

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

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 1215 Dauphine Lane  
(If address is P.O. Box, also include street address.)

City Manchester State MO Zip Code+4 (9 digits total) 63011-4119

County St. Louis

Telephone (314) 415-6600 Fax (314) 415-6612

Web site/URL https://www.parkwayschools.net/Domain/20 E-mail gpiccinni@parkwayschools.net

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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Keith Marty E-mail kmarty@parkwayschools.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Parkway C-2 Tel. (314) 415-8100

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mr. Jeff Todd  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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**

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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

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**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)
  - 5 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 28 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	61
1	67
2	78
3	81
4	94
5	72
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	453

\*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):
- 0.9 % American Indian or Alaska Native
  - 18.4 % Asian
  - 3.5 % Black or African American
  - 4.6 % Hispanic or Latino
  - 0.2 % Native Hawaiian or Other Pacific Islander
  - 68.2 % White
  - 4.2 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 10%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	45
(4) Total number of students in the school as of October 1, 2021	449
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Arabic, Telugu, Chinese, Urdu, Spanish, Hindi, Russian, Pushto, Albanian, Somali, Vietnamese, Tamil, Marathi, Bengali, Portuguese, Philippine, Indonesian, French, Orly, Bosnian, Gujarati, Icelandic, Malayalam

English Language Learners (ELL) in the school: 12 %  
56 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 60

8. Students receiving special education services with an IEP: 12 %  
Total number of students served 54

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>5</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>11</u> Other Health Impaired
<u>1</u> Developmental Delay	<u>9</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

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

10. Number of years the principal has been in the position at this school: 4

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 21:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	96%	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.

Ensure all students are capable, curious, caring, and confident learners who understand and respond to the challenges of an ever-changing world.

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

[https://go.boarddocs.com/mo/pkysd/Board.nsf/files/C9FS3B705D7A/\\$file/AC.BP\\_Prohibition%20Against%20Illegal%20Discrimination%2C%20Harassment%20and%20Retaliation.pdf](https://go.boarddocs.com/mo/pkysd/Board.nsf/files/C9FS3B705D7A/$file/AC.BP_Prohibition%20Against%20Illegal%20Discrimination%2C%20Harassment%20and%20Retaliation.pdf)

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

## PART III – SCHOOL OVERVIEW

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Pierremont Elementary is a positive and caring community that collaborates to challenge students to grow and learn. When walking the halls of Pierremont, there is positive energy in the building. Pierremont is a place where students, staff, and families love to be. It is a place for everyone to feel valued, cared for, and successful. With our dedicated staff and strong family partnerships, our children are the center of everything we do.

Situated in a suburban neighborhood in St. Louis County, Missouri, Pierremont serves 456 students in grades kindergarten through fifth grade and is part of the larger Parkway School District, serving 17,000 students in 28 schools. The Pierremont community is a blend of races, nationalities, socioeconomic levels, languages, and cultures, and the school is a center point of the community. Students speak 23 different languages representing 18 different countries. The school was built in 1966, and most families lived in the suburban neighborhood surrounding the school.

In 1983, the St. Louis Voluntary Student Transfer program was established, allowing African-American students who live in the inner city neighborhoods of St. Louis to attend Pierremont and other area schools to increase racial integration and decrease segregation. Each day, approximately 30-45 students ride the bus to Pierremont from the city.

Pierremont is also home to 40 students in grades 3-5 who live in other Parkway School District suburban neighborhoods as part of the exceptionally gifted and talented program.

All of our families value education and their teachers. Families share their time and talents in unique and different ways. Our robust Parent Teacher Organization (PTO) works collaboratively to organize events, socials, fundraisers, and staff appreciation. The overall goal of the PTO is to build a supportive community, celebrate our children, and uplift the teachers. In addition to the coordinated efforts of the PTO, families might come to the school to talk about cultural celebrations and share in gift-giving, such as Ramadan and Chinese New Year. Other families might bring snacks for the staff during busy times of the year or talk to students about their professional work. Our school mascot is Midnight the black panther. We often refer to each other affectionately as Panthers and Panther families.

At Pierremont, each student is challenged and supported to reach high levels of learning. Our key strategies center on strong collaboration, each child's unique needs, and a positive, inclusive learning environment.

Collaborative Professional Learning Communities (PLCs) and focused instructional coaching are used to implement the curriculum, instruction, and assessment. In the PLC model, teacher teams work together in grade-level teams and, with the Instructional Coach, help each other by sharing successful techniques and designing lessons and assessments for their students.

