

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Jennifer Ann Martin

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

Official School Name Ralph M. Captain Elementary School

(As it should appear in the official records)

School Mailing Address 6345 Northwood Avenue

(If address is P.O. Box, also include street address.)

City Clayton State MO Zip Code+4 (9 digits total) 63105-2220

County St. Louis County State School Code Number* 15MO475PU

Telephone 314-854-6100 Fax 314-854-6190

Web site/URL http://www.claytonschoools.net/Domain/509 E-mail jennifermartin@claytonschoools.net

Twitter Handle www.twitter.com/@Claytonschoools Facebook Page www.facebook.com/claytonschoools Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Sharmon B. Wilkinson E-mail: sharmonwilkinson@claytonschoools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Clayton Tel. 314-854-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Susan Bradley Buse
(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 that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
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. 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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	25	23	48
1	29	27	56
2	36	26	62
3	34	25	59
4	33	38	71
5	31	33	64
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	188	172	360

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 15 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 72 % White
 - 4 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 5%

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, 2013 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	360
(5) Total transferred students in row (3) divided by total students in row (4)	0.050
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 3 %
9 Total number ELL
 Number of non-English languages represented: 13
 Specify non-English languages: Arabic, Bulgarian, Chinese, Filipino, French, Indonesian, Italian, Japanese, Korean, Malayalam, Persian, Russian, Spanish
8. Students eligible for free/reduced-priced meals: 15 %
 Total number students who qualify: 49

Information for Public Schools Only - Data Provided by the State

The state has reported that 15 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 12 %
43 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. 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 20:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	97%	97%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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%

14. 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. 1990

15. Please summarize your school mission in 25 words or less: Our school is committed to providing students with rich and rigorous learning experiences in a supportive, challenging environment exemplifying Clayton’s legacy of academic excellence.

PART III – SUMMARY

Serving a diverse community of approximately 350 students, Ralph M. Captain (RMC) is one of three elementary schools within the School District of Clayton (SDC), located just west of St. Louis in the city of Clayton. Combining a bustling downtown with quiet, secure residential neighborhoods, Clayton is home to approximately 15,000 residents. The SDC maintains a student to teaching-staff-member ratio of 11:1 at the elementary level including grade level teachers, counselors, librarians, and other certified specialists. The certificated staff of the SDC total 270, including teachers, administrators, counselors, and librarians. Ninety-four percent of SDC teachers hold advanced degrees yielding a collective average of 16.5 years experience.

RMC, originally named the Demun School when it was founded in 1927, is named after former principal Ralph M. Captain. In 1973, the newly constructed RMC Elementary School replaced Demun School as an open-concept school building. The lot that once housed Demun School is the current playground. Since that time, the building has undergone two renovations to modify the learning space based on the school's educational philosophy and to create an open-air first floor to enhance community involvement in the school. The current floor plan remains similar to the original open-concept layout envisioned back in 1973.

RMC embraces the richness and metropolitan challenges of serving families from diverse neighboring communities. Nearly one-fifth of the students at RMC, in a given year, are new or returning students from nearby Concordia Seminary. In addition, RMC includes part of the City of Richmond Heights within its attendance zone. Washington University in St. Louis (WUSTL) is located on the opposite side of the attendance zone. Many children of WUSTL faculty attend RMC. Furthermore, RMC welcomes voluntary and statutory transfer students who reside in St. Louis City, Normandy Schools Collaborative, and Riverview Gardens School District.

Carol Dweck, renowned author of *Mindset: The New Psychology of Success* wrote: "The view you adopt for yourself profoundly affects the way you lead your life. It can determine whether you become the person you want to be and whether you accomplish the things you value." The students, staff, and parents of RMC have collectively embraced Dweck's work and accredit our mindset to our past, current, and future successes. We value our students' understanding that mistakes are part of the learning process, and we teach them to trust in the power of "yet."

The RMC learning community is committed to inspiring each of its students to love learning and embrace challenge within a rich and rigorous academic culture. Building upon the core values of excellence, trust, inclusiveness, innovation, and accountability, the staff of RMC exhibit a shared vision to develop leaders who shape the world through independence, creativity and critical thinking.

Faculty collaborate to deliver assured learning experiences at high levels for all. In addition, teachers confer on an ongoing basis with specialists to embed technology, research, and enrichment into daily instruction in order to differentiate learning to meet the needs of all students. Routinely, teachers engage in data-driven dialogue to analyze students' performance data and adjust instruction accordingly to ensure all students are achieving at their full potential.

