

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 700 North Main Street
(If address is P.O. Box, also include street address.)

City Cross Plains State TX Zip Code+4 (9 digits total) 76443-2112

County Callahan County

Telephone (254) 725-6123 Fax (254) 725-4435

Web site/URL <https://www.crossplainsisd.net/> E-mail jbarron@cplains.esc14.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* Mr. Dade Cosby E-mail dcosby@cplains.esc14.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cross Plains Independent School District Tel. (254) 725-6121

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 Mr. Roy Richey
(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 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):
- 1 Elementary schools (includes K-8)
0 Middle/Junior high schools
1 High schools
0 K-12 schools
- 2 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	15
K	33
1	31
2	32
3	21
4	30
5	28
6	19
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	209

*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
 - 0 % Asian
 - 0 % Black or African American
 - 18.6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80.9 % White
 - 0.5 % 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: 8%

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	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2021	209
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Spanish

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

4 Total number ELL

7. Students eligible for free/reduced-priced meals: 72 %

Total number students who qualify: 150

8. Students receiving special education services with an IEP: 16 %
Total number of students served 33

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>1</u> Autism	<u>8</u> Multiple Disabilities
<u>2</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 9 %
Total number of students served: 19

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	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 15:1

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%	96%	97%	95%	96%
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 ☐ No ☒

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

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

The Cross Plains Independent School District mission is partnering with our community to inspire students with exceptional education.

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

<https://www.crossplainsisd.net/about-us/files/documents/Cross%20Plains%20ISD%20Non-Discrimination%20Statement.pdf>

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

Cross Plains is a close-knit community made up of farmers, ranchers, and small business owners. The students and their families enjoy the slow pace of the town and the strong relationships that are easily established. The students enjoy involvement with extracurricular activities such as University Interscholastic League (UIL) academic events, little league sports, and 4-H. Students' families are supportive of the school, helpful, and encouraging.

Cross Plains Elementary (CPES) is the only elementary school in the Cross Plains Independent School District. CPES recorded an enrollment of 209 students for the 2022-23 school year in pre-kindergarten through 6th grades. CPES is a rural school located in Callahan County in Central Texas. Cross Plains is a small town located approximately 35 miles northwest of Brownwood, Texas and 44 miles southeast of Abilene, Texas. Cross Plains has a population of 926 people. The average household income in Cross Plains is \$41,228. Cross Plains Elementary is composed primarily of students who live in the district boundaries as well as a small percentage of transfer students from surrounding districts. Many of the families in CPISD have lived in the area for their entire lives. CPES maintains a strong tradition of UIL academic success and student achievement.

In 2021, the district performed a strategic plan to develop a balanced scorecard with an end goal in mind to compose a high standard of objectives to abide by. The strategic plan included input from all stakeholders within the district and community starting with administration, the board of directors, staff, community members, and students. The Strategic Plan was a three-year initial model to define the expectations for the district by stakeholders. This has been a blueprint in the district's success, but even more so in the success of each campus, highlighted by the elementary campus being nominated as a Blue Ribbon campus.

The vision for CPES is Growing Better Buffaloes, and the belief that to grow students educationally, personal relationships must be established. Bus drivers, cafeteria personnel, janitors as well as teachers, make connections with all students. From the moment students enter the campus, they are greeted by staff members. This established routine strengthens connections, demonstrates positivity toward monitoring student wellbeing and addressing individual needs as soon as students arrive. Providing an environment open to communication and problem solving allows students to feel safe and this in turn helps students become successful academically, emotionally, physically, socially, and culturally.

CPES maintains two teachers in each grade level no matter the small number of students in each grade level; this commitment is a great benefit and allows for small class sizes each year, as well as aligning with the vision of creating personal relationships because it is easier to get to know all of the students in this setting. Teachers and staff use this opportunity to strengthen connections with the students; as a result, students realize the teachers and staff care about them personally, which increases the focus on student learning.

In the 2021-2022 school year, the District implemented a district calendar that was proactive to the COVID crises, which was key in avoiding COVID outbreaks returning from the Christmas Holidays. The calendar included an additional week after the New Year to allow for students to quarantine after traveling allowing the spring semester to begin on time. Due to the success of keeping students healthy and the doors open, many districts in the region have used the district calendar as a template for the following school year in an attempt to minimize the amount of students and staff missing due to COVID outbreaks.

