

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 5995 Plank Road  
(If address is P.O. Box, also include street address.)

Fredericksburg VA 22407-6231  
City State Zip Code+4 (9 digits total)

County Spotsylvania County

Telephone (540) 786-6123 Fax \_\_\_\_\_  
Web site/URL \_\_\_\_\_

http://www.spotsylvania.k12.va.us/ E-mail sdhudson@spotsylvania.k12.va.us  
Domain/11 \_\_\_\_\_

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. Scott Baker  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail sbaker@spotsylvania.k12.va.us

District Name Spotsylvania Co Pblc Schs Tel. (540) 834-2500

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 Ms. Erin Grampp  
(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**

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

1. 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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 17 Elementary schools (includes K-8)
  - 7 Middle/Junior high schools
  - 5 High schools
  - 0 K-12 schools
- 29 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	9	6	15
<b>K</b>	33	24	57
<b>1</b>	40	40	80
<b>2</b>	41	28	69
<b>3</b>	32	37	69
<b>4</b>	31	48	79
<b>5</b>	35	38	73
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	221	221	442

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 9 % Black or African American
  - 9 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 70 % White
  - 8 % 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 2016 – 2017 school year: 10%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1, 2016	427
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 5 %  
20 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Vietnamese, Gujarati, Russian, Romanian, Spanish, German, Urdu

7. Students eligible for free/reduced-priced meals: 27 %  
Total number students who qualify: 120

8. Students receiving special education services: 11 %  
50 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.

- |                                  |  |
|----------------------------------|--|
| <u>7</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>6</u> Other Health Impaired                 |
| <u>3</u> Developmentally Delayed | <u>11</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>22</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a 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.	4

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 23:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	97%	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 2017.

<b>Post-Secondary Status</b>	
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.

In partnership with students, parents and the community, the Chancellor Elementary faculty and staff are dedicated to excellence in education. Acknowledging each student as a valued individual, we are committed to preparing lifelong learners and future generations of productive citizens.

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

## **PART III – SUMMARY**

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At Chancellor Elementary School (ChES), we believe that ALL students can learn. Through differentiated instruction, teacher collaboration and positive attitudes, ALL things are possible. Through our Mission Statement, “In partnership with students, parents and the community, the Chancellor Elementary faculty and staff are dedicated to excellence in education. Acknowledging each student as a valued individual, we are committed to preparing lifelong learners and future generations of productive citizens” we believe that we are making a difference in the lives of ALL our students. It’s a true school community effort. Nestled in Spotsylvania County approximately halfway between Richmond, VA and Washington D.C., you will find our little secret, Chancellor Elementary School (ChES) home of the Knights! It’s often been referred to as the ‘Public Private School’ because of the positive partnership between school and community. Our school building is the oldest in the county still in use. Built in 1939 and undergoing two major additions and renovations in 1961 and 2000, it remains a well maintained learning facility with lots of rich tradition.

Our school success is grounded in 4 major beliefs. 1) Hard working students. Each year our students rise to meet the high expectations placed upon them on the end-of-year state Standards of Learning (SOLs) exams. 2) Dedicated Staff. Our staff remains committed to student success and works extremely close with one another to support our students, school, and community. 3) Parental Support. Chancellor Elementary knows that the home school connection is so important for the success of our students. Our parents support our Young Knights at home and also during the school day by communicating with teachers and volunteering in the classrooms. 4) Community Involvement. Chancellor Elementary can't do everything on our own and is grateful for the support from our community which helps by contributing basic supplies and offering programs to all our Young Knights, especially those in most need. For example, a local church supplies book bags and classroom supplies to our students at the beginning of the year and will continue to do so throughout. In addition, they provide meals and presents during the holiday seasons.

ChES continues to be a multigenerational community with a family oriented atmosphere. Parents are fully vested in the school community and help monitor school work, communicate effectively with teachers and school personnel, and provide resources for our students, staff, and community. The school prides itself on the home school connection to support our students. Building relationships between the school and the community is a focus and priority for the success of our school.

