

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 2905 Rose Acres Lane
(If address is P.O. Box, also include street address.)

City Maryland Heights State MO Zip Code+4 (9 digits total) 63043-1170

County St. Louis County

Telephone (314) 213-8017 Fax (314) 213-8617

Web site/URL http://roseacres.psd3.org/ E-mail svargo@psdr3.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. Tim Pecoraro E-mail tpecoraro@psdr3.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pattonville R-III Tel. (314) 213-8500

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Andrea Glenn
(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. 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 (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	27	25	52
1	34	33	67
2	27	30	57
3	25	43	68
4	32	29	61
5	39	34	73
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	184	194	378

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 2.9 % Asian
 - 16.4 % Black or African American
 - 9.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59.2 % White
 - 11.4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 23%

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

Rose Acres has a higher than 15% mobility rate due to many reasons. We had been a school of choice in our district for a few years. This means we receive students from other in district schools. We also have a homeless shelter that we annually receive and lose students frequently. It is common for Rose Acres to have 12 or more enter and exit during the school year. We also have 10 or so students that enroll or move out of our attendance area each year.

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, 2018 until the end of the 2018-2019 school year	41
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	41
(3) Total of all transferred students [sum of rows (1) and (2)]	82
(4) Total number of students in the school as of October 1, 2018	361
(5) Total transferred students in row (3) divided by total students in row (4)	0.23
(6) Amount in row (5) multiplied by 100	23

6. Specify each non-English language represented in the school (separate languages by commas):
Albanian, Arabic, Chinese, Kurdish, Persian, Russian, Spanish, Vietnamese.

English Language Learners (ELL) in the school: 9 %
33 Total number ELL

7. Students eligible for free/reduced-priced meals: 24 %
Total number students who qualify: 89

8. Students receiving special education services: 24 %

90 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>6</u> Autism | <u>6</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>22</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>30</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</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: 11

10. Use Full-Time Equivalents (FTEs), rounded to the 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, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 21:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	95%	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 2019.

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.

We are committed to fostering an exciting learning atmosphere that encourages the healthy development of each student, academically as well as socially through a cooperative partnership of students, parents, community, and staff in a climate of acceptance.

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

Rose Acres is a kindergarten through fifth grade elementary school nestled in a community of lower to middle-class single-family homes within the suburban St. Louis, Missouri area. It is one of six elementary buildings in the Pattonville School District. Pattonville School District is the most diverse and highest achieving school district in the state of Missouri. The district's student demographic breakdown includes 43% white, 34% black, 12% Hispanic, 8% multiracial, 4% Asian and 46% eligible for free and reduced meals. Rose Acres reflects that diversity and level of achievement. Family dynamics are representative of our society as a whole to include traditional, non-traditional, and generational families. Rose Acres is representative of 14 countries and 8 languages. Our English learner population makes up 9% of our student population. In the past few years we have had an increase in students living in transitional housing. These families choose to continue the education of their children at Rose Acres, even after permanent housing is found in other communities. Rose Acres is a proud community that values, respects, and serves their local elementary school. Survey data over the years has proven to be extremely positive. One parent summarized it by saying, "I appreciate the staff, teachers, and principal! So grateful to everything that is done to ensure my son is cared for and successful". This is one of many positive comments received in an annual district survey showing our community support.

Rose Acres implements Missouri Learning Standards using, but not limited to, district adopted materials which encompass the academic and social-emotional learning in all classrooms. We continuously embed our social-emotional curriculum through formal district-adopted materials and informally through morning meetings, Leader in Me lessons, individual and small group support provided by the counselor, social-emotional support specialist, and school social workers. Classrooms have embraced the district's initiative of a personalized learning approach in all academic areas. Students experience this approach to learning through individualized and curriculum-aligned choice-based menus, project-based learning, individualized student learning profiles, genius hour, and individual/classroom/school-wide goal setting. Students learn on their current academic level with the support of classroom teachers, interventionists, reading specialists, resource teachers, and other ancillary staff. Students have weekly access to a STEM specialist to enhance scientific inquiry. In our library, students are immersed in library media literacy that incorporates technology as well as traditional library skills. This curriculum is facilitated by a certified library media specialist. Personalized learning promotes the mastery of important content and skills at the student's current level while instilling grit, passion, and perseverance. Teachers continuously strive to provide the rigor necessary for mastery of grade-level standards and beyond. Students are encouraged to demonstrate their competencies in a variety of formats. We embed a positive classroom environment where students are encouraged to take risks and share their thinking. As a school, culturally responsive practices are in place to meet the needs of every child. These practices are part of sound instructional strategies. Interactions between staff and students are authentic and meaningful in order to develop the whole child. This results in producing students that are lifelong learners and leaders that recognize their self-worth. We believe in Pattonville's mission "That ALL will learn to become responsible citizens in a nurturing environment where diversity means strength, knowledge means freedom, and commitment means success". At Rose Acres we grow leaders through our Leader in Me process to support our district's mission. Rose Acres is in its seventh year of being a Leader in Me school. The program is based on Stephen Covey's "Seven Habits of Highly Effective People" and teaches leadership and life skills to students while creating a culture of student empowerment based on the idea that every child can be a leader.

