

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Ann Eaton Johnson

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

Official School Name St. Anthony Park Elementary School

(As it should appear in the official records)

School Mailing Address 2180 Knapp Street

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

City Saint Paul State MN Zip Code+4 (9 digits total) 55108-1907

County Ramsey

Telephone (651) 293-8735 Fax (651) 293-8737

Web site/URL http://stanthony.spps.org/ E-mail karen.duke@spps.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Joe Gothard E-mail joe.gothard@spps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Saint Paul Public Schools Tel. (651) 767-8100

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.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Jon Schumacher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 42 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 9 High schools
 - 0 K-12 schools
- 58 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. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	53	42	95
1	42	48	90
2	45	41	86
3	34	45	79
4	36	48	84
5	32	51	83
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 or higher	0	0	0
Total Students	242	275	517

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 11 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 63 % White
 - 7 % 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 2015 – 2016 school year: 9%

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, 2015 until the end of the 2015-2016 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	38
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2015	523
(5) Total transferred students in row (3) divided by total students in row (4)	0.090
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 19 %
98 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Somali, Hmong, Spanish, Nepali, Mandarin, Tamil, Arabic, Hindi (plus 25 other students speaking 21 other languages)

7. Students eligible for free/reduced-priced meals: 22 %
Total number students who qualify: 114

8. Students receiving special education services: 7 %
34 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 conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 1 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 3 Other Health Impaired
- 10 Specific Learning Disability
- 25 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 3 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	20
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	5
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 26:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2016.

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.

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

Our mission is to provide a well-rounded, quality education that develops the whole child to become a lifelong learner and global citizen.

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

Neighborhood students have priority but enrollment is open to any Minnesota student. Families enroll through the St. Paul Public Schools Student Placement office.

PART III – SUMMARY

When you enter our school, right away you notice a giant ceramic tile mosaic on the wall. The colors and texture are vibrant and full of detail, and every day students walk past, touch and analyze the mosaic. They see new things with each look. The wall-mounted art piece was a collaboration between students, our visual art specialist, and neighborhood craftspeople. It is a perfect metaphor for our school: colorful, detailed, exciting and engaging.

St. Anthony Park Elementary (affectionately known as SAP) is a neighborhood K-5 elementary school that provides a well-rounded, quality education to guide each child to become a lifelong learner and global citizen. Our vision is to join together as a community of teachers, students, and families to create a welcoming, respectful and caring environment where all learners are challenged, motivated and successful. Our school is infused with community spirit and the belief that working together can lead to great accomplishments.

Our school prides itself on its excellence and diversity as well as its focus on environmental education, varied after-school opportunities, and strong community support. Our multicultural student population speaks 29 languages at home and is supported with enrichment and acceleration opportunities integrated in every subject area. We achieve some of the highest standardized test scores in Minnesota. Our school racial equity team leads us in ongoing dialogue about how we serve our students of color. At all grades we teach an inclusion curriculum called “Families All Matter” to help students talk about differences and build understanding. We seek to include absent narratives and non-dominant perspectives in our arts and social studies instruction. The many perspectives and backgrounds of our students enrich and deepen our community when we are deliberate about building connections and understanding. A strong sense of community and a sense of belonging for all students is a key factor in their academic success.

We infuse students with a sense of environmental responsibility through our on-campus native prairie and peace gardens as well as a multi-year environmental stewardship program including trips to our local Langford School Forest, the Mississippi River, Belwin Outdoor Science Center, and Wolf Ridge Environmental Learning Center. After-school opportunities are diverse and responsive to parent and student interests, including Spanish language, theater, science, arts, instrumental music, gymnastics, chess, math, geography, FIRST Lego League, and Destination ImagiNation. Before and after school programming, available for a sliding fee, engages students in hands-on enrichment activities, field trips, physical activities, and homework support.

Committed and highly qualified teachers, specialists and staff, over ninety percent of whom hold Master’s degrees, are dedicated to challenging students to develop their talents and to experience continuous academic growth. Individually and as a team, we have participated in professional learning activities to improve our practice in technology integration, environmental learning opportunities, and care of children’s mental health, to name a few. SAP teachers work collaboratively to develop learning experiences to address content area standards and meet the skill and interest needs of our students. We use both formative and summative assessment to guide instructional decision-making every day.

