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

[X] Public or [ ] Non-public

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

Name of Principal <u>Mrs. Cassie Gengelbach</u>
    (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Sunny Pointe Elementary School</u>
    (As it should appear in the official records)

School Mailing Address <u>3920 South R D Mize Road</u>
    (If address is P.O. Box, also include street address.)

City <u>Blue Springs</u>   State <u>MO</u>   Zip Code+4 (9 digits total) <u>64015-9136</u>

County <u>Jackson County</u>

Telephone <u>(816) 874-3700</u>   Fax <u>(816) 224-7804</u>

Web site/URL <u>https://spe.bssd.net/</u>   E-mail <u>cgengelbach@bssd.net</u>

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* <u>Dr. Paul Kinder</u>   E-mail <u>pkinder@bssd.net</u>
    (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Blue Springs R-IV</u>   Tel. <u>(816) 874-3200</u>

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 <u>Mrs. Rhonda Gilstrap</u>
    (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   <u>13 </u>Elementary schools (includes K-8)
    (per district designation):   <u>4 </u>Middle/Junior high schools
                                              <u>3 </u>High schools
                                              <u>0 </u>K-12 schools

                                              <u>20 </u>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)
    [X] 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	56	29	85
1	67	49	116
2	50	31	81
3	55	38	93
4	47	53	100
5	56	47	103
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	331	247	578

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

4. Racial/ethnic composition of   0.4 % American Indian or Alaska Native
    the school (if unknown, estimate): 2.8 % Asian
                                             12.6 % Black or African American
                                           6.7 % Hispanic or Latino
                                         0.9 % Native Hawaiian or Other Pacific Islander
                                         69.6 % White
                                         7 % Two or more races
                                       100 % Total

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 25%

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

    SPE's mobility rate is affected by motels in close proximity that offer temporary lodging at a reduced rate for families in hardship circumstances. In addition, 11% of the student population are living with other families due to job and/or housing loss.

    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 *to* the school after October 1, 2018 until the end of the 2018-2019 school year	39
(2) Number of students who transferred *from* the school after October 1, 2018 until the end of the 2018-2019 school year	108
(3) Total of all transferred students [sum of rows (1) and (2)]	147
(4) Total number of students in the school as of October 1, 2018	578
(5) Total transferred students in row (3) divided by total students in row (4)	0.25
(6) Amount in row (5) multiplied by 100	25

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

    Chinese, Spanish, Gujarati

    English Language Learners (ELL) in the school: 1 %

                                              8 Total number ELL

7. Students eligible for free/reduced-priced meals: 35 %

            Total number students who qualify: 202

8. Students receiving special education services: 16 %

    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.

    26 Autism   0 Multiple Disabilities

    0 Deafness   1 Orthopedic Impairment

    0 Deaf-Blindness   12 Other Health Impaired

    6 Developmental Delay   14 Specific Learning Disability

    5 Emotional Disturbance   26 Speech or Language Impairment

    0 Hearing Impairment   0 Traumatic Brain Injury

    0 Intellectual Disability   0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 2

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   22:1

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	93%	93%	94%	95%	94%
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 <u>X</u>

    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.

SPE sustains an environment that fosters positive attitudes and relationships, high expectations, and collaboration among students, staff, parents, and the community: "Everyone belongs at SPE!"

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

Sunny Pointe Elementary (SPE) is a K-5 Title I school located in Blue Springs, Missouri, a suburb of Kansas City. The Blue Springs R-IV School District (BSSD) is a K-12 public education system that provides high-quality academic programming to families in Blue Springs, Lee's Summit, Grain Valley, and Independence. SPE serves 575 students. The BSSD student-to-teacher ratio is 22:1, and 86% of the certified instructional staff hold advanced degrees. The BSSD has been recognized by the Missouri Department of Elementary and Secondary Education for Distinction in Academic Performance for 18 consecutive years.

Located one mile from I-70, SPE enrolls students living in the majority of the extended-stay hotels in Blue Springs. Student mobility rate is 25%, and our students come from a wide range of socio-economic backgrounds. Thirty five percent of the students qualify for the federal free or reduced lunch program, and 30% are minority. SPE houses a BSSD K-5 specialized program that services students with extreme communication, language, adaptive, and social skill deficits, many of whom have autism spectrum disorder. Sixteen percent of the SPE population receive special education services.

To meet the needs of all learners, SPE has implemented a Positive Behavior Intervention Supports (PBIS) program in which a positive and proactive approach to student behavior and discipline is embedded in the culture. Because SPE is committed to implementing Tier 1 with fidelity, seat time has increased, and office time has decreased. Sunny Pointe has created a climate that is student-centered, family-friendly, parent-supported, and high-performing.