Rose Acres is proud to be a Lighthouse School through the Leader in Me program. We are in our seventh year and were awarded Lighthouse status in 2016 and re-certified in 2018. The recognition honors schools for achieving outstanding results in school and student outcomes by implementing The Leader in Me process and for the extraordinary impact the school is having on staff, students, parents and the greater community. As a whole, we believe Leader in Me provides the format and structure to support our students' academic and social-emotional success. Our classrooms have incorporated the district's initiative of personalized learning in unique ways. We have reconfigured the physical elements of a classroom by combining two classrooms into one by removing part of a wall, flexible seating, flexible classroom spaces, and an outdoor classroom. As a result of a recently received grant written by two of our Rose Acres students, a hydroponic garden tower and outdoor greenhouse are under construction. In addition to physical

elements, Rose Acres continues to use innovative learning strategies and practices including but not limited to wall to wall project-based learning, co-teaching, and collaborative learning in vertical grade levels which provides an opportunity for each student to be a successful learner. Rose Acres is unique and fortunate to be able to meet the needs of a wide range of student abilities to include the traditional student as well as the self-contained cross-categorical special education student, the gifted, and the exceptionally gifted. This provides challenges and opportunities to develop staff awareness, strategies, and expertise. Our students are immersed daily in a community of learners that represents and reflects the world around us.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The district bases all curriculum decisions on best practices and current educational research. The process the district uses to write curriculum and choose content specific materials is intentional and precise. Representatives from each school are chosen for the committee and Rose Acres is always well represented because of our areas of expertise. Rose Acres teachers are often seen piloting new programs to provide feedback to the district. Through the detailed adoption process, learning standards are examined, unpacked and used to write the curriculum. Adoption of materials is based on the curriculum and professional development is a necessary component of the adoption which creates a strong foundation for instruction. This process takes place for each content area approximately every five years, which provides our students with the most current and innovative resources available. We use the collaborative model in grade-level planning. We take a team-like approach to incorporate new curriculum as well as state standards into our daily lessons. Staff often work together in vertical teams to assess the curriculum and address any gaps. Our staff is a cohesive group whose main focus is student achievement as well as educating the whole child.

1b. Reading/English language arts

For the past several years, Rose Acres and the Pattonville School District have partnered with the Center for the Collaborative Classroom to implement Collaborative Literacy. Teachers at Rose Acres provide best practices by implementing a Workshop Approach to Literacy (Speaking, Listening, Reading, and Writing) while utilizing the Missouri Learning Standards embedded within the curriculum. Teachers also strive to instill grit, passion, and perseverance in reading and writing. Rose Acres has seen classroom discussions come alive and students develop a positive attitude towards reading and writing which supports individual student voice as well as creating a classroom culture that allows for risk taking. Through observations, assessment data, and student feedback, teachers determine the appropriate teaching strategies to support student mastery of the standard. These strategies include but are not limited to whole group instruction, flexible small group instruction, and conferring with individuals. Students are not only supported by classroom teachers, but also by staff throughout the building to remediate and encourage learning. This support is not limited to adults; students also receive peer to peer support which can include an older and a younger student working together as well as high school and college students who volunteer their time. Through professional learning, teachers have deepened their knowledge and refined their practices to become not just better teachers of reading but better teachers overall. As a result of the expertise that has been developed we have been asked to host other teachers to showcase our students, teachers, and the rigor and variety of instruction. Formal assessments include the Missouri Assessment Program, Fountas and Pinnell Benchmark Assessment System (BAS) and Renaissance STAR reading. At the beginning of the year a thorough screening process is implemented to identify students in need of additional support and intervention in reading. Informal assessments with reading and writing conferences and running records allow teachers to keep student learning at the forefront. Using data from formal and informal assessments, teachers strive to deepen student learning which allows for progression towards mastery and beyond. Students use shared results to set individual reading and writing goals and celebrate accomplishments. Our curriculum allows our students to experience a variety of genres both in reading and writing. Reading and writing are integrated and incorporated into all content areas throughout the day which allows for authentic, real-world learning.

