

U.S. Department of Education
2022 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 Mrs. Lizabeth White
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 3701 N.E. Independence Avenue
(If address is P.O. Box, also include street address.)

City Lee's Summit State MO Zip Code+4 (9 digits total) 64064-1943

County Jackson County

Telephone (816) 874-3600 Fax (816) 525-9502

Web site/URL https://cle.bssd.net E-mail lwhite@bssd.net

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. Bob Jerome E-mail bjerome@bssd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Blue Springs R-IV School District Tel. (816) 874-3200

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. Rhonda Gilstrap
(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, leave blank.*

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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	48	88
1	50	64	114
2	50	49	99
3	57	56	113
4	48	38	86
5	54	45	99
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	299	300	599

*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 % American Indian or Alaska Native
 - 3.8 % Asian
 - 13.7 % Black or African American
 - 4.7 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 71.9 % White
 - 5.8 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 15%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	51
(3) Total of all transferred students [sum of rows (1) and (2)]	83
(4) Total number of students in the school as of October 1, 2020	572
(5) Total transferred students in row (3) divided by total students in row (4)	0.15
(6) Amount in row (5) multiplied by 100	15

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

Pushto, Spanish

English Language Learners (ELL) in the school: 0 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 47

8. Students receiving special education services with an IEP or 504: 11 %
67 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>15</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
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 21:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	92%	96%	97%	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 2021.

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. 1999

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

To empower our students to achieve at their highest potential.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.bssd.net/cms/one.aspx?portalId=18105506&pageId=18182498>

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

PART III – SCHOOL OVERVIEW

Chapel Lakes Elementary (CLE), a K-5 elementary school located in the Blue Springs School District (BSSD), provides a high-quality academic program to families in the communities of Blue Springs, Lee's Summit, Grain Valley, and Independence. CLE serves 596 students and families. The BSSD student-to-teacher ratio is 22:1, and 65.4% of the Chapel Lakes staff hold advanced degrees. BSSD has been recognized by the Missouri Department of Elementary and Secondary Education for Distinction in Academic Performance for nineteen consecutive years.

Chapel Lakes serves as a neighborhood school to students who come from a wide range of socio-economic backgrounds. Our minority population is 28%. The diverse community culture of metropolitan Kansas City provides rich opportunities for personal growth and learning for our students. Our student mobility rate fluctuates from 13-20% and the CLE current free and reduced lunch rate is 16%.

As one of the district's 13 elementary schools, CLE focuses on providing a child-centered environment that fosters a strong connection between school and home for each child. To meet the needs of the whole child, CLE has created a Cheetahs Organizing Responding Excelling (C.O.R.E.) Team comprised of administrators, teachers, counselors, social workers, and literacy coaches. The C.O.R.E. Team's mission is to meet students where they are and provide targeted, individualized support and enrichment for each student, and when necessary, for the student's family and classroom teacher.

During the Coronavirus Disease (COVID) pandemic, CLE experienced a significant rise in behavior, academic, and family/social issues that impacted our daily interaction with students and their time in classroom learning. To address these issues, C.O.R.E. Team meets weekly to discuss student issues and how the team can support the other established vital programs in our building such as Positive Behavioral Interventions and Supports (PBIS) program, Children Always Require Excellence (CARE) Team and our Trauma-Informed Training with Heather Forbes on Beyond Consequences. C.O.R.E team assesses a student's needs and then creates an individual plan to provide support. The student's teacher then implements the support plan, which may include a behavior plan, personal needs assistants, and academic interventions.

While our current student mobility rate is 14%, it has been as high as 20%. Our CLE staff is committed to accepting students as they are and helping them feel connected to our school family. Our counselor has developed an orientation process that helps students make friends and feel connected to staff quickly. Our Cheetah Greeters program pairs new students with a current student who can serve as an ambassador. Cheetah leaders meet monthly to provide support to new students. With their Cheetah partners, the new students play games, learn the layout of the building, get a CLE goodie bag, and talk about rules, expectations, and goals for CLE. We have seen a significant positive impact of this program: it has helped foster strong academic achievement for our diverse learners and helped our new students feel connected to our CLE family.

Keeping in mind the theme of serving the whole child, CLE staff work together continually to update and improve their instructional practice and to establish a sense of camaraderie in the school community. CLE staff are provided Professional Development (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 focuses on district core content. Instructional coaches facilitate delivery, modeling, and progress monitoring, and teachers reflect together about needed improvements.

