

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

Official School Name Prince Of Peace Catholic School
(As it should appear in the official records)

School Mailing Address 5100 W Plano Parkway
(If address is P.O. Box, also include street address.)

City Plano State TX Zip Code+4 (9 digits total) 75093-5007

County Collin

Telephone (972) 380-5505 Fax _____

Web site/URL <https://www.popschool.net/> E-mail mjones@popschool.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Rebecca Hammel E-mail rhammel@cathdal.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Dallas Tel. (214) 379-2830

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Jeff Tusa
(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.

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

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 0 Elementary schools (includes K-8)
0 Middle/Junior high schools
0 High schools
0 K-12 schools
- 0 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, 2022 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 Students
PreK	97
K	53
1	71
2	69
3	73
4	83
5	77
6	75
7	83
8	83
9	0
10	0
11	0
12 or higher	0
Total Students	764

*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):
- | |
|--|
| <u>0</u> % American Indian or Alaska Native |
| <u>7.2</u> % Asian |
| <u>1.9</u> % Black or African American |
| <u>21</u> % Hispanic or Latino |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>58.4</u> % White |
| <u>11.5</u> % 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 2021 - 2022 school year: 3%

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, 2021 until the end of the 2021-2022 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2021	788
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

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

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 26

8. Students receiving special education services with an IEP: 13 %
Total number of students served 97

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>58</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>53</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u>7</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 13 %
Total number of students served: 97

10. Number of years the principal has been in the position at this school: 4

11. 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	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	37
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. 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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	97%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2016

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

Prince of Peace Catholic School is devoted to instilling strong Catholic values, fostering a life of faith and servant leadership, providing a challenging academic environment, and inspiring each student to shine to the fullest extent of his or her God-given potential.

17. Provide a URL link to the school's nondiscrimination policy.

Prince of Peace Catholic School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Prince of Peace Catholic School does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

<https://pop-plano.client.renweb.com/oa/index.cfm?memberid=1801>

18. **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

Established in 1991, Prince of Peace Catholic School (POPCS) is a parochial school located in Plano, a suburb just north of Dallas, Texas. POPCS proudly serves students in pre-K through eighth grade from our parish community as well as over 48 zip codes throughout the DFW area. POPCS has grown significantly since 1991, beginning with an enrollment of 39 students and now educating over 760 students. Key to the successful growth of POPCS is the involvement of the parent community who are viewed as essential partners in the formation of each child. The school fosters parent involvement through volunteer opportunities, frequent communication, and special events. Parents are at the core of modeling and furthering the mission of the POPCS community.

POPCS families have the choice of attending highly decorated and well-funded public schools as well as resource-rich, prestigious private schools in the area. POPCS works hard to provide an academically rigorous, affordable option that exceeds the high standards of families in this area. POPCS successfully produces graduates that are awarded an average of \$420,000 in merit-based scholarships to local Catholic high schools each year. In the past three years, POPCS has produced 2 valedictorians and 4 salutatorians at these schools. These achievements are a testament to a community committed to academic excellence.

POPCS integrates technology to both elevate academic rigor and empower students to navigate their own learning experiences. Through STEM-specific curriculum in the tech lab to smart screens, audio-visual equipment, coding programs, and a 1:1 student-technology ratio, students engage in opportunities to draw connections between technology and academic content and skills.

To develop the interests and talents of each student, POPCS provides a variety of elective options. Students in seventh and eighth grade have the choice of learning Spanish or French and may choose from a variety of other electives. All students participate in library sciences, technology classes, music, art, and physical education (PE). Students in grades 5-8 may participate in after-school athletics through the Dallas Parochial League (DPL).

This year, in conjunction with the completion of the school's newly constructed Collins Support Center, POPCS expanded upon a multi-tier system of supports (MTSS) program with bolstered academic resources for students and professional development opportunities for teachers. Students benefit from flexible seating options, including exercise bikes, standing desks, rocker and balance-ball chairs as well as multi-sensory manipulatives. Academic support services include the Star Center, which provides supplementary services to meet various students' needs in addition to accommodations for students diagnosed with learning differences. A full-time math specialist assists students and teachers in all grade levels during classroom math instruction as well as during scheduled intervention times. A robust gifted and talented pull-out program (Quest) provides students in grades 3-8 with a creative learning experience that fuses collaboration and investigation. Finally, MTSS expanded this year with the addition of a second certified academic language therapist to provide students diagnosed with dyslexia with enhanced one-on-one reading instruction using the Take Flight program.

POPCS facilitates opportunities for authentic faith formation through a commitment to both the virtues and Christian service. Virtues are integrated into students' spiritual instruction through a behavior model of virtue-based restorative discipline (VBRD) which includes virtue education, weekly virtue circles (a dedicated time of devotion and conversation with classmates and adult leaders), and quarterly Virtuoso Awards (recognitions that both affirm and celebrate students living the virtues). VBRD teaches students to live a life of virtue and make connections between their actions, consequences, and how they impact others.