CPES has daily zoom announcements as another form of communication that celebrates student successes, brags on students through Buffalo Brags submitted by friends and school staff, and recognizes students' and staff birthdays. The daily zoom announcements also provide information about extra activities students can join, reminders of how to be successful in and out of the classroom, and introduce character education objectives that correlate to the weekly guidance lessons. This event happens at the beginning of every day before class starts. The principal uses this time to greet the students every day when they get to the classroom. This action sends a welcome message and kind words along with the other information.

The small school setting also allows a personal connection with the high school students and athletes. CPES

invites the high school students to the elementary campus in order to get to know the elementary students, build relationships, and to encourage the elementary students to be successful. The elementary students also encourage the high school students by making motivational signs for them, providing treats, and offering words of encouragement during their athletic events. This is a designated time for students to communicate and inspire each other, make social connections, and practice inclusion.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

CPES prioritizes providing its students with a strong foundation in Reading and English Language Arts (ELA) by offering two hours and fifteen minutes of instruction time for Reading/ELA each day. This extended time frame allows for the effective segmentation of the Reading/ELA Texas Essential Knowledge and Skills (TEKS) into different class periods, enabling students to focus on grammar and writing in one session and reading in the other. This ensures that younger students from kindergarten to third grade can concentrate on phonics and phonemic awareness, which are crucial for establishing a strong foundation for reading.

CPES places great importance on equipping its teachers with the necessary knowledge and skills to teach Reading/ELA. The principal, along with all teachers in grades kindergarten through third grade, have completed the required Texas Reading Academy to gain a deeper understanding and apply the science of teaching reading. CPES also employs a state adopted testing program to identify learning struggles in reading, such as dyslexia, and implements early intervention and progress monitoring.

Furthermore, CPES uses one hundred percent TEKS-aligned state-adopted curriculum that is vertically aligned. The campus administrator ensures that the curriculum, scope and sequence and year at a glance (YAG) pacing guides are followed by reviewing weekly lesson plans and providing feedback to teachers. Although CPES only has one Reading/ELA teacher per grade level, all Reading/ELA teachers collaborate with each other on built in professional development days every six weeks to support one another and ensure the success of students across all grade levels.

To assess student progress, CPES sets a testing calendar prior to the start of school that establishes a benchmark testing window for teachers to collect data on student progress. Teachers meet to review data and adjust their instruction every six weeks. Summative assessments are used to evaluate student learning at the end of the year and provide teachers with information about how well students have met the learning standards. Additionally, CPES uses a national normative assessment for beginning, middle and end of the year assessments to track students' progress and growth in reading for kindergarten through sixth grade students. The use of benchmark testing and normative assessment helps teachers to evaluate students' progress and growth over time, while also ensuring that they are meeting state and national standards.

To improve school performance in Reading/ELA, CPES incorporates data obtained through formative and summative assessments. Daily formative assessments are used in lessons to monitor student progress throughout the year and provide teachers with feedback on how well students are mastering the curriculum. Using this data-driven information, teachers adjust their lesson plans and instructional strategies to best meet the students' needs. CPES teachers use a variety of instructional strategies in the Reading/ELA classrooms that include but are not limited to, explicit instruction, small group instruction, effective questioning, and diverse strategies. The instructional approaches addressed through the curriculum include the study of literature, reading comprehension, writing skills, vocabulary, grammar, and communication skills. This design ensures that students develop the necessary skills to become proficient readers and writers.

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

CPES has a strong mathematics program in place that focuses on alignment with state standards, data-driven instruction, and the use of a variety of instructional strategies such as, but not limited to, cooperative learning, strategic questioning, and use of manipulatives. These strategies ensure students have a deeper understanding of mathematical concepts and are able to apply these concepts to real world problem-solving and reasoning.

CPES allows for an hour and half class period for mathematics instruction each day for kindergarten through

sixth grade. CPES has adopted a one hundred percent state-adopted curriculum that is vertically aligned with the TEKS. Although CPES only has one mathematics teacher per grade level, all mathematics teachers collaborate with each other on built in professional development days every six weeks to support one another and ensure the success of students across all grade levels. CPES mathematics teachers all follow similar scope and sequences for teaching the curriculum and have a pacing guide, YAG, to ensure all material is covered.

The focus on building financial literacy is also commendable, as this is an important skill for students to have in the real world. The problem-solving model that CPES uses seems to be effective in helping students analyze information, formulate a plan or strategy, determine a solution, justify the solution, and evaluate the problem-solving process and the reasonableness of the solution. The use of appropriate tools and techniques to solve problems, such as real objects, manipulatives, algorithms, paper and pencil, mental math, estimation, number sense, and generalization and abstraction, provides students with a well-rounded approach to mathematics instruction in the real world setting as well as the classroom setting. This process helps students develop essential skills for the future.