Revamping Tier 1 supports included staff professional development (PD) on the components of PBIS. The PBIS leadership team facilitated action planning based on data analysis and information and ideas gained through communications with students, families, and the local community via conversations, letters, newsletters, & social media. The team clarified expected behavior by developing schoolwide expectations and a plan for teaching all expected behaviors, which includes staff using specific positive feedback to encourage expected behaviors in all settings. They view social/behavioral errors as opportunities to teach desirable behaviors through effective instructional responses (e.g., redirect, reteach, conferencing). Ongoing monitoring through student and staff surveys, explicit discipline data, and classroom observation data drive the implementation of PBIS. This effort resulted in SPE achieving Bronze Level recognition through the Missouri Schoolwide Positive Behavior Support Recognition Program for successful implementation of PBIS.

With a student mobility rate of 25%, the staff is committed to quickly building relationships with new students and parents, so we have developed orientation procedures that introduce new students to our culture by pairing them with an ambassador to guide them in learning the physical layout of the building and schoolwide behavior expectations. We want every student and parent to feel welcome from the moment they enter the building. This commitment to relationship-building and a culture of inclusion has led to high academic achievement for our diverse learners. Because these strategies are implemented throughout the building, they promote and reinforce a common theme: "Everyone Belongs at SPE!"

With this theme in mind, SPE staff work together to establish a sense of camaraderie in the school community. SPE staff are provided PD opportunities based on self-identified strengths and weaknesses. Trauma-informed PD has led to an increase in social-emotional knowledge and tools to use with students and colleagues experiencing trauma. Dedicated collaboration time for grade-level teams and K-5 vertical teams focus on district core content. Instructional coaches facilitate delivery, modeling, and progress monitoring, and teachers reflect together about needed improvements.

As another support to fostering a sense of belonging, Sunny Pointe recognizes and celebrates accomplishments. Students and staff celebrate together through monthly assemblies focusing on attendance, character traits, and behavior expectation goals: these assemblies celebrate both individual and group growth. SPE also pairs intermediate with primary level students to solve problems and achieve common objectives, and we consistently implement strategies to develop and sustain staff morale, including new staff induction, group discussions, staff shout-outs, coaching, and feedback. "Everyone Belongs at SPE" means

staff and students work together to achieve their shared goals.

"Everyone belongs" also means parents and community members. As a Title I school, SPE conducts numerous before- and after-school clubs and hosts well-attended student and parent academic evening offerings, which create a sense of partnership. Unique learning programs such as Genius Hour, in which students explore their personal passions through project-based learning and then present their projects to the class, have had lasting impacts outside the school doors. Through participating in the I AM NOTICED Program, students and teachers are continually becoming more confident and resilient in their shared effort to achieve success through partnership. Meanwhile, parents take an active role in promoting family-oriented events and work tirelessly to enhance the climate and culture of the building. Because "everyone belongs at SPE," the entire school community is focused on helping all students achieve success.

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

One consistent approach used across all subject areas at SPE is that learning goals are data driven. Key features of this method, which are woven into the instructional fabric of SPE, include surveying the interests of students, identifying areas of academic strength, and noting specific patterns of needs.

SPE implements district-created common assessments across the curriculum. By analyzing data, teachers of all grade levels can monitor the learning of their students over time. Using districtwide assessments also allows teachers to correlate the learning of the students in their rooms to those of students in the same grade level across the district.

The SPE vertical team disaggregates the data as a basis for goal setting. This structured approach across grade levels and content areas allows for vertical as well as horizontal alignment of the curriculum. Student achievement is the benefit of this organized, curriculum alignment approach.

In addition to the streamlining of data analysis to ensure student success in meeting state standards, teachers also utilize a workshop model in all content areas. In each content, students are directed through a mini-lesson, given time to explore the content and work independently, confer with the teacher, and reflect on their learning. This student-centered approach includes formative assessments and one-on-one conferring so that teachers can be responsive to the needs of their students on an individual basis. Instructional decisions are driven by formal and informal assessments utilized by the teacher. Even in the current environment of mandated school closure, the SPE teachers use consistent and continual contact with SPE students and parents through calls, emails, and other technologies to monitor and provide individualized student instruction and feedback.

1b. Reading/English language arts

SPE K-5 literacy framework is a balanced literacy approach encompassing phonemic awareness, phonics, fluency, vocabulary, and comprehension. Staff engage in high-quality professional development in reading comprehension (Debbie Miller), reading fluency and foundational reading skills, dyslexia, and writing instruction (Katherine Bomer and Matt Glover). English Language Arts (ELA) professional development includes modeling in classrooms with pre and post briefing to reflect and set goals. The SPE literacy coach leads teachers through dyslexia simulations to raise awareness about the importance of accommodations for students with dyslexic tendencies. All staff are trained to assess students for signs of dyslexia.