Knowing that analyzing and evaluating student learning data is essential for improving instruction and meeting the needs of the whole child, teachers and staff meet monthly in collaborative learning teams to review and analyze group and individual student progress. Helping students achieve proficiency in essential core knowledge and skills is the primary focus at our vertical team and grade-level meetings. We assess the data to evaluate each student's literacy, critical thinking, and problem-solving skills as a basis for creating an individual learning plan for that child.

We share the data on student progress monthly with students and their families, and we help students monitor their progress. This protocol creates a continuous learning cycle, with data analysis forming the basis for creating and implementing an action plan for each student.

To enable teachers to continually improve their abilities to successfully implement these individual student action plans, CLE staff work with nationally recognized experts in our core content areas and with district instructional coaches on curriculum revision in the core content areas and on effective instructional strategies for delivering this curriculum.

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:

At CLE, staff share a common understanding that all students can learn and make gains in their achievement. Acting on this belief, teams of teachers monitor student growth by analyzing the data from benchmark assessments given every four weeks to measure the growth of our students' reading and math skills. We use test results to guide differentiated instruction, including remediation and acceleration, and to make informed instructional decisions. Teachers collaborate to review student performance, make appropriate adjustments, and plan for necessary intervention support.

A CLE teacher trained as an interventionist works with teachers and administrators to identify students needing additional explicit instruction in reading and math. The interventionist tracks individual student progress and communicates with the classroom teacher regarding each student's progress. Each semester, the team evaluates progress to determine whether continued services are needed.

CLE teachers also collaborate with the district instructional coaches to ensure both instructional best practices and implementation of grade-level standards. Classroom teachers collaborate annually to update and maintain curriculum maps to ensure that state learning standards are addressed and to discuss the most effective ways to implement the workshop model and problem-based learning to meet individual students' needs.

During the pandemic, staff had to learn how to engage and teach students virtually. To meet this challenge, we used video platforms such as Microsoft Teams and our Learning Management System, Schoology. Using these platforms encouraged collaboration and engagement, allowing students to continue learning during quarantines and shutdowns. Our district maintained an in-person option for students for the entire 2020-2021 school year but also provided a virtual option for students who could not attend in-person. Although quarantines and positive COVID results led to increased absenteeism, maintaining an in-person option provided families with the structure and routine that students need for their social-emotional well-being.

1b. Reading/English language arts curriculum content, instruction, and assessment:

CLE K-5 literacy framework is a balanced literacy approach encompassing phonemic awareness, phonics, fluency, vocabulary, and comprehension. The staff engages in high-quality professional development in reading comprehension (Debbie Miller), reading fluency and foundational reading skills, dyslexia (David Kilpatrick), and writing instruction (Katherine Bomer and Matt Glover). Professional development experiences include grade-level collaboration with our national consultants, and due to restrictions of COVID, virtual professional development opportunities through videoconference.

At the primary level, students receive explicit instruction in phonics and phonemic awareness with the Pathways to Reading program. This curriculum teaches the components of foundational reading skills intentionally and sequentially. Teachers use formative pre-assessments to place students in small groups for differentiated instruction and then use daily observations and student progress monitoring to determine readiness for more complex word structures. If students are not showing expected gains in their daily classroom instruction, a highly-trained interventionist also works with the child multiple times per week for intensive intervention.

Reading Workshop is implemented for all grade levels. As a workshop model, this program values the principles of time, choice, and feedback. Students are given time every day for a sustained period of reading highly engaging and instructional-appropriate books. These books vary in genre and are provided in both digital and paper mediums to reflect the diversity of today's range of reading mediums. We allow the

students to choose their books to encourage lifelong reading behaviors and habits. Although we guide and invite students to explore their literary world, we honor their interests, questions, and reading preferences. Students receive feedback about their thinking and interaction with the text through conferences and student dialogue. We encourage students to share their thinking, understanding, and questions about what they read to deepen their comprehension and learning. CLE staff also develop units of study to ensure state standards are met and taught using the workshop model. These units of study have been created with the input and collaboration of our national consultants, teacher curriculum writers, and instructional coaches. The units of study flexible enough to honor the thinking and creativity of students in a workshop setting while also providing structure to ensure that students are proficient in meeting common standards.

Writing Workshop, another key component of our literacy program, provides a space for students to write for sustained periods on topics and ideas that are meaningful to them. With the guidance of our national consultants, instructional coaches, and teacher curriculum writers, we have created units of study that explore various genres of writing. These units encourage students to use a writing process that includes invention, drafting, revising, and editing; students receive explicit instruction in language and writing standards. As students engage in the writing process, they compose with an audience in mind and are encouraged to celebrate and share their published writing with their peers and the school community, the audiences for their writing. These publication celebrations allow students to advance their speaking and listening skills and experience authentic feedback from audiences.