POPCS maintains a deep commitment to Christian service and social justice. Fittingly, POPCS is the only school in the diocese that employs a Christian Service Coordinator responsible for overseeing service opportunities, student service organizations, and service-oriented professional development. Throughout the school day and during Serviam Nights, POPCS families engage in school-wide initiatives such as assembling care packages, participating in drives, and collecting monetary donations in support of various individuals and organizations. Service-based extracurricular organizations for students in grades 6-8 put an

added emphasis on volunteerism and outreach, which include Random Acts of Kindness (RAK) and National Junior Beta Club. POPCS sustains a special relationship with our sister parish and its nutrition center ministry in Honduras. In addition to providing resources and prayers for the children of Las Mercedes, several students and faculty members visit their campus abroad or host members of their community here in the Dallas area to promote cultural awareness and understanding.

POPCS was recognized as a Blue Ribbon School in 2006 and 2016. Receiving this distinction resulted in increased trust among parents and faculty which allowed teachers and administration to continue seeking innovative practices. POPCS has experienced upward trends in enrollment and community support and engagement. Annual giving continues to strengthen, and family participation remains well over 75 percent. This level of financial support from our community has allowed us to be steadfast in our commitment to a growth mindset. The school has experienced physical campus growth through construction, has doubled the number of support services personnel, has added specialists to enhance classroom instruction, and has adopted more rigorous curriculum resources and assessment tools to support teachers and students. Furthermore, in order to monitor the progress and alignment of curriculum, instruction, and assessment, POPCS has benefited from the expansion of its administration team. Receiving the Blue Ribbon award reinvigorated the POPCS community and initiated an even stronger commitment to innovation, service, and growth.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

POPCS follows the Saints and Scholars Curriculum, which is a standards-based curriculum provided by the Catholic Diocese of Dallas. When adopting resources, teachers and administration focus on alignment with the curriculum and give special consideration to ways they enhance Catholic identity in the classroom.

The school's instructional approach in English language arts (ELA) and all other content areas aligns with the Gradual Release of Responsibility Framework. Teachers model the desired approach (I do), ask students to work collaboratively with the teacher to execute the approach together (we do), then have students work independently or in partnership with classmates to execute the approach without the assistance of the teacher to ensure a clear understanding of the concept (you do).

The language arts curriculum specifically targets reading/literature, phonics/spelling, vocabulary, written and oral language, handwriting, and study skills. All grade levels incorporate research-based practices to ensure each student is working within his or her zone of proximal development with a focus on increasing comprehension, fluency, vocabulary, phonics, and phonemic awareness skills. Students learn to read, think, communicate, and listen critically as each teacher uses differentiated strategies to meet individual students' needs.

In the primary grades, teachers use multi-sensory instruction along with the balanced literacy framework to build early literacy skills. The school uses the Fountas and Pinnell (F&P) Benchmark Assessment System (BAS) for recording and assessing students' reading progress. Through guided reading and consistent longitudinal running records, students are given access to intentionally selected reading material that is tailored to the student's reading level. Teachers meet with students individually and in small groups to ensure responsive teaching.

Throughout the elementary grades, small groups are utilized for mini-lessons, guided reading, reading circles, and vocabulary development. Beginning in third grade through sixth grade, teachers use the Renaissance Learning Star assessment for benchmarking and Accelerated Reader to monitor student progress as well as overall growth. Students read a variety of texts within their current reading range in order to maximize growth in reading. Personalized goals help students monitor their progress, and individual reading recommendations engage them. Consistent reading practice ensures growth in vocabulary and comprehension. Teachers meet with students individually to help them track their progress, adjust their reading goals, and make book selections that align with their interests and goals.

In grades 6-8, students have the option to select an advanced level ELA course. In both on-level and advanced courses, differentiation occurs within the classroom. Middle school reading instruction involves a variety of literary selections for novel studies that vary based on students' reading levels. Explicit instruction in text structure and analysis and vocabulary acquisition enables middle school students to become critical readers and thinkers.

Students in all grade levels visit the media center weekly for read alouds with our media specialist, time to check out books for independent reading, and instruction in research and media literacy skills. In grades 4-6, students have a weekly media center class taught by our library media specialist where they learn media literacy skills that focus on how to conduct research effectively and how to determine the credibility of resources. The library media specialist also works closely with ELA teachers to support their reading and writing instruction within the classroom.

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

The school's math curriculum includes standards that address representation and comparison of whole numbers, fractions, and decimals; the four operations using whole numbers, fractions, and decimals; geometry; measurement; data analysis; probability; and algebraic equations.

Teachers take a concrete, representational, abstract (CRA) approach to instruction, whereby physical and visual aids are used to build students' understanding of abstract concepts. Students are introduced to a new mathematical concept using concrete resources or manipulatives such as counters, base ten blocks, or fraction bars. Once they understand how to solve problems using manipulatives, they are expected to use visual representations or pictures of the concrete objects they previously used to solve problems. Students then solve problems abstractly, using only numbers or symbols.