Beginning in third grade, critical emphasis is placed on extending skills to develop more confident readers of increasingly complex, sophisticated text. Reader's Workshop starts with unit planning and daily lesson targets that lead to summative assessments. Teachers plan mini-lessons that implement reading comprehension strategies (e.g., monitoring for meaning, determining importance, synthesizing, inferring, creating mental images). Students engage in daily, independent free-choice reading to develop their reading comprehension skills. Progress monitoring for all facets of literacy occurs daily in small-group instruction and individual conferring. Staff use thought-provoking read-alouds and book clubs to help students see themselves in stories as well as learn about new people and places.

Other important aspects of SPE's comprehensive literacy approach include direct literacy coach facilitation and intervention; incorporation of multiple technology-based reading supports (e.g., Raz-Kids audio books, Starfall, Waggle, and Headsprout); traditional lexile-leveled classroom libraries; a high-interest, low-readability library accessible to all students through the literacy coach; a Mark Twain Book Club facilitated by the librarian to encourage reading beyond classroom curriculum and inspire students performing above grade level; and ongoing use of district common and Scholastic Reading Inventory assessments to gauge concept mastery. In addition, SPE has established an ELA Vertical Team to refine best reading and writing

practice through reflective collaboration, active research, data collection, and information sharing.

Writer's Workshop is the structure used for all writing instruction in grades K-5. Units of study based on the state standards are spiraled vertically throughout the curriculum. Teachers are instrumental during the creation of these units, which focus on the writing process, the writing of texts in various genres, and crafting effective pieces for various purposes and audiences, to ensure responsive and differentiated opportunities for the students. The lesson plans the teacher creates can be used for whole group instruction but can also be used to provide meaningful feedback during individual student writing conferences. The involvement of our teachers in the planning process is instrumental to their ability to guide and serve our budding authors.

Each day, students are provided with independent writing time to engage in the writing process. Teachers demonstrate and model with their own writing pieces but also use published mentor texts to show students craft moves that authors use to bring their writing to life. From informational articles to fantasy picture books and everything in-between, students are immersed in rich literature that provides mentor texts for their own writing.

1c. Mathematics

At SPE, defined math learning standards are implemented to help students participate in rigorous math lessons based on conceptual understanding, procedural fluency and application of math concepts. Staff engage in high quality PD from district instructional coaches and ongoing engagement with world renowned experts. Teachers work with expert John SanGiovanni to help students increase their number sense by starting each math class with a number routine. SanGiovanni helps the teachers implement a viable math workshop model by providing professional development in planning and choosing high quality math tasks. This also includes anticipating student response, planning high level thinking questions to ask during the lesson, and making evidence-based decisions about future instruction using student work samples. SPE teachers have also engaged in high quality professional development with math expert Juli Dixon to strengthen their own math content knowledge in the areas of math operations, place value, and problem solving. These intense content workshops provide teachers with the opportunity to participate in high-level math tasks that they then use in the classroom to improve math learning and ensure academic achievement. Staff participate in summer graduate courses on mathematical best practices to refine their skills.

Small-group and individual conferring provide differentiation and the ability for teachers to respond to instructional needs. The progression from concrete (manipulatives and tools), to pictorial (model drawings), and abstract strategies are woven into all mathematical instruction. Small-group resources are available to enrich and remediate through several online tools (e.g., Go Math, Eureka, Greg Tang, Waggle, and Reflex) as well as through games and projects. Math planning includes selecting high-level tasks, preparing questions that move instruction forward, and assessing the evidence of student learning for each task. SPE lesson planning focuses on engaging students actively in the problem-solving process.

SPE uses district common assessments and Missouri Assessment Program (MAP) data to gauge concept mastery and to guide their instruction. Conferencing and before- and after-school tutoring are provided to reinforce and remediate math skills. SPE offers parent nights with staff and national experts such as Greg Tang to educate parents about ways to help their students understand mathematical concepts. The SPE math vertical team refines best math practices through reflective collaboration, active research, data collection, and information-sharing. SPE students effectively develop the strategies, techniques, and content knowledge necessary to make connections so they can deeply understand and navigate the world of math. This allows for a successful transition from elementary to middle school mathematics.

1d. Science

To enhance their abilities to develop students' skills in critical thinking, analysis, investigation, research, and problem-solving, SPE K-5 teachers have engaged in extensive science PD. Staff have implemented interactive, hands-on Project Lead the Way (PLTW) and STEM (Science, Technology, Engineering, Math) modules. Staff incorporate Science Picture Perfect lessons, which engage students through high quality non-

fiction literature and hands-on inquiry-based projects. Students have many options for extending their learning through online resources such as Raz Kids and Prodigy. Staff use Makerspace to implement a variety of technology-related design and prototype development/manufacturing tools. Student coding clubs utilize a variety of technology tools that require hands-on, interactive work. Staff have written multiple grants to purchase coding apps and technology for coding clubs. SPE participates in the worldwide effort to celebrate computer science called The Hour of Code. K-5 students unlock the mystery of coding by learning the basics, with the goal of broadening students' participation in computer science.