Cultural and linguistic learning styles are honored through Culturally and Linguistically Responsive (CLR) teaching practices. Teachers strategically plan for and use engagement strategies such as movement and verbal interaction that connect to the cultural norms of our students. Cultural behaviors are validated and affirmed as we build student knowledge of school behaviors. In the classroom, teachers deliberately provide opportunities for students to learn about the views, values, and cultures of others through individual storytelling, cultural celebrations, research, and social studies curricula.

To ensure our students are physically challenged, we provide daily physical activity. Students participate in Physical Education (PE) classes two to three times per week, have two semi-structured recesses daily, and are offered after-school physical activities, such as PE Playground Night and Jump Rope for Heart. In classrooms, teachers incorporate movement and stretch breaks during transitions or anytime a break is needed. Once a week, students participate in music class, where movement and dance are incorporated into the learning.

Character Education is the foundation of our positive, upbeat learning community. We live by five core



character values selected by our community. Each day we start school by chanting, “show me 5 Pierremont!” and acknowledging our values over the announcements. The values are taught and infused throughout all aspects of our school day.

Creative Social Emotional Learning (SEL) initiatives are implemented through the PLC process and supported through the natural learning environment. Our SEL standards are based on the Collaborative for Academic Social and Emotional Learning (CASEL) competencies. All learning spaces have an area with soft furnishings and soothing materials to help a student de-escalate when upset.

Our innovative family connection programs contribute to the school’s overall sense of community. Each year we celebrate Culture Fest, where students proudly teach others about their heritage. During COVID-19, Culture Fest evolved from an in-person evening event that showcased cultural artifacts and information to an interactive digital celebration.

By using a district-provided religious calendar, we plan around religious observances to keep students connected with their home and school life. For example, when children are fasting during Ramadan, we are careful to provide them a choice of alternative space to socialize during lunch time, avoid significant testing, or minimize overexertion during physical activity.

At the end of the school year, we host an all-school outdoor song and dance performance. Families, extended families, and Pierremont alumni take time out of their busy schedules to watch the performance and celebrate our children.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Pierremont teachers prepare our students to meet rigorous state English language arts (ELA) standards by offering authentic, purposeful literacy experiences. We use a workshop approach to teach reading and writing with high expectations for transferring learning to new situations. Students experience learning by matching their abilities, needs, and interests to ensure our students become life-long, confident readers and writers.

During Reading Workshop, students read texts aligned with the genre and standards of our Units of Study. For example, during a third-grade Mystery Unit, teachers use read aloud texts to model the structure of mysteries along with decoding skills like breaking apart multisyllabic words. Readers choose texts aligned with individual reading levels to independently practice identifying components of mysteries as well as to work on decoding skills, fluency, and comprehension. Teachers assess students' individual reading skills through one-on-one reading conferences to identify strengths, teach new strategies, and set goals for learning. Teachers use observation along with assessment data to provide targeted, small group instruction. Students are encouraged to talk with each other to grow their reading comprehension. In grades 2-5, students are also asked to write about their reading. They study rubrics to self-assess, set goals, and learn what talking and writing about reading should look and sound like.

During Writing Workshop, Pierremont students are motivated to write because they choose topics with meaning in their lives. We believe writing skills are best acquired through active practice in the writing process, including oral rehearsal, prewriting, composing, revising, editing, and publishing. Our writers engage in the writing process daily to compose many drafts and published pieces in the areas of narrative, informational, and opinion writing. Teachers also include specific lessons on grammar and mechanics, often through a grammar boot camp prior to beginning a unit. For example, before teaching a narrative unit emphasizing dialogue, teachers will spend a few days explicitly teaching not only how to use dialogue to advance the story but also how to format and punctuate it correctly. Writers are provided with a checklist used to guide and self-assess their writing. Students also use texts from published authors and other students' writing as models. Writing progressions help students and teachers assess student work, identify areas of strength and opportunities for growth, and determine appropriate writing goals.

Pierremont also schedules time for phonics and phonemic awareness instruction throughout the day. In grades K-3, teachers explicitly teach sound/symbol relationships using the district approved Teachers College Units of Study in Phonics. Classroom teachers and interventionists incorporate explicit phonemic awareness instruction and practice using Heggerty's Phonemic Awareness Curriculum (K-2) and Bridge the Gap (2-5). Pierremont teachers use a scope and sequence along with individual assessments to target specific skills for instruction.

As a result of the high quality ELA instruction, students consistently perform well on the state assessment and earn the highest proficiency rates among 18 elementary schools in the district year after year.