To improve school performance in mathematics, CPES incorporates data obtained through formative and summative assessments. Formative assessments are used to monitor student progress throughout the year and provide teachers with feedback on how well students are mastering the curriculum. Using this data-driven information, teachers adjust their lesson plans and instructional strategies to best meet the students' needs.

To assess student progress, CPES sets a testing calendar at the beginning of each school year to establish a benchmark testing window for teachers to collect data on student progress. This testing allows for scheduled windows for teachers and the campus principal to meet to review data and establish next steps based on gaps in student learning. Summative assessments are used to evaluate student learning at the end of the year and provide teachers with information about how well students met the learning standards.

Additionally, CPES uses a national normative assessment for beginning, middle and end of the year assessments to track students' progress and growth in math for kindergarten through sixth grade. The use of a national normative assessment allows CPES to track students' progress and growth in math. This assessment is a helpful tool for teachers to monitor students' learning and ensure they are on track to succeed on standardized state assessments in upper grade levels.

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

CPES has a comprehensive and well-structured science curriculum that is aligned with the TEKS standards. Use of hands-on activities and assessments, provides students with a variety of learning experiences that can help them fully understand and apply scientific concepts. CPES schedules forty-five minutes daily for science instruction in kindergarten through 6th grade, and also provides field trips and virtual learning opportunities when available to enrich the learning experiences.

To improve school performance in science, CPES incorporates data obtained through formative and summative assessments. Formative assessments are used to monitor student progress throughout the year and provide teachers with feedback on how well students are mastering the curriculum. CPES teachers work together at all grade levels, kindergarten through 6th grade, to ensure vertical alignment of science instruction, which helps the students prepare for the 5th Grade Science State of Texas Assessment of Academic Readiness (STAAR) Test.

In addition to the classroom experiments and investigations each year, students are provided life experiences to enrich their learning outside of the classroom. The 5th grade students have the opportunity to go to the Region 14 Education Service Center (ESC-14) in Abilene, Texas for an entertaining experience where students use a variety of electronic devices. Another opportunity afforded to students of CPES is that the 6th grade students travel to Leakey, Texas, yearly, for a 2-night/3-day outdoor investigative experience at the Howard E. Butt Camp (HEB). The students and school staff learn about the wildlife and the importance of conservation along with team building skills on the Frio River. These personal experiences enrich the

curriculum and allow students to gain vital lifelong learning opportunities and real world application. Many times for some students, this is their only chance to explore outside of the Cross Plains area. Overall, CPES prides itself on providing a well-rounded and engaging science education for its students.

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

CPES takes a hands-on approach to teaching social studies and has adopted a curriculum that is aligned with the TEKS by scheduling forty-five minute classes three to four times a week for social studies instruction in kindergarten through 6th grade. CPES utilizes cross-curricular teaching of social studies in Reading/ELA classes in order to help students better understand the subject matter.

In order to provide students with real-world experiences and make connections to information they are learning in the classroom, CPES exposes students to in-depth historical studies of geography and historical events through projects and field trips, both locally and virtually. The surrounding areas provide students with rich historical opportunities for field trips about the history of Texas. HEB Camp is a field trip, which provides an unequivocal opportunity for them to learn about historical events. Through field trips like this, students are able to gain a deeper understanding of the positive and negative consequences of human modification of the environment in Texas, past and present. Along with these field trip opportunities, students are given projects to enrich their knowledge and understanding of historical events such as the recreation of the Alamo and other projects about countries around the world. These experiences allow students to learn about the world around them and make connections between what they are learning in the classroom and real-life situations.

CPES incorporates data obtained through formative assessments. Formative assessments are used to monitor student progress throughout the year and provide teachers with feedback on how well students are mastering the curriculum. One form of formative assessment is to have students write about their experiences and what they have learned from the projects or field trip. This reflective writing helps students to solidify their understanding of the subject matter and encourages them to think critically about what they have learned.

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

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

It is clear that CPES places a strong emphasis on early childhood education and recognizes the importance of providing full day pre-kindergarten programs for students in their community. It is commendable that CPES has extended its pre-kindergarten (PK) program to a full day, a year prior to the changes made by the state of Texas in the 2020-2021 school year, giving students an advantage. Cross Plains does not have a Head Start program in the area, so the school is the only pre-school option for these students.

It is also notable that CPES serves a majority of students of low socioeconomic status in their pre-kindergarten program. However, if space is available, non-economically disadvantaged students are allowed to fill the remaining classroom spots, indicating a commitment to equity and providing equal opportunities for all students.