Faculty and caregivers work in partnership to foster a caring, supportive learning environment where all children embrace challenges, think critically, and persevere to reach high levels of learning. Working hand-in-hand, teachers provide parents with many opportunities to be an active part of their child's learning. Parents are welcomed in our classrooms and often volunteer to share their talents with the students by presenting on various topics. Students have unique opportunities to showcase their learning to their families through a variety of modalities and experiences including Fairy Tale Theater (reading genres), Patriotic Program (history), Poetry Cafe (poetry unit), and Wax Museum (biography study). Parents also support a variety of curriculum-embedded field trips such as turtle tracking in Forest Park and skiing at Hidden Valley providing students with first-hand, real-world learning experiences.

The RMC community is filled with warmth and love fostering rich traditions which have anchored the

positive culture of the school. From the annual Halloween parade to the Holiday Sing to our Black History Night Celebration, our students interests and talents are celebrated within the community. Students have opportunities to connect with others and explore passions outside of the school day. Extra curricular opportunities include Science Fair Club, Jumpstart Physical Fitness, Captain's Orchestra, Photography Club, Garden Day, and Kids Coding to mention a few. The Captain Chorus, comprised of 150 students in grades 3-5, is another remarkable example of how students extend their learning beyond the school day.

The stakeholders of the RMC learning community take an "all hands on deck" approach to serve the students. Providing each student with a safe, caring, and individualized educational experience based on standards of excellence are maintained as the highest priorities at RMC.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

RMC is committed to inspiring each student to love learning and embrace challenge within a rich and rigorous academic culture. The students and staff of RMC are supported by a District curriculum that embodies the knowledge, understanding, skills, and processes students must learn in order to transition successfully into life beyond school.

Aligned with state and national standards, Clayton’s curriculum is developed collaboratively with teachers, curriculum coordinators, and administrators to provide assured learning experiences for students. In addition, each curricular area is reviewed cyclically every six years (two-year self study followed by four years of implementation). RMC faculty have a strong voice in the curriculum development and revision processes. Furthermore, curriculum coordinators work hand-in-hand with our teachers to address student needs and differentiation within the curriculum. Ongoing feedback regarding curricular needs is provided by our Literacy Coach, Math Specialist, Science Specialist, and District Committee Representatives.

Teachers have autonomy to choose how to best deliver the curriculum objectives based on the unique needs of their students. Collaborating in Professional Learning Communities (PLC), teachers address four guiding questions related to curricular units:

What do we want our students to know?
How will we know if they have learned it?
How will we respond if they did not learn it?
What will we do if they already know it?

The PLC team unpacks units of study to establish the essential learning for RMC students, plan instruction, and determine how teachers will assess for learning throughout the unit. Student progress is carefully monitored through Grade Level Problem Solving (GPS) meetings. Focused on student performance, teachers collectively determine a problem of practice based on a learner-centered problem and respond by providing intervention and/or adjusting the students’ instruction.

Students’ journeys toward literacy are supported through an integrated study of reading and writing, a passionate appreciation of the power of language, and a sensitive approach to the diverse world around us. Our goals are to develop and nurture a lifelong desire to learn and be an active citizen in our country and world. At RMC, we value engaging students in choice literacy, conversation, goal setting and feedback, and taking moral action and explicitly teaching students the necessary strategies and skills to become independent readers and writers. Five assured units of study have been identified for both reading and writing per grade level providing teachers flexibility to add units that are especially pertinent to their students each year.

Balanced mathematics instruction challenges students to think deeply, construct arguments, and work together to solve problems and generalize results. RMC students develop an extensive understanding of concepts by moving from the use of concrete to pictorial to abstract representations using the Singapore math approach. Central to all mathematics learning, all students participate in multi-step and non-routine problem solving. The mathematics curriculum prepares our students with the skills necessary to think critically, communicate effectively and accomplish real-world tasks.

Science education encourages an attitude of inquiry in the world around us, excites an interest in the nature and process of science, and explores the relationships of science to society, technology, mathematics and other disciplines. We engender a scientific literacy that will enable our students to reflect on and evaluate information from multiple sources and to develop an understanding of how our choices affect other people and the environment. We provide an evidence-based, model-building program that continually develops, extends, refines, and revises knowledge.