In addition to the CRA approach, teachers follow a general sequence of direct instruction, guided practice, partner or small group practice, and individual practice during a typical math lesson. Math centers are used for reinforcement and additional practice in lower grade levels. The school recognizes the importance of fact fluency mastery in early grades; therefore, students in grades 1-4 consistently use Reflex for math fact practice. A variety of resources are used in all grade levels to reinforce understanding including textbooks, online programs, and engaging, real-world projects.

A variety of approaches are used to assess students. Teachers use online Boom Cards, Seesaw activities, BrainPOP quizzes, and Nearpod lessons to monitor student progress through the course of an instructional unit. Teachers will use exit tickets as a quick check for understanding to pace further instruction. Throughout the year, teachers use the IXL math diagnostic to monitor student progress as well as overall growth. Personalized goals help students monitor their progress and individual skill recommendations promote consistent practice and help close any gaps the students may develop over time. Teachers meet with students and parents to help them understand students' progress and report on areas of opportunity and strengths. Teachers use formal assessments from the curriculum as well as their own created tests to assess students at the end of a unit of study.

In grades 6-8, students have the option to select an advanced level mathematics course. In both on-level and advanced courses, differentiation occurs within the classroom. The above-mentioned formative assessment tools allow teachers to meet students where they are and encourage a deeper understanding of what they may have previously been exposed to. Students are encouraged to pursue the "why" behind solutions. A variety of instructional techniques and cross-curricular projects allow students to collaborate and make connections between math and the world around them.

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

POPCS science instruction emphasizes exploration and inquiry. Kindergarten through fifth grades use STEMscopes as their base for curriculum and instruction. STEMscopes is a robust science program that breaks down each grade level into 16 different 'scopes' or units and follows the 5E (engage, explore, explain, elaborate, and evaluate) model of learning. The scopes provide a streamlined continuity between grade levels and gives students the opportunity to dig into the content, make connections to previous learning, and explore independently. Technology is incorporated using varying virtual games, videos and activities from BrainPOP, Kids Britannica, and National Geographic, etc., which supplement the "engage and explain" portion of their lessons. Sixth through eighth grades follow the National Science Standards and use the Glencoe iScience program, which engages students in cross-curricular, project-based learning activities.

In all grades K-8, teachers create cross-curricular units that connect science to their ELA, social studies, and math classes. The projects are STEM-based, hands-on, and promote critical thinking. Teachers also collaborate with the technology teacher and STEM specialist to create activities and projects that enhance the science curriculum to include robotics, technology, and engineering. During a social studies Ancient Egyptian unit, students mummify hotdogs. When sixth graders read Peter Pan in ELA, students create topographical maps in science. Seventh graders have a combined ELA/science unit on infectious diseases, where students are tasked to create a school-wide action plan presented to a board of doctors to prevent the spread of a specific disease. Exposure to perspectives across curriculums promotes knowledge and skill

acquisition. Students show mastery of knowledge by participating in labs, STEM activities, and cross-curricular projects. At the conclusion of these summative projects, both students and teachers participate in a reflection piece to analyze and improve student performance for subsequent units.

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

The Saints and Scholars social studies curriculum focuses on four main strands: history, geography, civics, and economics. Depth is achieved when students go beyond knowledge-based instruction to application of the material. We have a dedicated collaborative space and a project integration specialist who assists teachers in all grade levels as they work together to provide a hands-on immersive experience into the topic. For example, when studying communities, the second graders design, create and explain to their classmates about either rural, suburban or urban communities including the infrastructure and needs of each. Numerous technology resources, virtual field trips and guest speakers are utilized as appropriate. During the seventh grade Oregon Trail project, students are able to interact via video with museum curators who give them insights and tips into their project designs and presentations. Teachers focus on the integration of literature, religion, social justice, current events, and the arts. Breadth is achieved through the cross-curricular approach of integrating multiple content areas into project-based learning experiences. For example, in third grade, students take a field trip to the Bureau of Engraving in Fort Worth while studying economics and working with money in mathematics. Other integrated, cross-curricular social studies projects include the eighth grade field trip to the Holocaust Museum while reading the novel *Night* in literature class and the sixth grade Egypt project which includes written reports, multimedia presentations and visual arts. The goal for instruction is to bring history alive for students so they can see the interconnectedness between past and present cultures that are studied. Students learn they are an integral part of a community at family, school, local, state, national, and global levels. All students participate in the observance of national holidays and participate in the planning and presentation of recognition programs such as the Veterans Day Program. Communication skills are fostered through presentations, dramatizations, and debates. One-on-one discussions, short answer and essay responses allow students to share their depth of knowledge and understanding of complex topics. Students follow project-specific rubrics that outline desired skills and learning objectives.

1e. For schools that serve grades 7-12:

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

POPCS Children's Learning Center (CLC) serves students in 3K-5K and follows the early childhood standards-based curriculum of the Catholic Diocese of Dallas. The goal of the CLC is to integrate students from preschool to future grades while providing a foundation that nurtures the whole child.