ChES has been recognized by the State of Virginia over the past years with the following recognitions. 2008-2011 the Virginia Board of Education Excellence Award, 2012 Governor’s Award for Educational Excellence, 2013, 2015, 2016 the Virginia Board of Education Distinguished Achievement Award, and in 2017, the Virginia Board of Education Excellence Award.

Academically, teachers set and maintain high expectations for ALL their students. Through blending learning, small group tiered instruction, alignment between the written, taught and assessed, teachers are able to meet the educational needs of our Young Knights. In addition, ChES takes advantage of our Instructional Technology Resource Teacher (ITRT), Reading Resource Teacher, Special Education programs to include our Spotsylvania County Program for Enrichment (SCOPE) to support our students and staff. Site-based and division driven professional development keep our staff highly qualified and up-to-date in best practices. Further, ChES prides itself in providing our Young Knights with many fine arts opportunities through our Music, Art, and Physical Education Programs. The media center provides our students with innovative and integrated technology through coding and other computer science opportunities.

In addition to academic support, we believe that we must encourage the growth of the ‘whole child’ through social and emotional programs. Through our school counseling and social work teams, students also participate in Mindfulness activities, both individually and whole class sessions. Character education is supported through class counseling lessons. Social skills instruction is also provided by our special education team to support students who require such. The fact that we are focused on the entire child and that we are looking for long-term results makes it easier for the community to support the initiative. Since it is the right thing to do, and directly impacts students, it is easy to draw the support necessary to acquire the

resources to accomplish the goal. Teaching kids things like perseverance and self-control can improve their health, academic achievement, and happiness in life.

Other initiatives currently in place at ChES include Positive Behavioral Interventions and Supports (PBIS). Our school promotes positive behavior in all areas of the building by utilizing common terminology beginning in our preschool program through fifth grade. Students are rewarded on individual and group opportunities. Cultural diversity is encouraged and supported throughout the entire year at ChES, not just during specific months and holidays. At ChES, we are RESPECTFUL, RESPONSIBLE, and PRODUCTIVE!

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

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### **1. Core Curriculum:**

CHES curriculum is derived directly from the Virginia State Standards of Learning (SOLs). Our county, with teachers as stakeholders, provides a detailed connection to those standards using Curriculum Frameworks, County Pacing Guides and Curriculum Maps. These tools provide our teachers with a guide for developing rich content lessons that address key components of what students need to learn and what criteria is necessary for 21st century success. We assist our students in developing ownership of their learning by helping them set goals and recognize their own personal achievement.

Our Reading Instruction is derived from our state's focus to prepare students to be literate citizens with the ability to communicate effectively and develop a strong command of the English language through reading, writing, and oral communication. Our instructional staff provides multimodal strategies to enhance student's growth through the utilization of guided reading groups, writing workshops, oral presentations, and technological integration. Providing opportunities for engagement through cooperative interaction and collaboration promotes higher level critical thinking in our students. Students acquire broad oral language skills through the use of Reader's Theater as well as individual and group presentations. Our curriculum incorporates research tested methods and developmentally appropriate assessments such as Phonological Awareness Literacy Screening (PALs), Benchmark Assessment Systems (BAS), Developmental Spelling Assessment (DSA), running records, and Benchmark Literacy. The data acquired from ongoing formal and informal assessment is used to guide instruction to further capitalize on opportunities for growth and development. Our division highlights power standards, those that provide readiness, leverage, and endurance. They are essential to the scaffolding of student learning.