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

Having a clear understanding of math allows Pierremont students to problem-solve and explore new ideas. By establishing conceptual understanding through Math Workshop, students gain fluency in grade-level standards as well as apply and transfer their learning to new situations. Math workshop includes guided math with teachers, collaboration with peers, and individual practice. The course sequence has been built upon developmental milestones, starting with number recognition and ending with applied mathematics. Similar to other content areas, Pierremont teachers use district-created units of study in math that are aligned to state standards. The framework for each unit includes big ideas, priority standards, and learning targets listed as "I Can" statements.

Students experience math workshop focused on Missouri Learning Standards with daily mini-lessons followed by small groups and independent practice. Lessons begin with a warm-up where students review previously learned skills or grapple with new skills. During a mini-lesson, teachers teach new skills focusing on modeling computation and processes as well as checking for students' understanding. Teachers use a variety of daily formative assessments like observation, quick checks, or exit slips to assess student understanding and immediately adjust instruction. For example, after the warm-up and mini-lesson, students solve a math problem on an exit slip. The teacher quickly sorts student responses to identify small groups and individuals to reteach the skill, address misconceptions, teach pre-requisite skills, or challenge students. Students begin working in small groups or independently to practice their skills using Savvas Envision 2.0 online programming, Savvas workbook pages, or teacher-created materials. Using district math progressions, teachers identify individual student strengths and areas for growth. Teachers meet with small groups or individuals to set learning goals and provide targeted instruction. Using "I Can" statements, students are able to self-assess their own learning to identify areas of strength and opportunities for growth.

To respond to the individual needs of students, Pierremont uses an adaptive and highly individualized online program targeting state and national standards. Students complete multiple Dreambox lessons each week aligned to their individual levels and needs. Teachers use Dreambox data along with unit and benchmark assessment data to tailor instruction for students. Furthermore, students are assessed in Math through observation and frequent formative assessments that could be as simple as providing a thumbs up or thumbs down to diagnostic assessments designed to provide specific information on skills mastered at each level. Multiple forms of assessment ensure any gaps in student learning are identified and then addressed. As a result of high-quality instruction, Pierremont mathematicians perform with high levels of proficiency on district and state assessments, consistently ranking at the top of the district.

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

Pierremont follows Missouri Learning Standards to prepare students with the necessary skills to be successful in an ever-changing world, which aligns with our district's mission and vision. Our scientists spend time researching new concepts by relating them to real-world problems or concepts and then use experimental design or the engineering process to create a variety of solutions. Students become leaders of their learning as they work together to carry out investigations and test their innovative creations. They communicate their learning through projects, presentations, formative assessments, and summative assessments. This hands-on learning experience, using Project Lead the Way curriculum, allows our students to establish conceptual understanding so that they are equipped to define problems, use models, analyze and interpret data, construct arguments, and use computational thinking.

Pierremont has consistently performed well on our state assessments in the area of science. Teachers use cross-curricular assignments such as persuasive essays, multimedia presentations, written responses to prompts, and various assessments to measure progress. Data is analyzed during data team meetings, and plans are created to respond to student needs. Our entire school celebrates this learning by visiting displays in the library, and students also get to show off their skills during STEM activities with Buddy Classes.

The real-world application of learning is demonstrated throughout our school community in a variety of ways. We are leaders in our district in the area of energy savings and sustainability, and we have won several district Sustainability Challenge awards because of this work. For example, you will find students sorting recycling, compost, and landfill items in the cafeteria, students helping weed our native plant garden, and students picking up trash on school grounds. Several students advocated to eliminate individually wrapped items served in the cafeteria, and our fifth and second graders led a school-wide food drive. In all, we are very proud of how our students' learning begins with curiosity and expands beyond our school walls.

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

Pierremont's Social Studies curriculum is designed to help students gain an increased awareness of themselves and the world around them. Through district-created Units of Study, we address state and national standards in the areas of history, government, economics, geography, and culture. Our units center

around compelling questions used to frame teaching and learning. In a fifth grade unit on Westward Expansion, students formulate responses to the compelling question: How does growth and expansion impact a nation and its people? Students learn through engaging, hands-on activities as well as reading, discussing, and analyzing a variety of non-fiction texts and primary sources focused on the learning targets of the unit. Then they compose informational writing describing the political, geographical, and economic impacts of Westward Expansion. In a fourth-grade Revolutionary War unit, students examine historical documents, photographs, and artifacts while asking themselves, “What inspires a revolution?” Pierremont teachers always encourage students to consider multiple perspectives and listen to stories often unheard in traditional textbooks. Teacher-created rubrics aligned to Missouri Learning Standards help students assess their work and set goals for learning.

Pierremont teachers go above and beyond to help students make connections to the real world by providing experiences that deepen their understanding of social studies concepts. During a first-grade economics unit in which students explore supply and demand within the community, teachers invite local food trucks to Pierremont. Owners share experiences, describe business models and, of course, allow students to taste their products. For a second-grade economics unit, teachers arrange a field trip to a local mall where students meet with business owners to gain insight on production, profits, and marketing. Students return to school excited to develop their own small businesses, consider supply versus demand, and create products or services. The unit culminates with a Grand Opening where students visit each others’ stores to exchange play money for goods and services.

**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)**

Kindergarten through fifth-grade learners at Pierremont Elementary experience art class once every four school days for 55 minutes. In alignment with Parkway’s student-centered art curriculum, each unit is designed around four major understandings; Identity: I am an artist; Communication: My art speaks; Environment: Art is all around me; and Imagination: I can create. Students develop their unique identity as an artist through creating, presenting, responding, and connecting to art to provide a well-rounded understanding of the artistic process.

Visual artmaking and art-viewing experiences teach students to observe and think about their visual environments, apply their imaginations, solve problems creatively, explore ideas and feelings, and develop an understanding of their emerging personal, cultural, and social identities. Students create an array of art, including pottery, woven tapestries, pencil sketches, self-portraits, an assortment of paintings, and much more.

An important component of the artmaking process at Pierremont is student self-reflection. Utilizing teacher and peer feedback, discussion, and written critique, students learn to revise their artwork and develop the habits of an artist in regard to materials and space. Students are held to very high-quality standards and exceed expectations daily.

**2b. Physical education/health/nutrition**

Pierremont’s Health and Physical Education program is rooted in the philosophy of Dr. Robert Pangrazi, a pioneer in exercise science and physical education. Our student-centered activities are based on the national NBRS 2023

standards of the Society of Health and Physical Educators that focus on building a lifelong love of physical activity and wellness. Kindergarten through fifth-grade students receive instruction at least twice weekly for 55 minutes. Physical education introduces students to various fitness activities, low-organized games, movement exploration, rhythmic activities, and manipulatives. Health topics and skills are incorporated throughout the year in physical education classes and special health classes. Students learn about healthy habits related to nutrition, disease prevention, personal hygiene/grooming, healthy relationships, and safety. Students participate in various activities, including class discussions, explorative games, and hands-on activities. Students are encouraged to strive for individual progress in their skills and knowledge while developing self-confidence by recognizing their accomplishments in meeting their goals. While the focus on skill development and application of concepts and principles is a foundation of physical education, immersing students in a variety of experiences so they may find value in physical activity for their health and enjoyment is at the heart of what we do.

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

## **2d. Technology/library/media**

The Pierremont technology/library media curriculum serves all students in grades kindergarten through fifth grade. Classes visit the library once a week for a 30-minute lesson, followed by 15 minutes to check out books. The technology/library media curriculum centers on various topics, including digital-age literacy, research skills, digital citizenship, library skills, and innovation. The curriculum is based on the International Society for Technology in Education (ISTE) Standards for students, teachers, and administrators and the American Association of School Librarians (AASL) Standards for the 21st Century Learner.

The standards support our classroom instruction and allow students to participate in hands-on activities to prepare them for the future. Students get the opportunity to attend virtual reality field trips using headsets. Students write code to create games, design objects for 3D printing, and manipulate robotic devices. Our library is a place where students are creative, and our Makerspace area is filled with supplies so students can collaborate on STEM projects and other innovations. Students use a variety of digital platforms to create presentations, and our librarian and classroom teachers work side by side to assist students in finding books that fit their interests and classroom project topics.

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

The Parkway Orchestra Program was founded in the early '70s by Dr. Douglas L. Turpin. Dr. Turpin believed the Suzuki Method was the best way to develop the string/orchestra program. All students in third grade attend orchestra. Students in grades four and five choose orchestra as an elective. At Pierremont, we start all third grade students on the violin. Pierremont provides students with the proper size musical instruments (violins) for school use. During the first year of Suzuki training, students develop and master multiple skills that prepare them for orchestra and reading music. There is a great deal of ear training, tone development, musicality, posture, listening, imitation, memorization, and fine motor skills that students experience twice a week during their first year of Suzuki violin. In fourth grade, students can continue playing the violin or choose a new string instrument like the viola, cello, or bass. At this time, unison music reading is introduced. Fifth-grade strings are mostly dedicated to studying music written in multiple parts/voices (harmonically) in preparation for the middle and high school orchestra. Parkway has a very large number of string students. Currently, there are 175 string students at Pierremont. We present multiple in-school and district-wide concerts and performances during the school year.

