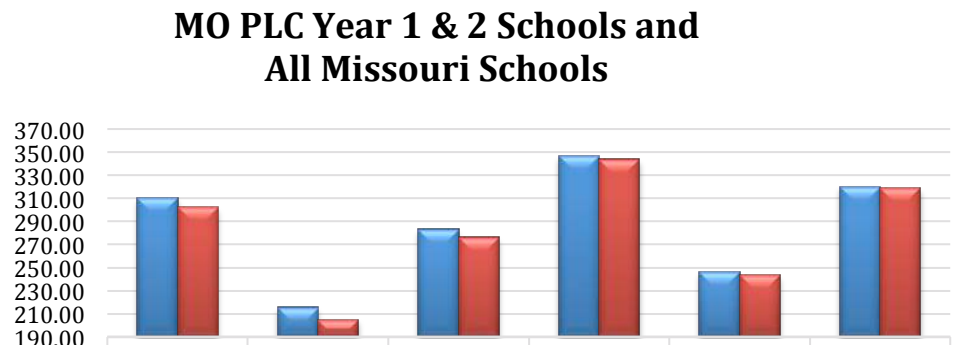
Of those 29 schools, thirteen of them proficiently/deeply implemented 100% of the indicators.

IX. What impact has been observed on student achievement?

Missouri adopted new standards and assessments in 2015, making longitudinal comparisons inappropriate. Instead, we have compared MO PLC buildings to the rest of the state, and have also made comparisons within our schools. The building level MAP Performance Indicator (MPI) was selected for comparison, for Math and Communication Arts; Total Population, IEP Students, and Super Subgroup. The MPI is a single composite number that represents the MAP assessment performance of every student by awarding points to each student based on the four (4) achievement levels. (MPI explained, p. 18-19 of the MSIP Comprehensive Guide: http://dese.mo.gov/sites/default/files/MSIP_5_2015_Comprehensive_Guide.pdf). Missouri's Super subgroup consists of black, Hispanic, IEP students, English language learners, or free/reduced lunch students.

Figure 7

This comparison shows schools in the early years of our training process. In each subgroup, our average MPI score was slightly below the state average, with the differences being greater in Math.



	Math MPI (All Students)	Math MPI (IEP Students)	Math MPI (Super subgroup)	Comm Arts MPI (All Students)	Comm Arts MPI (IEP Students)	Comm Arts MPI (Super subgroup)
MO MPI Ave	310.37	215.27	282.78	346.82	246.05	320.29
Y1&2 Ave	302.39	205.04	276.31	343.72	243.43	318.28

The greatest variation in achievement is found when veteran PLC schools are separated into two groups. One subgroup includes all MO PLC schools in year three and greater which do not show evidence of strong implementation (denoted in red in figure 8 and 9 below). Specifically, strong implementation is 80% of PLC Rubric Indicators at proficient or deep levels. The second subgroup (denoted in green) of schools are those with higher implementation levels (80% or > in all areas). These schools have noticeably higher achievement across all subgroups. Most notable is the discrepancy in performance of IEP students, with a differential of 39.42 points in Mathematics and 26.99 points in Communication Arts. (figure 8 and 9)