Our Math Instruction is derived from our state's focus to prepare students to be proficient in problem solving and reasoning, through the use of communicating mathematically, using and interpreting mathematical representations, and making mathematical connections. Our instructional staff incorporates technology and real world applications to foster strong mathematical thinkers. Our K-2 classrooms were awarded a grant utilizing 10 Cloud Based Laptops per classroom to incorporate blended learning opportunities for use during small group guided math. Online programs are fun platforms for students that also help teachers collect valuable data to help guide instruction. Students who have not mastered a skill are given opportunities to practice in a safe environment which individualizes instruction based on their specific needs. Grade levels progress from concrete to abstract by incorporating manipulatives, vocabulary rich environments, and use of open ended exemplar questioning in a growth mindset environment. The goal is to build confident mathematic learners who utilize math in purposeful ways. A variety of assessments, including pre and post, are used to analyze student need. Students retain cumulative concepts through spiral review and regular fluency practice of basic math facts. Classrooms offer reward incentives for students to encourage achievement and mastery of skills. Power standards are also incorporated through our division within our math curriculum.

Our Social Studies Instruction is derived from our state's focus to prepare students for informed participation in shaping the nation's future by promoting civic-minded students with an understanding of our national heritage. Our historical location provides unique opportunities to connect with our country's past. Teachers plan lessons and trips that make learning "come alive" and relevant to student's lives. We are able to take advantage of many historic sites; 5th grade visits Chancellorsville Battlefield to connect Civil War concepts, 4th grade visits Jamestown to make connections to our state and the history that founded our nation, 3rd grade visits Washington D. C. and makes connections to government, and lower grades often visit other historical sites such as George Washington's Birthplace, Ferry Farm.

Our Science Instruction is derived from our state's focus to prepare students to be innovative learners utilizing inquiry based methods fostering problem solving skills. Science provides multiple opportunities to incorporate cross curricular content and hands on learning through experimentation. Our state focuses primarily on eight different components of science through the grade levels which incorporate the use of technology. Teachers utilize home school connections to allow students to further explore and reinforce

concepts taught, including home based projects such as our community cabbage challenge in which third graders observe plant growth. In addition to the historic feature of our community, we also have many environmental sites, such as Oakley Farms, the National Zoo, Belvedere Farm, and Luray Caverns to reinforce science concepts learned in the classrooms.

Chancellor provides an ECSE Inclusion program for four year olds that meets the needs of a unique group of learners. Students include children who receive services under IDEA as well as children who meet the guidelines for attending preschool through the Virginia Preschool Initiative which is state funded, as well as typically developing peer models. The program is also supported by a speech therapist, occupational therapist, and physical therapist. The ECSE Inclusion program uses both the Creative Curriculum as well as the Virginia Foundation Blocks for Learning to guide instruction. Individual IEP goals also drive instructional decision making. The Inclusion program is family centered with regular contact with parents to ensure generalization of skills as well as to support each family's needs concerning their child's disability and access to the community.

## **2. Other Curriculum Areas:**

All CHES students participate daily in one of our four other curriculum areas of art, music, physical education (PE), or library (ENCORE). Students have 90 minutes per week in PE and 45 minutes per week in the other three areas. Additionally, students are exposed to technology within their respective classrooms as well as in library on a scheduled basis called Flex Time.

Art class reinforces many subjects taught in core classes, most commonly the history and literature component. For example, 3rd graders create pyramids and a sarcophagus (with mummy) to extend their knowledge of Ancient Egypt; 1st graders create art based on American symbols such as the Statue of Liberty and our state bird and flower; and 2nd graders create several projects based on the American Indians (moccasins and buffalo paintings). Many of the younger grades create artwork to go along with literature such as creating wild things based on the book "Where the Wild Things Are" or magical purple crayon drawings based on the book "Harold and the Purple Crayon".

Music class also supports skills in the classroom such as reading, math, history, and science connections. Students are exposed to music throughout the ages with a variety of composers and styles, dances, music theory, and playing musical instruments. Students learn to read and write music. Each grade level has their own performance each year, some of which are out in the community. Our music teacher provides a before school 5th grade band program in which all families of instruments are taught. In addition, the music teacher has her 5th grade students audition and participate in District Chorus.