## **3. Academic Supports**

### **3a. Students performing below grade level:**

Pierremont uses a systematic approach to address the needs of students performing below grade level. Students performing below grade level receive differentiated instruction through our workshop instructional

model, technology programs, and supplemental instruction through our math and reading intervention programs. All students at Pierremont are provided reading and math screening assessments. Students performing below grade level on screening assessments and in classroom performance are provided short-term, supplemental interventions. In collaboration with the intervention teachers, classroom teachers use the results of the assessments to set student goals and provide differentiated instruction in small, flexible groups. The flexible grouping may occur within the classroom or across the grade level. The intervention teachers also provide additional classroom resources, model targeted skills-based instruction for teachers, or directly assist students in the classroom. We have adaptive computer programs in math and reading that allow students to practice skills based on their level of performance. Each student has a Chromebook and can access the programs at any time.

Students far below grade level in grades K-5 receive supplemental reading instruction from the reading specialist teacher, and students in grades 1-2 receive supplemental math instruction. The instruction is typically given outside the classroom on a daily or bi-weekly basis. Before supplemental instruction begins, students are given diagnostic assessments to identify individual learning deficiencies. Reading and math specialist teachers provide explicit instruction targeted to the deficiencies. Reading specialists design lessons using the Science of Reading, Orton Gillingham, LETRS, or Barton methods. Math intervention lessons target specific skills, mathematical vocabulary, mathematical fluency, and number sense. Every 6-8 weeks, intervention teachers meet with classroom teachers and administrators to review students' progress data and decide to either release students from interventions or modify interventions. This cycle continues until students reach their goals.

### **3b. Students performing above grade level:**

Students performing above grade level are challenged through our workshop instructional model and our gifted programs. Small group differentiated instruction and flexible grouping is provided in the classroom. The flexible grouping may occur within the classroom, across the grade level, or in some cases, across different grade levels. Pierremont's gifted program teacher and classroom teachers collaborate to enrich the curriculum for students above grade level and provide supplemental challenging resources and materials. All students in first grade are screened for gifted education using a battery of assessments that measure problem-solving, creativity, and academic and cognitive abilities. Students who qualify for the gifted program begin attending the program in second grade and are pulled from their regular classroom for 150- 250 minutes per week. The program challenges students through the curricular strands of complex reasoning, creative thinking, affective processing, and communication. The program uses Problem-Based Learning (PBL), a student-centered approach that challenges students to gain deeper knowledge by actively exploring real-world challenges and problems.

Additionally, Pierremont houses the district's elementary exceptionally gifted program that includes students in grades three through five who have an exceptionally high IQ. Instruction for these students is provided in self-contained gifted classrooms where students work to solve real-world problems and solutions. Each day is split into three distinct sections: workshop time, character development, and PBL. Student voice and choice are embedded in all three sections, along with differentiated levels of support. During workshop time, students are provided with opportunities for direct instruction, partner work, and timely feedback from the gifted program teachers. The second portion of the day - character development - provides students with explicit instruction in learning related to the social-emotional and developmental progress of each age group. The final part of the day - PBL time - gives students the opportunity to apply their learning as they tackle a real-world problem with a focus question such as, "How can we create a successful business which also creates a positive impact on the world?"

### **3c. Students with disabilities:**

Students with disabilities are supported through our Resource Specialist program and other services and supports, such as occupational and physical therapy, speech and language therapy, and social work. Our team of special education teachers focuses on the whole child and delivers targeted instruction in small groups using a research-based curriculum, such as Corrective Reading, Step Up to Writing, or Zones of Regulation, to meet the specific goals of students' Individual Education Plans (IEPs). Two paraprofessionals

assist students with their academic work and social-emotional regulation throughout the school day. The special education team uses a student-centered Continuous Classroom Improvement approach to ensure students progress with their IEP goals. In this approach, students set a goal, determine a learning target, and decide on steps to reach the goal. After an activity, the special education teacher analyzes the learning, and the student and teacher work together to determine what worked well, what did not, and how to improve. Our assessments can be tailored by allowing students to test in small group settings, allowing a student to verbalize responses instead of written, or having parts of assessments read to them. We use a variety of assessments to monitor progress weekly and monthly. For example, FastBridge assessment, teacher-created common assessments, or therapist data might be used. Instruction, programming, or accommodations are adapted in response to the results.