SPE also has many partnerships with science-associated agencies, organizations, and community-based service-learning projects such as the KC Zoo-mobile, KC Earth Balloon, and virtual lessons with National Weather Service meteorologists. Several grade levels embed field trips (e.g., KC Zoo, local nature reserves) to strengthen student learning and real-world knowledge. Staff attend PD seminars with science content national experts. They also participated in a federal grant-funded summer outreach project – Science Matters – which focuses on the study of various ecosystems, and together, the staff produced a science instructional video used in classrooms across the country. Staff work continually with district instructional coaches to better engage students in science and inspire them to use their natural curiosity to explore their surroundings. The science vertical team continually refines best science practices through reflective collaboration, active research, data collection, and information sharing.

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

The four social studies disciplines – history, geography, government/civics engagement, and economics – are interwoven across the core content areas. Each discipline provides SPE students with a foundational framework for life-long, informed involvement as citizens living in a free, democratic society. Social Studies content is meaningful, integrative, differentiated, value-based, and challenging. Methodology and content are coherent, comprehensive, and technology-infused. Grade level curriculum helps students move from self, family, and community to city, state, and nation.

This curriculum engages students in problem-solving and encompasses topics such as information literacy and safety, socio-emotional development, and interpersonal interactions. Leadership, responsibility, and caring for the common good are promoted through opportunities such as the Student Council, Puma Patrol student club, I AM NOTICED, daily announcements/pledge, Veteran's Day celebrations, buddy mentoring, PBIS behavior expectations, classroom/school jobs, and service-learning projects (e.g., providing new student welcome bags, cleaning school busses, etc.). Special activities such as 5th grade Drug Abuse Resistance Education (D.A.R.E.), the 4th grade Famous Missourian writing unit, and School of Economics field trips in several grade levels also serve to enrich students' social studies experiences. Nearpod digital lessons and My World project-based lessons, simulations of historic events, career awareness concept exploration, and career day activities help reinforce SPE's mission to prepare students to become life-long problem solvers and productive citizens who are committed to their local communities and to our global society.

1f. For secondary schools:

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

2. Other Curriculum Areas:

SPE K-5 students utilize critical thinking, self-expression, and current technology to develop a passion for the visual arts. All students are introduced to a variety of age-appropriate art processes, media, and art history. Instruction is strongly supported by high-quality PD, and the workshop model allows the art teacher to spend time working with students individually. Every student at SPE has a spot to display their artwork in the main hallways, so art learning is evident on every wall. As they enter the building, visitors immediately notice the creative work done by all students, and students are proud to display their learning. Art and music are often integrated at the monthly grade-specific music performances, in which art pieces are used to support the music theme. Art Club meets monthly to work on more in-depth projects, including firing pottery and using varied artistic media. In collaboration with community partners, student art is displayed at

locations such as the local library and city hall.

K-5 music programming incorporates a broad range of resources, including Quaver music curriculum, which provides students opportunities to explore music on an electronic device outside of the school day. Weekly classroom instruction occurs in a dedicated music room supported by current technology and a large inventory of district-provided musical instruments. A new addition to the SPE music department provides students with autism more access to music curriculum: these students learn through hands-on activities: for example, in creative movement activities, student use scarves, ribbon streamers, and their own bodies to express different musical styles or how music makes them feel. Curriculum and instruction are reinforced by grade level music performances for the community and on field trips (e.g., Kansas City Symphony, Kansas City Jazz Museum). Students in the intermediate grades can participate in the school choir, the Puma Pride Singers, which performs at events such as the Mayor's Tree Lighting and the Veteran's Day program.

SPE K-5 students learn the fundamental skills, attitudes, and behaviors essential to fitness and health and nutritional wellness in the physical education (P.E.) setting. The P.E. program's goal is to promote engagement in a wide variety of lifelong activities that promote health and wellness. Age-appropriate instruction using the district curriculum (e.g., Jump Into Action, Play 60, Fitnessgram) emphasizes efficient motion and movement patterns, promotes student-directed goal-setting and accomplishment, and develops body awareness for safety. Students also participate in the Swim to Success Program, in which primary students learn to swim. Programming also establishes healthy lifestyle patterns and associated fitness capacities, and teaches the importance of safe practices. P.E. supports adaptive physical education for students on Individualized Education Plans (IEP) that require small-group learning. Physical education encompasses after-school clubs such as Girls on the Run, Running/Walking Club, and Circus Skills. P.E. awards for accomplishments includes the President's Physical Fitness Award.