PE class supports skills in the classroom such as math, vocabulary, and science concepts, in addition to general life skills. Students are encouraged to use multiple counting techniques, concepts of greater than and less than, clock skills, and science concepts of rotation, revolution, and physics. Life skills such as cooperation, teamwork, and are essential to enhance citizenship and build confidence. Students are challenged by yearly physical fitness testing where awards are received for various levels of achievement. Students look forward each year to motivational speakers brought in to encourage students to be better citizens, stay positive, and display good physical/academic work ethic. In addition, at the end of year ChES hosts a field day which encourages active lifestyles and rewards teamwork.

Library class supports skills in the classroom in reading and technology. All students in grades K-5 are offered a reading club opportunity. Kindergarten and 1st graders participate in the "Purr"fect Readers Club, 2nd and 4th graders participate in Virginia Readers' Choice Program, 3rd graders sign up for a lunch book club, and 5th graders are offered Quiz Bowl (a competition between our district elementary schools). Our library offers multiple book fair opportunities in the building and in the community which provide new materials and put books in the hands of students. There are four reading nights throughout the school year where students make crafts, listen to stories read aloud, and participate in activities related to the books. Families enjoy coming out to share literacy after hours. As a schoolwide community, we participate each year in the One School, One Book reading program; students and faculty are all involved in one shared meaningful reading experience. Over the summer, students are offered the opportunity to continue their

learning advancement through a summer reading program with typically one third of our student body participating. Technology is offered through a flex schedule in the library. This includes coding and research skills utilizing 1:1 Cloud Based Laptop, a Smart interactive board and table, Cubelets, Ozobots, Code and Go Robot Mouse Activity Kits, and a 3-D printer. Flex time is also used as a collaborative lesson between teachers and library staff to deliver extension and intervention activities.

Our building also provides a morning news program (WCES News) to kick off our day. The program features typical school news as well as activities promoting healthy living from our guidance department, recognition of accomplishments, and practice of patriotic songs expected for all students to learn based on SOLs. Fourth and fifth grade students have the choice of anchorman or cameraman, and younger students are rotated to hold the flag for our school wide pledge.

### **3. Instructional Methods, Interventions, and Assessments:**

CHES staff ensures that ALL students benefit from strong core instruction, with engaging lessons that include differentiation based on ongoing formal and informal assessments. Our consistently high-scoring school plans for interventions and enrichment to meet the learning needs of EACH student. Teachers have high expectations for their students and collaborate with others in their grade level and across grade levels to ensure success. They meet weekly in grade level PLCs to plan instruction based on the data from a variety of sources.

In Reading, teachers take running records weekly on the students reading below the expected level. They also give Benchmark Universe Comprehension Strategy Assessments (CSA) for each unit, as well as a beginning of the year CSA and a cumulative mid-year CSA. The data from these assessments assist teachers in planning for appropriate instruction and grouping. Students are also assessed on Benchmark Assessment Surveys at least twice a year to further monitor student progress. Lower grades utilize a computer based reading program for differentiation and skills practice.

Also in Language Arts, writing is taught using writer's workshop program and is evaluated using targeted rubrics. Three times a year students are given writing prompts that are scored using a division rubric. CHES teachers in grades 2 through 5 give the Developmental Spelling Assessment to determine word study development and to plan accordingly.

As a part of the division expectations, the process for Guided Reading and Guided Math are used in planning daily for tiered instruction. The process for both includes whole group mini-lessons, differentiated teacher-led groups, and learning stations that include the use of technology each day. Each classroom has at least ten devices with more that can be shared in the building. These devices are especially useful providing differentiated lessons that are often delivered through online teacher student exchange programs.

Since CHES has had an increase in available technology at each grade level, teachers have enjoyed using our Student Dashboard, a Google site provided by the district and edited to meet the needs of our students and staff. Google Classroom has been a great tool for delivering online content that can be used for instruction, practice, remediation, and enrichment in grades K-5.