Figure 8

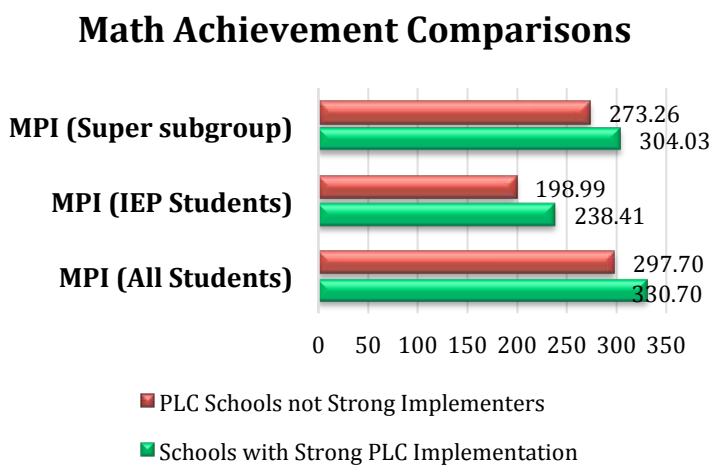
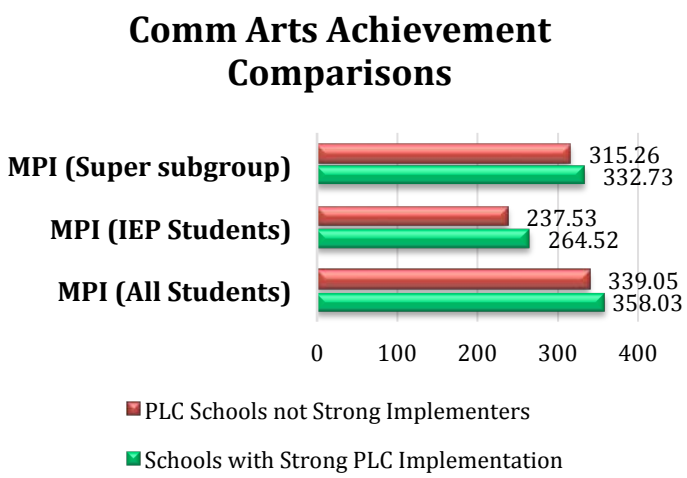


Figure 9



Figures 10 and 11 display interesting achievement data for the subset of schools completing their third or fourth year of PLC training. Whereas the schools just beginning the PLC training regimen showed Mathematics and Communication Arts achievement just below the state average for Missouri schools (figure 7), the year three and four schools ***who implemented the tenets of PLCs at a deep level*** showed much better results. These schools' students achieved over 20 points higher than the average of Missouri schools in Mathematics (figure 10) on their MPI for all students, IEP students and the super subgroup. Similarly, the deeply implementing year three and four PLC schools scored approximately 10 points higher than the state average in the Communication Arts achievement MPI for all students, IEP students and super subgroup. This data suggests that when schools implement the practices of professional learning communities with fidelity, they generally achieve better results in student performance.

Figure 10

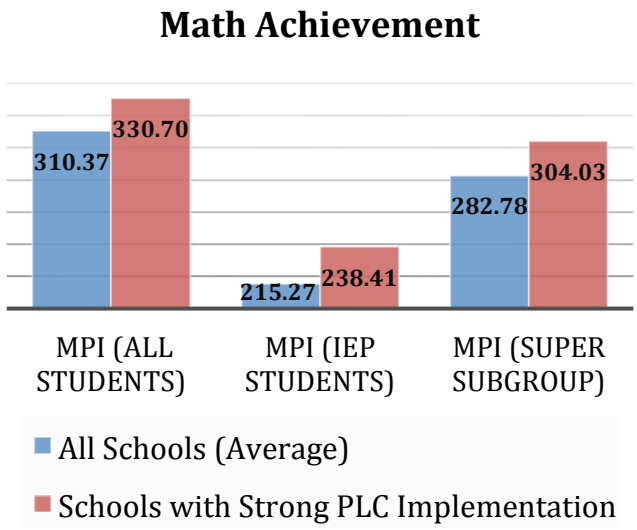
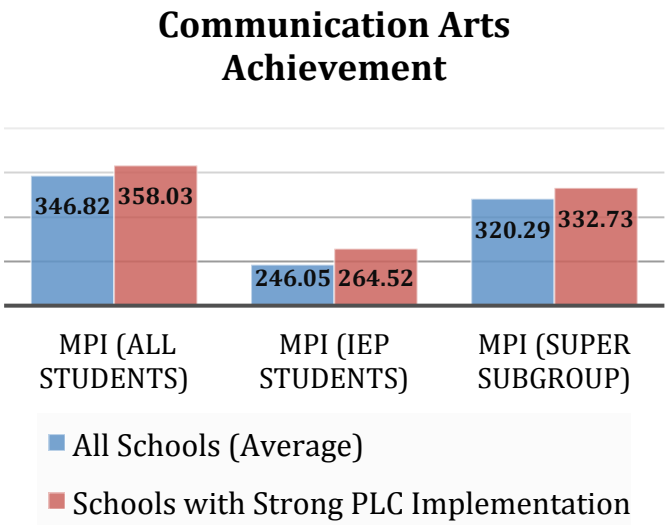


Figure 11



X. What changes in adult actions and perceptions have been observed through perceptual survey data?

During FY15, 1,130 educators in the Year Three cohort completed the MO PLC Benchmark Assessment Tool (BAT) survey. This represents a larger group of respondents (400) than two years ago, when this same group of schools participated in the BAT survey. The possible number of instructional staff from all year three buildings is 1, 741. This is roughly a 65% response rate.