Our local Community Foundation calls the elementary school the “gem of the neighborhood”. Every day our sign-in book has a long list of adults who have come to volunteer their time and expertise. Active involvement of parents, teachers, local university students, and the broader community in student learning means that the student-to-adult ratio is low. Students can count on volunteers who come to read and discuss books, coach small groups and help them to organize their day. SAP families and neighbors tirelessly fundraise throughout the school year to fund field trips, classroom materials, and all sorts of special projects.

Local colleges have found St. Anthony Park a model school for training future teachers. Students from nearby universities learn best practices while observing our teachers and providing one-on-one help to our students. A university literacy class for preservice teachers meets at SAP twice a week and tutors our students in reading. Each year we host six to eight full-year student teachers. These partnerships create a highly reflective setting for SAP teachers.

Our award-winning district Nutrition Services is known for its healthy, locally-sourced and ethnically diverse menu options for students. We offer breakfast and lunch as well as after school snacks. Our nutrition service staff takes kind and loving care of every individual child. When students enter the lunch line, they know that they'll be taken care of and receive good food.

It is a priority for us at St. Anthony Park to ensure the success of every student. When needed, individual students are supported by speech, special education, and English language teachers, as well as a counselor, nurse, social worker, and occupational therapist. These professionals collaborate with general education teachers to provide intervention and enrichment opportunities so that students can thrive. Our classroom teachers weekly meet in teams to examine student progress and plan classroom supports for students who need them.

At St. Anthony Park Elementary, we know that community is the key to our students' success. That mosaic on our wall represents our parents, staff and community, and the numerous ways that we have together created a vibrant learning environment where students are welcomed, embraced, engaged and challenged, and where ultimately they succeed in becoming their best selves.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In core subjects, St. Anthony Park uses a combination of district-adopted curriculum materials and district-developed frameworks to pace our instruction and ensure that all students are being taught the essential skills and knowledge to meet state and national standards. Teachers supplement with selected materials as needed in order to differentiate for student needs or to reflect students' individual interests or cultural backgrounds. Curriculum committees regularly review, revise, and update curriculum in all content areas at both the district and building levels. Ongoing and district and building strategic staff development supports all teachers' development in curricula.

Kindergarten

Discovering Our World is a kindergarten curriculum designed by the St. Paul Public Schools to create a learning environment that goes beyond standards to develop enthusiastic independent learners. Involving families, cultivating mastery of content and honing critical thinking skills through in-depth investigations cements a strong foundation for lifelong learning. A visit to any of our classrooms would give you a glimpse into an atmosphere where self-esteem is enhanced, safety is affirmed through predictable rituals and routines and self-confidence grows. Students explore indoor and outdoor learning spaces through hands-on investigations, physical movement, and simulations in an interdisciplinary enrichment class incorporating science, engineering, math, and social studies.

Literacy

Our students are wordsmiths. St. Anthony Park provides rigorous, research-based literacy curriculum to address phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. During the course of each day, students participate in reader's workshop, writer's workshop, and a literacy skills time. Whole-group instruction is guided by a district pacing guide, and teachers have the discretion to use materials from adopted curriculum or other sources. Reader's and writer's workshops utilize trade books at appropriate levels for guided reading, shared reading, and independent reading, as well as for mentor texts in a variety of genres. In writing instruction, teachers follow a district framework that is based on writing in particular genres and is aligned with the reader's workshop.

Mathematics

We follow a district pacing guide for math that is based on state standards, and we use the Everyday Mathematics program as our primary source of materials and lessons. Math is focused on six mathematical content strands: number and numeration; operations and computation; data and chance; measurement and reference frames; geometry; and patterns, functions and algebra. Our program spirals throughout grades, reinforcing concepts and skills. Intervention teachers and classroom teachers work together to develop instruction for students in need of remedial services, incorporating math review and mental math, problem solving and automaticity of math facts. Ensuring that students are mathematically literate is a priority in every classroom. Incorporating reading, writing, speaking, listening, and critical thinking in instruction provides students with opportunities to develop literacy in mathematics while deepening their mathematical knowledge, conceptual understanding, and skills.

Science

We hold high expectations for our students to think and act like scientists and engineers. We focus on building both the science content and the inquiry and engineering skills outlined in the Minnesota Academic Science Standards. Our science specialist and classroom teachers provide hands-on, inquiry-based instruction. Experiences in the lab address the state standards and give students numerous opportunities to work above the standard through teacher and student directed investigations. Our science programming is described in-depth in the Strategies for Academic Success section of this application.