In an attempt to maintain our high performing success on the SOL exams, administrators and teachers disaggregate data during our PLC time. During these meetings, we use the data to create meaningful and prescriptive lessons and activities across all content areas. In addition, we instill in our students a sense of pride in their scores. The students know that through their successful results on the SOL exams they make their school and parents proud, but most importantly, we teach our students to recognize that they should be making THEMSELVES proud with their results, both individually and as a school. For advanced learners, we provide pull out programs for additional extension in math and reading skills (Math League and Word Masters). Even through our achievement gaps remain relatively low, we continue to monitor ALL students with the same high level of expectations.

Data is also available to school and division leaders through the program Power School where teachers create technology enhanced, standards based assessments to utilize in the classroom.

When we speak of assessments, we would be remiss to not mention informal assessment strategies such as exit tickets, thumbs up, white board practice, brain dumps, anecdotal records, and think-pair-share, to name a few. Results from these informal assessments give real time feedback for direction and pacing of instruction.

Supplemental intervention techniques beyond regular classroom clustering include after school tutoring sessions in the areas of math and reading. Additionally daily schedules include a block of time set aside to address any intervention and enrichment opportunities. Often volunteers come in during these times to assist teachers with small group instruction. Teachers also utilize students across grade levels for buddy work to encourage and motivate students who may be struggling. Tier 3 instruction is primarily facilitated by our special education department utilizing inclusion and small group pull out instructional strategies.

Other programs or tools used for intervention and enrichment include various online interactive programs as well as a Science Tools Cart and kits for use across grade levels. The Science Tools Cart consists of a hot plate, beakers, cylinders, mini-microscopes, and goggles that teachers can sign-out to conduct various science experiments to supplement their lessons.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

At ChES teachers work collaboratively to create fun, innovative, and engaging lessons which result in positive effects in student performance and attitude. At least twice weekly teachers participate in Professional Learning Communities (PLCs) to create curricular activities to explore new means of stimulating even the struggling or reluctant learners. Teachers use assessment best strategies to assess results through rubrics and self-reflection. Revision to lessons and strategies is ongoing and multi-faceted. Teachers share new ways of addressing students who are performing below standards or require specific accommodations as well as challenging those who are performing above grade level and have the need for enrichment activities.

Inclusion is a high priority and allows all students to access their educational setting with their peers. A continuum of services is provided to support students with identified disabilities through direct small group or individual instruction, inclusion support in the general education setting, and social skills instruction provided by the teachers and staff of the programs for students with learning disabilities and autism spectrum disorders. In addition other specialized supports such as speech therapy, occupational therapy, physical therapy, dance therapy, and counseling are integral to the success of our students. General education staff meticulously follows accommodations for students protected under Section 504 plans. Collectively, these supports ensure each child's potential is maximized while ensuring their unique learning needs are met.

The surmounting requirements of education are forcing us to get creative and focus on the teachers and their needs. To promote student engagement, teachers needed time to plan, collaborate, reflect on best practices and assess plans, students and results. To enhance teacher planning and data analysis, ChES created a planning block which includes two grade levels meeting at the same time once a week. The two grade levels are able to collaborate vertically or as a grade level for a longer block of time. The collaboration includes: planning, professional development, identifying instructional strategies to improve the level of instruction. We feel this program of planning is necessary to maintain the success of the school with proven results through student engagement and performance.

Our active and engaged PTA supports our staff through providing grants for educational trips and activities, teacher appreciation week, and organizing fun after school events for our families and staff. ChES also supports and shows appreciation for the staff by providing the coveted jeans days, luncheons, and special drawings for prizes. Students are also motivated through the use of PBIS to earn tickets and "Chancellor Bucks" that can be redeemed for prizes and special events such as pizza celebrations, stuffed animal and electronics day, or one of the most popular, extra recess. Individual teachers also offer incentives based on student interests to motivate performance, encourage excellent learning behavior, and citizenship.