Additionally, the fact that CPES offers half-day preschool for three-year-olds with established early educational needs and walk-in services for students who qualify for special education services shows a dedication to identifying and addressing students' individual needs early on. CPES also provides walk-in services to students that qualify for special education services, such as speech services, for students under four years of age.

CPES's TEKS-aligned curriculum with a strong focus on phonemic awareness and early literacy, fine motor skills, social skills, language and communication, and school behavior expectations, is well-designed to prepare students for success in later grades. Having two pre-kindergarten teachers who are both certified in

general education and special education is an added advantage that ensures that all students receive the support and early intervention they need to succeed in future classroom settings.

Overall, CPES is deeply committed to early childhood education and its efforts to provide comprehensive services to meet the needs and identify early intervention of all its students. This is a major priority of this campus.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

CPES offers a music program for all students from pre-kindergarten to fourth grade. Pre-kindergarten students engage in a music curriculum every day in their classroom for thirty minutes. Students in kindergarten through third grade receive music instruction forty-five minutes once a week. Students in fourth grade utilize recorders and rehearse twice a week for forty-five minutes. In fifth grade, students transition from recorders to band instruments halfway through the year. Fifth grade students go to band class three times a week for forty-five minutes. In sixth grade, students continue to progress on the band instrument they started in fifth grade with an emphasis on producing characteristic sounds. Sixth graders attend band four times a week for forty-five minutes and begin competitions in the spring semester.

The CPES music instruction utilizes TEKS aligned curriculum as well as other supplemental material to structure instruction in a spiral format so that the fundamentals of rhythm, tempo, pitch, expression, and music literacy are revisited as students graduate from hand percussion in the early grades, to recorders in grades fourth and fifth, to band instruments in grades fifth and sixth. This emphasis in the area of music literacy has been proven to be a vital reason for the success of the upper level school bands.

2b. Physical education/health/nutrition

CPES emphasizes physical education (PE) and all students, pre-kindergarten through 6th grade, attend PE classes daily for forty-five minutes. The PE curriculum ensures TEKS are taught and mastered. In the early elementary grades, the TEKS focus on foundation skills such as balance, motor development skills, spatial and body awareness, and hand eye coordination. Students learn sportsmanship, leadership skills, teamwork skills, gain confidence, and learn about rules and boundaries to keep them safe during physical education. At CPES the physical education classes focus on the three areas of learning: cognitive skills, affective skills, and psychomotor skills. The TEKS are taught in alignment with the athletic seasons and repeated with different sport specific activities throughout the year to reinforce skills in extracurricular activities. Students learn routines and proper stretching techniques to maintain long term healthy physical activities. The overall goal for the physical education classes at CPES is to provide students with the ability and confidence to be physically active for a lifetime. Students are assessed throughout the lessons and units as well as yearly in the fitnessgram testing. CPES believes that physical education improves academic achievement and reinforces self-discipline, reduces stress, and increases blood flow to the brain, strengthens peer relationships and improves self-confidence and self-esteem.

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

2d. Technology/library/media

Another area of excellence for CPES is in the area of technology access. All students at CPES have one-to-one access to technology. In kindergarten and first grade students use iPads, and students in second grade through sixth grade are issued a Chromebook. CPES pre-kindergarten students have access to iPads also, but more for use in a small group setting. Students are taught the technology application TEKS and work on essential career skills such as typing, word processing, and presentation skills. These skills, introduced at earlier ages, will assist students and set them up for success as they advance to computer technology classes.

CPES prides itself on teaching rural area students proper and safe ways to use technology through internet etiquette and safety. CPES provides training to teachers and students on internet safety and cybersecurity. CPES partners with ESC Region 14 to have dependable high speed fiber internet access for the school district and content filtering. CPES also uses device monitoring software to ensure students are using the technology for educational purposes and staying safe on the internet. Students use technology daily in the classroom. If they are absent, they still have access to the curriculum and the lessons they are missing with the assistance of online classrooms.

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

One innovative program the students of CPES have access to is an after school program called After School Program Initiating Reinforcement in Education (ASPIRE). CPES partners with Resource Care Community Health Systems to fund the ASPIRE program which provides tutoring by identifying students that need extra support and also helps students complete homework or to get extra help needed on school work. ASPIRE is also a place where students can just have access to a quiet place to get work done if needed due to limited availability at home. Resource Care pays teachers and staff for staying an extra hour after school, outside of their contracted school time. The ASPIRE program is offered Mondays through Thursdays from four to five o'clock. Students are released from school and an ASPIRE staff member takes the students staying to the school's playground or gym for a fifteen-minute brain break while school is dismissed for the day. When students return from the brain break, Resource Care provides snacks for the students participating in the program. CPES tries to ensure the teacher to student ratio of ASPIRE is five to one or less to be able to provide the services and support the students need.