1c. Mathematics

Rose Acres teachers provide a concrete, pictorial, and abstract instructional approach to the teaching of mathematics to help students develop a deeper understanding of math concepts. This approach to the teaching of math has given our students an opportunity to perform at a high level on the Missouri Assessment Program (MAP). Our philosophy as teachers of math is that students need to be problem

solvers, critical thinkers, as well as lifelong mathematicians. Professional development, such as that provided by Mike Flynn and his practices of conceptual mathematics, has proven to be a valuable tool. Math is a student-centered opportunity for problem solving and active learning. Additionally, math skills are consistently utilized in our science investigations and STEM challenges. Students are constantly given the opportunity to analyze a problem and decide on the most efficient strategy to solve the problem. There is an emphasis on number sense in the primary grades to build a strong foundation for problem solving and mathematical success. This number sense is achieved through daily math number talks, calendar, whole group lessons, use of math manipulatives, and online tools. Formal assessments include the STAR math assessment, pre and post unit assessments, as well as the Missouri Assessment Program. Teachers use this data to plan instruction for all learners of all levels. Instruction is provided in a variety of ways including whole group, small group, and a workshop approach. Our students develop their math skills using Dreambox, an individualized technology component that supports and meets the students where they are in their mathematical learning and helps to close gaps in math. Dreambox assesses students continuously and adjusts their learning path according to their needs. Teachers use real-time data within the program to help guide instruction. Students can access this at school and at home. Dreambox is game-based and engaging to students which promotes mental math, conceptual understanding, different pathways to solving problems. Students goal set with Dreambox and track their individual results. As a Leader in Me school, we identify a need within our building and create a wildly important goal (WIG). Our school wide goal focuses on math fluency at the student's current math level. Each grade level goal is unique to the needs of their students. Students set individual goals and adjust their goals based on recent data. Public scoreboards are on display in the lobby and in classrooms to showcase and share celebrations.

1d. Science

Instructional practices in science promote scientific thinking through hands-on experiences, student dialogue and collaboration. Rose Acres and the Pattonville School District have partnered with Washington University in St. Louis to implement the MySci program. Our district partnership began in 2005 when the program launched. Our teachers piloted and wrote some of the units, and our data from pre and post unit assessments was used to track student growth as well as the effectiveness of the program. Student mastery was used to revise the program to meet the needs of all students. That relationship continues as this year several of our Rose Acres classrooms are piloting newly written lessons that incorporate the computer science standards. We also continue to administer the pre and post assessments. The pre-test provides teachers with necessary information for planning instruction that builds upon prior knowledge, deepens understanding and is geared towards mastery of specific standards. That mastery is shown in the posttest at the end of the unit. Scores from both assessments are recorded and tracked to validate progress. Fifth graders participate in our annual science fair in preparation for the state assessment in May.

Each classroom connects their learning to the real world through an inquiry-based approach. Fifth graders, when studying matter and energy, went to the Solar Sites on the district website to take data on the amount of energy we use on a daily basis. They also combined their From Sun to Food unit to produce products for their open-air market. Students grew plants, sold seeds, made pinch pots from clay in art class, and mass-produced art and crafts to sell. They ran their market on a beautiful fall day and raised over \$2,000 for fifth-grade camp by selling their wares to parents and the entire student body. This innovative endeavor provided an opportunity for all students to be consumers and entrepreneurs. Our third graders, when studying weather, transformed their classroom to represent different types of weather. During this unit they built an anemometer and took their instrument home to share with families. Our second graders participate in a Discovery Day every fifth day of school. On this day they visit the STEM lab to do science experiments, research in the library, and produce models of their learning. They created landforms to demonstrate erosion, built a habitat for a penguin based on their research and built catapults to show their understanding of force and motion.

