

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

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

School Mailing Address 17700 Wild Horse Creek Road
(If address is P.O. Box, also include street address.)

City Chesterfield State MO Zip Code+4 (9 digits total) 63005-3799

County St. Louis County

Telephone (636) 891-6500 Fax (636) 891-8847

Web site/URL <https://www.rsdmo.org/chesterfield> E-mail dusenberrycody@rsdmo.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. Curtis Cain E-mail caincurtis@rsdmo.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rockwood R-Vi Tel. (636) 733-2000

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. Jaime Bayes
(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):
- 19 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 4 High schools
 - 2 K-12 schools
- 31 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	60
1	70
2	64
3	75
4	92
5	90
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	451

*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):
- 0 % American Indian or Alaska Native
 - 16 % Asian
 - 7.1 % Black or African American
 - 4.2 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 67.2 % White
 - 5.3 % 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: 33%

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

Our turnover, or mobility rate, during the 2021-2022 school year was 9.5%. It would not let me fill it in above.

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	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2021	51
(5) Total transferred students in row (3) divided by total students in row (4)	0.33
(6) Amount in row (5) multiplied by 100	33

6. Specify each non-English language represented in the school (separate languages by commas):
German, Arabic, Urdu, Somali, Spanish, Portuguese, Chinese, Marathi, Telugu, Korean, Punjabi, Persian, Russian, Gujarati, Hindi, Tamil.

English Language Learners (ELL) in the school: 5 %
24 Total number ELL

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

Total number students who qualify: 32

8. Students receiving special education services with an IEP: 9 %
Total number of students served 39

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>3</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>2</u> Developmental Delay	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</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: 2

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.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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	92%	94%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes X No

If yes, select the year in which your school received the award. 2018

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

We do whatever it takes to ensure all students realize their potential.

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

<https://www.rsdmo.org/cms/lib/MO50010803/Centricity/Domain/1920/Regulation%20130%20-%20Harassment.pdf>

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

Students attend Chesterfield Elementary if they have proof of residency within the district boundary lines. We also accept students from the Voluntary Interdistrict Choice Corporation (VICC) from the City of St. Louis.

PART III – SCHOOL OVERVIEW

Chesterfield Elementary is one of 19 elementary schools in the Rockwood School District. We reside approximately 25 miles west of downtown St. Louis and classify as an elementary school in a suburban district. Our school sits on the southwest border of the city of Chesterfield. Within the last 50 years, the development around our school has been turning from undeveloped farmland into housing communities, business parks, and community developments. The school experiences an annual turnover of 10-14% percent of new students grades 1-5, with most recently a 9.5% turnover from the 2021-2022 school year. Chesterfield Elementary has a rich tradition of focusing on student academics, character development, and community involvement/partnership. We are consistently giving tours to out of town or prospective families due to the reputation our school has for great parent involvement and academic achievement. All stakeholders are involved in each student's educational journey. We believe here at Chesterfield Elementary that every child has the ability to learn and it is our job to help each of our students grow academically, emotionally, physically, culturally, and socially. Most importantly, we believe that students not only need to have high academic expectations for themselves, but to also have high expectations for them as human beings. Along with a rigorous academic curriculum where we push students to realize their potential, we have integrated social emotional learning into our instruction in a variety of ways. You can feel the climate in the building as soon as you walk in. From the office staff throwing Friday dance parties in our front lobby to our student leaders high fiving students on their way to class, you feel the warmth and positivity almost immediately. We offer everything our students need to start off their day.

Our school was first recognized as a National School of Character in 2008, once again in 2013, and lastly in 2018. Our journey began with integrating character education curriculum in 1995 with the introduction and emphasis of core character traits that helped guide our school culture. The staff was trained under the Caring Schools Community Model, which led to the implementations of buddy classes, class meetings, and school wide activities, all of which, we still practice today. This resulted in students taking more ownership in their learning, using their voice and choice to make curricular decisions.

Chesterfield used Caring School Community to help set up the next character initiative for building student leadership skills, incorporating the “7 Habits of Happy Kids” into the school culture. This was based on Stephen Covey’s 7 Habits of Highly Successful People. We then empowered our students to set high goals, spearhead community service projects, and take an active role in their leadership of our school. This is where our student goal setting started along with our student lighthouse. These practices and groups are still being implemented today. Students in grades 3-5 continue to meet as leaders of the school to help plan community service projects, be the student voice of our character initiative programs, and to be servant leaders for all school events (i.e. Veteran’s Day Assembly, can food drives, Back to School Orientation, etc.) In 2018, in addition to Leader in Me, Rockwood and Chesterfield adopted Second Steps, a classroom based social skills program for students in grades K-5. This curriculum is researched based and has videos, skits/scenarios, activities, etc. to help students through social scenarios.