3. Academic Supports

3a. Students performing below grade level:

CPES has a structured approach to providing support to students who are performing below grade level and may need additional help in their academic and personal development. All students attend a forty-five-minute class time called Accelerated Instruction (AI). The use of tiered intervention levels and rotating intervention sessions in reading, math, and science allows for targeted and individualized support for students based on their current level of understanding and skills. This allows the teachers to focus on meeting the needs of the students in a small group setting. Students are divided based on their educational needs from the formative and summative testing data in each class. This allows teachers to work towards specific academic gaps in an individual or small group setting.

Students with dyslexia are given specialized support from a certified dyslexia specialist, which can help them develop the skills needed to overcome challenges and succeed academically.

Additionally, the inclusion of other interventions during this AI time, such as typing skills, dictionary skills, and test taking strategies can further support students in their academic development. All students rotate through these targeted supports to gain these needed life skills.

The inclusion of character education with a weekly focus on a specific character trait is also a positive aspect of CPES's approach. This helps students develop not only their academic skills, but also their personal and social skills, which are important for success in school and in life.

Finally, it is important to note that students who may be struggling academically and not making progress even with targeted interventions and differentiation are referred for Special Education or 504 evaluations to determine if they have a specific learning disability. This demonstrates that CPES is committed to providing the necessary support and resources to all students to ensure they have an equal opportunity to succeed.

3b. Students performing above grade level:

CPES has a Gifted and Talented Program (GT). This is a pull-out program designed for students who perform at, or show the potential for performing at, a remarkably high level of accomplishment when

compared to others of the same age. Each grade level has a forty-five-minute class per week where the students are provided with multiple opportunities to participate in learning experiences and activities using advanced content. Students are able to work independently or with groups of other GT students when it comes to projects.

During the fall, students work in groups and come together for a finalized project. In 2021, CPES GT students built a castle. Each grade level was assigned a wall with the dimensions. The only materials allowed were cardboard and glue. As each grade level completed their wall, the assembly of the castle began until each wall was completed and the castle was whole. In the fall of 2022, each individual student was given the assignment of building a popsicle stick structure. The final project resulted in a miniature town.

Each Winter/Spring begins with Night of the Notables. Night of the Notables is an afterschool presentation that the GT class puts on for the community. The students choose and research a person of notable status. Then, the student becomes the notable they have researched. Booths are set up for each student to display their notables' favorite drinks, foods, any type of collections, or any type of items that made this person notable. The student is dressed like the notable. The community visits each booth asking questions and conversing with the notable. Night of the Notables has been a tradition for many years. This presentation always brings visitors back to the school whose own children once participated in this presentation.

3c. Students with disabilities:

CPES has a comprehensive approach to supporting students with a disability subgroup that has a 10% or more achievement deficit, including the development of individualized education plans (IEPs), with the use of inclusion aides in the general education classroom, a resource pull out program, and a life skills program.

CPES students who have been identified with a learning disability have an IEP developed through the use of an Admissions, Review and Dismissal (ARD) Committee. This committee includes the students' guardian and school officials to determine the most optimal educational setting and goals for the student. The IEP for each and every student is followed to ensure the educational success for all students.

The educational need and setting for students with disabilities is determined in the ARD meeting and inclusion aides are placed in reading, ELA, math, science and social studies classrooms. Having inclusion aides available in multiple subject areas is an effective way to ensure that students with disabilities are able to receive extra help and support when needed.

Additionally, CPES also has a resource pull out program for students whose IEP designates the need for more individualized instruction in a resource or smaller instructional setting. CPES has one life skills pull out Special Education teacher for students whose disability and IEP specifies this need. The Special Education teacher focuses the student's IEP to provide needed support in reading, ELA, or math.

CPES is a member of the Comanche Special Services SSA Cooperative (COOP), which conducts the special education testing for CPES. The COOP provides additional support for students with disabilities. This includes physical therapy, occupational therapy, speech therapy, and counseling services. Through the ARD process the special education testing data is used to determine the educational placement and services provided to each student. This approach ensures that students receive the support they need to succeed.