### 2. Engaging Families and Community:

Chancellor Elementary prides itself on positive home-school connections. Teachers keep parents informed on classroom events and curricular targets through monthly calendars, student agendas, Google Classroom, newsletters, and emails. Teachers regularly reach out to parents to inform of academic or behavioral struggles and to share accolades and accomplishments. Parents feel equally comfortable reaching out to staff or administration with questions or concerns regarding their child's educational or emotional well-being.

Families are encouraged to attend and participate in before or after school activities that correlate with school programs or themes such as running club, enrichment band for 5th graders, grade level choral or theatrical performances, and reading nights. Teachers volunteer during such activities to further build that bond with families.

Teachers actively include families for special events in the classroom such as Thanksgiving feasts, social

events, and Mindfulness lessons. They utilize parent volunteers to support the learning of all students. Parents are also welcomed into ChES at the beginning of the year 'Open House' where our Young Knights and parents/guardians come in to meet their teacher and see their classrooms the Friday before school starts. This is an event filled with lots of smiles as students and teachers are excited to meet each other. In addition, ChES has a 'Back to School' event later in September. This event engages the parents and students in a more detailed presentation from their teachers for the expectations of the school year.

ChES has a very active PTA that plans and executes various family centered activities such as bingo nights, school dances, Mother/Son and Father/Daughter dances and magic shows, goodies for grandparents, spirit events, and chili cook-off and bake sales. Most of the PTA events are well attended with standing room only. Our staff has 100% participation in the PTA.

Our school counselor and school social worker actively support family and student needs in a variety of ways. Students can participate in special groups that target stressors which may impact their learning and emotional well-being such as divorce, death, bullying, etc. ChES partners with outside charitable agencies to collect needed items to help support others in our community as well. Collecting non-perishable foods, toiletries, and holiday gifts as a way to give back teaches our students the importance of being a positive impact on the community.

Families support the students of ChES by sharing their career choices and help promote a variety of job opportunities both college bound and vocational in nature during career week. Some of those opportunities include the FBI, health and medicine, military, and aviation. At the end of the school year, ChES fills our library for over two hours with a 'volunteer' luncheon to show our appreciation for the hard work and dedication that our parents and community provide our school.

### **3. Professional Development:**

The best professional development is our collaboration and emphasis in helping teachers become better problem solvers who are able to find solutions, enhance questioning, encourage reflection and make more informed decisions about their practice. The process is helping teachers to grow and develop their understanding of teaching, expanding their knowledge side by side as professional colleagues and developing their expertise. Chancellor Elementary School uses a two-tiered model for professional development. This approach allows us to take advantage of both professional development for our school initiatives and those initiatives being targeted by the division.

A huge focus across the division and also specific to ChES is Learning Intentions, Success Criteria, teacher clarity and the notion that students 1) know what they are learning 2) know why they are learning it, and 3) know when they have learned it. Other division-wide professional development include Project Based Assessments (PBA), Project Based Learning (PBL), and PBIS. In addition, the division provides professional development over the summer through our Leadership Learning Exchange (LLE). Through this two day professional development, administration and teachers from all schools can participate in a variety of break-out sessions relevant to their particular roles, administrators and teachers alike. The break-out sessions consist of content aligning to pedagogy and practice, leadership, technology integration, and data interpretation. Over the years, ChES has had many teacher leaders present and attend at the annual LLE. Many of the professional developments offered by the division follow a train the trainer model where administrators, coaches, and teacher leaders gain valuable information and bring it back to ChES to train our staff. Once back in our schools, this information is presented through grade-level and school-wide PLCs.

Professional development in our school offers a variety of options for our staff. Teachers are given the opportunity to have professional development face to face, online, or blended presentation with follow-up support provided by administration and coaches. Many of our teachers already possess rich and valuable experiences that they share with their colleagues during and after school PLCs to include cross-grade level PLCs. Some of our teacher leaders have also presented at the division level as well as state conferences. Professional development opportunities at the school level currently include guided math, Mindfulness,

blended learning, teacher clarity, and differentiated instruction through the use of Google Classroom. With a focus on PBAs, teachers are also working collaboratively to create rubrics to align with their PBAs.

