

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 7600 Laredo Drive
(If address is P.O. Box, also include street address.)

City Chanhassen State MN Zip Code+4 (9 digits total) 55317-9611

County Carver County

Telephone (952) 556-6700 Fax (952) 556-6709

Web site/URL <https://chn.district112.org> E-mail LangeG@district112.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* Dr. Lisa Sayles-Adams E-mail SaylesAdamsL@District112.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Eastern Carver County Schools Tel. (952) 556-6100

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 Mrs. Jenny Stone
(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):
- 7 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 13 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	76
1	81
2	75
3	81
4	57
5	74
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	444

*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):
- | |
|--|
| <u>1.6</u> % American Indian or Alaska Native |
| <u>3.6</u> % Asian |
| <u>7.4</u> % Black or African American |
| <u>5.4</u> % Hispanic or Latino |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>76.6</u> % White |
| <u>5.4</u> % 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: 6%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2021	421
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Arabic, Bengali, Chinese (Mandarin), German, Japanese, Khmer (Cambodian), Lao/Laotian, Oromo/Afan, Oromo/Ormiffa, Romanian, Russian, American Sign Language (ASL), Somali, Spanish, Tamil, Telugu, Ukrainian, Vietnamese

English Language Learners (ELL) in the school: 7 %

31 Total number ELL

7. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 89

8. Students receiving special education services with an IEP: 24 %
Total number of students served 106

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>25</u> Autism	<u>9</u> Multiple Disabilities
<u>0</u> Deafness	<u>3</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>19</u> Other Health Impaired
<u>11</u> Developmental Delay	<u>13</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>5</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: 3

10. Number of years the principal has been in the position at this school: 11

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	8

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 25:1

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	95%	97%	96%	96%	96%
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 ☐ No ☒

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

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

To prepare every student to achieve their personal best, engage in lifelong learning, and be thoughtful and responsible citizens.

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

Policy 401 Equal Employment

https://drive.google.com/file/d/1_FjF8KAqGi2pUPJU98tVI6HQq8SSu1er/view?usp=sharing

Policy 402 Disability Nondiscrimination

https://drive.google.com/file/d/1GvRaFwMU_xjVLND9gNsNBDxkz-FKZRKK/view?usp=share_link

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

Welcome to Chanhassen Elementary School! Chanhassen Elementary is a unique elementary school nestled in the northeast corner of District 112: Schools of Eastern Carver County. Eastern Carver County Schools serves over 9000 students within the suburban communities of Chanhassen, Chaska, Carver, and Victoria. The district is located in the southwest corner of the Twin Cities area of Minneapolis/St. Paul, Minnesota. We serve a middle-class community with a wonderful mix of diversity; and roughly sixteen different languages are represented in our school. Chanhassen Elementary is currently the smallest of seven elementary schools in District 112, serving approximately 440 students in grades K-5. The six other elementary schools in the district serve 500-750 students. Our school also boasts that we are home to two amazing special education center-based programs called AIM and Discover.

Our school is committed to providing a strong educational program for our students. We are devoted to creating a welcoming, nurturing, inclusive, and safe learning environment. Chanhassen Elementary embraces and exemplifies our District's commitment to Exceptional, Personalized Learning. Our mission is to prepare every student to achieve their personal best, engage in lifelong learning, and be thoughtful and responsible citizens. We are committed to providing educational excellence for all learners. Our personalized and rigorous academic programming is delivered by highly-trained staff. We engage with community partners to enhance and support student learning. We invest our resources wisely to best meet the needs of our learners. As a school and district, we are committed to ensuring all stakeholders are seen, heard, valued, and included in the teaching and learning process by engaging, listening, and partnering with them to learn, develop, and innovate.

Our teachers are cognizant of "How" children learn and it is as important as "What" they learn. Our teachers develop daily rituals and routines that build community, create a positive climate for learning, and reinforce academic and social skills. Our classrooms are arranged by grade level families that allow for collaboration and innovation. Our teachers instruct by guiding students toward mastery of content and instilling ever-evolving 21st century skills. Students have access to a variety of resources and tools, and teachers connect student learning beyond the classroom. With teachers as facilitators, students use a variety of educational tools and resources to maximize learning. While technology will never replace the role of the teacher, it will shape the future careers of our students. By recognizing that most living and working environments have changed dramatically over the last several decades, we've designed spaces and furnishings to reflect purpose: how we live, how we work, and how we learn. We redefined learning spaces with a variety of furniture, layouts and technology that facilitate collaboration, creativity, comfort, and safety. Our spaces convey a sense of belonging and purpose.

Our school strives to be a place where students feel connected. Our goal is to prepare students for success beyond, wherever their aspirations take them. As students mature and gain agency, they become co-designers in their learning experiences. Learner agency is cultivated throughout all we do. As learners become increasingly self-aware they grow into being their own best advocates: showcasing their learning based on their individual styles, experiences, passions, needs, and knowing "what's next". We have created a schoolwide plan emphasizing a clear and consistent approach to discipline that fosters responsibility and self-control. Through guided discovery, our students are introduced to materials that encourage inquiry, heighten interest, and teach care of the school environment. Students are given choices in their learning to help them become more invested and self-motivated.