To ensure that IEPs transfer to the classroom instruction and curriculum areas, special educators support teachers in implementing instructional and assessment accommodations to meet the specific IEP needs and goals. Special educators create visual supports, behavior charts, calming corners, sensory supports, or check-in/out systems for classroom use. Instructional Coaches or professionals who specialize in a specific area, such as Autism, provide professional development and consultations to the classroom and special education teachers.

### **3d. English Language Learners:**

Pierremont English Language (EL) Learners are supported through direct English instruction, Sheltered English Instruction principles, and Culturally and Linguistically Responsive (CLR) teaching practices. Students spend as much time as possible immersed in their classroom, but language development determines the level of direct English support. Upon enrollment, a student's primary home language is identified through a parent home-language survey. Students whose home language is other than English are administered the WIDA screening assessment of English language proficiency. Four areas are evaluated in this process: listening, speaking, reading, and writing to determine a student's level of English proficiency. Direct English language instruction is provided in a small group pull-out setting. An EL-certified teacher provides lessons that focus on conversational skills, synonyms, antonyms, prefixes, suffixes, sentence structure, and the eight parts of speech. In addition to the pull-out model, the EL teacher works in classrooms with small groups of students to differentiate instruction and support reading and writing. Our EL teacher works alongside grade-level teachers to help modify assessments and use Sheltered English methods in classroom instruction. For example, critical academic vocabulary is identified. To make academic vocabulary and concepts understandable to EL students, grade-level teachers use physical activities, visual aids, and the environment to teach vocabulary. Grade-level teachers also ensure students are engaged in activities by honoring cultural and linguistic differences using structured CLR engagement protocols. The CLR protocols focus on movement, responses, collaboration, and attention signals.

English language learners are assessed annually for growth in English language proficiency. When taking state-administered academic assessments, EL students may have access to a physical Bilingual Dictionary when writing to assessment prompts. In some cases, state assessments may have the test directions and questions and answer choices in all content areas read aloud to them in their native language.

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

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

As a school community, we have found that the best way to help our students succeed is to work side by side toward a common vision. This partnership begins by fostering great relationships with our families, each and every student, and our community as a whole. This begins before school even starts with family events like Popsicles on the Playground and Meet and Greet. Our doors are always open to our families, and we welcome collaboration from our community partners. Students feel the connection between home and school and how we support their needs as a team, which establishes a positive school experience from the start.

Within our school, students demonstrate leadership in a variety of ways which helps instill a feeling of pride and belonging at school. For example, we have a team of students who help organize the lost and found table and return items to other students. There are students who work with our custodian to collect the recycling and help with composting in the cafeteria. We have a group of students who are greeters during special events, students shelving books in the library, students organizing recess equipment, and students who write and read morning announcements. Not only are students helping care for our school, they are working skillfully with others to achieve common goals.

Another way our school engages and motivates students is by giving them a voice and choice throughout the school. From selecting their own reading books, choosing a flexible seat that meets their needs, voting during our Battle of the Books, or sharing their thinking using various protocols, students are encouraged to advocate for themselves and take risks. Our teachers set the stage, but our students are leaders of their learning, which builds confidence and increases their motivation to succeed. We believe in a growth mindset, and our students trust they are safe to make mistakes and keep pressing toward their goals.

Academically, we have many supports in place for enrichment and intervention to help students develop and grow as learners. We utilize our teacher assistants, special education teachers, interventionists, gifted staff, counselors, and specialists to assist students in any way necessary. This includes but is not limited to, strategy groups, help with testing, lunch bunch groups, and so much more. We come together as a staff, share the workload, and put students first in our decision-making to ensure students are prepared for future challenges.

### **2. Engaging Families and Community:**

Working with family members and the surrounding community is vital to the success of each student at Pierremont Elementary. Parent volunteers attend field trips, organize parties and after-school activities, read to students in the classrooms, volunteer to be guest speakers, help with fundraisers, such as bingo night and trivia night, as well as participate in our Parent Teacher Organization (PTO). Along with our PTO, our students run a food drive twice a year to contribute to our district Parkway Food Pantry. This allows families in our own neighborhood access to foods they may not be able to attain on their own. In addition, Pierremont has instituted a Culture Festival, which gives our families the opportunity to share their beliefs and traditions with the rest of our school community. Culture Fest just celebrated its fourth year at Pierremont!