1e. Social studies/history/civic learning and engagement

Through social studies, students have the opportunity to study how humans have interacted with each other and with the environment over time. This offers students a unique way of thinking and organizing knowledge. By engaging in problem-based learning, students have the opportunity to gather and evaluate

sources. Social studies units are centered around a compelling question and each lesson is based on supportive questions. Formative and summative assessments are aligned to standards and woven purposefully into lessons. In the end, students are asked to complete a performance task that demonstrates mastery by producing or creating an end product that is relevant to them. As active and responsible citizens, students are given the opportunity to address real-world issues, reflect on their actions and work collaboratively. After recognizing a real-world problem impacting the community, students brainstorm actions they could take to make a positive difference. After learning about the carbon footprint, third graders brainstormed ways to reduce their own negative impact on Earth. They decided to collect the disposable bags that each child receives at breakfast time and take them to a recycling center. Additionally, to learn about the community, the second graders took a field trip around Maryland Heights and visited the library and the community center. This year our plan is to have the Mayor visit the second graders to set the stage. Each year the fourth graders, when learning about Missouri, visit the first state capitol and learn about its history. They also visit the current state capitol and meet with state representatives. While learning about the history of St. Louis, they visit the Gateway Arch National Park near the starting point of the Lewis and Clark Expedition. These experiences bring students' learning to life and allow them the opportunity to connect to important historical events in their state. Rose Acres also connects with the business community by inviting local business volunteers to school through the Junior Achievement Program to immerse the students in a full day of learning surrounding specific grade-level standards. Students are given Junior Achievement pre and post tests to determine mastery of their standards. Throughout the year, students have the opportunity to recognize problems, ask thought-provoking questions and engage in robust investigations in social studies.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Students attend art class 80 minutes per week. The art program allows students to develop their creativity and communication while expressing their ideas and feelings. Students become aware of how to express themselves through their work and have a better understanding of cultural diversity. These skills are emphasized through instruction in processes, application, thinking skills, problem solving and equal opportunities to learn. Student art is displayed throughout the building and community. Each year there is an art show featuring student artwork at Rose Acres. During Black History Month, the students studied various black artists, and attended a workshop and assembly led by a local artist.

Music is provided for all Rose Acres students 80 minutes per week as well. Students are developing knowledge and skills to become musicians, who appreciate the art, science and social aspects of music as it reflects the culture and time period in which it was created. Through singing, moving, listening and reading, and composing, Rose Acres students gain knowledge and performance skills related to the musical elements of rhythm, melody, texture, harmony and expressive qualities. Grades two, three, and five prepare musicals which they perform during the school day and again in the evening for families. Keyboarding and recorder units are taught in various grade levels.

Physical Education at Rose Acres is provided for all students 120 minutes per week. Our physical education program's primary purpose is to develop in our students an understanding of the positive impact an active lifestyle will have on their lives and produce students who will possess the skills necessary to develop a lifestyle that models wellness. Classes are designed to meet the individual needs of all students and help students develop an understanding of and respect for differences among people in physically active settings. The curriculum provides age-appropriate activities that include movement skills, personal fitness/responsibility, and social interaction. Components of the health curriculum are embedded into their weekly physical education classes. Students participate in units that are focused on physical skills, learning about health and nutrition, and the importance of exercise. Skills are taught in creative ways such as Ghostbusters around Halloween and a Heart Map activity for the heart unit. The highlight for this year was the installation of a horizontal climbing wall. After researching how to build physical endurance the district physical education teachers made the request for this apparatus and it was granted. The physical education

teachers also organize school-wide events to encourage activity and exercise among students and staff. A Turkey Trot is held for students in November and a staff versus fifth grade kickball game is organized on the last day of school.

Rose Acres students attend a library and technology class 60 minutes per week. Library and technology instruction is focused on the development of research skills, efficient use of productivity tools/resources and independent reading interests. Students learn to use electronic information and communication safely, ethically and legally. During this time students are broadening their knowledge of media literacy through the learning of real-world application of technology. Rose Acres has a 1:1 technology initiative. The instructional lessons are based around the AASL (American Association for School Librarians) Framework. The Framework is anchored by six Shared Foundations: Inquire, Include, Collaborate, Curate, Explore and Engage. Each of these six Foundations are then broken down into five Domains: Think, Create, Share, and Grow. This Framework reflects an all-inclusive approach to teaching and learning by demonstrating the connection between learner, librarian and a specific library standard. Students are kept up to date on how to use and incorporate the latest applications to enhance their learning and productivity. One example of a real-world application taught and explored at all grade levels is Coding. Students participate in many activities throughout the year to promote literacy. At Rose Acres, literacy and reading for enjoyment is made a priority by our Library Technology Specialist.