Relationships are at the heart of our culture. Whether student to staff, student to student, or staff to staff, trust is established by initiating and nurturing authentic relationships. The social and emotional wellbeing of our students is of equal importance as the academics. We implement the social and emotional program, Second Step, into our curriculum and foster the concepts throughout the learning day and beyond. Each morning, every classroom engages in a twenty-minute morning meeting that focuses on social emotional learning: developing and sustaining community, and strengthening relationships. This time includes a structure of greeting each other, sharing with each other, doing a collaborative activity, and setting the learning stage for the day. During these morning meetings, we cover the concepts of respect for learning, bullying prevention, self-control, understanding our feelings, building friendships, compassion, empathy,

conflict resolution, developing a growth mindset, self-esteem, and the importance of reflection. Developmentally-appropriate lessons have been created to facilitate learning across our kindergarten through fifth grade classrooms.

At Chanhassen Elementary, since the teacher-child-parent link is so vital in the learning process, we embrace every opportunity to partner with parents and community as we work with our students. We work as a collaborative team to meet the academic, social, and emotional needs of each child. Through catering to a child's individual needs, we enable individuals to become confident, productive, motivated, and self-directed life-long learners. We believe children are our most precious resource. They're the leaders of tomorrow.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

All students in kindergarten through fifth grade at Chanhassen receive 90-120 minutes of daily reading and writing instruction rooted in a comprehensive literacy framework. In an effort to align with the new Minnesota English Language Arts standards coming out in the 2025-2026 school year and current Science of Reading evidence, we have shifted our literacy approach to a structured literacy model of instruction including, but not limited to, explicit, systematic, and sequential instruction in phonics and phonemic awareness, vocabulary, language comprehension, and fluency instruction. The comprehensive literacy framework encompasses up to 60 minutes of whole class mini lessons for word recognition, writing, and language comprehension with approximately 50 minutes for small group tiered instruction supporting reading and writing strategies and skills.

Literacy resources in Kindergarten through second grade include Sonday Essentials for whole class foundational reading skill instruction. In the primary grades, Sonday Essentials targets phonemic awareness, decoding, encoding, phonology, and word reading fluency. The district is in the first full year of launching Being a Reader from Collaborative Classroom which is inclusive of whole class language comprehension instruction with embedded modeling and teacher think alouds, and small group tiered reading instruction in both foundational skills and reading strategies. Blending well with our structured literacy framework in the primary, we are currently in the first year of a two year launch of Being a Writer by Collaborative Classroom. This design allows us to target specific small group needs within the structured literacy framework approach.

Being a Reader and Being a Writer has multicultural mentor texts celebrating the diversity found in the classroom. Social and Emotional (SEL) lessons are woven in with a metacognitive and reflective approach throughout each week leading toward a strong community of readers and writers.

Our elementary structured literacy block continues to align with the Science of Reading and structured literacy with the addition of Sonday Essentials in third through fifth grade. In the intermediate grades, Sonday Essentials targets multisyllabic word recognition, vocabulary through morphology instruction and word reading fluency. Units of Study in both reading and writing from Teachers College provide critical instruction leading students toward becoming independent readers and writers in our intermediate grades. Choice and assessment-based learning are built into the design of the intermediate literacy framework. Third through fifth grade students work with joy and engagement for reading.

Chanhassen Elementary follows a continuous improvement model utilizing formative and summative assessments to guide student learning. Qualitative and quantitative data are collected throughout the literacy block in the form of individual conferring, small group notes, mini lesson exit tickets, turn and talk opportunities, daily independent practice opportunities, and progress monitoring of skills and strategies. More formal and/or summative data is collected through unit tests, FastBridge screening three times a year, and Minnesota Comprehensive Assessment (MCA) results. Through data collection and the Professional Learning Community (PLC) process, student skill or strategy groups are formed in order to target the greatest needs of each literacy classroom.

Chanhassen Elementary is striving to empower teachers by providing them with professional learning opportunities and resources needed to meet the needs of readers who may need additional opportunities for growth and high performing learners. The English Language Arts instructional materials mentioned above, support, rather than dictate teacher practice. Chanhassen values teacher expertise in order to address the complex issue of how to best help all elementary students.

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

Mathematics instruction at Chanhassen Elementary is rooted in the research work of Dr. Karen Fuson. Math Expressions (copyright 2018) is the core, tier I resource used in kindergarten through fifth grade. Learners in kindergarten through fifth grade have a daily dedicated 60-75 minute block for math instruction. The added value in Math Expressions curriculum are the rituals routines and the vocabulary cueing that it uses to support our learners over the years. These high-leverage strategies ensure our students are efficiently and effectively learning.

The inquiry-based approach of Math Expressions is built around five core structures that set it apart from many other math programs: building concepts, a helping community, quick practice, student leaders, and math talk. Together the five core structures ensure that learners from all backgrounds and diverse learning and life experiences will engage in mathematics at a deeper level with understanding, fluency, and confidence.