Pierremont Elementary also works with several community members and organizations to help ensure the success of our students. OASIS intergenerational volunteer tutors are one example of this. OASIS tutors, who are often senior citizens in our community, work one-on-one with students to help enhance their love of learning and love of reading. We also partner with a local high school that sends student volunteers to work with our children. Each of these activities happens once a week throughout the school year. Field trips to local establishments build relationships in our community as well. We have third-grade students visit our neighborhood firehouse to explore their “Safety Town” and learn about safety in the home and school. Our fifth graders attend a field trip to Junior Achievement BizTown to learn about local businesses and how they operate.



Inviting speakers to our African American Achievement (AAA) group is a way we connect with community members and support families and students of color. Each Friday throughout the school year, a different guest speaker shares inspirational stories. These presentations include tips on becoming a leader, how to set goals, and advice on how to succeed in school.

Veteran's Day and May Day celebrations are special traditions at Pierremont Elementary. Parents, friends, family members, and alumni are invited to these events, which give our students a sense of community outside our school walls. From the parade around the school for our veterans to the maypole dancing, they are both wonderful celebrations for Pierremont!

The partnerships we have with our families and surrounding communities show our students that we are more than just a school building; we are a team working together for the betterment of our children.

### **3. Creating Professional Culture:**

Pierremont teachers and staff take pride in being motivated learners who engage in a variety of ongoing professional development to remain experts in education. Using a multi-faceted approach, our instructional coach and administrators develop short and long-term development strands based on district initiatives as well as staff needs and interests. During whole group development, teachers learn pedagogy and best practices, including culturally responsive teaching, working with our students with autism, and supporting English Language learners. Small group learning needs are met primarily through weekly, grade-level collaborative Professional Learning Communities (PLC). PLCs use teacher-created assessments to gather data, plan targeted instruction, and monitor progress toward team goals. PLCs always include time for teachers to learn with and from each other through discussion, reading professional texts, watching each other teach, and examining student work. Several times per year, our Instructional coach facilitates "Double Plans" to provide teachers with extended plan time for teams to participate in timely and relevant development, including classroom learning labs where teachers learn from each other while working with students. Our instructional coach also leads individual coaching cycles where she plans, models, and teaches alongside teachers in classrooms. New and veteran teachers participate in coaching cycles to refine practices or try new ideas. Through consistent positive feedback and varied learning opportunities, teachers are empowered to grow as professionals.

In addition to a solid system of professional development, Pierremont also values and supports staff personal needs. Our formal "Sunshine" committee is devoted to boosting morale, celebrating life events, and providing support through life's challenges with flowers, cards, and meals. Informally, we genuinely care about each other and can often be heard in conversations discussing our families and hobbies. We lift each other up by "Bragging on our Buddies" at staff meetings, posting shoutouts to colleagues in the staff lounge, and sharing favorite treats. We believe strongly in working hard and having fun through activities such as a traveling gratitude notebook, trivia night, and happy hours. The staff engages in playful games such as hiding a Pierremont Panther in each other's rooms or starting a snowball of treats. Crafting a work-life balance is important to us. We engage in wellness initiatives developed by our school nurse, such as gratitude journals, cooking classes in the teacher's lounge, or walking together during breaks in our day.

### **4. School Leadership:**

The leadership philosophy at Pierremont centers on student achievement by focusing on data, positive collaboration, and supporting teachers. Student success is directly tied to effective teaching. Our leaders develop and maintain relationships and support the harmonious collective work of the staff.

The leadership structure comprises teacher teams from across the school supported by the principal, assistant principal, and instructional coach. The teacher and administrator teams ensure that policies, programs, resources, and relationships focus on student achievement. Professional Learning Community leaders are teachers who lead their grade-level teams. The group meets monthly to plan and monitor how their grade levels set student learning goals, implement the curriculum, assess and monitor student assessment data, and provide interventions and enrichment.

The Principal's Leadership team is focused on school climate and operations. The group meets monthly to monitor student and staff climate data and provide operational feedback and planning, such as master scheduling or dismissal procedures. Working with finance, the group decides on major building upgrades or repairs and leads their grade-level teams in making purchasing decisions.

The role of the principal focuses on supporting instruction and providing a positive and safe learning environment. The principal and assistant principal monitor data and provide teachers with the tools, structures, feedback, guidance, and resources they need to reach all students.

The Equity In Action leadership team is a group of teachers who lead equity work. Their work involves championing Culturally and Linguistically Responsive (CLR) teaching practices and monitoring reading progress for students of color. For example, the team participated in CLR training and shared their learning with the staff.

Other school leaders in the building contribute to the collective responsibility of educating our students beyond the classroom. Teachers lead school events such as our Veterans Day program. Teachers plan socials and staff appreciation through our Sunshine committee, such as custodian appreciation day. The instructional coach leads student achievement data management and staff development. Students also hold leadership roles such as morning announcements, recycling efforts, and lost and found management. The Executive Board of the Parent Teacher Organization represents stakeholder leadership.