At the heart of our social studies curriculum is a vital interest in the human community, in all its variety and dimensions, that provides students with a framework for defining and interacting with their world. Students develop the skills to become global citizens who are aware of and participate in family, community, and national traditions, customs, and history while also being aware and appreciative of other customs, traditions, and history different from their own.

2. Other Curriculum Areas:

Curriculum for gifted learners is based on the belief that every child has the right to an education that promotes the development of his/her potential and that each child has a unique profile of strengths and abilities. The curriculum provides both enriched self-directed and group learning experiences that promote higher-level thinking through critical thinking and creative problem-solving skills. Unique to the RMC gifted program is Mindful Exploration (ME) time honoring students' learning styles, interests, needs, and preferences by encouraging student choice. Our gifted educator also extends other curriculum by supporting any students who need challenge beyond the identified caseload through book clubs and math groups.

The guidance program focuses on teaching students competencies critical to social, emotional and academic growth and development. Unique ways RMC addresses counseling goals include:

Bibliotherapy - book clubs that meet during reader's workshop to address literacy and counseling goals simultaneously.

Brainology boot camp - lessons designed to help students understand how we learn and develop a growth mindset.

Core practice - short listening and breathing exercises that help students quiet their minds, learning the importance of and how to implement mindfulness.

In addition, activities and services for RMC students and their families are facilitated by our counselor including assessment, consultation, counseling, referrals, follow-up and follow-through.

Experiencing a variety of vocal and instrumental music propels lifelong learning, develops character, engages human emotion, and promotes critical and creative thinking within the individual, the community, and the world. Students in K-5 participate in vocal music three times weekly for 30 minutes. Vocal music curriculum is extended by both the Kindergarten Sing Along, bringing parents and children together to sing, and Captain Choir, an optional club for grades 3-5. Strings is optional for students in grades 4-5 and meets twice a week for a total of one hour. Instrumental music is extended as students may audition for the middle school Chamber Orchestra program.

For students to be encouraged to inquire, they must have access to, understand, and share information. Students may do this to explore literature or to find information on a specific topic. Both the library and technology curriculum are key in these tasks at RMC. With an integrated curriculum into core subject areas, students learn and extend their understanding of content by utilizing skills that focus on finding information in a variety of places for information and for pleasure. Students have access to weekly library check-out time, flexible library and computer lab visits, and desktop and mobile devices in classrooms. Regular collaborations between teachers, the librarian, and the educational technologist ensure literature appreciation and research curricular strands are integrated into teachings.

Physical Education (PE) focuses on teaching students to live and value a healthy lifestyle reflecting ongoing psychomotor (physical), cognitive (mental), and affective (social/emotional) development. Health education is connected to these concepts throughout the year. Students K-5 participate in PE daily and have opportunities to experience success and growth that will develop high levels of personal meaning, health and well-being, and an appropriate basis for developing a healthy lifestyle. The curriculum goes beyond the building as students go skiing, swimming, and skating. Strong partnerships with community resources allow our educators to promote healthy lifetime activities.

Learning a second language enhances thinking skills and broadens future career opportunities and personal interests for all students. The elementary Spanish program is offered in grades 1-5, three times a week for 30 minutes. Topics include greetings, family, colors, numbers, and basic descriptions, among others. Students begin by practicing memorized words and phrases evolving to produce simple original sentences. Helping students gain a knowledge and appreciation of other cultures in the global community is a priority.

Visual arts fosters creative, critical thinking and provides exposure to diverse cultures. Students in grades K-5 meet weekly for an hour of visual arts. Kindergarten meets an extra half hour for visual thinking strategies. Kindergarten students learn how artists find ideas and how to work independently. Grades 1-5 participate in Choice Art where students learn skills and concepts they apply independently in seven mini-studios: drawing, printmaking, sculpture, architecture, collage, painting, and fiber arts. In Choice Art, students learn to work as artists. The organic curriculum supports the children's ideas, and mini-lessons are driven by what the students are demonstrating in the mini-studios.

3. Instructional Methods and Interventions:

At RMC, teachers and staff strive to provide an educational experience for each child that meets their individual needs.

All students receive Tier 1 support, instruction that can be differentiated by the classroom teacher to meet learning needs. Literacy instruction uses a workshop model where formative assessment and conferring results in targeted instruction of key concepts is given to engage in new learning to assure success in independent reading and writing. Math instruction also utilizes formative assessment to allow classroom teachers to reteach in the moment with the goal of students being able to apply their learning to new situations. In both cases, students are given multiple targeted strategies to approach new learning as teachers see student needs arise.