3d. English Language Learners:

All grades of emergent bilingual students are served in an English as a Second Language (ESL) pullout program where English instruction is provided by an appropriately certified ESL teacher through Reading/ELA. Emergent bilingual students are pulled out in individual/small groups to ensure success in certain areas of reading such as fluency, writing such as basic mechanics, listening, and speaking including general and academic vocabulary.

Teachers who have students in classes other than Reading/ELA use a sheltered instruction approach to make certain that students are understanding and mastering the content. The teachers incorporate opportunities for

listening, speaking, reading, and writing in their daily lessons, so that students have time to practice these parts of language even though all four domains are not directly taught in each lesson.

Teachers and staff evaluate a student's mastery with formative and summative data and six week grades. Teacher observations are very effective in quickly determining necessary interventions. Students in the ESL program are provided classroom and testing accommodations based on their specific needs due to their limited English proficiency based on testing data.

Students learning the English language are also offered the opportunity to attend the ASPIRE program after school to work on any individual skills, whether related to language or some other educational need. This gives the student the opportunity to receive help in small groups or one-on-one instruction for one hour, Monday through Thursday.

A Language Proficiency Assessment Committee (LPAC) meets yearly to interpret data, establish accommodations, and communicate with the parent and student. This guarantees that everyone working with the student knows any areas of weakness and the areas of mastery for the student. This tactic keeps everyone informed, helps the student understand the areas of concern and the steps needed to reach mastery, and makes the parents feel included in the educational process of their child.

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

CPES is very fortunate to offer dyslexia services and instruction delivered to its students by a Certified Academic Language Therapist/Licensed Dyslexia Therapist (CALT/LDT). Not all schools this size are able to provide this level of service to the students identified with dyslexia. CPES serves dyslexic students in a small group pull out setting utilizing a research based multisensory curriculum as required by the State of Texas.

The State of Texas requires all kindergarten students be screened for dyslexia characteristics by the end of the school year, and all first grade students be screened no later than January 31st each year. CPES follows these guidelines and uses an online State of Texas approved dyslexia screener for this process. Early identification and intervention can be crucial for students with dyslexia, so it's important to screen students in a timely manner and take appropriate steps when a student is flagged as having characteristics of dyslexia. If a student is flagged by this screening process as having characteristics of dyslexia, steps are taken to monitor the student and make a determination if the student needs to be referred for further dyslexia testing. If the student is determined to qualify as a student with dyslexia the student will enter the pull out program. The CALT/LDT will use the assessment data from the program curriculum to determine the lesson at which the student will begin in the dyslexia curriculum and progress monitoring will begin from that point. Student progress is monitored through a computer based program developed specifically for dyslexic students, as well as assessment material from the research based multisensory curriculum and teacher observation. CPES uses evidence-based methods to ensure that its dyslexic students receive high-quality instruction and support. The dyslexia curriculum is delivered in forty-five to sixty minute pull out intervals multiple times each week to the dyslexic students at CPES.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

CPES is dedicated to creating a positive and engaging learning environment for its students. The principal and staff work diligently to ensure that students are motivated to give their best efforts in all classes and to cultivate positive characteristics that will serve them well in the future.

In the principal's announcements the students say a school pledge to give their best efforts in all classes and respect others and obey the rules. Students learn to respect themselves and set high expectations for themselves each day. CPES places an emphasis on character education and the use of positive reinforcement to encourage desired behaviors. The principal and teachers collaborate each year on ways to reward and motivate students. A system of rewards and recognitions has been established to encourage students and reward them for their achievements each six weeks.

The Better Buffalo Behaviors program encourages students to take ownership of their actions and strive to be their best selves. This program established a way to brag on students that exhibit positive behaviors and growth in the classroom called Buffalo Brags. Students and teachers are encouraged to write a positive note to brag on students or staff that are doing great things in the school. The school is using the Buffalo Brags program to publicly recognize and celebrate the accomplishments of students and staff. Additionally, CPES acknowledges the importance of emotional growth and mental health for students by bringing in motivational speakers each semester.

CPES is taking a personalized approach to learning by using learning style inventories. These learning style inventories aid in teachers getting to know the students and understanding how they like to learn. These inventories also help students by allowing them to take ownership in their learning.

To promote college and career development at the elementary level, CPES also invites guest speakers from different professions to speak with students about their jobs, career paths, and the importance of education in achieving their goals. These activities help to expose students to different career options and encourage them to start thinking about their future early on.

Lastly, CPES has small class sizes that allow for teachers to build strong personal relationships with their students. CPES believes that this is the greatest leverage in the success of the students and works to maintain the small student to teacher ratio. These relationships help foster a sense of community and support, which can lead to greater success for students academically, socially, and emotionally.