Administrative roles have adapted to respond to the social-emotional needs of students by shifting their time and resources toward targeted interventions and support. For example, they coordinate the teachers, families, mental health professionals, therapists, and social workers to create individual student safety and support plans. Principals also work directly with students and adapt daily work to assist teachers with students.

## **5. Culturally Responsive Teaching and Learning:**

Pierremont values and celebrates the diverse needs and backgrounds of its community. Staff and students begin each year building relationships through numerous activities designed to learn more about our backgrounds, beliefs, and interests. From kindergarten classes, where students create heritage dolls, to fifth-grade classes, where students create identity webs used to foster connections with peers, our staff and students regularly engage in learning about and celebrating the dozens of cultures we represent.

Pierremont uses a systemic approach to ensure equity. This starts with the creation of goals by administrators and our Equity in Action Committee (EIA). EIA works tirelessly throughout the year to monitor building equity goals, such as increasing students' sense of belonging and decreasing gaps in achievement levels. EIA develops school-wide initiatives to address equity goals, including planning our annual Culture Fest. During Culture Fest, students and families create presentations shared in person or via video highlighting aspects of their cultures, including clothing, food, and languages. Students beam with pride as they share about themselves and their culture with others. The experience helps them gain confidence in themselves and their identities. EIA members engage in learning about more subtle cultural behaviors such as proximity, verbal expressiveness, and eye contact through monthly development, attending local conferences, book studies, and participating in a Culturally and Linguistically Responsive Teaching Cadre with a national CLR Coach. EIA members share their learning with our staff and support colleagues in planning culturally responsive lessons and nurturing relationships to provide "Outrageous Love" to students who need it most.

Pierremont students' diverse needs are carefully considered when providing support. For our large number of Muslim students, we provide time and space for students to attend to religious needs such as prayer. During Ramadan, when many of our students are fasting, we avoid scheduling state and district assessments and provide a food-free place for them to gather during lunchtime. Students who identify as African American participate in African American Achievement (AAA) Club. They meet every Friday morning to build community with their peers, develop leadership skills, and to monitor monthly academic goals. AAA Club hosts a Speaker Series where African American community members meet with our students to share

encouragement and inspiration. To support our growing number of students with autism, teachers engage in professional learning on best practices for instruction. Our English Language Specialist supports staff through classroom coaching, ongoing professional development, and the creation of an EL dashboard with many great resources.

## **PART VI - STRATEGY FOR EXCELLENCE**

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Our Professional Learning Communities (PLCs) are the most instrumental to our success. PLCs are the heart of our collaborative instructional culture. The teachers and the instructional coach work interdependently to focus on student learning and build collective teacher efficacy. Two types of teams work in our PLC model - grade-level teams and school-level teams.

In our PLC model, grade-level teacher teams engage in an ongoing cycle of work focused on five main areas; essential learning standards, team-developed common assessments, systematic interventions, extended learning, and best practices.

Each team has a teacher leader. Teacher leaders guide their teams to focus on the five main areas and ensure consistency across the grade level. The instructional coach meets with the leaders monthly to provide professional development in effective leadership practices, such as trust building and team building and ensures consistency across all grade levels in the school. Teacher teams use the district's essential learning standards to plan for instruction and develop common formative assessments. Pre-instruction assessment results are used to set grade-level, small-group, and individual student learning goals; and classroom interventions for students above or below level. The teams monitor progress and adjust instruction based on post-instruction assessment results.

Teams also attend to the social and emotional needs of students using the same cycle of work. Social Emotional Learning (SEL) is based on our district SEL standards and measured using student self-reflection surveys and behavior incidents. Teachers use the SEL data to engineer their classroom environment and provide individual student support. To meet the varying needs of students, teachers continuously learn new strategies and techniques from each other and the instructional coach. Through multiple adult learning techniques and coaching models, the instructional coach works alongside the teachers to support decision-making and implementation of best practices.

The Intervention Team is a school-level team that creates individual plans for students below level socially, behaviorally, and academically and/or with the highest individual need. This team is flexible in membership. It includes specialized staff and administrators who work with the teacher to create individual student plans and supports beyond what is provided in the classroom. Like the teacher teams, this team uses student outcome results to plan, monitor student growth, and adjust plans and practices at the classroom and school support levels.

Our teams and the individuals on them are the strength of the school. Together we are collectively responsible for supporting the growth of each student.