1c. Mathematics curriculum content, instruction, and assessment:

The CLE staff has worked extensively with national consultants Greg Tang, John SanGiovanni, and Juli Dixon to learn and practice the best approaches for helping students learn mathematical concepts in a way that promotes a strong conceptual understanding of place value, operations, measurement, geometry, data analysis, and problem-solving. Teachers use challenging math tasks to promote inquiry and problem-solving in learning new math concepts. The progression from concrete (manipulatives and tools) to pictorial (model drawings), to abstract strategies, is used to teach and scaffold new concepts. We have a clear scope and sequence defining when math standards are to be introduced, and our curriculum maps outline appropriate pacing for each unit of study.

These national consultants come to our district throughout the year to provide differentiated professional development for grade-level teacher cohorts. Meeting with small groups of teachers throughout the year, the consultants continually provide feedback and reinforce the instructional skills teachers learn and practice in their classrooms. During the recent pandemic, the staff of CLE transitioned to virtual professional development with these consultants.

Small-group instruction and differentiation are also central components of our instruction. We use pre-and post-assessments to gauge student learning: students who do not demonstrate competency in a skill receive additional instruction, practice, and specific feedback. Classroom teachers also use online tools such as Go Math, Eureka, Greg Tang, Waggle, and Reflex to provide additional practice and feedback for students. Through videoconferences, national consultant Greg Tang partners with grade-level teachers to model small-group intervention. Students engage with Tang as he works through a challenging math skill, and the teacher meanwhile observes best practices in math instruction. We also have two highly qualified district math instructional coaches who facilitate math lab classrooms that bring together small groups of grade-level teachers to do an intensive study in critical math standards. This collaborative model allows teachers to observe instruction and to receive feedback on their instruction in a supportive coaching environment.

In addition to the formative assessments of the classroom, CLE uses district common math assessments to gauge implementation of curriculum and student mastery of key math skills. These quarterly assessments are used as actionable data by our vertical grade-level teams to adjust the math scope and sequence and to address missing or especially difficult skills and concepts. Teachers also assess students tri-annually using our Houghton Mifflin Harcourt (HMH) Growth Measure, a research-based and adaptive benchmark assessment for math. Students take this assessment at the beginning, middle, and end of the year. The assessment provides a scaled score that correlates to a level of grade-level proficiency. Grade-level teams collaborate with our district math instructional coaches to review this data to make necessary adjustments to

our curriculum map pacing, plan for focused student intervention groups, and provide necessary whole-class reteaching of critical math standards.

1d. Science curriculum content, instruction, and assessment:

CLE students experience an enriching science curriculum that allows them to have hands-on experiences with problem-based learning to understand and explore the state standards of science. Our implementation of Project Lead the Way (PLTW), Makerspace, and STEM (Science, Technology, Engineering, Math) modules provide students opportunities to develop critical thinking skills in math and science, and our Science Picture Perfect lessons integrate high-quality nonfiction texts with hands-on inquiry-based projects. All of these curriculum programs align with our state science standards: from kindergarten to fifth grade, students are learning about topics in science in meaningful and engaging ways. Technology also serves as an important resource in delivering and enriching these activities. Students have one-to-one access to devices that allow them to incorporate interactive challenging science and math applications to enhance hands-on science experiences in the classroom.

The professional development of the teachers has been an important focus in our science program. A cohort of CLE teachers participated in the district-led Science Matters Grant. Funded by the National Science Foundation, it provided professional development in inquiry and project-based science instruction, moving our science instruction away from direct instruction to hands-on, real-world learning.

To help educate and excite our community about science in schools, we host a Math and Science Night for our families. Families are invited to the school to participate in engaging, hands-on science activities with their children. Our family nights allow our students to share with their parents their excitement for learning science and help our parents better understand how their children are learning science at CLE.

Our teachers also facilitate an after-school STEM club for our fourth and fifth-grade students. In this after-school club that meets once a week for 15 weeks, students complete enriching science activities that extend their learning in the regular classroom.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

CLE students study the four social studies disciplines — history, geography, government/civics engagement, and economics — identified in our state standards. They learn important concepts in these disciplines and develop critical nonfiction reading skills, research skills, and media citizenship as they research and learn about current issues using online applications such as Raz Kids and Newsela.

Teachers also integrate the standards of social studies into activities, clubs, and programs that promote good citizenship, service to one's community, and community engagement. Students are encouraged to participate in their school's student council (STUCO), the representative group of the student body. Students participate in a fair, organized STUCO election, and STUCO members organize community events that promote a positive, safe school culture, including monthly community service projects such as food drives for the food pantry and a clothing drive to support our school district's families.