Various assessments are used to determine achievement of developmental milestones and to monitor for early intervention in reading, math, science, and social studies. Teachers monitor academic excellence by collecting data from the ESGI assessment tool which determines students' strengths and weaknesses and tracks their progress across content areas. Personalized pre-K portfolios document milestones and provide the academic team with information to support the students' learning as they move on to upper grades.

Learning environments focus on developing the student's ability to problem solve, question, and use mathematical reasoning with developmentally appropriate materials. The language arts curriculum involves activities such as phonological awareness, writing centers, and reading to help teachers align skills for lower grades. The science curriculum fosters a love of science through exploration. In social studies, students gain an understanding of culture, family, and the world around them.

CLC students engage in a variety of opportunities that foster a love of the arts and emphasize the important of service and virtuous living. All preschool students participate in Spanish, music, art, and PE classes throughout the week. Weekly religion classes help students understand the seasons of the Church and provide opportunities for learning through activities such as bringing stuffed animals to the Blessing of the

Pets in honor of St. Francis of Assisi and participating in the Crowning of Mary.

Each year, CLC students participate in the Empty Bowl Project, an outreach project that helps them understand that others in the community don't always have a full bowl to eat from. They bring in money earned from doing chores at home and make bowls to sell to help raise funds for our parish food pantry. CLC students also participate in a Happy Birthday Jesus project where they bring in supplies needed for mothers of infants at the White Rose Center.

This strong foundation of academics, arts, religion, and service enables preschoolers to become fully functioning students beyond the CLC.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The arts program at POPCS promotes creativity, aesthetic awareness, and an understanding of the role of art in history and culture. Students in pre-K through sixth grade attend art or music classes twice a week. Visual art is an elective choice for seventh and eighth grade students. Students in grades 5-8 have the option to participate in Choir, Band and Drama Club after school. Students are exposed to a variety of mediums, artists, and techniques in the visual art classes. Students in grades K-8 participate in a variety of art contests throughout the year which include a Veterans Day poster contest, Red Ribbon Week art contest and a Catholic School's Week contest. In music classes, students explore different musicians, styles, and instruments. Music students study pitch, rhythm, theory, style, and music history. The students engage in cross-curricular projects, through which they connect art to their lives. Music brings the community together for performances and Masses. The student choir, which is comprised of students in fifth through eighth grades, leads the weekly Mass with student cantors. The annual musical allows students to explore music through dramatic theatre. Students are involved in all aspects of the production. The arts are supported by field trips to the Opera, the Symphony, Bishop Lynch Spring Musical and the Choir Festival.

2b. Physical education/health/nutrition

Physical education at POPCS provides students with opportunities to grow physically and mentally. Physical education provides students with improved motor skills, sportsmanship, and self-discipline, all while promoting a healthy lifestyle focused on the students' well-being. All students in CLC through eighth grade participate in PE at least twice a week. The PE program provides standards-based daily learning opportunities that are developmentally appropriate, engaging, and meaningful. The skills, knowledge, and behaviors learned in PE encourage students to establish and maintain a healthy and active lifestyle.

POPCS is fortunate to have a large gym, baseball field, and football field to utilize for physical education classes and athletics. Students in grades 5-8 may participate in after-school athletics and compete in football, flag football, volleyball, cross country, basketball, cheerleading, baseball, softball, track and field, soccer, and futsal through the Dallas Parochial League (DPL).

Additionally, seventh and eighth grade students all participate in a Health and Wellness course which uses the Project School Wellness curriculum, and they can choose a semester of Fitness as an elective.

Throughout the year, students examine making healthy choices for their mind, body and spirit. The Plano Police Department and Fire Department present several programs to various grades throughout the year on drug and alcohol awareness, safety, and healthy decision making. An emphasis on living a healthy lifestyle both emotionally and physically is infused throughout the school's curriculum and instructional program.

2c. Foreign language(s), if offered (if not offered, leave blank)

All students in grades pre-K through eighth grade participate in language classes. The foreign language program presents students with opportunities to engage in various experiences throughout the school year, which include exposure to cultural customs, traditions, and art appreciation. Spanish is integrated across the curriculum through Spanish prayers, music, art, history, and culture. Students in the lower grades learn numbers and counting, color words, identify time and greetings through games, songs, and rhymes. Spanish curriculum in the upper grades is designed to promote reading, writing, vocabulary and conversational proficiency. Pre-K through fourth grade students have Spanish class weekly. Fifth and sixth graders have Spanish twice a week. Seventh and eighth grade students participate in language classes three times a week and have the choice of continuing with Spanish instruction or embarking on beginner French courses.

2d. Technology/library/media

POPCS provides each student with a technology-rich environment where digital skills, such as communication, collaboration, critical thinking, and creativity are fostered. The school's goals for technology are to be seamlessly integrated into the curriculum to strengthen and enhance the rigor and relevance of course content, to be a dynamic tool that can assist in maximizing the learning potential of each student, and to empower students to create their own learning experiences in a digital learning environment. Technology not only fosters student engagement and achievement at POPCS, but it also supports communication and collaboration among students, parents, and faculty.