Students participate in a variety of curricular programs. All students participate in the Junior Achievement Program which teaches the principles of economics in an age appropriate manner. In fifth grade, students spend a day at the Junior Achievement Facility where they simulate real-world jobs. Our fourth grade students partner with a local corporation to participate in Safety Day. Safety Day is an age-appropriate, hands-on, fun, and safe learning experience where education is provided to teach safety skills and healthy life skills to fourth graders. Extra curricular programs extend outside the school day as well. After surveying students about their interests, staff members created six week clubs that take place before or after school. All students have the opportunity, for a small fee, to participate in clubs like novel engineering, robotics, French, drawing, Legos, soccer, volleyball, hockey, lacrosse, arts and crafts, STEM, and choir.

3. Academic Supports:

3a. Students performing below grade level

Rose Acres academically assesses our students continuously using standardized benchmarks as well as informal assessments through individual conferences. By October 1, all students are assessed using the Fountas and Pinnell Benchmark Assessment System to determine reading levels and the mastery of reading behaviors. This data is used to plan for instruction. Students are reassessed by the end of February. Kindergarten and first grade students take the STAR Early Literacy assessment and second through fifth grade take the STAR Reading and Math assessments in August, February and May. This data is used to track growth and determine interventions. This data may also be used for student goal setting and progress monitoring. New students and students identified in the previous year undergo a battery of reading assessments to begin the year. Students identified as needing support, based on data and teacher recommendation, are brought to the attention of the principal, instructional specialist and the district's Director of Elementary Education by the reading specialists. Each student is discussed and placed in a group for remedial reading. These group placements are revisited throughout the year. They are fluid and based on ability, not necessarily grade level. We are strategic in creating our master schedule to make adults available for support throughout the day. We have paraprofessionals whose sole purpose is to support students. They provide interventions that adapt as the students progress. Students may be supported within the classroom or receive small group instruction. Students are assessed in math using a pretest. Typically, whole-class lessons begin a math session and then students break into their small groups for instruction. These groups are fluid and change according to need and progress. In some classrooms students are encouraged to extend their learning using a badging system as they master standards based on progressions.

3b. Students performing above grade level

Rose Acres has a strong student body where many individuals perform above grade level. In order to support learners who are above grade level but not necessarily identified as gifted, teachers provide academic experiences that guide the students along an individualized learning pathway. Students reading above grade level are able to access materials that are challenging, thought provoking and increasingly rigorous. At Rose Acres if students have mastered a set of skills, teachers continue to facilitate learning beyond the current grade. Students working above grade level also have the opportunity to broaden their learning path through individualized technology, genius hour, and passion projects. Students receive enrichment in higher grade levels as needed. Rose Acres also has a large number of students who have been identified as gifted. These students have the opportunity to participate in a full day pull-out program that is housed at a different Pattonville school. Every Friday a teacher from the gifted program works collaboratively with the classroom teachers to provide additional support for the kindergarten students in the building. Often throughout the year the gifted teacher pushes into classrooms and does enrichment activities with the students. Collaboration among the gifted and general education professionals is essential to meet the varied needs of Rose Acres' diverse student population. Rose Acres is also the home of the Program for the Exceptionally Gifted Students (PEGS) for St. Louis and St. Charles County. This program is available for any students in the St. Louis area who have an IQ of 138 or higher. This self-contained program provides more academic support than what can be provided in a traditional classroom. Many of the students perform two or more grade levels ahead of their peers in core content subject areas while being allowed to attend school with peers their age.