All students can also choose to join CLE's Cheetah Crew, which serves as a welcome organization for all guests and new students. Cheetah Crew members learn the importance of welcoming others into our community, extending a hospitable hand, and interacting positively with others in the community. These activities provide hands-on learning about how democratic bodies serve their communities.

In the intermediate grades, students participate in a real-life simulation of the basic principles of economics and civic organizations when they prepare for and attend the School of Economics. In their School of Economics unit, students learn how to find employment, manage their finances, and participate in our economic system. They also attend a field trip in which they participate in a simulation that helps them appreciate the experience of Ellis Island and the contributions of new immigrants to the U.S. This hands-on real-world simulation helps students learn about the basic principles of economics, citizenship, and American immigration history.

1f. For secondary schools:

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

2. Other Curriculum Areas:

CLE students develop critical thinking and problem-solving skills through exploring art media and creating art in multiple media, from traditional two-dimensional drawings and paintings, to three-dimensional pieces, to visual media created through technology. Students learn art techniques and processes and how to use art tools. Students' artwork is displayed on bulletin boards in CLE's halls, making art an integrated part of the school environment: visitors walking our hallways enjoy a variety of artwork created by students in all grades. Art and Makerspace are integrated, and art and music collaborate monthly in grade-specific performances, in which the displayed art supports the musical theme. CLE's CARE Team Buddy/Mentor program has monthly meetings which involve teachers partnering with students to co-create art. Student artwork is also displayed at various community locations.

CLE students focus on overall mental and physical health and wellness in our K-5 physical education program; instruction focuses on fundamental skills and behaviors that promote general fitness, health, and nutritional wellness. Students are introduced to a variety of games and activities throughout their K-5 P.E. experience to encourage a lifelong engagement in physical activity. In P.E. classes, students build gross motor skills as they develop a lifelong appreciation for physical fitness and positive health behaviors.

The CLE media center provides students and staff a vital connection to information and communication services. Providing up-to-date access to digital resources, the media center has free public informational, media, and literary resources. Students explore and check out books and other media materials weekly and access STEM and STEAM (Science, Technology, Engineering, Art and Math) resources such as Makerspace and Picture Perfect Science. The librarians help students learn how to access and use these resources effectively, while also promoting a love of reading and research.

All CLE students experience a music program that emphasizes how music reflects our community's culture, history, and diverse heritage. Each week, students explore foundational understandings of music composition and instrumentation as they engage with varied musical genres. Through Quaver, an interactive online music curriculum the teacher uses in daily instruction, students acquire musical knowledge and skills. They can extend their interest in music outside of the classroom by joining the Chapel Lakes Choir, which performs at local community events, Parent Teacher Association (PTA) activities, and school assemblies.

Because CLE values opportunities for students to further their STEM experiences, students have a weekly experience with Makerspace, an extension of the Makerspace activities provided in our science curriculum. They build, experiment, and reflect on their engineering ideas in a space designated specifically for this extended learning.

CLE's counselor provides students with assistance in achieving academic success, in career planning, and in social and emotional development. The counselor collaborates with students, families, teachers, administration, and community stakeholders to meet the needs of each CLE student. The counselor provides monthly guidance lessons to build relationships and teach coping strategies, mindfulness, emotional regulation, careers, diversity, and acceptance of self and others. Lessons are based on observed student needs and curriculum addressing cultural and social trends.

3. Academic Supports

3a. Students performing below grade level:

To support students performing below grade level, teachers collaborate to create data-based action plans through the building CARE Team, composed of the school counselor, literacy coach, interventionist, administrators, classroom teacher, previous classroom teacher, and case manager. The team analyzes relevant information on each student, including benchmark assessments, discipline referrals, attendance records, medical background, and academic skill growth, to create an action plan involving specific intervention and additional support from the counselor, social worker, literacy coach, and interventionist. When multiple interventions are needed, the classroom teacher works with the C.O.R.E. Team to develop a specific action plan for the student.

Using benchmark assessments helps teachers identify students lacking grade-level skills so they can create specific remediation plans to meet each student's needs. Teachers are trained in reading and math intervention strategies to differentiate instruction to allow for small-group intervention support in the classroom. When benchmark assessments indicate that a student is not responding to classroom intervention, the teacher, interventionist, building onsite tutor, and administrator collaborate to determine a strategy for helping the student succeed. The interventionist and the onsite tutor provide additional support to address skill deficits. The interventionist partners with the classroom teacher to review data and implement appropriate instructional strategies. CLE's building onsite tutor also works with 3rd - 5th grade students to address specific skills deficits in all content areas.