Technology is infused throughout the curriculum. For example, in music class students create a music video with pop-up text to inform the viewer of different information related to specific music genres. One-to-one devices are in place for students in grades K-8. Each K-4 classroom has iPads and a laptop cart available for use. In weekly technology classes, students are taught keyboarding, coding and robotics, digital citizenship, and design. Parental partnerships are key in educating students on digital citizenship, social media, and internet safety. Technology throughout the building provides opportunities for differentiated instruction while enhancing collaboration, communication, creativity, and critical thinking skills. Students in grades K-6 participate in computer class weekly. Core teachers partner with the technology instructor and the academic technology team for ideas in integrating computer skills into the curriculum.

2e. Any other interesting or innovative curriculum programs you would like to share

Students work in a project-based learning environment as an extension of their curriculum. Built in 2017 with contributions from gracious donors, the i3 Lab has earned the loving nickname of "The Cube" based on the three i's which stand for integration, innovation, and imagination. The Cube is used across disciplines in pre-K through eighth grade to enhance the application potential of content knowledge and skills. This collaborative space is home to a Lego wall, green screen, 3-D printers, flexible seating, and six screens including an interactive screen. All walls and tables are whiteboard surfaces. The "Tinker Tank" is a separate area with craft supplies, makerspace tools, sewing machines, and a variety of materials the students can utilize for their projects. The project-based learning specialist in the Cube facilitates the acquisition of knowledge and skills by having students work to investigate and respond to an authentic, engaging and complex question, problem, or challenge. Students use the Tinker Tank to gather and create, invent, tinker, explore, and discover throughout the project design process using various tools and materials.

3. Academic Supports

3a. Students performing below grade level:

POPCS is equipped with multiple academic support systems for students who may need additional assistance to reach their full potential. In order to determine if a student needs extra support, formal and informal data is collected. Informal assessments and data include work samples, teacher observations and input, reading and math scores from computerized programs (IXL, Reflex, Accelerated Reader), and subject-area tests and projects. Formal assessments include the annually administered standardized Iowa and CogAT tests. Once data has been collected and analyzed, students are placed into tiers by the classroom teachers and support staff using the Multi-Tiered System of Supports, or MTSS, framework.

If the data collected during the initial phase indicates an achievement gap where a student is performing below level, extra scaffolding is put into place to provide intervention and remediation through MTSS. These learners move to Tier 2 and require more targeted interventions such as collaborative grouping, organizational tools, strategic use of manipulatives and visual aids, individual tutoring, assistive technology, mnemonic cues, and chunking directions. Progress monitoring and continued documentation takes place throughout the period of targeted intervention, and the student's original challenges are reevaluated at monthly team meetings.

If additional Tier 2 support is still needed, screeners such as M-Class, Quick Phonics Screener, DIBELS, and EasyCBM may be administered to try to pinpoint a specific area of weakness. Throughout the process, teachers continue to document performance history, specific goals, and the means to achieve these goals. Students who have made adequate progress may move back into Tier 1 after receiving targeted intervention. If a student does not show adequate progress, the student is referred to the MTSS team as a Tier 3 candidate, and the student may be evaluated for learning or behavioral differences.

In addition to receiving the Tier 2 interventions and continued support given by the classroom teacher, Tier 3 students benefit from additional interventions facilitated by specialized support staff. POPCS has a math specialist, two academic language support therapists, and an academic support specialist on staff to provide intervention services. This team works together to determine additional supports to put into place and assists the teachers in creating a plan that best meets the needs of the student while supporting the school's mission. Student accommodation plans are created for students with diagnosed learning differences. These plans are reviewed yearly and may be adjusted throughout the school year.

3b. Students performing above grade level:

POPCS teachers use several methods for supporting students performing above grade level. In grades K-3, students are taught using small group instruction to enhance and diversify the learning experience within the classroom. Teachers are trained to present open-ended assignments that facilitate different levels of thinking during whole group instruction to allow for differentiated answers. For students needing additional enrichment, classroom teachers extend the lesson and use more challenging questioning, encouraging students to take a deeper discovery into the "why" behind their answers. The projected integration specialist and STEM integration specialists collaborate with teachers at all grade levels to create hands-on stimulating activities that help to foster critical thinking in an authentic learning environment. Students in grades 6-8 also have the option to select advanced level ELA and math courses. Advanced courses are designed to challenge students beyond grade-level academic courses and focus on preparing students for success in future advanced coursework.

Students in grades 3-8 who are identified as gifted have the opportunity to participate in Quest, a gifted and talented pull-out program that advances the curriculum and engages learners with hands on, project-based learning. Quest is offered to those students who fall into both the 99th percentile on the CogAT test and the top 95th percentile in reading and math on the Iowa Test. Quest students leverage their unique and varied skill set to develop and create projects independently, as well as through collaboration with their peers. Students progress through increased levels of independence in the program. Each student has the opportunity to expand and develop their intellectual and/or creative talents and work towards becoming a self-directed learner. The social and emotional growth of each child is also central to the program. The Quest program provides opportunities for excellence, creativity, leadership, and the improvement of self-esteem through the development of higher-level thinking skills.