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

The principal is both a leader and colleague to the staff accepting the duties and obligations to serve this cause. The principal highlights the purpose of the school, protects the shared values, and provides leadership that encourages others to be leaders. At the same time, the principal provides service to parents, teachers, staff, students and the community. By focusing on others and what the needs are without self-interest, the principal maintains high expectations, models, and provides a passionate work ethic.

Preparation to meet the demands of teaching and learning are the inner core of our school. Seeking and developing exemplary teachers to engage students and find exciting ways to deliver instruction, instructional practices and materials continues to be primary to build expertise in teaching and learning. As creative leaders, we have found ways to support and problem solve with staff members including their ideas to improve and grow. Helping teachers to identify goals for themselves and their students is a vital part to their motivation and commitment. Furthermore, the outcome for a teacher setting a lofty goal is far better for teaching and learning, even if they do not reach their goal.

Everyone is held accountable to the state standards, but choice on how we achieve our goals is up to the leadership and school community. The academic achievement for all students will prevail when we concentrate on educational leadership, guiding principles and positive relationships. Our best experiences are when teachers connect with students in an instructional or purposeful way.

Educational leadership brings together key dimensions of the process through professional learning communities. The teacher is highly motivated and will rise to the occasion to learn from each other in many areas of effective teaching and learning. The process sets higher standards for their development and reflection to improve their teaching repertoires and techniques.

The responsibility of monitoring teaching and learning, and responsiveness to teachers is paramount to the success of the ChES. Specifically, the leaders have regular visits to the classrooms and talk with parents and students. The school staff supports the school community which helps to create warm and supportive learning environments. Everyone is part of the team guiding and leading the school community towards the vision.

The school community is made up of special, meaningful, and personalized relationships that weave themselves much like a web. The quality of these relationships determines the quality of the school. The better the quality, the better the members look out for each other and share a sense of accountability. The relationships do not begin or end with the principal, we are ALL Chancellor Knights.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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At Chancellor Elementary School, there have been approaches and strategies to improve student academic performance to taper variances in achievement. We have investigated best practices of teaching and learning, collaborating, and professional development to incrementally bridge the gap. The one practice giving Chancellor excellent success has been the shared responsibility, accountability and having high expectations including, students, staff, parents, and community. Ensuring student success means holding teachers and other staff accountable for quality work impacting student achievement. The leadership and school operation are accountable for aiming high in levels of student success. The responsibility of high standards of performance is carried by ALL in the school community. The shared responsibility sets a high bar for EVERY student.

Accountability is the thread throughout all we do to improve student performance and success of the school. High standards of performance are the expectation at Chancellor and are upheld and accountable through assessments. Assessments validate our success; efficiently inform teachers of their instruction; inform students of their progress; and student learning in the most straightforward way. Additionally, we use some of the data to generate incentives or motivate changes in behaviors of students and teachers.

The teacher's success begins with holding students accountable for learning what is taught. Our teachers are passionate about their craft, are lifelong learners, and serve our students to meet their educational needs. Our teachers model a love of learning, build relationships with their students, master their subject matter, and look for new ways to engage students with creative lessons. Innovation and creativity are not only encouraged, but celebrated.

The parents are the partner in our student's education. They make learning a priority at home. Our parents hold us accountable by being an advocate for their child and understand how they can help to make things better in their children's classrooms and school as a whole.

Administration holds teachers accountable for the success of students. The leadership evaluates and monitors how successful the teachers are serving the educational needs of our students. Administration uses informational walk-throughs to observe and to provide valuable feedback to the teachers. The data is used as an instructional tool of accountability and learning. The principal sets the expectation of a rigorous school culture with a coherent vision for learning and growth. At the end of the day, our success continues to shine through the shared accountability of our students, staff, parents, and community.