Social Studies

The Social Studies curriculum focuses on the strands of the National Council for the Social Studies. Students develop as world citizens through their study of government, economics, geography and history.

Civic engagement opportunities across grades are provided through service learning projects and field trips. Special school-wide programs such as Dr. Martin Luther King, Jr. and Memorial Day assemblies are created by students and staff together each year after intensive study of the history, rights and responsibilities behind national days of remembrance. Economics concepts are taught through literature, hands on projects and in-house residencies by Junior Achievement.

As much as possible, we seek out and create school-wide activities that align with core curriculum areas in order to make the academic subjects really come alive. In the recent past, student participation in KidsVoting, various Artists in Residency, AMAZE literature immersion, Junior Achievement, SAP School Forest activities and cross grade-level mentoring have provided opportunities for students to apply academic skills and see ways that their knowledge is applicable in real-life situations as citizens and persistent learners.

2. Other Curriculum Areas:

Students experience a comprehensive education at St. Anthony Park, which includes specialized classes in technology, the arts, personal/social development, and physical education. Teachers in these areas support and supplement the core subject areas.

Throughout our district, all students have an iPad to use during their instructional day. At our school, students use technology to gather information, build and reinforce core academic skills as well as create products to demonstrate their learning. All students at SAP also take part in technology classes where project-based, student-centered learning helps to foster their 21st-century skills: creativity and innovation; communication and collaboration; critical thinking and problem solving; research and media literacy. These projects are directly tied to their core classroom curriculum and are often interdisciplinary. Technology lab time is structured so that all classes receive weekly direct instruction while also having the opportunity to sign up for open lab times to pursue individual and classroom projects. Finally, support is provided to students and staff to help develop and integrate multiple pathways for students working towards standards via technology.

Our community deeply values the arts. We believe in the power of art to bring communities together, to see the world from divergent perspectives, and to bring voices to the table that would otherwise be silent.

The General and Vocal Music program offers rigorous, active learning experiences in singing, playing instruments, improvising music, and composing music. Students hone their reflective skills by listening to, analyzing and describing diverse music. The music teacher often collaborates with teams of teachers to meaningfully connect music with what is being studied in their homerooms. For example, students compose and perform live music to introduce their telling of folk stories from different parts of the world. To prepare for this activity, they study different music styles for their featured country and determine ways to use our classroom instruments to produce music that reflects that style.

Children come to the visual art lab once a week to learn, create and explore in a project-based, hands on learning environment. Our art curriculum is based on learning new skills and making ideas become visual communications. By weaving core classroom subjects into visual representation, students learn about their history while creating their own stories. Students learn drawing, painting, sculpture, architecture, printmaking, pottery, weaving, and collage. Each February, great works of art are introduced and taught by a cadre of parent volunteers through a program sponsored by the Minneapolis Institute of Arts. Following the month of learning, students visit MIA to view the pieces they studied in person.

Uniquely, each student at every grade level has a week-long residency with an artist from the vibrant local art scene, like Indonesian instrumental performance, West African drum and dance, or digital photography. Some artists return year after year, creating a tradition at the school and linking one grade's experience to the next.

Our school counseling curriculum is comprehensive in nature, developmental in design and delivered school wide. The program promotes and supports academic achievement, personal and social development and

career planning for every student. The program is delivered through classroom lessons, social skills groups and individual intensive interventions. The counselor helps students and staff learn to develop mindsets and behaviors such as empathy and compassion, emotion management, and cooperative problem solving needed to be successful through literature, oral language and role-playing examples.

Physical education is based on National and Minnesota PE benchmarks. We focus on the six physical education standards in every unit. Students are taught and exposed to fitness concepts and individual and team sports skills. Our program emphasis is on learning skills and being respectful to all involved. We teach the students what to do, what to say, and how to act during competitive game situations. The most important aspect of PE at St. Anthony Park is making class fun and engaging. Students are more likely to choose an active lifestyle when they have an activity they love and can continue learning and participating in for life. Beyond PE class, we provide many unique opportunities for the students to gain fitness and sports skills. Our school hosts a popular morning fitness club every Friday before school for 60 students. Two thirds of our student body participates in our after school “Running Club”, which is strategically placed during the spring state testing season. Students train for a one-mile race that brings together hundreds of people - parents and neighbors - to cheer the runners on.