Students who require additional support are identified at twice-monthly Grade Level Problem Solving meetings. The grade level team, literacy coach, math specialist, reading intervention specialist (RIS), instructional coordinator, and principal utilize formative and formal data and discuss learning centered concerns. GPS uncovers "problems in practice" and offers opportunities to design tiered, specific, and targeted interventions or support for students, to immediately address learning needs. This may include push-in or pull-out support for individuals or small groups from a variety of staff. Interventions and support are carried out by classroom teachers, instructional interns, math specialist, or RIS pending the student's need.

Individual student learning-centered concerns that are unresolved through Tier 1 or 2 intervention are reviewed by the Student Study Team (SST). Facilitated by our counselor, all stakeholders, including Special School District (SSD) staff, examine the student's strengths, as well as weaknesses that continue to arise despite extensive interventions to determine the root cause of the learning challenges. SST expands the scope to look at all social, emotional, and learning needs of that child. Students may be referred for SSD evaluation to determine a specific learning disability that may require ongoing Tier 3 intervention to resolve.

Students who require challenges beyond the written curriculum receive varying support as well. In math, longitudinal data is examined to identify students who would benefit from an enriched curriculum. Typically one-third, or more, students receive an enriched math curriculum in flexible extension groups based on their individual need with a given set of skills. Additional students are identified through formative assessments through grade level collaboration with the gifted teacher. Students, including those who are not identified as gifted, receive enrichment support throughout the year based on need in reading and math.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Total school ELA MAP Performance Index (MPI) scores illustrate continued growth. Two-year rolling averages demonstrate a growth from 414.2 (2012-2013) to 416.6 (2013-2014), and are exceeding standards for both student progress and growth measures. Total school math MPI two-year rolling averages have shown significant gains from 403.6 (2012-2013) to 413.0 (2013-2014), also exceeding standards for both student progress and growth measures. Both measures have exceeded Missouri's 2014 goals and have already surpassed targeted goals established for year 2020.

Total school super subgroups continue to progress as well. ELA two-year rolling averages demonstrate a growth from 372.4 (2012-2013) to 379.5 (2013-2014), and are exceeding standards for student progress measures. Total school math MPI two-year rolling averages have shown significant gains from 370.6 (2012-2013) to 381.4 (2013-2014), also exceeding standards for student progress and on-track for attaining growth measures. Both ELA and math scores are on-track for meeting Missouri's goal for year 2020.

Staff strive to achieve proficiency for all students and continue to address goals centered on students within the super subgroup (Free/Reduced Lunch, Special Education, English Language Learners, Hispanic/Latino, African American) to close the achievement gap. Staff continue to progress monitor subgroups, adjust instruction, and intervene with support or challenge in a consistent, ongoing basis.

Gains in MPI scores indicate the movement of students from the lower assessment tiers (Below Basic/Basic) to the upper tiers (Proficient/Advanced). Significant math gains are indicative of year three curriculum implementation incorporating the CPA instructional model. Overall gains for ELA and math for total students including subgroups are attributed to GPS meetings where individual student needs are identified, followed by the implementation of targeted intervention and progress monitoring to ensure improvement for all students.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

PLC teams determine how they will assess for student learning within units of instruction and develop assessment plans including teacher formative assessments, common formative assessments, and local benchmark assessments. PLC teams routinely analyze data to answer the guiding questions: a) How will we know our students learned it?; b) How will we respond if they did not learn it?; and c) What will we do if they already know it?

Formative assessments (designed to assess the learning of an individual, small group, or class) such as exit slips, journal responses, or teacher created mini-assessments provide a dipstick for students' daily learning and guide the next differentiated learning experiences for each child. Formative assessments provide a reflection of effective teaching practices and determine students' need for re-teaching, practice, and enrichment learning opportunities.

Common formative assessments (designed to be given to all grade level students at a specific point in the unit's instruction and are analyzed collectively by the PLC team) provide a measure of student progress across the grade level and inform tier 2 interventions.

Benchmark assessments (designed by SDC) such as end-of-unit assessments or District writing prompts provide a measure of the learned skills. Students who have not yet mastered a skill receive additional instruction.