The SPE Library Media Center (LMC) is an invaluable resource area in which students engage in critical thinking, writing, and research skills. The Library Media Specialist ensures that the most current and popular book titles line the shelves. The Library Media Specialist sparks new interests through different genres of literature and author studies during 45-minute weekly lessons. The librarian supports ELA units by collaborating with classroom teachers to provide literature for classroom lessons. Learning digital citizenship is also a crucial part of the library curriculum, including how to appropriately use information technology, evaluate content validity, and use hands-on Makerspace Stations to create and explore.

A full-time counselor provides curriculum and responsive services, including small groups, individualized and group supports. Topics for small-group and individualized supports include cooperative play, social skills, interpersonal problem-solving, calming strategies, kindness, and listening skills. The counselor serves as a community resource for parents seeking assistance for their child in mental health or family stability. Students in crisis or requiring triage are referred to the counselor by teachers, administrators, parents, or the building CARE (Children Always Require Excellence) Team for social-emotional support. Meeting basic needs such as providing weekend food bags for approximately 50 students, clothing, hygiene supplies, school supplies, and sensory needs are other parts of the SPE counselor's role. The counselor also organizes a holiday dinner for hotel and homeless families.

3. **Academic Supports**:

3a. Students performing below grade level

For students performing below grade level, teachers implement a collaborative, multi-disciplinary, problem-solving process known as CARE Team. CARE Team is a team of 3-4 people working together to help classroom teachers determine the nature, severity, and root cause of a student's academic, social, or emotional challenges. The CARE Team analyzes key factors such as attendance, discipline, health/medical background, skill level attainment, environmental conditions, and assessment results as the basis for creating a plan for each student. Assessments used during the CARE Team process include informal and criterion-referenced and standardized diagnostic achievement tests. The information gathered is used to identify strengths and deficits to develop an action plan involving specific intervention and/or enrichment strategies. The CARE Team process includes observation, progress monitoring, and the collection of data to determine

whether student results show growth or a need for alternative strategies.

Students performing below grade level are also assessed to determine if counselor or social worker services are needed. Those services range from meeting basic needs to family stability services to a social skills small group. For academic supports, classroom teachers provide tutoring before and after school. SPE has a building onsite tutor who works to remediate students in all content areas during the school day. In grades 3-5, students performing two or more grade levels below their current grade are placed on a Reading Improvement Plan. Classroom teachers and the building literacy coach collaborate with families to provide these students with a minimum of 30 hours of additional reading practice outside of the regular school day. Students performing below grade level in grades K-5 receive daily small group interventions in the classroom, with their classroom teacher targeting identified skills. K-5 students also receive additional support from the building literacy coach through small group instruction targeting foundational reading skills and dyslexic tendencies.

3b. Students performing above grade level

SPE staff identify students performing above grade level and provide an inclusive, personalized, inquiry/project-based, cross-curricular school experience. Staff use the workshop model to effectively integrate a variety of strategies such as scaffolding, shaping, connecting to prior knowledge, motivating, and constructive feedback. K-5 instruction is explicit, differentiated, and becomes more rigorous as students transition from the primary to intermediate level (e.g., Pathways, PLTW). Technology programs are adaptive and personalize learning for students performing above grade level.

Students set individualized goals in Reader's and Writer's Workshop. Teachers use daily conferring to help students set their individualized goals and increase academic rigor to match their needs. Teachers have access to and provide resources above grade level, including math word problems and reading material that align with the student's ability level. Teachers challenge students working above grade level in math by moving from concrete (manipulatives and tools) to pictorial (model drawings) to abstract at a pace that matches the child's ability level.

SPE provides many enrichment opportunities for students performing above grade level. Students can participate in chess club, explore computer science in coding club, and develop an idea through project-based learning in Genius Hour. SPE's Spelling Club meets weekly to engage qualified students in word study and prepare them for school, district, county, state, and national spelling bees. The Students Reaching Excellence Through Challenge (STRETCH) Program (gifted and talented) allows our students to do research, exploration, and hand-on activities. Summer extension experiences include practical applications of science, technology, engineering, and math. Students have opportunities to build, design, problem solve, and explore architecture, aviation, and rocketry.

3c. Special education

Specialized instruction is provided to students with disabilities to address the achievement gap between them and their peers. SPE reviewed performance data and identified a concern with performance in communication and math. To address this concern, the onsite building tutor and literacy coach both focus on individualized instruction in literacy and math skills to bring low-performing students to grade level in these key core subjects.

Specialized instruction at SPE includes a range of services both within the general education classroom and in a special education classroom, depending upon the intensity of the individualized service needed. This instruction includes increasing practice and feedback, providing explicit instruction, implementing fill-the-gap intervention, and incorporating metacognitive instruction, as well as before- and after-school tutoring.

SPE utilizes probes to determine baseline performance and progress, write Missouri Learning Standards-based IEP goals, and utilize evidence-based strategies and interventions to assist students in meeting grade-level standards. SPE teachers use grade-appropriate instructional materials which are differentiated to meet students' unique needs as identified in their IEPs.

Student with disabilities who struggle with reading, special education teachers utilize reading interventions developed by Dr. David A. Kilpatrick, whose work focuses on students with dyslexic tendencies and learning disabilities. Special education teachers also implement the district foundation reading program, Pathways to Reading (PTR).

Students with math disabilities at SPE utilize math manipulatives, math graphic organizers, math mats, and math differentiation strategies to make abstract math problems more concrete. To assist students who exhibit behaviors that impact academic progress, SPE collaborates with an autism consultant and behavior specialists. At Sunny Pointe Elementary students with disabilities who struggle with executive functioning skills impacting academics are provided focused intervention in areas such as initiation of tasks, working memory strategies, brain breaks, and self-monitoring strategies. Many of these interventions involve the use of visuals (task strips, visual schedule, monitoring checklists).

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

SPE values the English Language Learners (ELL) in all classrooms and activities. Special events are held to celebrate the diversity of our school community. Building peer relationships is a focus of our events. Our school works at making a welcoming climate not only for our students but also for their parents, who are encouraged to visit and volunteer. All are embraced in this school: "Everyone belongs" isn't just a slogan but an intentional focus. Everyone who walks through the doors experiences the positive culture of the building.

Certified teachers of our current eleven ELL students work to ensure they are receiving language support for all content. Delivery systems include pull-out, specialized instruction, co-teaching, extra reading support from the literacy teacher tutoring during the day, and before- and after-school tutoring. Students have access to Rosetta Stone in English, and we encourage all of our students and their family members to use this program for reinforcement. Our ELL program not only has certified ELL teachers but also a certified ELL half-time instructional coach.

Differentiation is key for this program. Materials include lexile reading materials and software programs that are adaptive and allow students to work at their level as they advance through the content. Manipulatives that support key math skills help students acquire foundational skills. Teachers receive training on the teaching of ELL and how to adapt their lessons so students achieve success. Summer transportation is always provided for our ELL students to continue their learning at school. Translators are provided when needed, and materials are provided in the native language.

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

SPE continues to study and address the needs of our special populations. Our school has worked at closing the achievement gap and has made great progress, but we still continue to work with each subgroup. SPE reviews and evaluates performance data in ELA and math and takes a proactive approach to provide several resources and incorporate specific interventions to address needs indicated by the data. This focus on programs has continued to show progress among the following subgroups: Black- ELA and math; Multi-Race –math; Hispanic-math; and Free and Reduced Lunch-math. SPE has added several professional development opportunities in reading and writing in our school. At the state level, last year's scores went down slightly in ELA, and SPE saw that same trend in our ELA scores. Our instructional coaches met with SPE administrators and teachers to create a plan that addresses areas of weakness identified in this content..

Working together with stakeholders, we have been able to determine the nature, severity, and root cause of the social, emotional, and other challenges to students with skills deficiencies so we can address them collaboratively with a plan. Once these interventions are identified and implemented, staff work tirelessly to maintain treatment integrity by making sure the interventions are implemented consistently as designed. Teacher-made curriculum-aligned measures are incorporated in a systematic fashion, and students engage in self-directed progress monitoring activities. Graphic data representations visually illustrate growth and describe which interventions are appropriately targeted and applied.

We also provide off-school hours tutoring sessions, which are well-attended, and we have flex time built into the daily schedule for focused instruction several times per school week. Students have additional opportunities to celebrate their successes as they achieve academically. As students improve their skills and reach their academic goals, we recognize and celebrate their successes with them and their families.

PART V – SCHOOL CLIMATE AND CULTURE

1. **Engaging Students:**

SPE engages, motivates, and provides students with a positive environment that supports their academic, social, and emotional growth. Staff work tirelessly to engage students outside the academic curriculum with a wide variety of clubs and opportunities such as Genius Hour. These experiences allow students to pursue their passions, explore new content, build relationships with other students, and experience success. Experiencing success in clubs is pivotal for students who are not as naturally academically talented. SPE clubs develop students' skills in leadership, art, science, technology, health and wellness, music, and academics. Students engage in service-learning projects, mentoring, computer science, positive self-image development, research projects, and performance opportunities. The SPE Makerspace facilitates students working together and sharing ideas, tools, resources, and knowledge.

Two years ago, SPE began working with the I AM NOTICED program, which is rooted in a philosophy that creates and sustains positivity in a culture through discovery, positive self-talk, noticing goodness, and reframing personal thoughts. The program's goal is to build confidence and resiliency in the students and staff. Staff select I AM NOTICED Peer Leaders, who study the philosophy, teach students, lead assemblies, and facilitate activities that develop positivity in the school and beyond. Students and staff have been selected to present at district and community events about the I AM NOTICED program's impact on the culture at SPE.

SPE is a large elementary school with high mobility. To build relationships throughout the building, the PBIS team paired intermediate and primary classrooms. Staff plan buddy grade-level activities, as well as monthly buddy assemblies that include students and staff celebrating attendance, reaching behavior expectation goals, and learning about the character trait of the month.

SPE staff are committed to laying the foundation for all students to succeed in middle school and high school. The Purple Pal program pairs 5th graders with high school seniors who have similar interests. The students are pen pals for several months before meeting at the end of the school year. Seniors mentor 5th graders, helping prepare them for the demands of middle school and answering questions that only another older student can answer. The staff have found this program positively impacts both the 5th graders and high school seniors. Positive school climate is achieved through student engagement and is key for SPE students to achieve academic, social, and emotional success.

2. **Engaging Families and Community**:

Staff realize that the foundational attitudes, habits, knowledge, and skills students acquire at home are powerful factors affecting learning at school. Accordingly, parents and community patrons are viewed as valuable partners and outstanding resources to help students succeed.

As a Title I school, SPE conducts well-attended academic nights, at which parents learn about current instructional methodology so that they can reinforce what their children are learning in the classroom. SPE staff also hold content-focused informational meetings to highlight important academic content and implemented school initiatives, as well as recognition assemblies to celebrate academic and performance-related accomplishments. Community members experience the positive culture at SPE by attending many events throughout the school year. Veteran's Day provides an opportunity for students to welcome family members who are active military or veterans to SPE and for students and staff to express gratitude for the military's service to our country.

SPE parents engage in their child's academic progress with the classroom teacher at parent-teacher conferences. Parents volunteer at special events such as Track and Field Day, book fairs, and Grandparents/Special Friends Day. Parents also contribute to real-world learning by sharing their expertise about their own careers. Parent Teacher Association (PTA) supports family-friendly activities such as Pastries with Parents and Bingo for Books. At monthly PTA meetings, students also demonstrate skills and

concepts they have learned.

Community partnerships with local businesses and churches are crucial to the success of SPE. Local businesses support academic and PTA family nights financially and through donations. Local churches provide students with backpacks and school supplies. Both local business employees and church members volunteer to read with students, manage activities at family nights, and facilitate after-school clubs. Students and parents are also involved in meaningful outreach/service projects such as Random Acts of Kindness Week, Harvesters Turkey for Every Table food drive, and a clothing drive.

All stakeholders are effectively involved to positively impact SPE through the Title I plan. Staff utilize current technology, including social media, to communicate frequently about concepts and skills students are learning and to post and/or publicize assignments, completion timelines, scoring rubrics, and performance results. SPE parents were catalyzed to make the Schoolwide Positive Behavior Support program a reality, which has increased attendance, reduced disciplinary referrals, raised academic achievement, and significantly improved school climate and culture. These dramatic achievements demonstrate how "everyone belongs at SPE" to lead to success for our students.

3. Creating Professional Culture:

SPE staff realize that teachers cannot succeed if they remain isolated in their classrooms. They also realize that to become better at their work and close sub-group learning gaps, they must take personal responsibility for their own practices, principles, professional growth, and self-care. Through work with PBIS, Trauma-Informed Schools, and the I AM NOTICED program, staff know that one of the most effective yet underestimated solutions to working with students is helping, supporting, and empowering the adults who teach and interact with them.

Staff thrive when their basic needs are met and when they have confidence in their instructional abilities. Self-care remains a priority at SPE through weekly staff emails, professional literature/articles/books, lunch and learning sessions, and bringing ideas from staff to fruition. Onsite wellness visits and onsite yoga classes are two staff driven self-care opportunities that maximize the capacity of teachers and administrators through health and wellness.

SPE teachers participate frequently in high quality, sustained, and connected professional development in the school and at the district level. PD and academic programming are coordinated, system-wide, and aligned with national and Missouri Learning Standards. Instruction and learning are improved through practical application and reinforced through observation, mentoring, modeling, demonstration, collaboration/collegiality, timely feedback, and self-reflection. SPE staff, including special educators, are provided opportunities to network and improve core curriculum knowledge and implementation. Team members are tasked with effectively incorporating what is learned and expanding upon best, evidence-based classroom practices to meet the learning, social, and emotional needs of students. The SPE Leadership Team, vertical teams, and PBIS teams drive PD at building level staff meetings and team meetings.