The last few years, the impact of COVID on education has been tremendous. As a 3 time National School of Character (NSOC), we are fortunate to have strong character education initiatives in place. Our students, staff and families have all been greatly impacted. As a school, one of our biggest changes in our school climate is the focus on social emotional learning... This encompasses our inclusiveness and respect for the varying cultures, and family backgrounds within our school community. As a result of our initiatives, students are able to appropriately articulate their feelings, set meaningful goals and achieve their goals. Our character education initiatives are relevant and as a result define our continued desire to evolve as our student population changes. At Chesterfield Elementary, we had over 100 of our 450 students virtual from March of 2020 until August of 2022. After a year of in person learning for all students, it became apparent that many of our students were struggling socially and emotionally in ways we hadn’t seen in prior years. After meeting with our Social Emotional Leadership Team (SELT), our student-led lighthouse team, and surveying our students through an SEL survey, we determined that we needed to make some adjustments to our character education initiatives. We have continued to use components of Caring Schools Community, Leader in Me, and Second Steps while adding more of our own character ed initiatives to help meet the individual needs of our students. Student of the month tied to character words have been added, as well as in

class counselor lessons, small group sessions, and Charger Champs. Our philosophy of “We do whatever it takes to ensure all students meet their full potential” guides us in our efforts to improve the performances of all students.

We realize that the educational development of the whole student cannot be infused effectively without the support and involvement of our community. One of our biggest strengths as a school community is the positive relationships that are embraced among parents, teachers, staff, and administrators. The staff at Chesterfield Elementary partner seamlessly with our PTO. Our staff attend/support events such as our Very Important Person (VIP) Days, Student of the Month breakfasts, Veteran’s Day assembly, and our International Night. Parent volunteers work daily at school with teachers and students. Our Student Lighthouse Team spearheads community outreach. Most recently doing a penny war for a school in Fort Myers, FL that was affected by the latest hurricane. In addition, our students make Valentine Day cards that are sent to local nursing homes, they create and organize recess/art carts for each grade level, and assist with the support of our school wide assembly to honor our Veterans on Veterans Day. At Chesterfield Elementary, we believe when students are in a safe and welcoming school environment and are an important part of the whole community, it enhances their ability to learn while promoting growth toward citizenship. Additionally, we recognize that our school administrators are the educational leaders who promote the success of all students and staff by advocating, nurturing, and sustaining a positive school culture conducive to student learning, student development, and professional growth.

As a previous recipient of the National Blue Ribbon School award, we are aware of how distinct this honor is. Our school community is a high achieving community that respects this honor and strives to live up to its high standard. We celebrate the successes of all students and staff by acting with integrity, fairness, and in an ethical manner. It is truly an honor to be nominated and we would be incredibly grateful to become a 2023 recipient of the National Blue Ribbon School Award.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At Chesterfield, our English Language Arts (ELA) curriculum strives for all students to read, write, listen, and speak effectively. The curriculum builds fluent readers by increasing knowledge of high-frequency words, phonemic awareness, and phonics in the primary grades. As students progress through the intermediate grades, the focus shifts to higher level word analysis and vocabulary skills. All learners develop their communication skills when listening, speaking, reading, and writing. They apply comprehension strategies to develop an understanding of various genres of text. Students write opinion, narrative, and informative pieces while applying spelling and grammar skills. Students actively engage in small group, whole group, and individual learning that is differentiated based on individual needs. We use a variety of assessments to inform instruction including, but not limited to reading records, phonics/phonemic awareness tests, standardized tests, and informal formative assessments.