In grades 3rd - 5th, students performing two grade levels or more below their grade have a Reading Improvement Plan. Classroom teachers and the building literacy coach collaborate with families to provide students with 30 hours of additional reading practice outside of the regular school day. Students performing below grade level in grades K-5 receive small-group intervention in their classroom and additional support from the building literacy coach through small-group instruction targeting foundational reading skills and dyslexic tendencies.

3b. Students performing above grade level:

The staff at CLE use benchmark assessments to identify students who are performing above grade level. The workshop model used in all content areas allows staff to effectively implement student-led inquiry, project-based learning, and cross-curricular experiences.

Through these experiences, teachers can scaffold learning to meet the needs of all learners, including pushing those above grade level to further excel. In Reader's and Writer's Workshop, teachers confer with students to set individual goals and provide students access to content at varied levels. With teacher support, students select reading materials that match their ability level. In Math Workshop, teachers work with small groups to confer with students to help them build high-level critical thinking and problem-solving skills.

CLE teachers also use technology programs that give students personalized learning experiences that address the needs of high-performing students. CLE teachers collaborate with colleagues teaching advanced grade levels to gain access to reading and math materials that are above their grade level to ensure that students are being challenged and reaching their fullest potential.

CLE also has enrichment opportunities for students performing above grade level. Students can participate in STEM Club, Chess Club, and Spelling Club. Students in Spelling Club prepare to participate in school, district, county, state, and national spelling bees. The Students Reaching Excellence Through Challenge (STRETCH) Program allows our gifted students a day each week in which they can participate in inquiry, research, and project-based learning. Students in this program annually participate in the K-12 STEM competition through Burns and McDonnell Battle of the Brains. Students collaborate, research, and design a science exhibit for Kansas City's Science City. We are proud of the CLE students who are recipients of the STEM grants given out to the winning teams of the Battle of the Brains each year.

3c. Special education:

To ensure all CLE students excel in core areas, the teachers identify students who they suspect have a disability impacting their ability to learn in the regular education classroom. Teachers use the CARE Team

model to identify students who face challenges, such as recent trauma, social-emotional skill deficits, dysregulated behaviors, or academic learning deficits that impact their ability to learn in the classroom. The CARE Team, composed of staff members who have expert knowledge and understanding of the student, provides innovative strategies to support the student and teacher. The team's process involves collecting data and monitoring student progress to determine whether the strategies are effective. The CARE Team continues to assess the student's needs and progress until the student shows improvement.

If the student does not demonstrate improvement in targeted areas, the team can recommend that the student receive interventions through the Special Services program. The Special Services department will then evaluate the student to determine whether the student is eligible to receive an Individualized Education Plan (IEP). The IEP team includes the Local Education Agency (LEA) designee (principal), regular education teacher, parent(s), and special education teachers. This team collectively determines the student's targeted goals, the minutes of specialized education service to be provided, accommodations, and modifications for the student. The case manager of the IEP communicates about student progress quarterly, providing progress reports to the parent and teacher. The intervention provided by the special education teacher focuses on improvement to reach the goals created by the IEP team. The specialized instruction includes a range of services both in the general education classroom and in a special education classroom, depending upon the level of individualized service needed. This instruction includes increasing practice and feedback, providing explicit instruction, implementing a fill-the-gap intervention, and incorporating metacognitive instruction.

3d. English Language Learners, if a special program or intervention is offered:

CLE celebrates the diversity of its community and works to intentionally provide an equitable and inclusive learning environment for all students. For students whose native language is not English, our counselor works with the student's parents, asking them to respond to our Language Use Survey during the registration process. If the parent indicates the student speaks a language besides English, the student then takes the World-Class Instructional Design and Assessment (WIDA) screening assessment to determine their level of English proficiency. If they are identified as needing our English Language Learner (ELL) services, a certified ELL teacher partners with the classroom teacher to support the student's English development and to help the student develop the essential language, computational, problem-solving, and thinking skills the student needs for academic success.

Using the ELL program's immersion approach to help students learn English, we layer instructional support as needed, eliminating specific supports as the student gains English fluency. The ELL teacher partners with the classroom teacher to provide needed accommodations and modifications to help the student access the curriculum. In addition to providing this classroom support, the ELL teacher provides additional learning opportunities aligned with the WIDA ELL standards.

Because acclimation to an English-speaking school takes time, our school counselor works with these students in smaller counseling groups in which they interact to create new friendships and support each other as they gain English fluency.