Mathematics instruction is intentional in moving learners through new and spiraling concepts in a progression from the concrete (hands-on, manipulatives) to representative (math drawings), and finally to the abstract (a standard algorithm). Student leaders are cultivated to lead daily quick-practices and each math lesson has a significant allocation of math talk: where student talk about mathematical thinking and problem solving exceeds that of teacher talk (60/40). Student math talk is an intentional strategy to elevate student voice, build confidence and academic vocabulary, and serve as an effective way for multilingual learners to hear and use discourse with their peers and teacher. When students talk to one another, a helping, supportive community is established and sustained. Behaviors of “mathematicians” are highlighted, elevated, and celebrated. Positive mindsets about math ability are established and continually affirmed.

Chanhassen Elementary uses both formative and summative assessments to guide student learning and determine “next steps” for each learner. Qualitative and quantitative data is collected as students actively demonstrate their thinking via math drawings and peer discourse. Independent practice opportunities and unit summative assessments provide additional data points for educators. FastBridge screening, administered three times a year, provides additional opportunities to monitor progress and interrupt sinking or soaring trend lines with intervention supports or extensions. In addition to the classroom teacher, PLCs review student work noting successes and opportunities for individual or small group support. Teams plan strategy groups to target specific learning needs. The annual state assessment, MCAs, provides the school with data points to celebrate progress or rationale to scrutinize pedagogy, coaching supports, resource allocation, attendance data, pacing guides, and professional learning needs.

In our fourth and fifth grades, additional provisions are made for students who excel in typical grade-level math content. Within our elementary school, we provide as-needed instruction to learners ready for sixth grade and/or Pre-Algebra coursework. Annually, Chanhassen Elementary has a team of “Math Masters” who participate in a regional event. The Math Masters mathematics competition program challenges fourth, fifth and sixth grade students to use critical thinking and problem-solving skills in mathematics.

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

Science at Chanhassen Elementary School is taught in a balanced way by incorporating hands-on/minds-on activities, inquiry, reading, writing, and accessing videos to shape students' learning and build background knowledge. Our curriculum closely focuses on the Minnesota State Standards for Science. We have grade level learning targets that are taught for mastery. Additional learning targets will build on prior knowledge and extend learning.

We use educational materials from Engineering is Elementary (EIE), Full Option Science System (FOSS), and Mystery Science to teach and assess science. Many of our teachers identify and use literature to support teaching science concepts along with making direct connections to our literacy resources. In addition, students journal their experiences on a regular basis to help ‘sense-making’ in science.

Amid the pandemic we began implementing the Next Generation Science Standards to align with the new Minnesota State Science Standards, divided into three stands: core ideas, crosscutting concepts, and scientific practices. Professional development for our teachers is provided to increase familiarity with the NBRS 2023

new standards, implement modeling, teach with phenomena, and practice scientific sense-making.

To extend our students' learning, they participate in a variety of field trips/field work to enhance their scientific knowledge. Our school benefits from a strong partnership with Rapids Lake Education Center (environmental education), which is part of the Minnesota Valley National Wildlife Refuge. Activities at Rapids Lake are specifically designed to match and support our curriculum. In addition, field trips are made to the Bell Museum (natural history), Pavek Museum (sound and light), and the Works Museum (interactive children's museum).

Chanhassen Elementary strives to provide a rich science experience for our students by focusing on inquiry-based learning that helps our students experience scientific concepts, think critically, document, and discuss their experiences. Ultimately, this will ignite and nurture a life-long excitement for science.

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

Social Studies at Chanhassen Elementary incorporates a variety of robust resources and activities to provide a well rounded learning experience for all students. Our curriculum is aligned directly with the Minnesota State Standards for Social Studies. These core standards are taught in increasing rigor and complexity in kindergarten through fifth grade. The main pillars of the curriculum are civics, cultures, history, economics, geography, and government. A continued strand focusing on Minnesota's history and emphasizing the Anishinaabe and Dakota native tribes is integrated into the six pillars of our curriculum.

A key component of instructional practice is to have students experience social studies by using a variety of simulations and project based learning opportunities. Teachers select from numerous resources to create the simulations including interactive activities and annual participation in Biz-Town, from Junior Achievement USA. Geography and map activities are integrated into the learning throughout the school year to help students understand the world around them along with cultures throughout history. Our educators strongly believe that high levels of student engagement are essential to learning and meaning-making. Teachers help students make connections to their daily lives and appreciate how knowledge of past and present events impact their futures. Experiential learning helps make achieving these goals immersive, fun, and authentic.

Additionally, teachers make connections with their core literacy resources and often work with the school's full time media specialist to provide rich nonfiction literature which helps broaden students' knowledge of different perspectives and history. Teachers understand that knowledge-building, often gleaned from social studies and science, is a key component to developing fluency and interest in literacy. Teachers also utilize online resources such as Epic Books and Readworks to assign collections of non-fiction reading. These additional resources allow students to read stories and books that are congruent to each learner's reading level of interest and need. Helping students synthesize their thoughts and articulate their understanding through writing is also a key component of learning work at Chanhassen Elementary.

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)

The arts program at Chanhassen Elementary School consists of our dynamic and highly engaging visual and performing arts program. Kindergarten through fifth grade students have one 60-minute block of art class each week. Teaching Artistic Behavior, also known as TAB, is the artistic philosophy used within our visual

arts program. The art classroom is a personalized learning environment where students choose how they demonstrate learning. The classroom studio is set up using centers. Each center offers students varying mediums in which they can explore and create. For example, we offer drawing, collage, origami, painting, sculpture, clay, fiber arts, building, and printmaking centers. Each one hour session of art starts with a ten minute mini lesson introducing art skills and concepts related to creating, presenting, responding, and connecting to art. At the end of the class session, time is provided for students to have the opportunity to share and reflect on their work of art, as well as elicit peer feedback and goals for the next session.

In addition, students attend vocal music class for one 60-minute block each week. Students create, perform, listen and respond to music. They engage in music-making through singing, movement, dancing, playing instruments and games. The curriculum is based on Kodaly and Orff philosophies. Students think critically and make connections from curriculum to music in their own lives. Students learn the role of music in history and gain a respect for world cultures through music. Students participate in informances in class and perform for the school community. We offer an after school choir program for our fourth and fifth grade students. The Chan Singers celebrate their musical accomplishments by touring our community sharing their joyful songs with other elementary schools and local senior living communities.

2b. Physical education/health/nutrition

Chanhasen Elementary students in kindergarten through fifth grade have two 60-minute blocks of physical education weekly. During these class periods, students work on a variety of skills such as motor skills, strategies related to movement, and how to maintain overall physical fitness. Sportsmanship is a major part of our program. We work on social skills such as cooperation and respect when playing games. Students learn about the connectedness between the enjoyment of physical activity and the health benefits which it provides. While students participate with others, no matter their ability level, they engage with peers which helps increase their self-expression and creates social interactions. Beyond core physical education standards, our physical education program provides real world experiences including bowling, rock climbing, roller skating, cross country skiing just to mention a few. Two special annual events our students enjoy are track and field day and Jump Rope for Heart.

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

2d. Technology/library/media

Chanhasen Elementary students in kindergarten through fifth grade have one 60-minute block of Media and Technology each week. Our curriculum supports the International Society for Technology in Education (ISTE) standards. Students are encouraged to follow their interests through the creation of makerspace projects with ties to literacy and research. They have opportunities to explore robotics, storytelling and animation, circuitry, building, design, and world cultures. Students use Chromebooks and iPads regularly in class and are taught a variety of formats to communicate their learning. They also learn to be adaptable to new technologies by engaging in activities such as 3D printing, using Tinkercad, and coding drones. They

learn library skills, keyboarding skills, how to be good digital citizens, and how to work collaboratively.

Chanhassen Elementary benefits from a full-time, licensed media specialist. Our vibrant media center contains a robust collection of current and diverse materials to support a wide span of reading interests and levels. We believe it is vital that all students see themselves represented in our collection: this is their school. Each classroom visits the media center weekly so students may check out or renew materials. Students also have the opportunity to check out books using a self check out kiosk at any time. Additionally, reading challenges, book talks, and book clubs help students connect with literature they enjoy and encourages a lifelong love of reading.

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

Chanhassen Elementary offers two unique programs for our fifth graders: band and the Fifth Grade Mosaic Legacy Project.

During band, students learn the sound, characteristics, and nuances of each instrument. Based on interest and desire, students choose the instrument they will learn and play. Once they have chosen their instrument, they are put into like instrument groups. Students have lessons and a full band practice once a week. Students learn to read music, play alone and in groups, and with rhythmic and expressive intent.

The legacy projects are a visual representation of the learner's time spent at Chanhassen Elementary. The fifth grade students authentically design and create a mosaic mural for their legacy which is mounted on a hallway wall inside the school. Students learn the skills needed for the mosaic process such as cutting, placing and gluing glass or other tesserae. Themes they have chosen include kindness, giving to others, caring for others, the power of our thoughts and thinking, and how our brains can grow through the learning process. When middle and high school students return to visit our school, they enjoy finding their legacy project and reminisce on their time spent at Chanhassen Elementary.

3. Academic Supports

3a. Students performing below grade level:

Chanhassen Elementary tailors instruction and interventions to meet the wide variety of learner needs and readiness levels. We believe all students can and will learn at high levels. Our school community strives to understand the unique backgrounds and learning needs of our students. By providing differentiated and evidence-based core instruction, we ensure all learners maintain access to grade level curriculum and standards, while we support learning needs to close any unfinished learning gaps.

If there is an achievement gap of ten or more percentage points between the test scores of all students and the test scores of any subgroup, we take aggressive action to close those gaps. This includes analyzing FastBridge data to identify which student groups are struggling and where they need extra support. Targeted interventions, such as small group instruction through evidence-based, tiered interventions may take place within the classroom or in small, pull-out groups that avoid core, grade level instruction. Student progress is monitored regularly and adjustments to interventions are made as-needed to ensure that all students are making progress toward closing gaps.

Chanhassen Elementary also tailors instruction by implementing interventions. Interventions are designed to support students who are struggling with academic or behavioral challenges. Targeted interventions include Path to Reading Excellence in School Sites (PRESS), Sondag System I and II, and Minnesota Reading Corps. A student struggling with reading comprehension may receive explicit instruction in comprehension strategies, such as predicting or summarizing. Ongoing training and support of interventionist and classroom teachers is intentional and explicit.

Moving With Math is a tier II research-based intervention used at Chanhassen Elementary to support learners in specific need areas. A diagnostic assessment helps align skill development and practice with defined needs. Hands-on manipulatives help ground each learner in building meaning before migrating to

more abstract methods (algorithms) to engage in math. IXL is a digital tool that also helps educators diagnose student needs and provide congruent practice and support.

A student who is struggling with behavior may receive targeted social-emotional interventions, such as a check-in/check-out system or a behavior contract. Progress in an intervention continues to be monitored and adjusted until there is assurance the student will continue to perform at grade level.

Our school uses a 30-minute What I Need (WIN) time as a primary allocation of time for interventions or extensions. This dedicated time helps ensure students receiving targeted interventions do not miss core instruction.

3b. Students performing above grade level:

To meet the diverse and individual needs of students who are performing above grade level, Chanhassen Elementary employs various strategies and techniques that cater to their unique strengths and challenges. Some common approaches include differentiation, acceleration, and enrichment.

Differentiation involves tailoring instruction to meet the specific needs of individual learners. For example, a teacher might assign more complex or challenging tasks to students who are performing above grade level or provide them with more advanced reading materials. In math, teachers might use differentiated instruction by providing advanced problem-solving challenges or allowing students to work at their own pace. Teachers also employ a strategy where a pre-test is given and if mastery of those standards is demonstrated, compacting would occur. This allows students to move through grade-level standards at a deeper or rapid pace.

Acceleration is another strategy that can benefit students performing above grade level. This might involve guiding students through standards above their grade level or by participating in higher-level programs. For example, a fifth-grade student who excels in math might be enrolled in Pre-Algebra class.

Enrichment activities can also be a valuable way to support students who are performing above grade level. These might include extracurricular activities, such as academic competitions, or specialized classes or programs that offer more advanced or challenging material. Teachers also provide additional feedback and support to help these students continue to improve and grow.

Overall, meeting the diverse and individual needs of students performing above grade level requires flexibility, creativity, and a willingness to challenge students to reach their full potential. By providing differentiated instruction, acceleration opportunities, and enrichment activities, Chanhassen Elementary helps these students thrive and achieve their academic goals.

3c. Students with disabilities:

Chanhassen Elementary is a school that is committed to providing a high-quality education to all students, which includes those with disabilities. To meet the diverse and individual needs of these students, the school facilitates the implementation of High Leverage Practices (HLPs) to explicitly teach academic content for social, emotional, and behavioral skills. We are committed to ensuring that all students have the opportunity to learn, grow, and achieve their full potential.

HLPs are tailored instructions to meet the needs of students with disabilities by implementing differentiated instruction. Differentiated instruction involves modifying the content, process, and/or product of instruction to accommodate the learning needs of each student. HLPs are also instrumental for relationship building, identifying short and long-term goals, systematically designing instruction towards learning goals, providing scaffolded supports, intensive and explicit instruction as well as, positive and constructive feedback to guide students' learning and behavior. By providing HLPs, Chanhassen Elementary ensures that all students can access the curriculum and learn at their own pace.

Another way that Chanhassen Elementary differentiates instruction is by modifying the content, process,

and/or product of instruction to accommodate the learning needs of each student. For example, a student with a visual impairment may require materials in an alternative format, such as Braille or audio recordings. A student with a hearing impairment may require captions or sign language interpretation to access instructional content.

Chanhassen Elementary also uses a wide range of formal and informal assessments to inform instruction and monitor student progress. These assessments are designed to be accessible to students with disabilities and provide meaningful learning information to educators who adjust instruction accordingly.

3d. English Language Learners:

Chanhassen Elementary implements a range of strategies to tailor instruction, interventions, and assessments to meet the diverse and individual needs of English Language Learners (ELLs).

Teachers incorporate visual aids, graphic organizers, and manipulatives to help students better understand concepts. They use scaffolding techniques to break down complex tasks into smaller, more manageable steps. Teachers also use repeated exposure and repetition to reinforce key vocabulary and concepts. For example, in a science lesson on the water cycle, a teacher might use a diagram to illustrate the process, then have students label the diagram, and finally, have students orally explain the water cycle in their own words.

Chanhassen Elementary provides interventions to support ELLs who are struggling academically. Teachers use data to identify students who need additional support and provide targeted instruction. They also use small group instruction and one-on-one support to address specific areas of difficulty. Intentional and explicit strategies to build academic vocabulary helps support EL learners, and actually benefits all students.

Teachers use informal assessments, such as observations and check-ins, to gauge students' understanding of concepts. They also use formative assessments, such as exit tickets and quizzes, to monitor student progress and adjust instruction accordingly. Summative assessments, such as unit tests and standardized tests, are used to measure student achievement and identify areas where additional support is needed.

Additionally, culturally responsive teaching practices incorporate students' cultural backgrounds and experiences into learning experiences and make the content more relevant, engaging, and inviting. Chanhassen Elementary educators believe all students need to see themselves reflected in the curriculum and resources in order to feel valued and part of the learning community.

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

At Chanhassen Elementary School, we have two amazing center based special education programs, AIM and Discover. Our AIM and Discover programs serve students having needs identified and qualified for special education services under the category of Developmental Cognitive Disabilities (DCD) including Moderate and Severe/Profound, Severe Multiple Impairments (SMI) or Autism Spectrum Disorders (ASD).

The vision of the AIM and DISCOVER program is to model and teach students lifelong independent living skills to be productive members of their school and community. Students will be provided exceptional, personalized learning with structured and supportive specialized education services to meet individual student needs. Both programs utilize natural environments for instruction, positive behavioral programming, educationally based sensory activities, and inclusion into the general education classroom with mainstream peers and activities as determined by the individualized education plan team.

A full continuum of services are available and provided as indicated on a student's individualized education plan. Services may be delivered in a variety of ways including individual and small group instruction in the center-based classroom for all or part of the school day, as well as specialized educational support being provided within the general education setting. Within our highly structured and individualized programs, we facilitate learning opportunities for students in the areas of self-help in personal care needs, functional skills and routines, pre-academic to academic skills, intensive communication and language development as well as reciprocal social interaction, and social skills focusing on emotional and behavioral development and

regulation. Students in these programs typically receive specialized educational services for more than 60% of their school day.

Each AIM and Discover center-based program classroom consists of approximately six through eight students with one licensed special education teacher and paraprofessional support. Additional services and supports are available based upon the student's individualized education plan goals and needs. Related services staff and supports that may be provided as determined by student need, include but are not limited to: occupational therapist, speech/language pathologist, school psychologist, social worker, developmental/adapted physical education teacher, physical therapist, vision specialist, teacher of the physically impaired, behavioral specialist, deaf and hard of hearing teacher, and school nurse.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Chanhassen Elementary School, we engage, motivate, and provide students with a positive environment that supports their academic, social, and emotional growth. We implement Positive Behavior Interventions and Supports (PBIS). Our PBIS framework establishes common language and explicit expectations to help promote a positive school culture and is known at Chanhassen Elementary as STAR Pride. STAR Pride provides an approach to improve student behavior, which includes consistent enforcement of high expectations along with the teaching of positive, expected behaviors. We have found that this approach works to create an environment where students learn to be safe, kind, and responsible. We make a point of acknowledging positive, expected behavior through STAR Catchers and school-wide incentives. STAR Catchers is an individual acknowledgement that is given to a student who is demonstrating safe, kind, and responsible behavior. STAR Catchers are collected each week and they are randomly drawn. Winners are announced over the morning announcements on Fridays. If a student's name is drawn, they get to pick a non-tangible experience, such as visiting a friend, principal lunch, game day with office staff, and many more. All the STAR catchers that are collected each week are put into a display case outside our cafeteria for all the students to see. As the display case fills and reaches certain thresholds, a school-wide celebration occurs. These celebrations range from crazy hair day, pajama day, recess dance party, and much more.

Social Emotional Learning (SEL) is a priority at Chanhassen Elementary School. Each month has a different theme such as self-control, empathy, and respect for learning. During that month, each teacher teaches one SEL lesson a week that ties to the theme. The school principal reinforces the theme over the school wide announcements and the school social worker goes into each class monthly to do an extension lesson or activity on the SEL theme. The SEL lessons support students' social and emotional growth that will help them thrive personally and academically, develop and maintain positive relationships, and become lifelong learners.

We believe that relationships are essential in creating a safe and positive school environment. To help make sure that all of our students at Chanhassen Elementary have a safe adult at school our school social worker completes minute meetings with each student individually at the start of the school year. One of the questions that is asked is if the student feels they have an adult at school that they trust/can talk to. If the student answers no, the school social worker connects with school staff who work with the student so that they can make sure they are doing their best to make connections with the student. The school social worker follows back up with that student in the winter and the spring. Our hope is that the number of students who report they don't have a safe adult at school decreases throughout the school year.

2. Engaging Families and Community:

Effective partnerships between schools, families, and communities have a significant impact on student success and school improvement. When schools work closely with families and community members, they can identify and address the needs of students more effectively. Such partnerships can also help schools leverage additional resources and expertise to support student learning and achievement.

One of the most successful strategies that Chanhassen Elementary has found in working with families and community members is communication. We believe that frequent and regular communication effectively builds trust and strengthens relationships with families and community members. Effective communication strategies include a weekly newsletter from the school (The Shooting Star), parent-teacher conferences, regular communication from homeroom teachers, and social media updates.