In Kindergarten, our children acquire foundational skills that are developmentally appropriate such as hands-on activities at centers and small group differentiated instruction. First grade curriculum extends objectives to sight words and phonics, applying strategies to incorporate comprehension skills. For written expression, students first learn to write a complete sentence that eventually culminates in three writing pieces: narrative, opinion, and informational. Our primary teachers work with Calkins Reading, Writing and Phonics. They use Heggerty Phonics, Words Their Way, Zaner Bloser Handwriting, and Secret Stories as instructional strategies to help students increase their knowledge of sight words, letter sounds, letter recognition, blends, and CVC words. Teachers use the following assessments to monitor student's progress throughout the year: ESGI, BAS, FastBridge Reading, STAR Early Literacy, and progress monitoring.

In second grade, the ELA curriculum includes reading, writing, speaking and listening. In reading, students are instructed in small groups using a variety of reading strategies. The goal is for students to become fluent readers who apply comprehension strategies for deeper understanding within different genres. In writing, students are taught the writing process. Students should be able to effectively communicate thoughts and ideas through opinion, narrative and informative writing pieces. Students continued to be assessed through STAR reading, BAS, and progress monitoring. In intermediate grades (3-5), our students learn from small group instruction, cooperative learning, and flexible groupings; the model for curriculum delivery in ELA. Students expand their foundational skills in ELA by participating in writer's workshop lessons focused on student interests. Teachers use benchmark literacy along with Fountas and Pinnell leveled book groups for small group instruction. Students continued to be assessed through STAR reading, BAS, and they are piloting our Freckle ELA computer program.

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

Chesterfield mathematics curriculum and instruction reflects the importance of mathematical literacy for all students. The curriculum is designed to be robust and relevant to the real world, reflecting the knowledge and skills our students need for success in college and careers. To meet these expectations, our curriculum is student-centered and will allow for exploration, discovery, conjecture, and application of mathematics. In an effort to produce a curriculum that meets the needs of Chesterfield students, our work has been guided by: parent, teacher, and student recommendations; and guidelines from the Missouri Learning Standards, including the 8 mathematical practice standards. Our goal is to foster a love of mathematics, focusing on the Standards of Mathematical Practice rather than rote calculation. With the standards of mathematical practice, students will: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model mathematics, use appropriate tools strategically, attend to precision, look for and make sense of structure, and make generalizations.

Mathematics is a fundamental skill used in all areas of life. Because students need to become lifelong

mathematical learners to be successful in society, our goal at Chesterfield is to provide students with the necessary tools and opportunities to understand mathematical concepts and to continually relate mathematics to real-world applications and situations. We believe that all students can achieve success in math. Focusing on the standards of mathematical practice, our teachers provide differentiation within their classrooms to challenge all learners. We use Math in Focus for grades K-5. Kindergarten teachers instruct with math in focus, along with math in practice, math talk, and hand 2 mind. Our Kindergarten team assesses students in math with Fast Bridge, ESGI, and progress monitoring. First and Second grade instruction includes concept and skill development through hands-on instruction and practice of basic addition and subtraction facts, introduction to multiplication, real-world problem solving, place value, mental math, measurement, money, time, fractions, graphing and concepts of geometry. Instruction may include whole-group, partners, individual, and/or small groups when needed. In our intermediate grades (3-5), we continue with math and focus, while also digging deeper into fractions, decimals, and division. We use STAR data along with DreamBox to help us assess students and assign them skills they need to improve their growth.

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

Science in grades K-5 at Chesterfield Elementary has four units of study which cover life science, Earth and space science and physical science. Several units also include engineering standards. Our district curriculum was developed using the Missouri Learning Standards (2016) which were framed from the Next Generation Science Standards (2014). Our science curriculum is taught through utilizing materials specifically selected to meet standards. The primary resource; mySci, is developed by Washington University Institute of School Partnerships. This kit-based resource which is continually refreshed, provides hands-on learning opportunities through every unit of study. All students also have access to Generation Genius as well as Mystery Science and Discovery Education. Our 3-5 students have additional programs from Gizmos, which provides science simulations and from Kids Discover for science literacy extensions. Students are engaged in daily science instruction that meets or exceeds the state requirements of 150 minutes per week in K-3 and 200 minutes per week in grades 4-5. Teachers provide instruction that promotes curiosity, conversation and collaboration around scientific phenomena. Additionally, all classes have access to our school's STEAM room where students can further their learning through projects that encourage problem solving and creative thinking. There are many opportunities where students can work with a buddy class on a project. When older students are paired with younger students throughout the year, learning is enhanced. Chesterfield also has the privilege of having an outdoor learning space, which includes a native wildlife habitat that was developed in conjunction with the Missouri Department of Natural Resources. Evaluating and measuring student learning includes ongoing formative assessments presented through various strategies as a key component of the science curriculum. Engaging students in the science and engineering practices during each unit develops understanding that supports achievement reflected at the summative level.