We also invite the families of our ELL students to partner with their school at a family night event that provides important information about community resources and school programs. Families have access to translated school information if needed, and we provide access to interpreters for families for school events such as parent-teacher conferences. Our goal is to help our ELL families feel welcomed and supported in our CLE community.

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

CLE continued to monitor the educational, social, and physical needs of the community after we moved to virtual learning in the Spring of 2020. With the support of our PTA, we created a food pantry, where families were able to get essential supplies and food in this especially difficult period when instruction was largely virtual.

CLE has a large foster-child population. To help create a safe and secure environment for our students who live in foster care environments and who have in many cases experienced immense trauma, we initiated our wrap-around services to assist the child and foster family. Our student welcome committee, the Cheetah Crew, welcomes and extends friendship to our new students. Our counselor facilitates a new student group to help students in foster homes in their transition into their new school. Our Community Health Worker communicates with the foster family to find out whether the foster child needs wrap-around services such as food, clothing, medical care, or insurance. We also assess the student's learning needs, and our building interventionist and Literacy Coach assist in the remediation of missing academic skills.

The Counselor provides short-term counseling for individuals, and CLE provides small-group support in transitioning, interventions, and trauma and crisis situations. We also make outside referrals to community resources for families that need help with mental health resources, food insecurity, utilities, and crisis support. Our district also provides intense mental health support for our students through a partnership with a local nonprofit organization, Samuel U. Rodgers Health Center. With a parent or guardian's permission, the district also provides students with free mental health services with a licensed psychologist and provides transportation to these services. These layered levels of support help ensure that our most vulnerable at-risk students receive the additional support they need.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

CLE engages, motivates, and provides students with a positive environment that supports their academic, social, and emotional growth. The implementation of the Positive Behavioral Interventions and Supports program promotes positive behaviors and engages students in the process. Building-wide systems allow for students to be recognized at the classroom and building levels. CLE has monthly assemblies to promote citizenship and attendance, at which students' efforts are recognized and celebrated by their peers. With PBIS building-wide systems in place, CLE staff can also access data to respond to students' needs and ensure they are excelling academically, socially, and emotionally. Staff members consciously focus on giving specific positive feedback, reinforcing school expectations, and conducting daily classroom meetings to connect and develop critical social and emotional skills. To support peers and facilitate building positive relationships, intermediate and primary classrooms have paired up into Buddy Rooms. Staff plan buddy grade-level activities that promote academic, social, and emotional growth and build positive relationships with peers across the grades, from K-5.

All of these programs help foster positive attitudes and provide students with a foundation of necessary support to achieve academically and develop essential social and interpersonal skills.

As CLE transitioned to remote learning in the Spring of 2020, PBIS served as a strong foundation for student engagement. Staff members continued to meet virtually with students to help students maintain and develop positive relationships with both their fellow students and adult mentors. Teachers also maintained personal contact with their students by leaving supplies through door drop-offs; surprising students with notes in the mail; and participating in a concluding building-wide teacher parade throughout the community.

Now that we are back to in-person schooling, we are able to engage and motivate students by offering a variety of clubs and opportunities in which students can share their skill-sets and passions with the school community and simultaneously develop interpersonal and leadership skills. Clubs focused on science, technology, music, art, and academic skills appeal to varied student interests and serve to engage students in the community as well as to further develop specific skills.

As students start to recognize and develop their individual interests and passions, our school counselor promotes career discussions with students during classroom visits. All CLE students also engage in Xello, a college and career readiness program, that engages students in building the skills and knowledge they will need for academic and workplace success.

2. Engaging Families and Community:

CLE has strong community backing: parents and community members are committed to partnering with the school to provide the best possible environment for staff and student success. CLE Parents and Teachers Association is a vital partner in providing funding, manpower and resources for students and families. PTA provides teacher grants each year to fund special projects and additional needs for teachers. These grants provide items such as STEM education materials, iPads, and field trip opportunities. PTA also provides all materials each year for our math and science night, where students and families participate in hands-on experiments. At this well-attended academic night, parents learn about current instructional methodologies so they can reinforce what their children are learning in the classroom. During the COVID shutdown, our PTA set up a food pantry to provide weekly meals to families in need. Chapel Lakes PTA also provides a host of other engaging events at which parents and community members volunteer to work with our student population. Other well-attended special events include track and field day, book fairs, pastries with parents, and Grandparents/Special Friends Day.