Another strategy that has been successful in building strong partnerships is involving families and community members in decision-making processes. By including families and community members in school improvement planning, for example, we ensured that their priorities and goals aligned with the needs of our students and community. One such example is the enhancement of our school garden. Leveraging community members and involving families has turned a perennial thistle patch into a thriving vegetable

garden with space for learning and journaling.

Chanhassen Elementary has also found success in partnering with community organizations and businesses to address the needs of students and families. For example, Chanhassen Elementary has partnered with a local non-profit organization to provide weekend meals for students and families who need additional support.

Additionally, Chanhassen Elementary has found success in engaging families and community members, through our Parent Teacher Organization (PTO) in school events and activities. By inviting families and community members to attend school events such as open houses, concerts, and community gatherings, we can build stronger relationships and increase support for their programs.

Chanhassen Elementary has found that building strong partnerships with families and community members is essential for student success and school improvement. Effective communication, involving families and community members in decision-making, partnering with community organizations, and engaging families and community members in school events and activities are all strategies that have been successful in achieving these goals. By working closely with our stakeholders, Chanhassen Elementary can provide the support and resources that students need to succeed.

3. Creating Professional Culture:

A key component of our district's strategic plan is for educators to be seen, valued, heard, and trusted. The team at Chanhassen Elementary feels strongly that in order for staff learning to be effective and efficient, they need to feel they have autonomy in their practice. Our team created an action card around desired daily experiences. We incorporated personalized coaching opportunities, input from our Building Operational Leadership Team (BOLT) and Building Instructional Leadership Team (BILT), personalized PLCs, and the continuation of restorative practices.

As part of our Q-Comp (quality compensation) structure, teachers at Chanhassen Elementary engage in the Teacher Development and Evaluation process. Our Q-Comp mission is to support teachers' roles in improving student achievement and experience in school. At the beginning of the school year, teachers create a personal goal and identify learning indicators in the areas of planning of preparation, personalizing learning and humanizing learning to support their growth. Throughout the year, educators work with their instructional coach by collecting information, reviewing instructional strategies, and making data-informed decisions to increase student success. Administrators and instructional coaches work together to review the goals and learning indicators and determine common themes. The input allows for the team to develop a plan to create intentional and meaningful professional development responsive to the needs of our teachers and sharing the plan with our BILT.

Our teachers engage in Data-Driven PLCs. Educators have the autonomy to form their own groups and create their goal together. During their PLC time, teachers collaborate with colleagues to align instruction with standards and share curricular resources and pedagogical knowledge. PLCs collaboratively review performance data collected through summative, formative, or standardized assessment. They discuss the data and humanize it so they can apply best practice, evidence-based strategies, and measure impact on student learning outcomes.

Restorative practices have been a powerful tool for supporting the school staff and creating a positive and productive work environment. The restorative circles allow space to share experiences where staff are heard, valued, and supported. The staff contributed to community agreements to provide a structured and supportive environment for our school staff to share their experiences, feelings, and perspectives with a small group. There is typically a focus with input from BOLT. We identified and addressed issues that could impact their work. Circles have been used to facilitate conversations and activities that promote teamwork, collaboration, empathy, and have helped staff develop a deeper understanding and appreciation of each other's experiences and perspectives. Consistent groups build trust and a sense of connection that builds community.

The staff at Chanhassen Elementary School are experiencing the advantages and outcomes of restorative practices. In addition, circles have been used to address conflicts or challenging situations that have arisen among staff members. Modeling a safe and structured space for dialogue and problem-solving over the years have helped staff members work together to resolve conflicts, build understanding, and create mutually beneficial solutions.

4. School Leadership:

The leadership team at Chanhassen Elementary School consists of a principal, administrative dean, instructional coach, digital learning coach, school social worker, and special education coordinator. Chanhassen Elementary School embraces the philosophy of servant leadership. This style of leadership emphasizes putting the needs of others first and serving the school community. As servant leaders, our principal and administrative dean, prioritize the well-being of the staff and students and work to create a positive and supportive school culture. We have three leadership structures that drive the work of guiding and educating our students. Each of these teams have our core leaders as well as teachers and support staff as members of the teams. The Building Equity Leadership Team (BELT) supports the culture and climate of the building. This team focuses on analyzing behavioral data to support planning for positive behavioral interventions and support for students, as well as, monitoring the delivery of equitable programming and experiences for both students and staff. Our Building Instructional Leadership Team (BILT) facilitates and supports the planning of professional development that will ensure high leverage instructional strategies are implemented with fidelity. This team also monitors our action cards which are part of our district strategic planning process. Our Building Operational Leadership Team (BOLT) works in collaboration with the other teams to provide the technical work of the building along with the operational structures of the day to day rituals and routines.