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

A solid foundation in Social Studies is necessary for students to develop into responsible and productive members of our world community. As a result of their education in the Rockwood Social Studies Program, Chesterfield students will be able to use critical thinking skills, understand the rights and responsibilities of active citizens, identify democratic values and principles embodied in the Constitution and fundamental charters of freedom, use interpersonal skills such as cooperation, adaptability, and conflict resolution, develop understanding of cultural diversity at the local, state, national, and global levels, use available resources to research and process information in a changing world, demonstrate effective oral and written communication, recognize spatial, historical, political, social, and economic relationships, connect the past with the present and future, and demonstrate the characteristics of life-long learners. To help support highly effective and engaging social studies practices in Rockwood with consistent monitoring, teachers and students at Chesterfield are consistently encouraged to develop high quality lessons that are connected to Essential Course Outcomes and proficiency scales, establish ongoing and consistent formative assessments and checks for understanding that provide opportunities for students to show their learning and proficiency in a variety of manners, utilize inquiry and project based learning approaches that provide opportunities for students to navigate complex topics and perspectives centered around relevant themes within the social studies curriculum. We monitor student progress based around Essential Course Outcomes and standards

identified in Rockwood created proficiency scales, with timely and responsive interventions for students not meeting proficiency in identified ECOs throughout the academic year.

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)

At Chesterfield, we offer three different courses for Fine Arts. Our curriculum is aligned to the national arts standards and the Missouri arts learning standards. The curriculum for all fine arts courses engages students in common artistic processes: Creating: Conceiving and developing new artistic ideas and work. Performing/Presenting: Music - Realizing artistic ideas and work through interpretation and presentation. Visual Art - Interpreting and sharing artistic work, Responding - Interpreting and sharing artistic work, and Connecting - Relating artistic ideas and work with personal meaning and external context. Proficiency scales are used to assess mastery in the essential course outcomes for all fine arts courses. This information is communicated to parents twice a year on a standards-based report card.

As for Art, Kindergarten through fifth-grade students receive 60 minutes of art instruction per week from a certified art teacher. Here at Chesterfield, we have a National Board-Certified Art Teacher who allows students to work within their own artistic ability. Students use Studio Habits of Mind to communicate original ideas through their artwork. In general/vocal music, Kindergarten through fifth-grade students receive 60 minutes of general music instruction per week from a certified vocal music teacher. At Chesterfield, we have a professionally trained opera singer as our music teacher who has appeared in many musicals around the St. Louis Area. Students develop rhythmic and melodic literacy skills by playing, creating, and performing music. All elementary schools have a Special Chorus that meets before or after school and is open to fourth and fifth-grade students. All third-grade students receive 60 minutes of violin instruction during the school day from a certified instrumental music teacher. This class is known as Strings (orchestra). Instruments are provided at no cost to students for use during class, and no home practice is required. Instruction is provided during the "specials" block, and therefore, students do not miss alternate instruction while taking violin. In fourth grade, students may elect to study violin, viola, or cello. Students who do not wish to play participate in a technology course taught by a classroom assistant. In fifth grade, string bass is added as an instrument choice. At Chesterfield, our Strings Teacher has the ability to play all instruments available in our orchestra and is able to provide personal instruction to each group.

2b. Physical education/health/nutrition

We are a very rare district that supports PE for K-5 students every day, surpassing the state guidance. At Chesterfield, we offer physical education 30 minutes a day, five days a week. One of our physical education teachers is Nationally Board Certified with advanced degrees in education, awarded with the MOAHPERD Exemplary Gold, Missouri Association for Health, Physical Education, Recreation, and Dance in 2008, 2010, and 2012 and Shape American Stars Award for Quality Physical Education in 2006 and 2007. Most recently, our PE teacher was nominated and selected to be the 2022 Helen Manley Award winner from the Missouri Society of Health and Physical Educators (MOSHAPe). The award was named for the person who was a key figure in establishing MOSHAPe, and who was a true national leader in Health and Physical Education. We focus on participating in a variety of health-enhancing physical activities that allow students the opportunities to utilize locomotor and non-locomotor skills, rhythmic and dance activities, and manipulative skills. All while practicing personal and social responsibilities. Our health and nutrition content is developmentally appropriate and structured based on the Missouri grade level expectations.