Community partnerships with local businesses and churches are also crucial to the success of CLE. We partner closely with several churches to provide food, clothing, school supplies, and housing for students and families in need. One of our partner churches helps facilitate Harvester's back snack program that

provides food weekly for kids in need; sponsors the Impact Shoes Program that provides new, name-brand, shoes for students in need; and supports our teachers by purchasing supplies, snacks and food for teachers periodically. All school supplies for each incoming kindergartener are provided by a neighboring church which relieves the financial burden for parents or caregivers for that school year.

Local businesses financially support academic and PTA family nights, and both local business employees and church members volunteer to read with students, manage activities at family nights, and facilitate school clubs. Students and parents are also involved in meaningful outreach/services projects such as Random Acts of Kindness Week, Community Services Food Drive, Community Adopt-a-Family, and clothing drives.

CLE staff realize that foundational attitudes, habits, knowledge and skills students acquire at home are powerful factors affecting learning at school, and this awareness drives the strong connection between the school and the community. Parents are engaged in foundational stakeholder decisions and are viewed as valuable partners in student success.

3. Creating Professional Culture:

The professional culture at CLE is rooted in the belief that collaboration enables us to better serve our students and community. Teacher-directed leadership teams (CLE Leadership, PBIS, CARE, Vertical, Trauma-Informed, Diversity, and C.O.R.E.) meet regularly to ensure teachers feel valued and supported. When we transitioned to virtual learning, these teams met virtually, allowing teachers to collaborate about viable ways to provide online instruction. Grade level teams met weekly with administration to ensure that instructional staff had the support they needed.

CLE teachers have ownership of their professional development. Each teacher reflects on their practice and advocates for their professional learning needs as they create their Education Growth Plan. As a school, we determine our common goal, and each staff member creates a student achievement and professional growth goal.

CLE teachers also engage in job-embedded, ongoing professional development at the building and district levels. Instructional coaches design professional development systems aligned with national and Missouri Learning Standards. Throughout the year, CLE staff engage in job-embedded professional development. District consultants and instructional coaches provide teachers with varied professional development opportunities, including hands-on, interactive, discussion-based, collaborative classroom observations, classroom modeling, and self-reflection.

Our building-wide professional development goals focus on teaching the whole child. We work consistently to improve our literacy practices: teachers meet monthly with the building literacy coach and district instructional coaches to collaborate on grade-level specific needs. This ongoing professional development provides teachers with feedback, mentoring, and collaborative experiences to improve literacy practices, including supporting students with dyslexic tendencies, establishing effective small-group instruction, developing reading and writing units, ensuring evidence-based literacy practices, and using data to guide instructional decisions. To ensure our practices are evidence-based and meet the social and emotional needs of all students, our PBIS, Trauma-Informed, and Diversity Teams present relevant professional development to the staff. Teachers also engage in multiple book club studies that focus on meeting the academic, social, and emotional needs of our students.

The district also ensures staff members have access to support and self-care resources. The Employee Assistance Program (EAP) provides staff with confidential, emotional care. Our Employee Wellness Center also provides staff with access to fitness classes, weight loss support, and a family health clinic.

CLE teachers consistently collaborate and empower each other to grow, adapt, and learn new practices that support our students and community.

4. School Leadership:

The CLE leadership team consists of multiple staff, parents, and community members, including the principal and assistant principal, school counselor, grade level representatives, teachers, support staff, parents, and community members. Rooted in a vision of inclusion and equitable access, the team's mission is serving the needs of the students, staff, and community: providing servant leadership. The team is proactive and visionary, making the needs of the school community the basis for all decisions. As an extension of the CLE C.O.R.E., the leadership team works collaboratively to analyze achievement data to guide curriculum revision and instructional practices as well as to respond to the emotional and physical needs of students and teachers. The philosophy of service leadership permeates all the integral systems, practices and procedures at CLE.

The administrative team collaborated with various stakeholders to create CLE's C.O.R.E team. These staff leaders, in turn, collaborated to redesign how CLE staff partners with the community to meet the needs of all students. Initially, the redesigned system was implemented in response to the COVID pandemic because of our students' increased needs for academic interventions and extended social-emotional support. Teachers and staff needed new tools to respond effectively to students instructionally, emotionally, and behaviorally. To best support students, families, and the community, the C.O.R.E team quickly realized they needed to begin with additional support for the instructional staff, the frontline advocates for student success.