2. Engaging Families and Community:

CPES is a Title I school and takes pride in working with families and the community throughout the school year to ensure the students' needs are met. CPES continuously encourages and invites families to take part in their students' educations through awards assemblies and Christmas music programs. CPES has teacher parent conferences and Title I Literacy Nights to keep parents informed of their students' educational progress.

CPES has partnered with the local churches as one way of helping students and families meet their needs. For example, the elementary school initiates a canned food drive to help stock the food pantry which is organized and warehoused by one of the nearby churches. The math classes tally the cans, display daily totals in the hallway using bar graphs, and later deliver the items to the facility. The families have access to this resource once a month.

Another local church has partnered with the elementary to provide food for students on the weekends. Any student that relies on school meals during the day can participate in this program. Parents sign a form stating they would like to participate, and students start receiving enough food for the weekend. The food items are items students can easily open and prepare.

An additional resource the students and families can take advantage of is a local Clothes Closet. It is another church partnership. The Clothes Closet not only provides outfits for needy families, it also provides dishes, sheets, and other household items. When there is a family or a student that needs a particular item, they are contacted for assistance. The campus also has a small clothes closet on site for quick access.

The school has also partnered with the medical facility and bank in the community to provide Christmas gifts to anyone who turns in a request. Family members can pick up the request forms at the school, the bank, or the medical center. Family members write out the needs and wants of each child and return the sheet to one of the locations. The school counselor organizes the requests and works with members of the bank and medical center to ensure that all needs are filled and distributed.

Working with the community to support students and families in meeting their basic needs is important to the success of each individual. Maslow's theory shows that students have to satisfy those basic needs to be able to focus on other needs, such as academics.

3. Creating Professional Culture:

The CPISD vision statement is, "Better People Make Better Buffaloes, and Better Buffaloes Make Better People." At CPES, there has been a twist on this vision. The statement "Growing Better Buffaloes," is used, since the elementary school is where students are the most impressionable in their development. As a process of growing better buffaloes, CPES strives to build an environment that encourages and supports their students to lead by example and be positive role models at every grade level.

CPES addresses creating a professional culture by identifying the professional development needs for the staff and teachers. CPES pays for and encourages teachers and paraprofessionals to attend professional development to enhance the effective teaching of the TEKS and content knowledge during the school year and summer months through ESC Region 14 and any other professional development providers. CPES builds in a staff development day every six-weeks for teachers and staff to have professional development and look at student assessment data. These professional development days have proven to be beneficial throughout the school year for teachers to monitor and adjust their instruction to identify the needs of the students and ensure student success. CPES staff are required to attend three to five days of professional development during the summer months as part of their contracted time. Teachers can choose from a variety of training and choose professional development that is best suited for their needs.

The administration at CPES also looks for ways to improve by attending professional development opportunities as a whole administrative team. The CPES Administration team is in the second year of Texas Instructional Leadership (TIL). TIL helps to grow and improve the leaders and builds a community of continuous improvement of instructional practices.

School climate and culture are important factors for the success of the school and the retention of the staff. CPISD offers some great incentives for the teachers; due to the small size of the district, CPISD is able to allow teachers and administrators an hour and half of personal time covered by the district staff if available for staff to leave early for an appointment or other events and not have to put in for a half of a day of sick leave time off. This has been a very positive staff morale booster and allows staff some flexibility on paid time off days.

4. School Leadership:

The CPES leadership team consists of one principal and shares a school counselor with the high school campus. The principal at CPES is in charge of school policies and programs to ensure student success. The CPES administration works hard to lead by example and has a teamwork leadership philosophy. This philosophy means working in collaboration with all staff to ensure the whole is greater than the sum of its parts. The CPES administrator wears multiple hats in the small school setting to ensure all students' and teachers' needs are met in daily school operations. The CPISD administration as a whole is in the second year of a professional development program called Texas Instructional Leadership (TIL). The TIL program

focuses on coaching and improving teachers and administrators through walk-throughs, continuous feedback, and coaching conversations. TIL helps to grow and improve the leaders and builds a community of continuous improvement. TIL helps administrators focus on the highest leverage actions that will make the most impact for improvements.

The CPES Administration, teachers and staff work together to grow and develop each other and have a growth mindset for continuous improvement. The CPES staff are all dedicated professional educators who are role models and concerned with the whole child as they set high expectations for student success. The CPES staff lead in a way that motivates and sets the tone for excellence. CPES believes that students have unlimited potential and need to understand that how they live their lives, both now and in the future can have a positive impact on others. All staff work together towards a common goal to help all students reach their full aspirations. CPES focuses on growth and progress and sets goals for the school and the students and pushes to obtain these goals.