3. Instructional Methods, Interventions, and Assessments:

At St. Anthony Park we strongly believe that every student deserves instruction that is tailored to their specific needs as learners, whether they are struggling to meet grade level, very advanced, or somewhere in between. One of our challenges in core subjects is the majority of our subgroups perform 10% or more lower than the whole group proficiency scores in standardized state exams. In all subjects, differentiation in core academic subjects (reading, writing and math) is a part of our everyday school routine.

Our daily literacy block in grades 1-5 includes 150 minutes of daily literacy instruction: reader’s workshop, writer’s workshop and word skills. During the literacy block, teachers provide Tier 1 core curriculum and differentiation. Tier 2 and Tier 3 instruction include targeted small group or individualized intervention. Three times per year, the Core Reading Assessment Battery provides diagnostic profiles for each student. We monitor and support each student’s rate of progress toward and beyond grade level proficiency in order to measure individual student growth.

We are in our second year of partnering with Minnesota Reading Corps, in which two AmeriCorps tutors provide targeted reading interventions to K-3 students. Tutors see “close to proficient” students every day for 20 minutes to practice the areas of phonemic awareness, phonics, and fluency. They are assessed regularly and exited from the program when they meet grade-level standards, at which point tutors and classroom teachers coordinate to admit another student.

In math, beginning in grade two, each grade level team groups students according to a unit pre-test. Teacher teams analyze the assessments together and group the children according to their individual academic needs for that unit. In this way, each student receives educational opportunities tailored to their needs – whether enrichment or extra support. At the end of each unit, students complete the unit test a second time, showing and reflecting on their learning and growth in math. This data is maintained throughout the year and referenced. The same process of pre-testing, grouping, instructing, learning, showing and reflecting continues for each unit. Math is taught at the same time for students in grades 3-5 throughout the building to allow for flexible grouping and acceleration of students, including the opportunity to attend class at neighboring middle and high schools.

For students who are significantly below grade level, our Student Assistance Team meets to review assessments and plan interventions. A cross-grade PLC group meets to analyze our MCA data and identify areas to improve (e.g., specific content strands, grade levels, or student groups). All grade level teams meet on a regular basis to analyze results of classroom assessments. Teachers utilize small flex group instruction in reading, writing, and math according to level of need. This winter our intervention teacher focused on students in fourth grade, one of our highest-need groups. Right now, she supports students in guided reading and strategy work as well as specific skills like making inferences. We have also created small groups for intermediate students who need support with phonics and word skills. In addition, our special education,

ELL, and intervention teachers have worked with classroom teachers in PLCs to identify students for targeted, small-group instruction. At this time, 80% of the students in the groups we identified as needing additional support this year are making significant gains.

As we help some students work toward grade level, we also want to provide acceleration for the 50% of our overall population who are identified as “gifted and talented” by the CogAt7 battery assessment. Every classroom teacher provides higher-level challenges and the opportunity for students to participate in reading, writing and math groups with academic peers. Acceleration is available to all students, regardless of identification.

We want all students to develop their artistic, scientific, athletic, and leadership talents. To that end, for all students we align our Artist in Residence program, instrumental music, Spanish language classes, chess, Destination ImagiNation, FIRST Lego League, It’s Our World Student Leadership, and other enrichment activities with the knowledge and skills students are learning in their classrooms.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Trained, optimistic, and caring staff adeptly weave daily enrichment activities into core subjects that are aligned to standards. We observe each child during the day to be sure academic rigor is sprinkled with laughter, class traditions, personal accomplishment and a strong sense of belonging to a special group. Social growth is as important to us as academic growth. Our support staff including teaching assistants, tutors, special education team and counselor work in tandem with teachers and families to support all students' greatest learning potential.

St. Anthony Park prides itself on being a setting of welcome and kindness. One example is a cultural norm that staff and students greet one another with interest and curiosity. Our music specialist and principal created a small goal to have our students exchange friendly greetings as the school building was entered. Specific elements of a genuine greeting were taught during music class and reinforced during arrival. Acknowledgments and daily check-ins continue at each classroom door and again in morning meetings. Morning meetings are practiced by the majority of the classrooms, as children begin their day in a circle, greeting each other by name, sharing special experiences orally with each other, and joining together in cooperative activities that help set the tone for the day and help feed a classroom community spirit of cooperation and expectation.

Extended recess before lunchtime is an example of student voice and choice at St. Anthony Park where students' individual needs are honored. Students who want more time for fresh air and movement have the choice to stay outside while others who choose a longer time to eat and talk with peers also have freedom to make a personal choice. Extended recess helps to support a healthy school climate during lunchtime as well as through the day. Office visits for behavioral incidences significantly dropped after the implementation of this program. Thoughtfully staggering the arrival times of students to the lunchroom has resulted in a pleasant lunch time experience for students and staff.

Staff members are supported and challenged to work with rigor to enhance their skills and develop professionally. Teachers work in close knit teams, availing themselves of professional resources and each others' expertise. Grade level teams also coordinate with specialists, connecting on a daily basis regarding student growth and development. Staff retention is high, due in part to a sense of being respected and appreciated by other staff, the principal, families and community members. When there are needs to address, the focus is to educate and practice new expectations with warmth and high expectations.

2. Engaging Families and Community:

Families are welcome and key partners in student learning at St. Anthony Park. Every adult is included as a member of our school's parent-teacher organization, the St. Anthony Park School Association. Hundreds of volunteers are recruited and thousands of dollars raised in a mission to support, encourage, and enhance the learning at St. Anthony Park.

Thanks to families and community, we are able to offer an abundant array of school enrichment opportunities. Many volunteers run the annual "Celebration of Talent," a trio of events that includes an art show, publication of the literary journal, and the Talent Show. Last year, volunteers posted over 350 pieces of student artwork, assisted in the publication of student writing and produced the evening talent show.

In addition to one-time events, we also have ongoing opportunities for the greater community to be involved with our school. Our tutor program draws family members, college students, and retirees who are looking to provide ongoing support to students in the areas of reading, writing, and math. Our school averages 20 volunteer tutors in any given week, who spend approximately 665 hours assisting students per school year. In the 2015-2016 school year, 15% of our student population worked with a tutor for at least 1.5 months of the year.

We also have a unique relationship with our local public library. Each month, students walk to the library to have a shared reading experience, which is coordinated between classroom teachers and the library staff. Students check out books from the public library, and avail themselves of the research and professional help in order to gain access to multiple sources of reading material.

Our students see the University of Minnesota adjunct to their lives and can visualize themselves as students there, in part because of frequent visits to such programs as Physics Force, Raptor Center, and a UMN hosted day for the entire fifth grade class.

We have noticed that while our building has a vibrant, racially and ethnically diverse student population, we see mostly white faces at the majority of our meetings and events. Because we want to hear and affect change through non-dominant voices, we deliberately focus on reaching out to families of color. For example, some of our staff participate in a home visit program sponsored by the teacher federation. School programs and events now often include a prayer room and child care.

3. Professional Development:

Our Teacher Development and Evaluation (TDE) practice was developed by our school district and local teachers union to meet Minnesota Statute 122A.41 d. TDE includes opportunities for educators to set goals for themselves and work towards those goals to impact student learning and to participate in a three-year evaluation cycle with multiple opportunities for feedback, reflection, and professional development.

Teachers reflect on their practice individually and collectively as they gather weekly in data-driven professional learning communities and staff trainings. There is a high level of ownership as teachers plan professional development (PD) that is relevant to individual and collective needs. PD participation allows us to better understand how our students learn, gather new ideas, sharpen and acquire skills and develop collaborative professional relationships.

Some PD is built upon anti-bias development theories, and promotes social and emotional well-being for staff and students. Our Equity Team examines the school's practices, programs, structures, climate, and culture to identify barriers to equity and excellence, leading to systemic change efforts to promote high levels of achievement. The team provides equity facilitation with the staff. For example, studies around shared literature focused on issues such as race and diversity. We partner with local and national organizations such as The Emily Program, a national leader for eating disorders located in our immediate neighborhood, and AMAZE/Families All Matter to create welcoming classrooms that affirm students across many personal and social identities.

Our School Forest Committee arranged for facilitators from the MN Department of Natural Resources to lead staff through PD using our outdoor classroom space, the Langford Park School Forest. K-5 teachers and specialists learned ways to engage students in outdoor learning through inquiry incorporating language arts, science, math, and more.

The Technology Committee supports Personalized Learning initiatives as well as technology PD. Formal sessions start with examining the Substitution-Augmentation-Modification-Redefinition model of technology integration and our district's Essentials of Personalized Learning. Whole group and one-to-one trainings are designed to help staff acquire employable strategies that advance their ability to meet students' individual learning needs. Time is given at staff meetings for discussions between peers on a topic related to technology implementation and successful strategies.

We are committed to continuous learning to ensure that all students have a premier education. We know that each student is an individual, and learns as such. Our PD systems ensure we have each student's learning style, self-identification and singular background in mind as we design learning opportunities for growth.

4. School Leadership:

All stakeholders at St. Anthony Park Elementary are committed to our mission, to “provide a well-rounded, quality education that develops the whole child to become a lifelong learner and global citizen” and are driven by our vision for “the community of St. Anthony Park School to join together to create a welcoming, respectful, and caring environment where all learners are challenged, motivated and successful.”

Towards this end, the principal adheres to the principles of shared leadership by offering multiple routes and roles for staff members to contribute professional strengths and explore curiosity. Staff are encouraged to participate in building-led professional development that is student achievement centered and to take part in multiple committees each year. Teams and committees work collaboratively in specific areas that affect students, staff, and parents/guardians. An example is the Student Assistance Team (SAT). Staff led, it provides support for teachers to meet the unique learning and behavioral challenges of specific students. The goal of SAT is to assist school staff and students needing intensive interventions or differentiated instruction to assure their success in general education.

Staff partner with family members in a variety of leadership roles: student learning, volunteerism, fundraising, and systems. Our Site Council, for example, is a collaboration between parents, staff, and community members. A small and representative group comes together to work on continuous improvement of the relationship between home, school and community. Its purpose is to be a sounding board for the principal, to inform about what parents and families are thinking, and share input regarding decision-making for SAP that is not focused on fundraising. Council members examine the school's School Continuous Improvement Plan and Minnesota Comprehensive Achievement data, and suggest any necessary changes. Some of our discussions have included racial disparity and the achievement gap, opportunities for gifted and talented students at SAP, values of the families we serve, and school budget priorities. Minutes and information learned are shared with the larger community.

Teachers and principal daily exemplify positive leadership for students, and across grade levels students are encouraged to use their strengths for the benefit of all. Being the oldest, 5th graders take on many roles, from patrolling the street crossings to being buddy readers, to leading our building's recycling program. “It's Our World” is a 5th grade leadership group that organized service opportunities for the whole school. Two highlights include collecting over 500 pounds of food for Keystone Community Services and 900 books for local and global organizations. Real-life civic engagement and service helps the conceptual come alive and provides affirmative models for younger students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Science and Engineering is at the core of a successful Saint Anthony Park Elementary School education, and our program is exceptional. Led by national award-winning science teachers and supported by classroom teachers, staff, families, and community. Our philosophy is to actively engage children in the excitement of discovery through the tools of scientific inquiry and the engineering design process. Students in grades 2-5 visit the science lab every third day, while K-1 students experience science every other day. Three Family Science Nights and a major Science Fair engage all SAP students in authentic inquiry and science experimentation and presentation. Family and community involvement bring close to 1,000 people to our building in appreciation of science.

Students work with University of Minnesota professors and graduate students to investigate real-life engineering problems. Student teams design solutions to real world problems such as developing barriers to limit runoff of pollutants, designing greenhouses for farmers who sell vegetables at the local farmers' market, and creating a mini electromagnetic crane to separate metals at a recycling plant.

Environmental science exploration is provided through trips to nature preserves as well as investigations in the adjacent Langford Park School Forest, our outdoor classroom. Students in K-2 regularly explore habitats, predators and prey, and weather. Students in grades 3 and 4 build on this environmental foundation at the Belwin Outdoor Science Center through investigating wildlife, aquatic, and adaptation topics. Our 5-day Wolf Ridge trip to northern Minnesota is a capstone environmental education program that provides a transformative experience for our fifth graders. This culminating experience integrates science, language, and history, while also promoting active learning, stewardship, and leadership.

While standardized test scores do not fully reflect the rich knowledge and the deep love of learning of our students, our test scores do provide some affirmation of the success of our program. Fifth grade Minnesota Comprehensive Assessment science proficiency scores show St. Anthony Park at 83%, St. Paul Public Schools 35% and State of Minnesota 61% over the last seven years. Science proficiency rates of Black students at St. Anthony Park over the last 3 years are roughly double the proficiency rates of SPPS and 12 percentage points higher than the state of Minnesota. For six of the last seven years St. Anthony Park has had the highest proficiency in fifth grade Science of all SPPS schools. This could be one of the reasons for this parent response on a recent family survey: "We moved to the neighborhood purposefully to have our kids attend a city school in their neighborhood that was achieving good academic outcomes along with diverse opportunities and had strong community support."