3c. Special education

Our students with special needs are dually enrolled in the Pattonville School District as well as the Special School District (SSD). This partnership is unique in its design whereas most districts, county and state-wide, oversee their own students with special needs. We have a strategic plan in place to identify students that are struggling. Teachers follow a multi-step process that includes identifying specific concerns, collaboration with a team to plan for intervention and data collection, implementation of the intervention, and then a follow up meeting to plan for future steps. Students that have a formal diagnosis and meet state guidelines receive the services they need with an SSD teacher. SSD oversees all screening, assessment, placement, and programming for our students that need extra support and are formally diagnosed. Rose Acres provides several types of placement for our students. Along with speech, language and resource services, we have 27 students in self-contained classrooms that have diagnoses in the areas of autism, emotional disturbance, physically handicapped, non-verbal, intellectually disabled, and other health impaired. As with all of our students, meeting the needs of these learners is our focus. As a district we honor our partnership with SSD and we hear over and over from families, as well as SSD teachers, how valued and inclusive they feel within the Pattonville family. One of our parents added this comment to a survey last year, "I truly, wholeheartedly, love PSD. I truly do and I love that my son attends Rose Acres. He is in an SSD room and I feel he is treated like the other students that are in the general education classrooms and has the same opportunities for inclusion as the other children. At an IEP, we were told he is not an SSD student attending Pattonville. He is a Pattonville student using SSD. I truly feel this way and it makes me very happy and feels great that the district views us this way." Rose Acres teachers and staff truly believe that all will learn.

3d. ELLs, if a special program or intervention is offered

Students across the Pattonville School District represent over 40 languages and 65 countries. English Learners are supported at the district, school, and classroom level. Teacher professional development occurs throughout the year and continues to adapt as our diversity increases. International family nights are planned and offered for our families as well as opportunities for adult learning and socialization. Our student population continues to become more diverse, and we are embracing the challenges and opportunities that come with this diversity. The number of EL students increased from 27 EL students in August 2019 to 38 in March 2020 including five newcomers since November. Our students are identified as EL at enrollment as designated by their parents on the home language survey. These students are then placed on the caseload of our building English Learner certified teacher. Classroom placement is strategic to meet the needs of the

learner. We take into consideration their level of English language proficiency, the classroom teacher's existing roster, as well as the placement of other EL students in that classroom that may assist in an easier transition. The focus of instruction is on language acquisition and communication. The EL teacher may push into the classroom or pull students for small group or one-on-one instruction. The students' current needs are at the forefront of planning and the teacher uses data to plan accordingly as our EL students are assessed routinely to track their progress. We are empathetic to the emotional needs of our EL students and their families. Our EL teacher is a liaison between parents and the classroom teacher. Along with instruction, she provides translators for parent-teacher conferences and state testing. She attends all of the parent-teacher conferences. We strive to make sure our EL families are a part of our community. We are proud that our two newcomer families, after acquiring permanent housing in the attendance area of one of our other elementary schools, chose to provide their own transportation to Rose Acres so their children could continue their education with us.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Rose Acres students begin with a warm greeting from the principal, staff members, and peers the moment they arrive at school. Additionally, students are placed throughout the building to greet each other, staff, and visitors as they arrive and navigate through the building. The purpose of this is to acknowledge students and help them feel safe and cared for before they start their day. We have worked to make our physical environment inviting and inclusive. Poster-size pictures of students that adorn the walls provide a sense of belonging. We offer a free, nutritious breakfast for ALL students. Healthy choices provided in a family-friendly cafeteria environment fulfill the student's nutritional needs. Open seating is available to foster mealtime conversations which builds relationships within our school. There is an open invitation for parents, staff, and community members to join students at lunch. You will often see a first responder or school board member eating with our students. Students lead the daily announcements for the school. Many classrooms begin the day with a student-led morning meeting where the tone for the day is set. This meeting includes discussions around goals, celebrations, concerns, and an outline of what is to come that day in order to allow the students to be active participants in their day. We found that student engagement goes hand in hand with active learning and innovation. Students are given voice and choice in their learning and continue to make gains as evident in our learning progressions. Leader in Me allows our students to be intrinsically motivated. Meeting the needs of our students emotionally is our first priority. In order for our students to learn their need for connection, acceptance, as well as physical needs is crucial. This ongoing training educates staff on the effects of trauma. Our students are facing challenges at home, and we do everything possible to make sure they feel safe within our walls and provide strategies to use when necessary. Teachers teach growth mindset lessons, self-regulation techniques, and brain-based strategies to make students aware of their feelings and emotions. Our social emotional program called Second Steps helps to facilitate discussions on bullying and solving conflicts. Teachers complete a Student Risk Screening Scale for each student two times a year. This data is used to monitor students' emotional health. Based on this, students may be placed in small groups for therapy for grief, children of divorces, etc. Students needing extra support are paired with an adult that provides daily interaction and a sense of comfort. In recent years our district and building professional development has focused on trauma-informed care. The whole child is and always will be our focus at Rose Acres. Rose Acres will continue to provide a positive environment that supports their academic, social, and emotional growth.