Universal screeners including Scholastic Reading Inventory (1-5), Developmental Reading Assessment (K-5), Northwest Evaluation Association Measures of Academic Progress (math 2-5), Terra Nova (1-2), Missouri Assessment Program (3-5), and Educational Records Bureau Writing Assessment (4) provide faculty opportunities to norm our students' performance to District and national standards.

RMC's assessment practices provide students with frequent, quality teacher feedback specific to individual learning. These practices support continued achievement success and are openly discussed with parents. Students have regular opportunities to reflect and set personal learning goals. The SDC routinely shares academic progress with the community at large.

Part VI School Support

1. School Climate/Culture

Students understand that everyone has rules/norms by which they live. All staff talk about school norms on a regular basis, but more importantly, students, staff, and parents live them. They are part of who we are and the behavior we expect from our students.

At RMC we respect ourselves, others, and the property of our school. We do this by living the following norms:

We do the right thing even when no one is watching.

We are never disruptive or hurtful.

We resolve conflict in a peaceful manner.

The three norms serve as the foundation of our school-wide expectations and culture and foster the caring community that our school has come to know and appreciate.

We strive to build relationships between students of all ages through multi-age community teams comprised of staff facilitators and 10-14 students from grades K-5. These teams stay together year to year, graduating members and welcoming others. It is another family, beyond their home and classroom families, where students can make friends, feel safe, and enjoy learning. At the start of the school year teammates engage in get-to-know-you activities. Throughout the year, students support one another's learning as they engage in lessons based on the year's black history role model. Teams meet monthly to continue their learning which is celebrated with one of RMC's largest celebrations: Black History Night. On this evening, students showcase their learning through song, dance, art, speaking and writing. After this extraordinary event, teams continue to foster school-wide community through a community team picnic and field day events.

Students have voice in school leadership too. One example of this is Student Council which is comprised of elected student representatives from grades 2-5. The Student Council sets goals regarding school-wide community service and spirit events which foster leadership skills and inspire outreach to our community. In addition, fifth-grade Student Ambassadors serve as tour guides and support school events including International Night, Pancake Breakfast, Garden Day, and Captain Fair.

Staff members are not only congenial but collegial, providing a network of support for each other. From collecting gift cards for someone in need to supporting each other's work in the classroom to social outings beyond the school day, everyone is willing to lend a helping hand. One way we continue to foster connectivity among our colleagues is with weekly staff breakfasts. In addition, we take time to "recognize our own" during faculty meetings offering appreciation for colleagues' contributions.

2. Engaging Families and Community

Fostering strong partnerships with parents and the broader community is vital to RMC. We recognize that our students are one part of a larger unit, and we all are working towards the same end goal of success. Therefore, we aim to build partnerships with families and beyond to offer opportunities for families and community partners to take an active part in the children's learning.

Academic parent nights including Curriculum Night and Math Night allow parents opportunities to know and at times experience the learning that their child takes part in each day. Such evenings are designed for parents to walk away with strategies in hand that support their children's learning at home. In addition, teachers are intentional about providing opportunities to welcome parents into the building during the instructional day, building community and showcasing learning. Examples include observing dance performances in PE, attending third grade's World Fair celebrating cultural research, or joining in bi-weekly Sing Alongs with kindergarten students. Parents are invited to enhance student learning by sharing

their talents and experiences related to instructional concepts. Parents can even take an active role in co-sponsoring clubs such as the First Lego League Robotics Team.

A reciprocal support exists among our parents and teachers through PTO. Parents are always looking for ways to provide ongoing support, including volunteering personal time and making financial contributions to support building and educational improvements and innovations. Parents go above-and-beyond to let all staff members know how much they are truly appreciated. In accordance, staff members do all they can to support our PTO by attending community events and offering special occasions to be used as prizes for various events such as a "Dance Party" or "tuck-in service by Dr. Martin."

Strong school/community partnerships have also been developed over the years. RMC supports Concordia Seminary students with community service tutoring opportunities. In addition, Concordia allows our school to use its facilities and fields for daily PE classes and special events including Field Day and the Volunteer Appreciation Picnic. RMC also collaborates with students from Fontbonne University and Washington University through academic-based partnerships like America Reads and other community outreach opportunities. At RMC we value our longstanding partnership with OASIS and enjoy our retired community members serving as mentors and reading partners. Staff have worked with the Missouri History Museum to develop unique off-site experiences that enrich the curriculum through the use of primary sources that students could not experience otherwise.