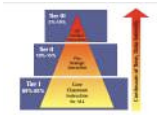
At the heart of the survey are 15 questions for teachers. Of those, 13 showed increases in the percentage of respondents answering most positively on a three point scale. Increases ranged from 2% to 21%.

Notables:

13% increase (47% to 60%)
I am a member of a PLC collaborative team that uses student data to drive problem-solving and decisions.

21% increase (50% to 71%)
As a team we collaboratively identify and develop essential learning outcomes (also referred to as ELOs, Power Standards or Priority Standards.)

17% increase (49% to 66%)
As a team we collaboratively develop common formative and summative assessments for assessing essential learning outcomes.



14% increase (49% to 61%)
I have a clear understanding of how to use tiered interventions to support student learning needs.

XI. What are some examples of deep practices demonstrated in schools reflecting MO Professional Learning Community implementation?

(NOTE: The schools referenced in the following narratives were those who participated in a structured PLC On-Site Review during the 2014-2015 school year.)

Establishing the foundation for a culture of learning is a primary task for schools engaged in school improvement especially in establishing a collective responsibility for the learning of all children. Schools that deeply implement in this area are very intentional about not only identifying their purpose and direction through a shared mission and vision, but live these regularly through their actions and conversations. Teachers at **Waynesville 6th Grade Center** share that "We walk the talk." Teachers and students refer to their school as a "village". Their mission is visible as soon as visitors enter the building. But, most importantly it is lived in the building. The focus on preparing students to be 21st century learners impacts building decisions. Student led teams continue to be a focus for preparing students to be leaders in the future. Waynesville 6th Grade Center has used Steven Covey's 7 Habits as the platform to develop student leaders. Teachers help facilitate over 20 student teams who meet every Wednesday, beginning with a working lunch. These students use PLC protocols in order to conduct effective and efficient team meetings. Students are given many opportunities to live out their mission statement with 21st century skills.

At **Carrollton Elementary**, (photo at right) their mission, vision, and commitments are deeply ingrained in the school community, including a high level of awareness by their students. The mission and vision statements are posted throughout the building, and during opening session each morning, students recite from memory the mission and vision. When interviewed, teachers articulated their mission through "always thinking about what's best for our kids."

Carrolton Middle School photo

Having an effective leadership team to guide the work is another key component of a deeply implemented professional learning community. Effective leadership teams help facilitate professional development opportunities, promote school improvement initiatives, and monitor the progress of, and provide descriptive feedback for teacher collaborative teams. 'Deeply implementing' schools organize for effectiveness using intentional practices. **Columbia Hickman High School** has strong structures for guiding shared leadership through the use of a written organizational chart, and a leadership council charter. They are very transparent in their communications, and use a PLT Consultation Form to guide periodic conversations between leadership team members and the various teacher collaborative teams. At **Belle Elementary**, teacher collaborative team meetings are periodically recorded, then reviewed by leadership team members and building administrators for fidelity monitoring and feedback. **Potosi Trojan Intermediate** encourages collaborative teams to periodically observe and analyze other teams in their meetings, so that they may make improvements in their own collaborative structures and protocols. Other schools who have effective leadership teams have well defined systems in place for monitoring the work of teachers and teacher teams and providing descriptive feedback.

Picture of Carrollton Elementary Leadership Team examining collaborative team monitoring results from Critical Issues for Team Consideration survey.

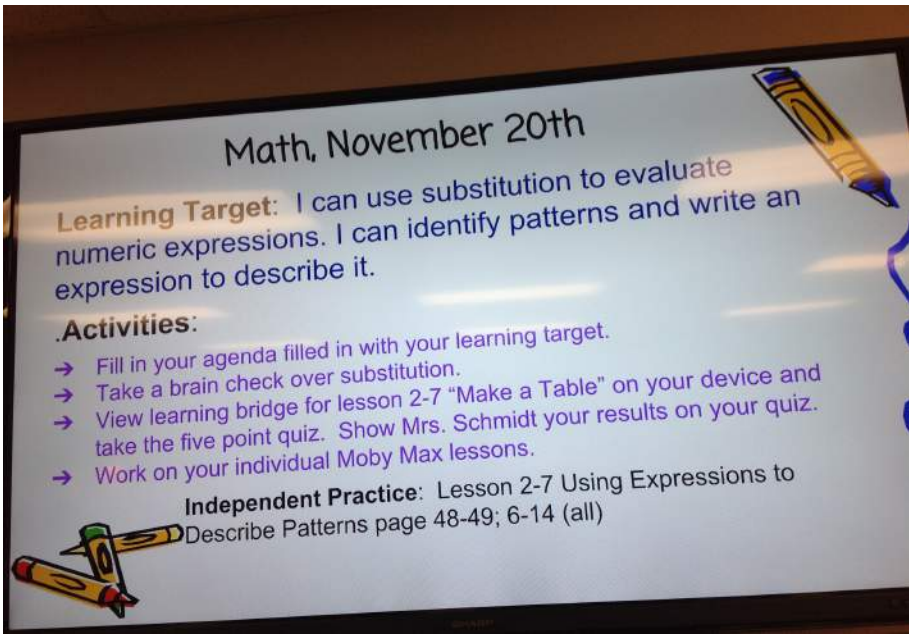
Strong administrator leadership is one common denominator found in all 'deeply implementing' schools. When considering 15 deeply implementing PLC schools, several characteristics of the building principals emerged. First, all of the principals model the values of PLCs by participating in all trainings, networking with other administrators and closely monitoring the progress of collaborative teams. These principals are consistent in their communication with teachers and are clear in their purpose and focus. One example is the building principal from **Columbia Hickman High School**, who clearly articulates a model of shared leadership through a detailed organizational chart of the various leadership roles operating within the school. Such principals universally believe in shared leadership, and recognize the need for teachers to be involved in the decision-making process. The building principal from **Carrollton Middle School** encouraged his teachers to engage in peer observation to learn from one another, and holds the expectation that all staff will be leaders of learning. Communication is a collective strength for principals in deeply implementing schools. At **Reeds Spring Middle School**, technology is a primary communication tool for collaborative dialogue and the staff are purposefully teamed to emphasis the value of collective collaboration. The building principal at **Reeds Spring Intermediate** communicates regularly with the Board, other district administrators, and parents about the processes and progress to improve student achievement. She also guards instructional time, with few (if any) assemblies, interruptions, etc.

Effective team collaboration is at the heart of every 'deeply implementing' PLC school. These schools make teacher collaboration a priority and the way they do business, often going beyond normal meeting times and structures. For example, teachers at **Waynesville 6th Grade Center** collaborate twice weekly on two different teams, content and cohort. The content team meets on Wednesday mornings for 45 minutes and the cohort teams meet for 90 minutes on Fridays. A cohort team is made up of two communication arts, two science, two social studies, and two math teachers. As evidenced through interviews, that much of the cohort time is spent looking at data. Almost all of these 'deeply implementing' schools devote much time and effort to data team work. Teachers at **Martin Warren Elementary** in Warrensburg conduct data teams every two weeks for two hours to discuss the progress of students and their resulting instructional strategies to meet their needs. These schools monitor their own work regularly.

At **Blanchard Elementary** in Cape Girardeau, collaborative team meetings are highly effective. All teams meet regularly, and vertical meetings are planned regularly. Collaboration 'documentation' forms provide evidence that the corollary questions guide the conversations during collaborative team meetings. A common practice among deeply implementing teams is the use of electronic tools such as Google Docs or shared drives for communicating agendas and minutes, as well as reviewing student work and engaging in data driven decisions.

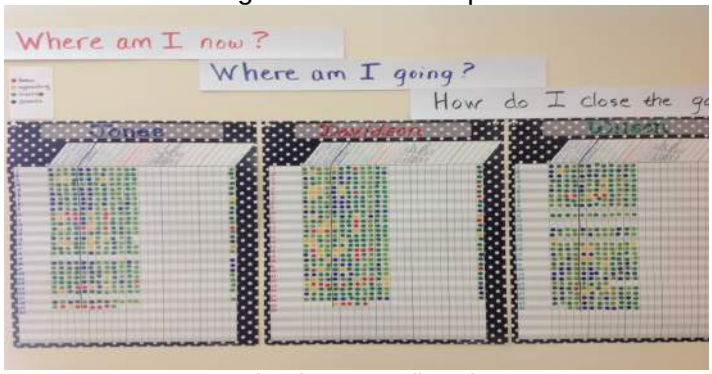
Being clear about what students need to know and do addresses the first corollary question (What should students know and do?) of a PLC. Schools who are deeply implementing this practice are intentional about understanding the knowledge and skills identified within each learning standard, establish a defined instructional map for when specific standards are addressed, and have regular collaborative meetings about the standards and the performance of students in mastering the content. These schools consistently communicate what students need to know and do. A practice shared by many PLC schools, such as **Cameron Parkview Elementary** and **Belle Elementary** is the posting of student learning targets as "I can" statements, which are displayed in hallways and classrooms. Students at **Waynesville 6th Grade Center** include "I can" statements in their data binders, and one student commented that, "At our school we get to plan, participate and do!" Teachers at **Reeds Spring Intermediate** break down the standards by unwrapping them to develop proficiency scales (grading charts). Several comments from their students indicated that, "Teachers tell us what we are supposed to learn and write it on the board."

"Teachers make sure we understand the 'grading charts' so we can create our own 'I can' statements." A particularly strong practice was observed at **Carrollton Elementary**, where a fluid pacing guide is the centerpiece of instruction, and has been a key reason for the smooth integration of the new Missouri Learning Standards. Essential Learning Outcomes are grouped monthly on a wall in the instructional coach's office, and can also be found in weekly plans displayed outside teachers' rooms. In the Instructional Conference Room, one whole wall is devoted to an instructional timeline (map) that contains the CA, MA, and SS standards taught during each month. These are reviewed and revised on an ongoing basis.



Raymore Peculiar Eagle Glen photo

Assessing the learning of students addresses the second corollary question (How do we know when students have learned?) of a PLC, demonstrating an understanding of when students have mastered course content and to what degree. Schools deeply implementing this practice are clear and intentional about using assessment data to drive instruction. Teachers in these schools regularly collaborate around the creation of common assessments and use scoring rubrics and scoring guides to communicate to students what they should know. Students at **Blanchard Elementary** in Cape Girardeau often use writing rubrics to assess different pieces of writing and identify areas to improve. All students in this elementary school track their own AR reading levels as they work toward meeting their individualized reading goals. Teacher collaborative teams frequently collectively score student work, especially in the area of writing. Schools deeply implementing this practice are intentional about creating "assessment capable learners." A student at Waynesville 6th Grade Center summed it up well, "We are in charge of our learning." Students there have individual student data binders and it is evident that data is now more meaningful to students. Students are setting goals and are comfortable with peer tutoring, peer revisions, and looking at strong and weak work samples. (Photo at left)



Potosi Trojan Intermediate photo

Providing systematic intervention strategies when students aren't learning is the third corollary question for PLCs (What do we do when students aren't learning?). Schools 'deeply implementing' in this area create systematic, school-wide processes for helping students at the moment when learning failures occur. In these schools, there is a collective responsibility of all teachers to assure that students are learning and receiving specific assistance when they are experiencing difficulty in learning. But these schools also address the learning needs of students who are learning appropriately. One such school is **Southview Elementary** in Kearney. The intervention system at Southview is one that is systematic and focused not just on students who have not learned, but also on the students who need enrichment. Students have the opportunity to extend their learning through critical writing in art and music, enhance skills through computer programs and teacher support, as well as to work with other students in peer work. The system is one that has been well designed and demonstrates an effective practice. Students at **Carrollton Middle School** are identified for enrichments and Tier 2 interventions through the use of Acuity benchmarking where the teams place students in intervention groups based upon their predictive performance on those assessments. Their tiered interventions don't necessarily follow the traditional 80-15-5 pyramid, as students are divided evenly among the intervention teams for PRIDE and FLEX time. During FLEX and PRIDE time, students who score at the upper levels on the predictive assessment are allowed to participate in enrichments. Through science fair and other project based learning, all students are provided opportunities for enriching academic learning. A similar process is being implemented at **Carrollton Elementary** as well to meet the needs of all students. This is an excellent example of two buildings working together to provide a systematic continuity of services for students.