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

2d. Technology/library/media

The Rockwood library media curriculum was developed around the American Association of School Librarians (AASL) Standards for the 21st Century Learner while also taking into consideration the Missouri State Learning Standards and the International Society for Technology Education (ISTE) Standards. In 2017, the AASL Standards for the 21st Century Learner were replaced by the AASL National School Library Standards, which are developed around six Shared Foundations: Include, Inquire, Collaborate, Curate, Explore and Engage. The Chesterfield library media specialists has received training on these Shared Foundations and takes them into consideration as he implements the library curriculum in his daily practice. The library curriculum consists of four units of study: location and access, information text and fiction, information literacy (research), and digital citizenship. The standards are broad, allowing our librarian the autonomy necessary to meet the unique needs of his students and our school. The elementary library curriculum is delivered through a fixed schedule where our librarian sees each class for thirty minutes a week as part of the specials rotation. Assessment is left to the discretion of our librarian and is generally formative in nature. At Chesterfield, we have a National-Board Certified Librarian who has created many innovative programs to engage students in reading. Most recently, he created “The Book Battle” which is a jeopardy style trivia game between all 19 elementary schools in our district over the current year’s Mark Twain Award nominees.

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

3. Academic Supports

3a. Students performing below grade level:

Our work of educating the whole student is guided by our mission statement and school improvement plan. Our school improvement effort is to ensure that every student shows growth. Student competence is improved through differentiated curriculum and leveled instruction to meet the needs of each diverse learner. Differentiation is provided for every student based on their level as measured by teacher, district, and state assessments. We use data to drive our instruction and individualized planning sheets for each student to maximize their learning. Teachers align their tasks and objectives for whole group lessons from the Missouri Learning Standards and then differentiate individualized student instruction from there. Teachers use programs like DreamBox, STAR, and Freckle to help find learning gaps, specific skills students need to work on, and individualized planning sheets on how to best support students. From there, we provide students with multiple intervention strategies from small group work with teachers, one on one support with classroom assistants, reading intervention, before school tutoring, and special education services if needed. All interventions are tracked and monitored. We met every 8 weeks as a team to discuss next steps for students. These 8-week meetings are called “Student Talks” which can also be referred to as Data Team, Care Team, etc. In these meetings, all stakeholders who work with a student meet, review the student’s individual data, go over past/current interventions, and set up the next system of support. This response to intervention (RTI) program is able to run smoothly because our teachers meet weekly as a professional learning community (PLC) to discuss, evaluate, and disaggregate data to determine the best instructional practice to meet each student’s individual needs. They use the four essential questions to guide their weekly instruction: What do we want our students to know? How will we know that they have learned it? How will we respond if they do not learn it? How will we respond to those who are proficient? As we have embraced the mission that our school embodies, we are confident that all children are provided a variety of learning opportunities so that student achievement is attained by all of our learners.

3b. Students performing above grade level:

When it comes to differentiation, we also recognize the importance of meeting the needs of our students who are performing above grade level. At Chesterfield, we have many students who need to be challenged in different ways. We use the same data and procedures to identify our students who work above grade level. We provide building wide interventions to those students, similar to our students performing below grade level. Students will work in small groups, with TAs, and on individualized programs to help meet their needs. Many of our students who perform above grade level, qualify for another tier of support which is our gifted program. The Rockwood Gifted Program aligns with the state of Missouri's definition of gifted. That definition states, "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum." We offer services that work to support gifted students, as defined by the state, in two different aspects. We support the academic development and the effective processing of gifted students. The curriculum that we design is meant to be advanced in nature and covered at an accelerated speed. The curriculum follows the problem-based philosophy of design and focuses on real-world applications. Put simply, this means that the curricular units are based around a real-world problem where students are meant to bring together skills, or learned content, from multiple core areas to determine how to solve the problem. With that being said, we do not focus on assessing the acquisition of the content. The content, or real-world problem, is the vehicle we use to teach skills like creative problem solving, critical thinking, and systems thinking. When we look to support the effective processing of gifted students, we focus on many different aspects. The goal is to help gifted students figure out who they are as a learner, how they fit in the world around them, how their actions impact others around them, how to manage overexcitabilities as defined by Dabrowski's work, and to help them see that there are other students like them. The last portion of this work is essential since research has consistently stated (in excess of 40 years) that gifted individuals can feel isolated due to the difference they exhibit from their peers. We work to make sure that no student feels isolated.