3c. Students with disabilities:

Prince of Peace has additional resources for students who need a greater level of support beyond Tier 1 and Tier 2 instruction. The Star Center is a multipurpose resource lab where students can receive additional services to help meet their needs. Accommodations are included in a student's support plan if a diagnosis of a disability exists. POPCS educates students with learning differences (dyslexia, SLD, APD), hearing disabilities, physical limitations, ADHD, and autism as well as other diagnoses. Students remain in the classroom in the least restrictive environment but have access to the Star Center when needed. They may

receive one-on-one instruction, small group testing, assistance with organizational strategies and study skills, a quiet testing environment, and executive functioning support from the academic support specialist in the Star Center.

Students with a diagnosis of dyslexia receive intervention from the certified academic language therapists (CALTs). The CALTs provides instruction using the Take Flight program developed by Scottish Rite Hospital. Take Flight addresses the five components of effective reading instruction as identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. In addition, students who are being closely monitored for a learning disability or who need additional reading support may also work with a CALT.

Students with a diagnosis of dyscalculia or who continually struggle in math are able to receive remediation from the math specialist. The math specialist assists students and teachers in the classroom during math instructional time and also provides one-on-one and small group intervention to students in the Math Lab.

3d. English Language Learners:

ELL students represent a very small percentage of the POPCS population. Students who are English Language Learners are mainstreamed in the classroom. Many teachers hold a teaching certificate in English as a Second Language instruction. Additional support is provided by the CALT or through the Plano Independent School District (PISD) for those who need it.

3e. Other populations, if a special program or intervention is offered:

Speech services are provided for students who qualify through the local public school district. A speech language pathologist from PISD comes to our campus to provide those services. Parents also have the option of securing speech services from private providers who visit our campus for regularly scheduled sessions. POPCS partners with two private speech therapy companies who provide speech and occupational services to students who qualify on our campus.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

POPCS provides a positive, nurturing environment that supports academic, social, emotional, and spiritual growth by engaging students through meaningful learning experiences. Teachers provide authentic cross-curricular learning opportunities in each grade to maintain engagement and allow students to dive deeper into content and a greater understanding of the material.

Seventh and eighth grade students have the choice of electives to support their interests in learning. Broadcast Journalism, Communications, Fine Arts, Theater Arts, Yearbook, and Fitness are a few of the choices that are offered. POPCS students have the option of participating in several academic competitions including St. Pats, PSIA, Spelling Bee, Religion Bowl, and the Stock Market Challenge.

Before students can be academically successful though, they must have their physical and emotional needs met. POPCS emphasizes the importance of social-emotional learning and growth through student response services, guidance, and restorative discipline. POPCS counselors support students through individual and small group student sessions, and counselors and religion teachers present Character strong, our SEL guidance program, to students in a whole-class setting. The goal of the guidance program is to nurture self-awareness and self-esteem. Topics covered include bullying, stress, anxiety, respect, and responsible decision-making.

POPCS implements the Virtue Based Restorative Discipline (VBRD) program to create an environment that ensures physical and emotional safety. Restorative practices teach students to take responsibility for their own actions and ensure that all students are treated in a fair and respectful manner. Students meet weekly in virtue circles in which they engage in virtue education lessons that teach them about the virtues and how to put them into action. At the end of each quarter, a small group of students are honored as Virtuoso Award recipients. Teachers nominate students for this award who are observed living out the quarterly virtue.

POPCS provides many opportunities for students to grow in faith and service and consequently produces students who are servant leaders. Students in grades 6-8 serve as “prayer partners” or mentors to students in grades K-2. They build relationships through participation at Mass, prayer opportunities, and fun activities. Middle school students interested in additional leadership roles have the chance to participate in the Student Ambassador Program, serve as a student council officer or member, and serve as an acolyte or lector at Mass.

2. Engaging Families and Community:

Family and community involvement are vital in the formation of students at POPCS. Successful partnerships often begin with open communication combined with a variety of meaningful opportunities for parents to become involved. Parents are encouraged to volunteer or support the teachers, staff, and community on a variety of levels. Starting in the classroom, parents and grandparents assist with centers in the lower grades, help with holiday parties, and help monitor students during lunch and recess. For larger school events, parents can elect to be part of a committee that is coordinating a fundraiser or school-wide event such as our Fall Festival, Auction and Gala, or Fun Run.

Specific groups that assist the school include the Parent Volunteer Organization (PVO), School Advisory Council (SAC), and the Athletic Advisory Council (AAC). All parents in these groups take an active role in promoting POPCS both at school and within the community. The PVO coordinates volunteers to help new families feel welcome, lead homeroom parents, work in the library, organize the used uniform sale, and numerous other opportunities. The SAC collaborates with the president and principal to set tuition, make major budget decisions, and develop and monitor the strategic plan. The AAC assists the athletic director (AD) in securing coaches for various sports, planning sports banquets and homecoming, and advising the AD on various issues that come up throughout the sport seasons.