CPES recognizes the importance of family and community involvement in education. Partnering with families and involving them in their child's education is crucial, as it helps create a supportive learning environment and fosters a sense of collaboration between home and school. The school actively seeks feedback from parents and works to increase satisfaction and engagement. CPES works to partner with the community to inspire students with exceptional education through exceptional communication and support for the families and community. CPES sends out surveys and requests feedback to annually increase satisfaction and engagement for parents. A committee of administrators and school staff review surveys and develop needs assessments for each school year to establish the highest priorities.

5. Culturally Responsive Teaching and Learning:

CPES has high expectations for students and staff. Teachers intentionally include students' background and culture into lessons. In order to do that, teachers build relationships with students and families. Creating connections not only supports family needs and makes them feel valued, but it also helps the teachers plan and construct culturally relevant lessons for the classroom. The music, history, customs, and literature of different groups can be used with this process which provides occasions for students to see themselves in the learning process. Bringing in student background knowledge and trying to make connections makes learning more significant to the child and helps them retain the information.

Diversity and respect for differences are taught in guidance lessons and reinforced during daily morning Zoom meetings and in the classroom. Students learn about, celebrate, and have discussions about how differences are important to the success of the school and for the success of society. Teachers and staff model how all students should respect each other and respect differences.

Being an accepting campus is an important part of this school's success. Because of the planned effort to get to know all students and families and their needs, the elementary campus has been able to better support them. Administration, teachers, parents, and guardians use social media, apps, telephone calls, email, written notes, and face-to-face communication to collaborate and discuss the needs of the students.

One way the school addresses the diverse needs of the students, families, and staff is with acknowledgement of religious needs. Religious diversity is accommodated by offering alternative foods, making exceptions to the dress code, providing different assignments covering the same TEKS, and opening special locations for certain practices. By maintaining open communication with families, the elementary school has been able to create a courteous and welcoming atmosphere that allows all students to learn without fear of exclusion.

The school also addresses the needs of the emergent bilingual students by providing sheltered and differentiated instruction and having high expectations for them, and at the same time offering classroom settings that lower their affective filter.

When choosing speakers and other guests to present at the elementary, the administration tries to invite people with diverse backgrounds. When the speaker has a similar background, culture, struggle, or socioeconomic status, the audience is able to relate, engage, and be motivated. This approach also provides a

way for some students to develop a familiarity with different ideas, cultures, and beliefs, and allows others to form personal connections.

PART VI - STRATEGY FOR EXCELLENCE

The one strategy for excellence that has been the most instrumental to this school's success has been refining the intervention process used in all grades to fill the gaps of the students in their classes. Prior to the CPES administration change in the 2019-2020 school year, the response to intervention (RTI) process was computer based. Students were not pulled in small groups or worked with by the teachers on these weak skills; they were just expected to improve on the weak skills by extra practice on the computer intervention program. This led to unmotivated students, a break-down of communication between teachers and students and a lack of improvement in closing the learning gaps.

In 2019-2020 a new administration changed how the intervention process was conducted. The new RTI process consists of breaking each grade level into three to four small groups based on assessment data and students' needs. CPES looks at core classes and focuses on areas for intervention. CPES uses benchmark data or state assessment data, along with a nationwide normative assessment conducted three times a year, to categorize students in these groups. CPES has created an Accelerated Instruction (AI) rotation, where these groups rotate each week to interventions in mathematics and Reading/ELA. For example, students identified as needing tier one intervention in mathematics will only attend the mathematics AI rotation one time a week. Students identified as tier two in mathematics would attend the rotation twice a week. Furthermore, students in tier three for mathematics would attend the rotation three times a week. The same process is evaluated and grouped for Reading/ELA for all students. Of course some students fall into the tier three intervention needs for both reading and mathematics so CPES provides at least two days of intervention in each subject a week. The intervention is small group and focuses on re-teaching the necessary skills to the student by a certified teacher in a forty-five-minute time frame. To make this grouping and tiered instruction effective, teachers are required to communicate and evaluate the assessment data regularly and make modifications and adjustments to the tiered groups of students and the interventions needed for each group. This is why the CPES administration built days into the school calendar for professional development every six weeks. The days are used to analyze the students' progress, assessment data and reevaluate the intervention tiered groups, while planning the interventions needed for the upcoming six weeks to improve student success.