Throughout the school year, SPE staff experience significant job-embedded opportunities. On-going PD, modeling and mentoring by instructional coaches and national content experts (Debbie Miller, Katherine Bomer, Greg Tang, Matt Glover, Juli Dixon) include collaborative classroom observations and discussion forums. Vertical teaming, book studies, PD days, core content learning labs, induction training for new staff, conferences, and research-oriented opportunities are part of the professional culture at SPE.

Furthermore, unique organizational programming and operational structures have taken root at SPE through purposeful, school-directed PD based on shared decision-making and a drive for continual improvement (adoption of Positive Behavior Intervention Supports). These initiatives have directly affected leadership, school climate/culture, and academic achievement (heightened MAP test reading and math scores and Bronze Level Recognition at the state level for implementation of PBIS).

4. School Leadership:

As staff in a Title I and PBIS school, all staff share the same common philosophy of valuing the whole child and being persistently committed to K-5 student achievement. Servant leadership is embodied by principals, teachers, and support staff. The team believes in shared power, putting the needs of others first, and helping people develop and perform at their highest possible level. This leadership philosophy permeates all the integral systems, practices, and procedures at SPE.

Under the facilitation of the principal, Positive Behavior Intervention Supports was redesigned: structures were established to meet learners' needs, promote shared accountability and ownership, and transform climate and culture. Teacher-directed leadership teams (PBIS, CARE, vertical, data/planning) were also implemented to plan, find solutions and energize the growth and improvement process. SPE administrators, teachers, and support staff work tirelessly to close achievement gaps between typically high and traditionally low-performing at-risk groups, including free and reduced, high mobility, special education, Section 504, and below-level reading and math.

SPE leadership teams use data analysis and academic outcomes to review and guide building goals and plan high quality PD. Teacher leaders engage in purposeful coaching and mentoring. PD is conducted as needed to ensure that the whole staff has the knowledge and skills needed to implement initiatives successfully. Effective processes to engage staff in the review or development of procedures, achieve consensus, and keep everyone informed is a top priority for building leadership teams. The administration, staff, and parents work to review the district Comprehensive School Improvement Plan (CSIP), identify crucial targets for instruction, and initiate revisions of the SPE School Improvement Plan (SIP). At SPE, pertinent information from needs assessments, student performance data, and program evaluations also drive these revisions. SIP goals are multi-year and influence school-specific grade-level goals, so individual teachers can focus on targets that need improvement.

Monitoring of the SIP goals ensures that student success remains the driving force behind stakeholders' actions. Discrepancies between articulated and realized goals are determined and used as the basis for revisions to curriculum and instructional practice. Administrator and teacher-directed leadership teams continually re-evaluate the resources, time, money, personnel, and materials allocated to accomplish goals. This process ensures that PD supports the school focus and provides the requisite knowledge, skills, and competencies needed to meet goals. Ultimately, all stakeholders understand what SPE's primary mission and provide servant leadership in some capacity to ensure K-5 student success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The implementation of the Positive Behavior Intervention Supports program at SPE has had the greatest impact on academic achievement, climate, and culture. During these unprecedented times, PBIS has even proven instrumental in facilitating distance learning. The current mandated school closure has demonstrated that SPE's foundation is built on the people and not the physical building. SPE's success stems from creating a sense of belonging, even when physical presence at the school is impossible. Through PBIS, staff, students and parents have built positive relationships that extend beyond the school building and enable students to spend time and effort developing academic and social/emotional skills outside of school.

Three years ago, the staff committed to improving PBIS Tier 1 supports, which serve as the foundation upon which all other tiers are built: the systems, data, and practices impact everyone across varied settings. They establish the foundation for consistent, proactive feedback and discourage unwanted behaviors. SPE staff emphasize prosocial skills through acknowledging appropriate student behavior with specific positive feedback. The commitment to implementing Tier 1 supports with fidelity has increased class time and decreased time outside of the classroom.

With these PBIS school-wide systems in place, SPE staff can identify which students require additional support and what type of support they need. The SPE staff believe it is essential to create positive relationships with students from day one and continue to strengthen those relationships throughout the year. Staff view social/behavioral errors as opportunities to teach the alternative or expected behaviors by using instructional responses (e.g., redirect, reteach, conferencing, etc.) first. Classroom teachers use high rates of specific positive feedback, reinforce classroom/school behavior expectations, and conduct on-going class meetings to engrain the SPE way in all students. This commitment to positive relationship building and a culture of inclusion has led to academic achievement for the diverse population and continues to enable us to work together even when we are physically apart.

PBIS has helped us sustain an environment that fosters positive attitudes and relationships, high expectations, and collaboration among students, staff, parents, and the community. Because of this shared vision, the SPE community will continue to thrive during these unprecedented times. The PBIS philosophy and purpose are thoroughly engrained in the way business is conducted in the classroom and outside in the larger community: consistently acting on this philosophy has made it possible for all SPE stakeholders to demonstrate growth and maximize potential.