2. Engaging Families and Community:

Rose Acres has a high level of community and family engagement. It is a tradition that we foster with pride. One way it is evident is that our students return to us as high school volunteers. They choose to come back to help their former teachers because of the strong connection to their childhood. Teachers give them a sense of purpose by involving them in the instruction of elementary students. Our volunteers come in all ages as we have 11 Oasis intergenerational tutors that work with 15 K-2 students on a weekly basis.

Rose Acres has a very active PTO which provides resources and support to our students, teachers and families. Our PTO sponsors and volunteers at many after-school and weekend activities such as Skate Night, school carnival, end-of-the-year picnic, room parties, movie nights, trivia night, Trunk or Treat and an ice cream social. Each year our students and staff collect food for families in our school to be distributed during the holidays. Supporting our families that are undergoing drastic changes in their lives is becoming increasingly frequent. Our community is generous in donating money and time to meet the needs of our own. Some members of PTO are also part of our School Improvement team that consists of 50% parents and 50% staff. They work together on the district's and Rose Acres' initiatives.

As in any system, communication is essential. Our staff communicates through a variety of methods beyond the normal newsletter and planners. Staff send real-time information using apps such as Remind, Class Dojo, Bloomz, Seesaw, etc. We have found through survey information that parents appreciate this type of communication, but we never forget the importance of a personal phone call and the power of saying something positive about a student.

Another unique way that Rose Acres engages parents is through their child's Leadership Binder. This binder goes home for parents to provide information and discussion opportunities. The binder contains student work, student goals, student achievements, as well as a wide variety of student work. Results from our Leader in Me Parent Survey showed a 98% satisfaction with how the staff partners with parents in supporting their child's learning and education. Parent involvement in academics is high as indicated by our 97% participation in student-led conferences that occur twice a year.

Each year Rose Acres pays tribute to our local community heroes by honoring our veterans with a unique ceremony and hosting a Heroes Lunch for our local first responders. Additionally, we participate in the Pattonville Homecoming Parade, attend high school athletic contests as a school, take classes to see the high school musical and this year, our fourth graders were asked to share original writings and take part in a Q&A session at Pattonville High School's Writers Week. These annual traditions make our community strong.

3. Creating Professional Culture:

Building a healthy professional culture is key to developing and retaining the amazing staff at Rose Acres. Understanding and responding to teacher needs improves workplace satisfaction and allows teachers to focus their energy on improving student outcomes. The principal encourages open, frequent, and honest communication between administration and teaching staff. The teachers have engaged in professional learning with a Leader and Me coach. Through this process teachers have created a common language to build trust and honest relationships. Teachers also set goals and meet with their accountability partner to support each other with personal and professional goals. Adult learning is key to Rose Acres' success. Teachers enjoy participating in Unconferencing on campus and traveling to off campus professional learning. After these events teachers come back and share their learning with each other. After attending the Get Your Teach On National Conference in Orlando, teachers presented new knowledge and as a result, specific practices such as room transformations, and the use of board games to begin the school day led to an increase in student engagement and an excitement for learning. First and third graders' classrooms were transformed into a hospital environment to do "surgery" on text features and contractions. Fourth graders instituted a "Shark Week" room transformation and integrated this theme throughout the core subject areas. After this professional development, students began their day playing board games, conversing with peers, problem solving, and participating in choice-based activities instead of doing typical morning worksheets. This sets a positive tone for the rest of the day where students remain engaged, motivated, and focused on learning.

Teachers take their leadership skills beyond the walls of Rose Acres. They are active district committee members of the School Improvement Team, District CSIP, curriculum adoption committees, professional development committee, personalized learning committee, and cultural proficiency committee. The staff often leads professional development at the district level. On a recent survey completed by the staff for Leader and Me, 100% of the staff felt respected and supported. One hundred percent of the staff felt the school is safe and positive.

^[1]_{SEP}In addition, the Pattonville School District was named to the St. Louis Post-Dispatch's Top Workplaces list for 2019. The district was ranked 7th among the Top 20 large employers in the St. Louis region. This is the fifth year in a row Pattonville has earned Top Workplace recognition. Top Workplace honorees are chosen based solely on feedback provided by employees via surveys administered by Energage, an independent national research firm that specializes in organizational health and employee engagement, and Rose Acres received some of the highest ratings in the district via staff feedback on this survey.