Maintaining a safe, supportive and constructive learning environment is essential for each student to reach their personal potential. The principal and dean work in tandem to ensure a safe, welcoming, and inclusive environment, while supporting the success of staff and students in the building. They do this by addressing situations that may not follow district or school policies. If a student is unable to meet expectations of the classroom and/or school they may be asked to visit an administrator. During this visit, the student and the administrator will discuss the situation, perspective and possible impact on self and others, how to repair the situation, alternative solutions for the future, and possible consequences. Coaching, teaching, repairing, and restoring are the focus of the work.

Lastly, the mission of our principal and administrative dean is to ensure all students achieve their greatest potential by inspiring teachers to promote self-reflections and professional growth, through teaching and learning which is thought provoking, based upon “Best Practices” in education and inspire the students to become actively involved in the learning process.

5. Culturally Responsive Teaching and Learning:

At Chanhassen Elementary the well-being of the students, their families, and the staff is prioritized to create a positive and supportive school culture for all. Many of the school’s efforts are rooted in the work of Zaretta Hammond as outlined in her book, “Culturally Responsive Teaching and the Brain.” The culture of our school is a strong lever in helping to ensure all learners feel seen, heard, valued, trusted, and respected for who they are and who they want to be.

The District’s Equity and Teaching and Learning Departments have been reliable, empowering partners in advancing our work and efforts at Chanhassen Elementary. These departments work in tandem to ensure equity is not viewed as a silo or as an add-on to the work of learning, teaching, and leading. Our school’s Building Equity Leadership Team (BELT) reviews various data points to ensure no demographic groups are neglected or negatively impacted by academic programs, behavior protocols, attendance expectations, or assessment strategies. The BELT team monitors the delivery of equitable programming such as the composition of students receiving gifted services, and engages with parent and community partners in learning more about the students and families we serve. Chanhassen Elementary uses the words of Maya Angelou, “When you know better, you do better,” to inspire our efforts and ensure forward momentum.

Chanhasen Elementary benefits from our Intercultural Specialist (ICS), a staff member whose authentic experiences as a person of color bring voice and perspective that may otherwise be overlooked or relegated. Our ICS helps bridge and close gaps between a legacy school environment and historically underserved families and students. They help illuminate needs and build a desired community of belonging. They aid families in navigating access to community and school programs, resources, services, and events. They help make connections that build trust, understanding, and partnership. Our ICS is instrumental to our ongoing efforts to improve experiences and learning for all.

Curriculum resources used at Chanhasen Elementary are continually scrutinized for their accuracy, appeal, and inclusionary frame. As educators and staff develop a more refined sense of culturally-responsive teaching and learning, we have witnessed more questions and suggestions coming from educators about updating, replacing, or refreshing resources that reflect a wider breadth of humanity and more closely resemble the learners and the families we serve. That is gratifying and affirming of our ongoing training efforts. Teachers have received some targeted training in evaluating their classroom libraries. Educators use this process to explore, review, and choose texts and resources that provide students with the greatest opportunities to develop cultural and linguistic respect and responsiveness by offering mirrors, windows, and sliding doors that promote awareness of culture, race, gender, and understanding of “self”.

PART VI - STRATEGY FOR EXCELLENCE

One of the top priorities in Eastern Carver County School District is to close the achievement gap for our students of color. At Chanhassen Elementary, we put specific protocols in place in order to help ensure success. It is our goal to increase our overall Minnesota Comprehensive Assessment (MCA) scores by 2%. For the past three years, we have also included a goal of increasing the scores on the MCAs for our students of color by 6%. As a school we chose which targeted groups to include in our goal. Our Building Equity Leadership Team (BELT) helps guide such decisions. We create personalized action cards to determine how we will support our students and close the achievement gap.

Chanhassen Elementary, with its diverse population, elected to focus on students whose parents identified them as Black or African American, Hispanic/Latino, Asian, or two or more races. On our action card, created by our administrative team with input from staff, we included specific strategies, timelines, and leads to ensure action steps were initiated and executed with a goal of accelerating growth for these learners.

We created a spreadsheet inclusive of all students falling in our targeted group of six percent, regardless of their status in currently meeting grade level benchmarks. As we review the data throughout the year, we look to ensure that our students are on target to make needed growth, monitor and adjust actions and interventions as necessary.

We know it is important to feel safe and cared for at school, so we pair our identified students with check and connect adults in the school. We want them to feel valued, trusted, seen, and heard. Depending on the needs of the student, it could be a monthly, weekly, or daily check-in. The adult becomes a safe, reliable person with whom they build a meaningful relationship. We believe it is vital for students to feel that they have at least one adult at school to whom they can go to if they need help or wish to share some news.

Closing the achievement gap is our goal for our identified learners. Through data collected on district assessments, if a student is below grade level, we identify specific and personalized interventions to meet their needs. In addition to providing the intervention, the students are progress monitored frequently. The data are looked at monthly to ensure the intervention is working or if adjustments need to be made to increase their success. The progress monitoring also provides data between our fall, winter, and spring assessments to see if they are on target and making expected or more than-expected progress.

We believe this practice has had the most positive impact on our students of color and is beginning to close the gap on their academic skills and has created a sense of security and belonging at Chanhassen Elementary.