Developing students who understand the importance of servant leadership is a key component of our mission. Several times throughout the year, our families support specific agencies by donating items. Additionally, they participate in four, on-campus service nights that allow our community to gather for fellowship and perform projects for non-profit organizations, such as Austin Street Center, Children's Hunger Fund or Rainbow Days of Dallas. Students in grades 6-8 are given the opportunity to join two different service organizations, POPCS Beta Club and POPCS Random Acts of Kindness (RAK). Founded by POPCS students in 2015, RAK membership has grown from 12 to 160 members, or 66 percent of eligible students. During the 2021-22 school year, RAK members supported over 50 local agencies and performed 160 random acts of kindness. Additionally, over 100 Beta Club members performed 500+ service hours at over 50 local agencies. The events and organizations provide students with meaningful opportunities to come together to serve those less fortunate in our community.

Positive on-going communication delivered across a variety of formats is essential to an effective school program. POPCS has partnered with local officers, attorneys, and therapists to present parent education programs on topics such as internet safety, social media, ADHD, and learning differences. Teachers regularly correspond with parents about expectations and progress through parent meetings, emails, phone calls, and our learning management system. In grades K-3, parents receive weekly classroom newsletters which highlight the week's learning objectives and provide suggestions for extending learning outside of school. Effective communication and opportunities for parents to partner in the formation of the child help keep families and the community successfully engaged in the POPCS mission.

3. Creating Professional Culture:

POPCS creates a supportive environment for teachers and values a growth mindset among the faculty and staff. Passionate, professional educators are essential to the school's success and contribute to high student achievement. POPCS invests in high quality professional development for our teachers that focuses on educational best practices and pedagogy and professional responsibility. POPCS allocates a substantial amount of funds for professional development each year and encourages teachers to attend a variety of professional development opportunities to build on previously learned strategies, discover new practices to address current student needs, and help plan for the future. When a teacher or administrator returns from a professional development conference, he or she presents and shares ideas with the faculty. Teachers participate in PLCs monthly where faculty have the opportunity to collaborate about lesson planning, review student data, look at current trends in student behavior, and share strategies for improvement with each other. Teachers are constantly looking to improve by staying current on the latest research and instructional practices to fully engage learners and support student success. The administration purposefully creates a schedule that allows for ample team planning time and preparation. Subject-specific planning among grade levels is strategically assigned to highlight teachers' areas of expertise and academic strengths.

The teacher observation system used at POPCS focuses on growth and encourages an optimism for improvement. The Mindsteps program utilizes Charlotte Danielson's Framework for Teaching and incorporates a great deal of one-on-one time with teachers. The program fosters an environment of respect and support among administration and faculty. There is a touchpoint at least once a quarter to include formal and informal observations, one-on-one meetings, and a formal evaluation meeting. Additionally, teachers participate in peer observations, observing classes in the grade levels below, above, and at their own levels. The purpose is to create focused conversations for professional growth and development of teachers and in turn maximize student growth.

Prince of Peace strives to create and maintain a culture of trust, respect and honesty among staff members and administration. POPCS recognizes the importance of mental wellness among teachers, as it is essential for teachers to be able to present their best selves in the classroom. Each faculty meeting begins with "moments of grace" to recognize teachers and focus on the wonderful moments and people we have in our community. Recently, several professional development opportunities were presented to support and promote mental and emotional health. Team building activities have been incorporated to offer praise and encouragement during staff meetings. Staff members are nominated by their peers for the Work of Heart Award through the Catholic Foundation. The Parent Volunteer Organization provides monthly meals as a show of appreciation to the staff. The administration team takes every opportunity to recognize hard work

and show appreciation through small gestures, meals, opportunities for fellowship and spiritual development.

4. School Leadership:

The POPCS administration aims to take a mission-centered and student-focused approach to leadership. All decisions made take both the school's mission and the well-being of its students into account. The administrative team models servant leadership through guidance in instructional practices and through the organization of faculty faith formation and service opportunities.

POPCS is a diocesan school under the direction of the bishop and superintendent. The school is a ministry of the church. As such, the pastor, as the chief administrator of the parish, is spiritually responsible for the school. The president is fiscally responsible for the school, and the principal is responsible for the day-to-day operations of the school. POPCS recently reorganized the administrative structure to include:

The president, who is responsible for the spiritual needs of the faculty, staff, and students. In addition to overseeing the school's Catholic identity, the president is responsible for ensuring the financial sustainability of the school through enrollment and stewardship and development opportunities. It is his duty to work with the pastor, School Advisory Council (SAC), administrative team, and faculty to achieve a culture that fosters Christian growth and formation within the school community. The principal is responsible for the academic, social, and physical needs of the students. It is her duty to work with the Parent Volunteer Organization, administrative team, and faculty to achieve an emotionally supportive culture that fosters academic excellence. Two assistant principals, serving grades K-8 and the CLC, support the principal in administering the objectives of POPCS. They focus on the specific academic, spiritual, emotional, social, and physical needs of students and teachers. The counselor and the dean of students support the principal and assistant principals to ensure the social, emotional, and intellectual being of each student is met.