4. School Leadership:

Rose Acres consists of a community of leaders where student success and achievement are the main focus. Students are at the center of every decision made. The principal's dedication reaches beyond the school day and campus. He believes in a strong community connection and shows that through attendance at community-wide events and celebrations. He is also present in times of need such as sickness, house fires,

bereavements and when our community was devastated by a tornado. The principal leads with a philosophy of collaboration and teamwork. The leader fosters a trusting school environment and empowers all to work to their full potential. The principal shares leadership responsibility with the instructional specialist, technology specialist, grade-level teacher leaders, teachers, and other staff in order to achieve goals and make student-centered decisions through collaboration. Shared leadership ensures that the communication between the district, schools, and community is consistent. Timely opportunities for collaboration such as data meetings, adult Lighthouse meetings, grade-level leader meetings, and team meetings are a priority and have greatly contributed to the positive school climate, student growth and success. The school is a positive learning environment where the climate and culture are evident to all that walk into the building. The principal's demeanor and spirit are highly contagious and set the tone for the day from the moment he greets students in the morning. The school leader builds relationships with all stakeholders in order to build a high trust culture.

Eight years ago, this visionary principal created the opportunity for change by bringing the Leader in Me program to Rose Acres. Students have opportunities to lead in areas such as philanthropy, public speaking and team building. We use philanthropy leadership to organize school-wide drives like cereal, socks, peanut butter and jelly, USO that provide for our community and military members. Leadership is led by a committee approach from student and staff groups. The student Lighthouse team acts as a student council that plans activities like the above-mentioned drives. Our students have had the opportunity to speak to St. Louis business leaders at their meetings and celebrations. Our students continue to be invited to speak at these activities due to our focus on teaching students how to lead by using their voice. The principal's mission is, "I will strive to touch a student's life in a positive way and influence their decisions even after they leave Rose Acres."

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our success at Rose Acres has always been built upon what is best for students. Seven years ago, reflecting on what was already in place, we recognized that we were a good school but we wanted to be a great school. This led to the implementation of the Leader in Me program. Leader in Me has had the most profound impact on our school culture by helping us empower students with leadership and life skills to thrive. Students became facilitators of their own learning and have come to understand the power of their own voice. It began with our mission statement of growing leaders, and continues to focus on the see-do-get cycle. When you change the way you see things, it influences what you do, and the results you get. This is reflected in our vision statement and the environment we've created using the Leader in Me habits.

Rose Acres has a student Lighthouse team and an adult Lighthouse team. Both teams focus on school-wide work that ensures that the leadership model stays consistent, strong, vibrant, and has an influential presence in the culture of the building. The student Lighthouse team plans service projects, monthly lunch with shipmates, spirit days, and serves as the voice between students and staff. The adult Lighthouse members engage in ongoing learning, and continue to develop as leaders themselves. Every student and staff member have an accountability partner that serves as a support system to help in achieving goals. Goals that can be found are school-wide Wildly Important Goals, classroom goals, and individual goals that are set based on individual needs. Goals are graphed, discussed, adjusted, and celebrated regularly. All students have a leadership notebook that serves as a learner profile. It reflects the individual's learning and leading. Learner profiles are tools that Rose Acres uses as communication between home and school. We value the importance of using leadership habits both at home and at school. We include families in events such as Leader in Me trivia night, family mission statement writing and communicate through family newsletters. Our parents have taken ownership of the Leader in Me philosophy, some have attended training and our PTO is committed to ongoing Leader in Me professional development by funding yearly dues. Mission statements are written by each individual student, staff and class. Each student and staff member is a member of one of six ships. Students and staff members are randomly placed on a ship, and remain members of that ship for the duration of their time at Rose Acres. Ships are represented by a core value. Each ship has their own mission statement, cheer, and secret handshake. Ships prepare school-wide activities, assemblies, and service projects. They meet monthly to create a culture of inclusiveness, connection, purpose, and to just have fun!

The Leader in Me program provides the framework, but the students, families, and staff at Rose Acres make the biggest impact on the success of our students. The achievements we celebrate with our K-5 students today will propel them into a future that holds great promise.