Intervention group at Raymore Peculiar Eagle Glen Intermediate

Sustaining a culture of continuous improvement is another practice which 'deeply implementing' PLC schools take seriously. These schools are intentional about training new staff AND building internal capacity through systematic induction programs and processes. They encourage teachers to engage in action research, and regularly celebrate the growth and successes of students and staff alike. Teachers new to **Potosi Trojan Intermediate School** indicated that when hired, other teachers were there immediately to support them as they began their journey at Trojan Intermediate. They felt the induction training was extremely helpful. Teachers at Potosi Trojan Intermediate were encouraged to engage in action research in areas such as Assessment Capable Learners, Reciprocal Teaching, and Descriptive Feedback. Celebrations for staff in this school include Exemplary PLC School shirts, Sonic sodas, and treat days. Creative celebrations for students include Frunday (Fun Friday), Friend Day at lunch, as well as many other opportunities for student recognitions.

Family Science Fun Night at Fulton Bartley Elementary

Contact information for schools referenced in this report:

Cameron Parkview Elementary
602 S. Harris
Cameron, MO 64429
(816)632-7212
http://www.cameron.k12.mo.us/our-schools/parkview-elementary/

Carrollton Elementary/Adams Primary School
207 E. 9th Street
Carrollton, MO 64633
(660)542-2535
https://sites.google.com/a/trojans.k12.mo.us/ces/

Columbia Hickman High School
1104 North Providence Road
Columbia, MO 65203
(573)214-3000
http://www.cpsk12.org/domain/19

Maries County R-2 Belle Elementary
503 West 3rd St
Belle, MO 65013
(573)859-3326
http://www.mariesr2.org/schools/es

Raymore Peculiar Eagle Glen Intermediate
100 S. Foxridge Drive
Raymore, MO 64083
(816) 892-1750
http://www.raypec.k12.mo.us/index.aspx?nid=97

Reeds Spring Elementary School
300 Wolves Lane
Reeds Spring, MO 65737
(417)272-1735
http://es.rs-wolves.com

Warrensburg Martin Warren Elementary
105 South Maguire Street
Warrensburg, MO 64093
(660)747-7160
http://www.warrensburgr6.org/education/school/school.php?sectionid=7

Cape Girardeau Blanchard Elementary
1829 N. Sprigg St.
Cape Girardeau, MO 63701
(573)335-3030
http://blanchard.capetigers.com

Carrollton Middle School
300 E. 9th Street
Carrollton, MO 64633
(660)542-3472
https://sites.google.com/a/trojans.k12.mo.us/cms/

Fulton Bartley Elementary
Bus Hwy 54 South
Fulton, MO 65251
(573) 590-8300
http://www.fulton58.org/vnews/display.v/SEC/Bartley%20Elementary

Kearney Southview Elementary
7 Pride Parkway
Kearney, MO 64060
(816)628-4652
http://sv.ksdr1.net

Potosi Trojan Intermediate School
367 Intermediate Drive
Potosi, MO 63664
(573)436-8108
http://www.tis.potosischools.com

Reeds Spring Intermediate School
175 Elementary Road
Reeds Spring, MO 65737
Reeds Spring, MO 65737
http://es.rs-wolves.com/

Reeds Spring Middle School
210016 Main Street
Reeds Spring, MO 65737
(417) 272-8490
http://ms.rs-wolves.com/

Waynesville 6th Grade Center
810 Roosevelt Street
Waynesville, MO 65583
(573)842-2300
http://www.waynesville.k12.mo.us/Domain/11