This team approach provides an efficient means of communication with staff, students, and parents. The team works together on curriculum development, staff development, spiritual formation, and well-being of the school. This model also enables administrators, teachers, and staff to respond to the needs of the school community. Members of the leadership team, including the counseling department, frequently present on parenting topics related to social-emotional health and digital ethics as well as SEL, Iowa data, and operational vitality.

The SAC serves in an advisory capacity to the president, principal, and pastor in the areas of policy, finance, strategic planning, safety and facilities, and development. The SAC focuses on specific needs of the school through strategic planning and providing resources in their areas of expertise. The strategic plan is revised annually to maintain positive growth in the POPCS community. The administrative team, faculty and SAC collaborate to create a cohesive team of professionals working together to further student achievement.

5. Culturally Responsive Teaching and Learning:

The POPCS Student Pledge states that we will be "honest, responsible and respectful of myself and others at all times." Students are taught that we are all made in the image and likeness of God, and we should treat others with the utmost respect. It is our responsibility as children of God to model dignity of ourselves and others. As a school community we are encouraged to celebrate one another's differences. Cultural education is supported through classroom curriculum and school initiatives.

Throughout the school there is a focus on virtues and Catholic social teaching. All students in K-8 participate in Virtue Based Restorative Discipline (VBRD). Through this program, students learn to live virtuous lives, support others in living virtuous lives and to model the teachings of Christ. VBRD teaches students to live a life of virtue and make connections between their actions, consequences, and their impact on others. While traditional disciplinary measures still stand, negative student behavior is addressed via activities in which the student must identify and explore the virtue they neglected and take accountability for their actions through intrapersonal resolution.

In addition to VBRD, POPCS recently began utilizing a program, Character Strong, to support POPCS in building a safe and strong culture where students learn essential components of character including respect, responsibility, gratitude, empathy, perseverance, honesty, cooperation, courage and creativity. Through dedicated instruction and conversations in the classroom, students are taught to embrace diversity and be compassionate people who are empowered to be the best version of themselves. When students feel safe, supported, and part of a community, they act with more kindness and respect toward others.

Prince of Peace has made a commitment to family partnership and involvement. Though some issues require additional attention and are referred to the counseling department, most student needs are easily met through the school and home partnership. Whether it be through the curriculum, guidance lessons or parent education, POPCS seeks to support the diverse needs of our community by fostering empathy, growth, and action.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been the most instrumental to success at POPCS is the dedication to promoting a growth mindset among the entire community. Students and staff members with a commitment to growth will work toward their goals, even when that work is challenging. Those with a growth mindset versus a fixed mindset persist despite failure and are more likely to see failure as a steppingstone in the learning process.

A few years ago, specific teachers instrumental in leading professional development sessions for other staff members were asked to read the book *Mindset* by Carol Dweck. The growth mindset information gathered from this book was used as a gold standard and was applied to all programs and professional development initiatives moving forward. POPCS teachers are now encouraged to adopt a growth mindset for themselves and are trained to foster the same mindset among all students.

Several opportunities exist to help students understand that assessments report where the student is at a particular time. They may not understand yet, but that doesn't mean they won't eventually. Tutoring is offered in all grade levels to assist students who feel they need extra help, and test corrections and retesting is offered for those needing more time to master a concept.

Self-evaluation is used regularly in classrooms to help students evaluate their progress and make plans to achieve new goals. Students are encouraged to take responsibility for their own learning and are expected to utilize learning management platforms such as Moodle and RenWeb to monitor assignments, resources, test dates and to track their progress. Individualized schedules and the ability to choose between on-level and advanced courses rather than being placed into those classes based on ability encourages students to work toward their goals and take accountability for their own success.

Teachers are trained to look at student work and assessment data as a snapshot of where an individual or class is at a particular time. Team data analysis meetings allow teachers to evaluate current practices and adjust and plan for growth.

POPCS leadership recently transitioned to an observation system that reinforces and models growth rather than grading or scoring current teacher strengths. The Mindsteps teacher observation system is not evaluative in nature; rather, it focuses on growth opportunities through one-on-one meetings, self-evaluation, classroom observations, and walkthroughs. School leadership conducts several formative observations and feedback sessions throughout the year so that teachers can reflect on their practice and make improvements. Trust and rapport are built through conversations and coaching, and teachers truly have a willingness to grow and are open to constructive feedback. Modeling these teaching styles of coaching for growth and learning through collaboration serves as an example for teachers working with students.

Conversation, collaboration, and a commitment to a growth mindset among all stakeholders at all levels leads to increased engagement, dedication to improving one's practice, and ultimately, higher student achievement.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What is the educational cost per student? \$10720
(School budget divided by enrollment)
4. What is the average financial aid per student? \$3340
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 49%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2021-2022)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

¹ Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

² Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

³ Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)