3. Professional Development

Professional learning experiences are vital in growing every aspect of RMC. District, building-based, and individual professional development (PD) are directly aligned to the RMC School Improvement Plan (SIP) and District Strategic Plan. The SDC's commitment to PD is remarkable as professional incentive funds are allocated to faculty specifically dedicated for professional resources, supplies, and learning. A review process guarantees that PD experiences are aligned with school and District goals and include a plan for how teachers will share their experiences for their colleagues' benefit.

SDC PD is supported by a District committee comprised of teachers and administrators from every school. Collectively, the committee is working with a Marzano Research consultant regarding Marzano's 41 elements of reflective teaching. Administrators also engage in PD to address how leaders support teachers in becoming reflective practitioners. At the building level, the Captain PD Committee (CPDC) evaluates current needs and develops a framework for building-based PD reflective of SDC PD goals.

RMC faculty have a variety of professional learning opportunities including the following:

PD Days - CPDC plans and facilitates professional learning on District dedicated PD days. Teachers collectively engage in learning through a variety of formats. Embedded into the day are opportunities for teacher teams to process the implications for their practice, impact on student achievement, and action-oriented opportunities for implementation.

Captain Councils - Literacy, Math, and Specialists councils have been developed based on the three building SIP goals. Councils are professional learning communities that engage in development specifically to carry out the action steps of the SIP.

Collaborative Learning Teams - Professional learning teams that engage in the PLC process with job-alike colleagues. Learning is guided by team needs based on curriculum and instruction or other identified needs related to student performance.

Choice PD - Authentic, optional professional development based on an identified problem of practice.

Learning from Our Own - Grass roots PD where a staff member has identified a need or value to be shared with others.

Coaching Cycles - Just-in-time, job-embedded PD facilitated by our Literacy Coach or Math Specialist. Professional learning is determined by the teacher and/or team engaging in the coaching cycle.

Collaborative Learning Labs - A group of professionals who wish to engage in an ongoing study of professional practice. Group members research a given topic and construct learning together then support the implementation of the instructional practice through a peer observation/coaching model.

4. School Leadership

The RMC learning community assumes a growth mindset which encourages risk-taking and divergent thinking. Mistakes will happen; however, it is what we learn from those mistakes today that will positively impact the future. All stakeholders work collectively to ensure that the students receive an educational experience of excellence.

RMC's principal believes strongly that ALL students can grow as learners to learn at high levels. Serving as the lead learner, the principal models and promotes a positive school climate that honors and celebrates the learning of all stakeholders. Celebration is a vital part of our journey; however, despite our high achievement levels, the staff assumes the responsibility to continuously grow and improve in order to ensure each and every child is achieving at high levels. The principal believes that not all answers come from administration, but that answers to tough school questions come from a collaboration between the entire staff, parents, and students. The principal recognizes attempts, celebrates success, and encourages ideas that focus on student learning. Mission-oriented and student-centered are guiding principles for decision making.

RMC's leadership team also encompasses the instructional coordinator, counselor, literacy coach, and math specialist. Each member has a role in developing teacher efficacy, building capacity among our faculty to positively impact student achievement. This shared leadership approach fosters interdependence among the staff.

Staff members have the opportunity to serve on Captain's Leadership Council meeting with members of the leadership team twice per month to provide ongoing input and address larger school-related issues. Staff also take on leadership by facilitating councils, learning cadres, book clubs, and professional development.

Students also have voice in school-wide decision-making through surveys. Members of Student Council and Student Ambassadors also take on student leadership roles within the school by organizing community outreach, promoting goodwill, and welcoming new families. Students feel so empowered as leaders that it isn't unusual for a students to write a letter or ask for a meeting with the principal to talk about school issues that are important to them.