Teacher-directed leadership teams (PBIS, CARE, vertical, data/planning and Trauma-Informed) were implemented and redesigned to find solutions and meet the needs of staff and students. Heather Forbes and the Beyond Consequence training guided much of the decision-making and helped us revise our team's central focus, which became "meeting the needs of the whole child." We learned that to meet the needs of the students and community, we must start by addressing the needs of the school's teachers and staff and continue to work with these frontline advocates as they engaged positively each day with our students and parents. In Beyond Consequence training, teachers learn that being trauma-informed means working from a perspective of helping students regulate their unproductive behaviors, modifying their behavior as needed for social, emotional, and academic success; empowering students to take responsibility for their behavior instead of punishing them; and helping students build positive relationships instead of acting out of fear or anxiety. The CLE staff's mission is to empower our students to achieve at their highest potential.

5. Culturally Responsive Teaching and Learning:

Blue Springs School District administrators and leaders took part in Cornell's Diversity and Inclusion semester-long training. These staff members then provided professional development for building-level staff. These trainings focus on today's most pressing diversity and inclusion topics, including equity, unconscious bias, psychological safety, inclusive leadership, and cross-cultural conversations. A Review and Action Committee was established to create a safe space for students or staff to meet with an objective committee to address words and actions they heard or witnessed which seem to them to be discriminatory.

CLE staff also works with the community to address diverse needs and families of all backgrounds. CLE's Diversity Leadership Team, composed of administration, school counselor, literacy coach, and staff members from various grade levels, meets monthly to collaborate about how to ensure equity, culture awareness, and respect throughout the school community. The team composes a monthly newsletter that gives staff members tools and resources focused on cultural awareness, equity, and respect for others. The Diversity Leadership Team also coordinates staff professional development in recognizing bias and prejudices and in creating classroom contexts and activities to address issues of prejudice, diversity, and inclusion. The Diversity Leadership Team and additional staff members also engaged in a building-based diversity book club. Staff members met to discuss chapters, connect their learning to the classroom, and increase their culture awareness.

The school counselor visits classrooms for classroom guidance in discussing and reflecting on issues of diversity and acceptance of self and others. These lessons, based on current cultural and social trends, focus on coping strategies, emotional regulation, kindness, careers/career choices, diversity, and acceptance. Intermediate-level students also have class meetings and lessons that focus on mental health awareness, mindfulness, and growth mindset.

CLE's library media specialist also has classroom lessons throughout the year that celebrate a variety of cultures. The district purchased a variety of picture books that promote culture awareness, diversity, and inclusion. Teachers use these picture books in their reading and writing instructional units, and our 5th grade team embeds these books in a unit that encourages students to explore diverse perspectives. Additionally, whole school assemblies are held where students role-play difficult peer situations. These assemblies provide teachers with a platform to have ongoing, meaningful discussions on inclusion and equity issues during weekly class meetings.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Establishing CLE's C.O.R.E team has had the greatest impact on our school's academic achievement, climate, and culture. Especially since the pandemic, the C.O.R.E team has provided essential support for students, faculty, and families, bringing our community together to meet the needs of all students. Based on the premise that focusing together on academic and social/emotional skills enables us to meet the needs of the whole child, the C.O.R.E. team uses student learning and behavior data to drive instruction and provide the emotional support needed for behavioral and social-emotional development. Through C.O.R.E team efforts, CLE has created a sense of belonging for all of our students through programs such as Cheetah Greeters, Buddies, Pastries with Parents, Kindness week, and our business and community partnerships.

From the beginning of the pandemic, CLE recognized the need for additional support for the entire school community. We committed to improving student assistance, the foundation for all learning, and to additional, relevant faculty professional development, including staff book clubs that allowed us to create a common language for discussing crisis, change, and sustainability in difficult times. This focus, in turn, enabled us to provide consistent, proactive feedback to help students achieve academically and develop positive, responsible behaviors. The C.O.R.E team has contributed to increased class time for students and has enhanced the instructional skills sets of our teachers.

With C.O.R.E team guidance, CLE staff identify which students require additional support and what type of support they need. The staff understand that they have to create positive relationships with students on day one and to continue to strengthen those relationships throughout the year. They view C.O.R.E team meetings as opportunities to focus on individual students, assessing the whole child to determine and address their needs—academic, social-emotional, and physical. CLE staff understand that a student's most basic needs must be met before they can achieve academically. With the increase in mental health-related issues during the COVID pandemic, staff responded by focusing on Trauma-Informed training with Heather Forbes. Addressing students' most basic physical and emotional needs first has allowed teachers to then help students succeed academically and socially.

The commitment to positive relationship-building and a culture of inclusion has led to academic achievement for our diverse population and continues to enable us to build a stronger CLE family. Our CLE environment fosters positive attitudes and relationships, high expectations, and collaboration among students, staff, parents, and the community.