3c. Students with disabilities:

Students that have an identified disability through the Individuals with Disabilities Education Act (IDEA) have IEP teams that work together to develop an Individualized Education Plan (IEP). This plan is to help meet the needs of the student and determine the appropriate services and supports related to the identified area of disability. Special education staff work in conjunction with general education staff to ensure that students are working on goals that support their growth in the priority standards set forth by Chesterfield Elementary and the Rockwood School District as well as implement accommodations and modifications to allow students to access a variety of educational experiences both inside and outside of the classroom. We are able to provide students with different disabilities services within our school and our school district. On site, we have one full time resource teacher, a speech/language pathologist, and a school psychologist. We also have occupational therapists, physical therapists, music therapy, adaptive physical education teachers, and board certified behavior analysts (BCBA) available whenever the services are needed at Chesterfield Elementary.

3d. English Language Learners:

Chesterfield Elementary recognizes the inherent linguistic and cultural diversity of our students. We have over 15 different countries represented here at Chesterfield and 32% of our student population come from a diverse background. We provide English Language Learners equal access to the curriculum. We use language standards in the areas of listening, speaking, reading, and writing that align with the curriculum, which assists students in acquiring the English language. We cultivate a climate where students from all cultures can assimilate into our public school system while enriching and sharing students' own cultural experiences with classmates and teachers. Our school works closely with our National-Board Certified ELL Teacher and our diversity, equity, and inclusion (DEI) committee on making sure we plan and create activities that celebrate cultures/tradition when they come up throughout the school year and offer an International Night in the spring where we have over 15+ countries represented as students and families get a passport and "travel the world" throughout our hallways.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Chesterfield Elementary, we understand that creating and cultivating a positive culture within our school is essential to each child's learning. We embrace the idea that we are here to help these students become lifelong learners, to become great students, but most importantly, become great human beings. We work with each student to discover and own their authentic leader that is inside them.

Here at Chesterfield we proactively and intentionally teach/model for students how to be leaders in our school. This starts as soon as they walk in the door for Kindergarten. Class meetings, cross age buddy classrooms, school-wide events and activities help infuse our character education values into our student's daily lives. This year we started a new character education initiative where our school values focus on the word "Respect" and how it can be the cornerstone for all of our traits. We have 9 traits that we follow: Respect, Kindness, Self-Control, Integrity/Honesty, Responsibility, Cooperation, Mindfulness, Grit/Perseverance, and Courage. Students participate in many classroom character activities across all curricular subjects (specialists as well). Each student monitors their progress in their leadership binder and is coached along the way. Students provide their own self-reflection on their character as well as their academics. They set attainable goals for themselves and we celebrate their progress/successes. Students honor and recognize their classmates' efforts and accomplishments through classroom meetings, compliment boxes, and character boards.

Chesterfield is committed to a child-centered philosophy using our class meetings as a soundboard for students to use their voice and choice. This allows us to constantly reflect and provide our students with what they need. Students are able to present and provide their input for their learning in their school. Teachers use the student's current knowledge, interests, and their ongoing professional development to create and tailor powerful, engaging instructional opportunities.

2. Engaging Families and Community:

The philosophy at Chesterfield Elementary encompasses the idea that it takes all stakeholders to develop successful students. Our parent community involvement is critical to this belief. We maintain ongoing partnerships with many members in our surrounding community, such as the Chesterfield Chamber of Commerce, local business leaders, and charitable organizations. Most recently, our elementary school competed in a friendly jeopardy style "battle of the districts" between us and a neighboring district within Chesterfield, put on by our chamber of commerce. The students also engage in a student – facilitated school wide assembly once a quarter where topics can run the gamut of academics, character, or social emotional strategies. During these assemblies we often welcome back former Chesterfield alumni (usually high school or college students) to speak to the students about how they are still incorporating those values throughout their life that they learned here at Chesterfield. We proactively plan for future academic years by surveying the staff, parents, and students, including topics that involve competency in academics, character, and climate. The data we receive from all involved is beneficial in planning and executing activities for the following school year that will in turn, meet the needs of our students. We welcome and invite stakeholders into our building every chance we get because we believe so much in that partnership. Parents and family members are welcomed in for lunch, to read to a class as a "mystery reader", and to speak to students on current leadership skills to reinforce that home and school connection. We also host many events where our families are welcomed to watch or participate in: our annual Color Run, Very Important Person (VIP) Day, Veteran's Day Assembly and Breakfast, and International Night. We partner with our Parent Teacher Organization (PTO) to give our parents a variety of options to find a "place" in our school that best fits their strengths. With that being said, we typically have over 100 parents that come to our annual parent volunteer training due to the high interest of helping out and wanting to be involved in our school community.

3. Creating Professional Culture:

Chesterfield Elementary also respects, values, and supports our staff the same way we do our students. Not only do we value our staff as educators, we value them as human beings. We completely understand the current situation education is in. It is no secret that education has been difficult since the pandemic. Teacher burnout rate has never been higher and if there has ever been a time to celebrate our teachers, that time is now. Over the summer, administrators provided a book club for all teachers. The book, *In Awe* by John O’Leary, was provided to all staff for free and staff met three times over the summer to discuss the main takeaways. In August, we got two time national number one bestselling author and St. Louis native John O’Leary to come speak with our staff to kick off the new school year. He touched on his newest book *In Awe*, where he emphasizes that we all must rediscover our childhood wonder to unleash inspiration, meaning, and joy. He reinforced with our staff that what they are doing matters and that their work matters! This got our staff and students off to the best start to a school year since the pandemic. When it comes to staff voice and input, Chesterfield Elementary has four different leadership committees portraying the components of the school with each grade level represented to ensure all voices are heard in the school decision making process. When it comes to the day to day support, we believe that the little things matter, they add up, and they should be celebrated. Each month, administration also provides teachers with an additional plan time to help with our intervention process. Besides additional plan time, the principal and assistant principal provide all staff with hand-written notes called “notes of gratitude” telling staff members why they appreciate them. In 2021, we implemented the Chesterfield Stanley Cup Champion. This is where one staff member gets to honor another with our replica Stanley Cup. Each teacher’s name is placed on the cup and the staff member is honored at the beginning of our staff meetings. At the end of our staff meetings, we pass out our “notes of gratitude” to staff and they are able to write a note to a fellow staff member, letting them know why they appreciate them. Staff is also encouraged to send “shout outs” to each other every week through the Principal’s Staff Newsletter. This past year we have used wellness funds provided by the district to give teachers snacks and fun activities twice a month to help boost morale. We also use an anonymous climate survey along with the National Education Association (NEA) survey to help measure how our staff is thriving.

4. School Leadership:

The structure of School Leadership at Chesterfield Elementary is that of participatory management centering on the needs of our students, both academically and socially/emotionally. We have four major committees: The Building Leadership Team (BLT), Instructional Leadership Team (ILT), Social Emotional Leadership Team (SELT), and Our Diversity, Equity, and Inclusion (DEI) committee. Each committee has a grade level representative along with specialists’ teachers who meet once a month. The principal and assistant principal, along with a few teacher leads, oversee the effective management of these four committees. The BLT agenda items consist of school wide climate and management decisions. Representatives survey their grade levels and bring back a list of needs that they would like the committee to address. This past year, our BLT committee was in charge of recreating our school wide behavior matrix, along with planning our calendar events for the upcoming school year.

The ILT serves as the instructional leadership team for the building. This past year our team has focused on our tier 1, 2, and 3 interventions based on our district and state-wide assessment data. We have been able to break down the data for each grade level here at Chesterfield based off of our district and state standards. We are targeting our lowest priority standards per grade, along with providing more individualized instruction for our students who are on watch or intervention. This has allowed us to close achievement gaps for not only grade levels, but students as well.

To address the emotional needs of our students, The SELT team was created to help continue providing resources through character education and to serve as the liaison between school and our student lighthouse team. This past year, the committee was in charge of putting together our 9 new character traits for this school year. We have found class meeting topics, writing activities, scenarios, etc. for each trait. This committee also works with our student lighthouse team to plan our quarterly student lead assemblies where we focus on student leadership and our character traits.

Our DEI committee was formed this past year and a teacher co-chairs it with the principal. This teacher is our DEI Champion for the school/district and was most recently named the 2020-2021 Missouri Association NBRS 2023

of Colleges Teachers Education (MACTE) Outstanding Beginning Teacher Award. This committee focuses on promoting diversity and inclusion in the classroom. We meet monthly to plan activities for grades K-5 for upcoming events such as Diwali, Holidays Around the World, Lunar New Year, Black History Month, and Women's History Month. We try to pair every event with a book from our library and an activity that is grade level appropriate to help embrace the diversity we have here at Chesterfield Elementary.

5. Culturally Responsive Teaching and Learning:

Chesterfield Elementary is lucky enough to have more diversity in our community than the American Average. Over 32% of our school community comes from a diverse background. We are able to celebrate our diversity on a daily basis. I spoke earlier about our DEI committee but I just wanted to reiterate how it is the cornerstone of how we address the diverse needs and backgrounds of our families. We make sure we shine a light on different cultural events that happen around the world. We celebrate and recognize Diwali, Holidays Around the World, Black History Month, Lunar New Year, and Women's history month. Our committee partners with our National Board Certified Librarian to provide teachers with a list of appropriate read aloud books for each cultural event that they can find easily within our own library. We also plan an activity for all K-2 and 3-5 students. We also include our student leaders whenever we can. We use our morning announcements and class meetings to recognize fun facts about events or specific people for their months of recognition (Famous African Americans or Women). Students even do presentations on these topics and share them with their classes. We also pair our buddy classes with each other for fun activities. We pair an upper grade level with a lower grade level and they meet once a month for an activity. These activities could be academic, character education, and even DEI work. Most recently, our buddy classes paired together to do an activity for the Lunar New Year. Each buddy class made Chinese Dragon Puppets and paraded them around their classrooms like they do in the parades throughout Asia. Lastly, something we are very proud of is the start of our very own Chesterfield International Night. We started this idea during Covid with virtual presentations and wanted to bring it to life in 2022. We had over 40 families from 15 different countries represented from our school that night. We provided each country with their own table and families got to go "around the world" with their passports and learn all about different countries and cultures. Each table provided a dish from their home country along with different activities. These activities ranged from Chinese calligraphy to Hindi hand art from Pakistan. We make sure anytime we can enhance our students' learning experiences about other cultures, we do it.

PART VI - STRATEGY FOR EXCELLENCE

Our school builds off of the foundation that students understand who they are, how they learn best, and take ownership in their own learning. We help the students understand the why, the what, and the how they learn. 75% of our students achieve proficient or advanced results on our yearly state assessment known as the Missouri Assessment Program (MAP). There are years that some grade levels reach up to 90% on these assessments. Our students are engaged in their learning, know their voice matters, and they see how what they learn in the classroom is connected to future goals. In order to get this level of achievement, all stakeholders in our school community must work together.

As I stated earlier, we use many different forms of assessments and programs throughout the year to help students maximize their learning. We go through the data at our ILT meetings and then create individualized learning plans for each student based on their needs. From there, our PLC teams work on our multiple tier systems of support (MTSS) to implement during their classroom instruction. We are able to provide each student with appropriate grade level instruction based on our Missouri Learning Standards as well as small group and individual instruction more tailored to their needs. Our Student Talks Team takes notes on each student about the specific interventions put in place for them as we progress and monitor how they are doing. This allows us to truly maximize student learning. The latest Annual Performance Review (APR) from the state of Missouri awarded Chesterfield Elementary full points for Academic Achievement from all students, including our sub groups such as free/reduced lunch, IEP, and minority students. What we are doing is working!

The expectation of student achievement doesn't just fall under the category of academics. We empower our students to show great character as it underlies all that we do and is the foundation for learning. Students are offered leadership opportunities in their classrooms as well as school-wide. The leadership skills filter into the academics by providing a sense of belonging in our school and motivation to take charge of one's learning. Students feel a part of their classroom community and have buddies in another grade level. Younger students are provided an older mentor who is able to collaborate with their buddy on activities that highlight social and emotional growth. Once that younger student moves into the intermediate grades (3-5), they are then able to be that mentor and leader to their future buddy. The overall sense of belonging along with the focus on character traits that are implemented seamlessly in our lessons lead to less student disruption of learning. We are very reflective here at Chesterfield Elementary and realize excellence is something you are always striving for. We have all stakeholders provide reflections and end of the year surveys, including student data, to help us to continue to grow. It is with this team effort, we will be able to continue our strive for excellence for the upcoming school year.