Parents are leaders in our community exemplified through PTO and parents participating in Stakeholders meetings. In PTO, parents do more than support students and staff, they seek out opportunities to enrich student learning and have meaningful dialogue with teachers to ensure resources are available. Their actions prove they are partners who advocate, with staff, for the best education of their children. Parents also take time during Stakeholders meetings to provide input that informs the practices and decisions made at the school. Parents' perspective at Stakeholders meetings contribute a unique and needed element to our decision-making.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	83	82	67	70	75
Advanced	45	15	12	18	25
Number of students tested	58	68	60	56	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	63	62	56	27	43
Advanced	0	8	13	9	14
Number of students tested	8	13	16	11	14
2. Students receiving Special Education					
Proficient and above	86	67	56	50	67
Advanced	57	11	0	25	17
Number of students tested	7	9	9	8	6
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	71	64	50	36	40
Advanced	29	9	10	0	0
Number of students tested	7	11	10	14	15
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	90	87	72	80	91
Advanced	48	15	13	23	41
Number of students tested	42	52	46	35	32
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: N/A					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: N/A					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: N/A					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	79	66	78	84	80
Advanced	35	17	28	37	31
Number of students tested	71	59	58	57	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	45	44	53	55	46
Advanced	9	11	0	9	15
Number of students tested	11	9	15	11	13
2. Students receiving Special Education					
Proficient and above	56	40	50	57	67
Advanced	22	10	0	43	33
Number of students tested	9	10	10	7	3
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	33	50	47	47	50
Advanced	11	20	0	7	14
Number of students tested	9	10	15	15	14
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	85	72	89	97	94
Advanced	36	17	36	47	36
Number of students tested	53	46	36	38	31
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: N/A					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: N/A					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: N/A					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Two fourth-grade students (4%) qualified for MAP-Alternate Assessment during the 2009-2010 school year. Both students had multiple disabilities: Student 1:AU/Down Syndrome; Student 2: Cerebral Palsy. In addition, student 1 was retained in fourth grade during the 2010-2011 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	83	92	90	84	82
Advanced	44	52	56	53	44
Number of students tested	64	60	61	57	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	75	67	77	50	57
Advanced	38	0	31	42	21
Number of students tested	8	12	13	12	14
2. Students receiving Special Education					
Proficient and above	58	67	57	50	67
Advanced	25	22	57	25	33
Number of students tested	12	9	7	8	6
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	70	75	69	57	50
Advanced	50	0	25	36	0
Number of students tested	10	16	16	14	12
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	90	100	98	92	47
Advanced	44	75	66	53	37
Number of students tested	50	36	41	36	43
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: N/A					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: N/A					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: N/A					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	69	78	70	69	67
Advanced	48	51	32	35	35
Number of students tested	58	68	60	56	52
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	38	50	50	27	50
Advanced	13	42	31	9	21
Number of students tested	8	13	16	11	14
2. Students receiving Special Education					
Proficient and above	57	67	33	50	33
Advanced	43	56	11	13	17
Number of students tested	7	9	9	8	6
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	43	55	60	29	47
Advanced	14	36	20	7	13
Number of students tested	7	11	10	14	15
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	79	80	74	82	75
Advanced	57	53	35	47	47
Number of students tested	42	52	46	35	32
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: N/A					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: N/A					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: N/A					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	76	78	74	86	78
Advanced	42	31	47	51	53
Number of students tested	71	59	58	57	651
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	73	56	40	55	46
Advanced	36	33	7	9	39
Number of students tested	11	9	15	11	13
2. Students receiving Special Education					
Proficient and above	55	40	50	57	80
Advanced	33	0	10	29	40
Number of students tested	9	10	10	7	5
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	66	50	53	60	63
Advanced	33	30	13	20	43
Number of students tested	9	10	15	15	14
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	81	85	81	95	87
Advanced	43	33	56	63	58
Number of students tested	53	46	36	38	31
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: N/A					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: N/A					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: N/A					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Two fourth-grade students (3.9%) qualified for MAP-Alternate Assessment during the 2009-2010 school year. Both students had multiple disabilities: Student 1:AU/Down Syndrome; Student 2: Cerebral Palsy. In addition, student 1 was retained in fourth grade during the 2010-2011 school year.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	73	77	82	77	81
Advanced	36	50	49	46	42
Number of students tested	64	60	61	57	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	50	42	46	50	36
Advanced	25	8	23	25	7
Number of students tested	8	12	13	12	14
2. Students receiving Special Education					
Proficient and above	42	33	57	63	50
Advanced	17	11	43	38	33
Number of students tested	12	9	7	8	6
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	50	50	44	57	42
Advanced	20	13	6	36	0
Number of students tested	10	16	16	14	12
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	80	86	95	83	93
Advanced	38	64	66	50	52
Number of students tested	50	36	41	36	43
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: N/A					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: N/A					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: N/A					
Proficient and above					
Advanced					
Number of students tested					

NOTES: