

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

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[X] Public or [ ] Non-public

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

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

Official School Name Cleora Public School  
(As it should appear in the official records)

School Mailing Address 451358 East 295 Road  
(If address is P.O. Box, also include street address.)

City Afton State OK Zip Code+4 (9 digits total) 74331-8113

County Delaware County

Telephone (918) 256-6401 Fax (918) 256-2128

Web site/URL https://www.cleora.net E-mail kguthrie@cleora.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\* Mr. Kenny Guthrie E-mail kguthrie@cleora.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cleora Public School Tel. (918) 256-6401

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. Billy Jarvis  
(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**

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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

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**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  
0 High schools  
0 K-12 schools
- 1 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	14
K	25
1	18
2	19
3	16
4	15
5	15
6	16
7	15
8	15
9	0
10	0
11	0
12 or higher	0
Total Students	168

\*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):
- |  |
|--|
| 47 % American Indian or Alaska Native                |
| <u>0.5</u> % Asian                                   |
| <u>0.5</u> % Black or African American               |
| <u>3</u> % Hispanic or Latino                        |
| <u>0</u> % Native Hawaiian or Other Pacific Islander |
| <u>49</u> % White                                    |
| <u>0</u> % Two or more races                         |
| <b>100 % Total</b>                                   |

(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: 11%

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	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	3
(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	151
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

Spanish, Creole

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

7. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 99

8. Students receiving special education services with an IEP: 15 %  
Total number of students served 25

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>2</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>9</u> Developmental Delay	<u>3</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</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: 3 %  
Total number of students served: 5

10. Number of years the principal has been in the position at this school: 9

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.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 13:1

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	97%	97%	98%	97%	97%
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.

Dedicated to the education of each child while emphasizing the principles of dignity, self-worth, and reverence for life. We seek to develop in our students a broader sense of the world and the obligation to perform service to others. This is achieved by adhering to high expectations while balancing a healthy awareness of different levels of innate abilities.

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

<https://www.cleora.net/documents/school-forms%2C-documents%2C-applications/title-ix/374864>

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

NA

## PART III – SCHOOL OVERVIEW

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Cleora Public School is a pre-K through eighth-grade dependent school district located in the northwest corner of Delaware County, Oklahoma. The community of Cleora is nestled on the banks of Grand Lake O' the Cherokees. Our school has been the pillar of the community since its inception. The initial school was a WPA building occupied until 2016 when the community passed a bond to build a new facility. The original school remains as part of a museum for the students and community members to view and use for various functions. Upon entering our new school, you will find a large statue of a carved wooden cardinal, our mascot. It was created by one of our parents many years ago and brought over from the old building. The Cardinal encompasses carved symbols of academic excellence, extracurricular insight, and the multiple talents of our students. This cardinal greets our students and visitors as they walk in and sends a sense of pride through all of our stakeholders as it represents our school motto, "Where Learning is #1!"

Our community and students are from a diverse group of socio-economic and cultural backgrounds. We are surrounded by a large, rural farming area as well as a recreational lake community which lends itself to a distinct student population. In having such a dynamic group of students, Cleora takes pride in offering an equal field of educational opportunities for each child. Teachers and staff collaborate to instill high standards and challenge student growth through a rigorous curriculum that offers incentives and assists in individual goal setting, thus consistently ranking as a top school in northeast Oklahoma. We seek to develop and encourage each student to meet their potential academically, emotionally, and socially through a variety of programs, such as STEM, music, art, library, outdoor learning, robotics, academic team, gifted and talented, student council program as well as sporting activities.

Cleora provides 1:1 Apple technology for all students, as well as interactive display boards in every classroom. Having this type of technology enriches the high standards and challenging curriculum that is taught daily at Cleora. We are able to provide various technology programs such as Google Classroom, Renaissance Learning, IXL, Imagine Math, and many others to enhance the instructional environment.

Another aspect of education we offer is a mentoring program that encourages our middle school students to be role models. Our "Reading Buddy" program allows our seventh and eighth graders to read and tutor kindergarten and first-grade students. During this time, the buddy teams produce reading projects that are displayed throughout the school for all to enjoy. An incentive Cleora uses to encourage students to reach their full reading potential is our semester Reading Luncheon. Each grade level teacher sets criteria to be met for attending the luncheon, once students meet this goal they are recognized with a formal luncheon at a local resort.

At the end of the year, we have a school-wide awards ceremony to honor students who have gone above and beyond in each grade level, students are recognized for their academic and social-emotional gains throughout the year. At the eighth-grade level, we recognize a boy and girl as the "Outstanding Cardinal" of the year, this honor is voted on by the staff. Through our mentoring and incentive programs, Cleora students are encouraged to always strive for excellence.

In order to foster a community that recognizes diversity Cleora Public School starts with the youngest population, our students. The school counselor provides a whole group guidance program, Second Step, that is grade-level specific and focuses on building social-emotional skills. Cleora has incorporated a "You Uplift Kindness Wall" to promote and encourage good character and morale that our students and staff exhibit. Students, teachers, staff, parents, and community members can write positive and uplifting comments that are displayed in our school and on our website.

Cleora maintains our long-standing sense of values within our community that makes us unique and sets us apart. For instance, we host an annual Chili Supper and Pie Auction that unites our school and community. This event provides an opportunity for our parents and community members to invest in our students and their educational endeavors. Cleora distinguishes itself among other academic institutions through the encouragement of student self-growth, high expectations, and community involvement.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Cleora Public School specializes in utilizing the Oklahoma Academic Standards to guide and drive our language arts curriculum and instruction. These standards have been vertically aligned by the Oklahoma State Department of Education and are consistently addressed through instruction in our pre-K through eighth-grade classrooms. Our language arts program is centered around ninety minutes of uninterrupted reading time dedicated solely to immersing our students in phonological awareness, phonics, comprehension, fluency, and vocabulary. This dedication to routine has shown to be essential in our reading success at Cleora.

Cleora School's motto, "Where Learning is #1," is supported by our 1:1 Apple laptop learning environment which allows constant communication between students and teachers as well as the ability to differentiate instruction for all levels of learning. Teachers in grades pre-K through sixth grade are self-contained and utilize a variety of resources to educate their students. In the pre-K and kindergarten classrooms Heggerty, Savvas Phonics, and IXL are used in daily whole-group, small-group, and individualized instruction. Our first through third-grade classrooms rely on the McGraw-Hill Wonders reading curriculum for daily reading, spelling, and writing instruction. They also utilize IXL, Readworks, and additional phonics materials to support student growth and learning. The Savvas Realize reading curriculum is used in the fourth through eighth-grade classrooms. Along with the aforementioned programs, these grades also use Flocabulary and Daily Oral Language for vocabulary, reading comprehension, and writing instruction.

Students are evaluated using the STAR Early Literacy and STAR Reading Assessment a minimum of three to four times yearly. This data is shared with students for individual goal setting and progress monitoring throughout the year. Parents, students, and teachers are in constant communication to discuss reading strengths and weaknesses that are addressed both in school and at home. Teachers use ESGI and IXL along with other formative and summative assessment materials to gather essential data to drive instruction. Our teachers incorporate the Buckle Down curriculum for instruction, practice, and assessment to gauge their overall yearly growth. This constant progress monitoring and communication is essential in providing our students with the knowledge and confidence required for success on the end-of-year Oklahoma School Testing Program (OSTP). The consistency of our educational practices has proven successful as shown by our students scoring 62% proficient or advanced on the OSTP in 2022.

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

Math instruction at Cleora is not limited to inside the classroom. Our pre-K through eighth graders participate not only in daily math instruction but also in weekly real-world math applications through our Outdoor Learning Class. Students are shown how math is utilized in daily life through different school projects such as estimating and purchasing materials for constructing a new dock by our pond or how distance and wind speed can affect an archery shot. Different learning styles are celebrated and encouraged by our staff and have been vital to our success.

Cleora teachers align all math instruction with the Oklahoma Academic Standards. Students in our primary classrooms use Saxon Math for their daily whole and small group instruction as well as KUMON for individualized math fluency practice. Cleora was chosen as a pilot school for the KUMON math program thirty-three years ago. It has been a huge part of our math fact memorization and fluency success at Cleora. Students love to compete and be recognized for their achievements as seen on the end-of-year KUMON Honor Roll. Our fourth through eighth-grade classrooms use GO Math for whole-group math instruction. This challenging math program provides below, on, and above-level instruction. Students have the option to utilize several math tools online such as videos, step-by-step instructions, and view examples to ensure academic success. All grade levels are provided with access to IXL, Flocabulary, and Imagine Math to reinforce specific skills, address individual areas of need, and challenge above-level students.

Cleora teachers use the OSTP data breakdown to address and plan for yearly math instruction. We identify areas of need and address those with a very methodical and structured approach to learning. Individual student data is collected through the STAR Math assessment which is given three to four times yearly. Classroom teachers meet with students to discuss STAR Math scores and set challenging goals to be revisited throughout the year. Formative and summative assessments are administered regularly through Saxon and Go Math to ensure academic understanding and identify students requiring more individualized instruction. These specific data-driven practices have been essential to our student math success of scoring 66% proficient or advanced in 2022 on the OSTP end-of-year assessment.

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

Students at Cleora are immersed in science both indoors and outdoors. Our students are fortunate to have a campus located on acres of property that includes a nature trail, pond, and outdoor learning classroom. This setting allows our students to apply their textbook learning to real life. Cross-curricular learning is stressed within our science program by incorporating reading, writing, and math skills throughout daily science instruction.

Oklahoma Academic Standards are essential in providing the framework for our daily science instruction. Primary grades at Cleora utilize Wonder Science for whole-group instruction to gain knowledge about basic science principles. The real learning fun comes from taking nature walks on our campus to collect leaves, observe cloud formations, and identify fish caught in our school pond as well as different animals that live on our beautiful property. Students planted, harvested, and ate vegetables from the school garden that were served on the salad bar. Intermediate and Middle School students receive instruction through HMH Science Dimensions, IXL, and Flocabulary. We are fortunate to have been awarded a PITSCO Science Grant, with the support of our state senator, that has provided our fifth through eighth-grade students with numerous STEM projects such as solar-powered cars, hot air balloons, rockets, and more. The Cherokee Nation awarded our school with a grant to support our Robotics program which has won numerous awards and competed at the national level. They have also funded a planetarium that students of all ages were able to enjoy. Recently our students had a guest speaker, The Mad Scientist and Son, who demonstrated several scientific wonders that left them in complete awe! One of the most interesting things our students have discussed as of late is animal hunting and food preparation. They identified different animal tracks, discussed strategies for successful hunting, and witnessed an animal being prepared for consumption. What an amazing experience for our older students!

Students are regularly assessed throughout science units of study to ensure understanding and to determine if reteaching is necessary. Our fifth and eighth-grade students are also tested at the end of the year using the OSTP where they demonstrated academic excellence by scoring 69% proficient or advanced. These scores are reviewed yearly to guide future instructional practices.

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

Classroom teachers use various resources such as Oklahoma Studies Weekly, Our Nation Studies Weekly, IXL, and Flocabulary to supplement the classroom curriculum. The fifth through eighth grades utilize the HMH curriculum to teach the Oklahoma Academic Standards. This curriculum offers digital and print versions for students and provides built-in formative and summative assessments that drive instruction and reteaching.

Teachers also take a Cross-curricular approach by integrating the social studies standards into our reading curriculum. In the early grades, kindergarten through fourth grade, this is accomplished by selecting reading material emphasizing social studies concepts and helping students build on grade-appropriate skills. Students are challenged and encouraged to explore ways to connect with the past and make a difference in the future.

Cleora students recognize the importance of historical and current events and their societal effects. Students in grades fifth through eighth can run for a Student Council office yearly. They must give a speech before

the student body and then be voted into office by their peers. Teachers utilize this opportunity to discuss the election process and teach how a democratic society functions. Our eighth-grade students also demonstrate the importance of civic duty and giving back to the community by participating in highway trash cleanup yearly. These exceptional experiences have helped to mold and shape our students into extraordinary leaders both in and out of the classroom. This year, our students were lucky enough to hear a World War II Veteran speak of his experience storming the beach of Normandy. They witnessed the emotion he still holds dear to his heart today and were able to thank him for his service to our country.

Students are continually monitored using formative and summative assessments provided by our curriculum throughout social studies units to ensure understanding. A variety of online technology tools are also utilized to drive daily instruction.

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

At Cleora, although we are not a secondary school, we understand our responsibility to prepare our middle school students for college and career readiness. We recognize the first step is providing a firm foundation for high school. The school has offered Algebra I for students demonstrating above-grade-level math knowledge, while still offering regular eighth-grade math. Financial Literacy has also been offered for seventh and eighth-grade students as an optional class to take prior to high school. Both classes count toward high school credit. Our students visit area high schools and the Northeast Technology Center to determine the best option for them going forward with their education after eighth-grade graduation. Cleora students talk with high school counselors throughout the year and put together sample class schedules to assist them with their future academic goals. Our school prides itself on its excellent level of curriculum and extremely high standards that have consistently allowed our students to transfer effortlessly into high school after eighth-grade graduation.

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

Our Cleora pre-K program, which serves four-year-old students, has been a leading pioneer in effective instruction for the past eight years. The Oklahoma Academic Standards have been vertically aligned for our pre-K through third-grade students. Teachers utilize this framework in creating instruction that is engaging, hands-on, and effective for all types of learners. Students learn in a very loving, compassionate, structured environment that fosters creativity and imagination.

Our pre-K teacher is provided with a full-time paraprofessional to assist in providing instruction, enforce daily routines, and help prepare lessons for students. Savvas phonics and Heggerty are utilized for reading and phonics instruction. The STAR Early Literacy and STAR assessments, along with ESGI, are given multiple times throughout the year to determine progress and any necessary interventions for individual students. This has proven to be beneficial for our students as many are reading by the end of pre-K. Saxon Math, Imagine Math, and IXL are used for daily individualized math instruction. Our Outdoor Learning class as well as music and art provide our pre-K students with a well-rounded background ensuring their future success in the classroom.

### **2. Other Curriculum Areas:**

#### **2a. Arts (visual and/or performing)**

All Cleora Public School students participate in Music and Art class. They receive direct instruction from the teacher one time per week as well as exposure in the regular classroom through a cross-curricular approach throughout the rest of the week. Our teacher partners with various guest artists, speakers, and musicians to share their experiences and knowledge. Students are introduced to the foundations of both visual and performing arts. In our younger grades, students are taught the fundamentals of basic lines and shapes. Some students enter their artistic work in our annual school auction to be sold, which helps raise money for various school activities.

More complex projects are introduced and expected from older students. Some of these projects consist of students who have competed in regional music competitions, consistently receiving superior performance ratings. They have also entered talent shows both locally and in other towns, while coming away winning their category and age group. Students also participate in music occupation research projects where they research the business side of the professional music industry. Additional research projects are conducted in both musical genres and mediums where they become the instructor and administer presentations to their class. There are also multiple teacher-directed and student-led musical productions, where students write the script and help direct.

Students are encouraged to explore their musical talents by learning to play basic instruments like rhythm sticks, the recorder, and even the guitar. They are also introduced to singing and performing. Each year the students conduct a Christmas program, which is a long-standing tradition for our school and community. Students from all grade levels will entertain a standing-room-only crowd by speaking, singing, playing instruments, dancing, and acting. At the end of the school year students also get an opportunity to perform those same aforementioned skills through our school-wide talent show. There is absolutely nothing like seeing the room glow with smiles and fill up with pride from our parents, families, community, staff, and of course the students!

## **2b. Physical education/health/nutrition**

Cleora Public School promotes a strong health, nutrition, and physical education program. Our childhood nutrition program adheres to all federal and state guidelines and provides nutritious meals for breakfast and lunch. We have earned the top Excellence Award for Certified Healthy Oklahoma Schools for six years straight. This award is based on extraordinary policies, procedures, and practices that are in place and have a positive impact on the health and well-being of employees and children.

All students participate in Physical Education for at least forty minutes daily each week. Students begin and end the school year by measuring and recording their height and weight. Those in grades third through eighth also receive physicals from a medical doctor who is a member of our community and donates his time and expertise. Each student is expected to perform proper stretching, structured exercise, and run one mile regularly throughout the school year. Through these PE classes, students also explore a variety of fun games and challenges that help develop both fine and gross motor skills. The overall goal is for each student to form healthy habits that will develop a lifetime involvement in creative activity, self-care, fitness, and sport.

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

## **2d. Technology/library/media**

Technology is a driving force at Cleora. We are a 1:1 school where every student is issued a MacBook laptop. Each year students are tasked with the responsibility of caring for their devices while utilizing them to complete the majority of their classwork and homework. Sufficient instruction and time are spent on the fundamentals of digital citizenship and safety for each student. Teachers use Google Classroom to guide their classroom interaction and employ GoGuardian to monitor online student activity. Each classroom is equipped with an interactive display board and our buildings have multiple Wi-Fi access points, inside and out, providing 1GB of broadband.

Our library is stocked with a variety of genres for all grade levels and is contained in an online catalog database. We employ a library media specialist who ensures that we consistently fill our shelves with titles from the Newberry, Caldecott, and Sequoyah award lists. The library provides a welcoming environment that encourages students to explore and learn on a daily basis. Our library media specialist schedules a week-long Scholastic Book Fair that gives our families the opportunity to purchase affordable books to encourage reading at home. This event creates excitement and is eagerly anticipated each year.

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

As an extension of our PE program, students are given the opportunity to participate in a variety of competitive team sports. We offer softball, football, cross country, basketball, and track. These team sports are provided to create a higher level of drive, determination, responsibility, and fitness. Students also learn the importance of teamwork, sportsmanship, and perseverance through both winning and losing. Our students have consistently performed at the highest level year in and year out. Over the past 20 years, we have won a total of 26 Oklahoma Rural Elementary Schools (ORES) State Championships across all sports along with 10 state runner-up finishes as well.

Outdoor Learning is an area of focus that strengthens our robust curriculum. Within this class students in all grade levels are introduced to a plethora of learning opportunities outside of the classroom. All students are instructed through grade-level specific programs that include horticulture, botany, animal identification, and archery. The program also includes hiking the school nature trail, fishing in our pond or nearby Grand Lake, and learning in our outdoor classroom. Students in fourth grade and above are also instructed, assessed, and earn their Oklahoma Hunters Safety License.

STEM is another area of focus in our higher-level curriculum. This program provides remarkable learning opportunities through daily classes for seventh and eighth graders and a Robotics elective for fifth through eighth graders. This advanced class offers hands-on learning through various experiments and projects that allow students to investigate through physical learning interaction. Our STEM classroom is equipped with multiple 3D printers along with other basic supplies and equipment acquired through a large grant from PITSCO education and partnering with our local state senator. Our Robotics elective is an advanced-level industrial arts class devised to challenge our students through designing, building, and programming. This curriculum also develops leadership, teamwork, creativity, and problem-solving among groups. Our Robotics teams have earned numerous awards over the past eight years. We would be remiss if we didn't mention our greatest accomplishment, which is a State Championship and a spot in the World Competition in Louisville, Kentucky. Our students worked alongside and competed against the best in the world from all countries. This was truly an experience of a lifetime!

## **3. Academic Supports**

### **3a. Students performing below grade level:**

At Cleora Public School, educators and staff are committed to helping all students succeed through the use of a variety of proven programs and strategies. Beginning in grades kindergarten through third grade, our Reading Sufficiency program focuses on any students identified as below grade level. Assessments used to identify students that qualify for Reading Sufficiency are their STAR Early Literacy, STAR Reading, and ESGI scores. Once students are identified, they will receive small group instruction tailored to their individual needs in addition to the ninety-minute classroom instruction provided daily. The small group instruction is provided by a reading intervention team that consists of a reading specialist, certified teachers, and trained tutors. The team utilizes programs such as Orton-Gillingham, Heggerty, and Words Their Way.

Below grade level students third through eighth that are identified through the Oklahoma State Testing Program (OSTP), are also given additional support in reading and math as warranted through individualized instruction. This additional teaching time can be accomplished through small group instruction, daily one-on-one tutoring, or just a few hours a week. The reading intervention team determines the individual plan for each student based on their state test results as well as their scores on STAR Reading and Math Assessments, teacher input, and classroom performance.

Cleora uses a variety of technology programs that allow all teachers to help bridge the learning gap for struggling students within the general education classroom. Programs such as IXL, Imagine Math, Flocabulary, and ReadWorks allow each student's plan to be individually structured for academic growth. This ensures that the classroom teacher and the intervention team work cohesively to guarantee each student's academic needs are being met on a daily basis.

### **3b. Students performing above grade level:**

At Cleora Public School our motto is “Where Learning is #1,” which is evident in our approach to challenging all students. We accomplish this goal by always setting high expectations in our classrooms; this is visible in our OSTP scores year after year. Just as the technology programs help bridge the gap for our below-grade level learners, they in turn help challenge high-achieving students. Again, online programs, such as IXL and Imagine Math, allow teachers the opportunity to individualize education based on a variety of assessment scores.

The Academic Team (fifth-eighth grade) is another area where our above-grade-level students are challenged and excel. In the eight years Cleora has participated in academic bowls, at least one or more teams have qualified to compete at the Oklahoma Junior Academic Bowl Association (OJABA) State Tournament finishing as state runner-up twice. Cleora also has achieved success in the STEM area of robotics, with a previous team winning the Oklahoma State Championship and attending the VEX Robotics World Tournament.

Cleora Public School uses a rubric to identify students that may qualify for the district’s Gifted and Talented Education (GATE) Program. This rubric uses a combination of information from a nationally standardized test of intellectual ability, STAR Reading and Math scores, results from the OSTP, and teacher recommendations. The teacher recommendations consist of a student’s academic performance, leadership characteristics, and creative qualities.

### **3c. Students with disabilities:**

The special education department at Cleora Public School consists of a director, one certified teacher, and four paraprofessionals. The district contracts with local agencies to provide qualified special education students with speech and language services as well as physical and occupational therapy. The main focus of the district is to incorporate their special education students in general education classes; however, students with more severe disabilities are taught in a self-contained setting. The Individualized Education Program (IEP) Team, which consists of a special education teacher, school administrator, general education teacher, parents, and any other team members that work with the student meets on an annual basis to construct the best education plan for the student.

Special education students that are following the inclusion plan have a paraprofessional provided who works with them in the classroom or a small group setting. For these students, the special education teacher, paraprofessional, and general education teacher work closely together daily to assure all IEP accommodations and/or modifications are accomplished. This team process helps to meet each student’s IEP goals.

### **3d. English Language Learners:**

Cleora Public School has a large population of Native American students, however, there are very few that fall into the category of English Language Learners. Currently, the percentage of ELL students is one percent, and are of Hispanic ethnicity. These ELL students are immersed into general education classrooms while receiving additional one-on-one tutoring with certified teachers and trained tutors throughout the school day.

Any student identified as ELL is evaluated using the WIDA Measure of Developing English Language (MODEL), required by the state of Oklahoma, annually. This assessment evaluates the four main language domains of listening, speaking, reading, and writing. The results of this assessment are used to write appropriate individual goals for each ELL student. These goals include such strategies as additional instructional time in the areas of reading and math as well as the use of technology tools, such as IXL and Imagine Math, to strengthen each student’s academic skills.

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



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Cleora Public School prides itself on the motto of “Where Learning is #1.” We continually strive to set high academic standards for all our students. Assessments are given at the beginning of the year in our core academic areas where student goals are set and communicated between teachers, students, and parents. This constant communication between home and school is crucial to our academic success. We take goals very seriously and challenge our students to meet and exceed them through rigorous instruction. Our teachers continually provide positive feedback and encouragement so students can work towards their goals even when frustration and doubt seep into their confidence. Our students know they have the support of all faculty and staff as well as the support of their peers, which gives them the emotional assurance and courage to tackle goals they would never have thought possible.

We celebrate reading success by having a fall and spring reading luncheon to recognize and reward students for reaching their academic goals. This is an opportunity for our students to dress up and attend a formal lunch in honor of their hard work and dedication to academic excellence. We also acknowledge our students each semester through a Superintendent/Principal Honor Roll. Kindergarten through fourth-grade students are recognized for their math excellence by achieving Kumon Honor Roll status. These students demonstrate math fact fluency above their grade level expectations.

We want our students to value the importance of always working hard and striving for excellence in all aspects of their lives. Our students transition seamlessly into high school and are constantly recognized for their achievements in a multitude of disciplines. Cleora is well known for producing students that display amazing character and exceptional academic excellence in the surrounding high school districts. We have many alumni that have gone on to be senior class valedictorians and salutatorians as well as being recognized in the top ten percent of their class. We are proud to be Cleora Cardinals!

### **2. Engaging Families and Community:**

Cleora Public School is blessed with parents and a community that play a positive role and are actively involved. We host an Open House at the beginning of every school year for a meet and greet between parents and staff. This evening event is highly attended year after year. Our parent organization, Friends of the Cardinals, provides cookies and snacks for the occasion and recruits new members. Parent-Teacher conferences are held twice a year and have a consistent attendance rate of 98% or higher. Parents are crucial in all aspects of the educational process with our students. Their involvement consists of, but is not limited to, guest readers, musical or artist appearances in our fine arts program, show-n-tell days, assemblies, and our family fun day at the end of the year to celebrate, not only our students but families and community members, for another successful year.

Cleora is fortunate to have the support of active stakeholders to ensure our ongoing success and improvement. The community and parents collaborate yearly to host a Chili Dinner and Pie Supper Auction. This is a long-standing tradition that dates back to the early 1900s. All stakeholders donate items to be auctioned off at the fundraiser. The school also hosts a yearly golf tournament to bring together alumni, parents, the community, local businesses, and staff. Through the funds raised by these events, the school provides unique learning opportunities and addresses specific student and family needs.

Our local church provides a Backpack Program for low-socioeconomic students to have school supplies and clothing at the beginning of the year. Throughout the year volunteers from the church bring snack bags for students to ensure they have meals through the weekend. During the holiday season, the church also organizes an Angel Tree for families in need of assistance. This partnership enhances the overall academic experience of Cleora students.

Community and family support are vital for a prosperous learning environment. We are truly blessed to have stakeholders that devote their time and energy to making our school a priority. By engaging and encouraging



these partnerships we go beyond our educational walls, and offer Cleora students an exceptional learning environment.

### **3. Creating Professional Culture:**

At Cleora Public School we strive to create a culture where everyone feels welcome, supported, and challenged. We have an ongoing commitment to professionalism and learning. All staff are considered equal constituents and leaned upon for their unique individual skills and strengths. The administration routinely asks for school personnel's input and commitment. Numerous opportunities for involvement are presented throughout the year via committees, teams, meetings, and other after-school activities. Various forms of communication are carried out through face-to-face conversations, email, classroom visits, and meetings. The administration also has an open-door approach to provide an opportunity for discussion, feedback, involvement, and asking questions. Not to mention, there is an endless supply of chocolate available at all times!

Being a part of Cleora School means you are part of a family. It is the goal of the Board of Education and administration to continue creating a work environment where everyone feels like family and is valued. As a member of the Cardinal family, we are recognized through multiple forms of appreciation such as special luncheons, dinners provided during parent-teacher nights and professional development days, surprise "Sonic Drink" days, and "Educator Appreciation Week" goodies. Other forms of support and appreciation are demonstrated by offering fun team-building activities, various salary incentives, all classroom resources being provided with no out-of-pocket expenses, and extra plan time during special classes. The administration works closely with our parent organization, Friends of the Cardinals (FOTC), to provide additional levels of support. The FOTC contributes by organizing meals and providing treats to staff and students. They generate volunteers to help teachers with making copies, decorating, hosting class parties, and helping with extra-curricular activities. Our local church also provides "Coffee Drink Days" randomly for our staff and parents.

Our Professional Development Committee seeks the input of our staff and pursues opportunities that will provide training for general academic issues, strategies, vertical alignment, individual growth, collaboration, and safety. Our PD Committee meets at least once a year to discuss, evaluate, and develop professional development opportunities for our staff. We strictly adhere to the requirements put forth by the Oklahoma State Department of Education (OSDE) while valuing the needs and time of our staff.

Over the past nine years, multiple levels of support have been added to show value and appreciation for our teachers. Additional paraprofessionals were attained to assist in classrooms with special needs students. A teacher assistant was hired for our kindergarten class and a reading specialist was employed who utilized co-teaching with other teachers. In addition, we added a reading interventionist, a retired certified teacher, and an additional paraprofessional to form an RTI team and provide tutoring services. Another vital level of support has been strengthening our safety procedures and practices. We have upgraded our campus and emergency communications, altered our emergency evacuations, reinforced our campus facilities, and received numerous safety training courses from the OSDE, local law enforcement, and Homeland Security.

### **4. School Leadership:**

The overall philosophy of Cleora Public School is guided by our school motto, "Where Learning Is #1." We set the bar high not just for the students but also for ourselves. This challenge begins with our Board of Education, continues to our Superintendent/Principal, is carried through by our entire staff, bolstered by our parents, and is witnessed in our students. Every decision, idea, concept, or action is geared toward student success and supported by our belief in excellence. Our family of teachers, staff, and administration genuinely work together so that each child is recognized, loved, and challenged to ensure they reach a remarkable level of achievement.

Due to Cleora being a small school, our administrative team consists of one person; with that being said, it only refers to a title. This one person serves as superintendent and principal; however, the overall leadership is truly more than just a single entity. It is a team effort that relies heavily on collaboration and mutual

commitment. Each staff member plays an influential role in the overwhelming success of our students and school. The superintendent/principal displays a great deal of trust in each staff member and allows for ideas, strategies, and approaches to be freely discussed and practiced in order to achieve individual student success. The administrator is truly fortunate to have not only an experienced teaching staff but a highly educated one as well. Our staff consists of one doctorate, eleven master's degrees, a counselor, a reading specialist, and administration experience. This type of knowledge and background is vital in our small school where several people wear many hats and serve in multiple roles.

The level of dedication and willingness we receive from our entire staff is remarkable. One example is our school secretary who also serves as the nurse, accounts payable, school grandma, and even IT specialist. Also, our teachers will cover for each other when needed in the classroom, on lunch duty, or after school car duty. One teacher will even step into the role of administrator when the superintendent/principal is off-campus. We have support staff who pick up the slack when our custodian or cafeteria staff are absent. These selfless acts are fundamental to our consistently high levels of student achievement.

Various types of leadership observed within our school include serving on committees, accepting extra duty assignments, leading professional development, and simply stepping up when needed. Certified and support staff are asked to serve on committees that help facilitate sound policies such as RSA, Indian Education, Title Programs, Safe and Healthy, GATE, Professional Development, and Textbook. Each member's input and voice are crucial to ensuring that our resources and programs reach a desired level of excellence year after year. Extra duty assignments that are imperative to our school leadership consist of a STUCO sponsor, GATE teacher, ELL director, textbook coordinator, and multiple coaching opportunities in academics, robotics, and sports. These positions are most often fulfilled outside the regular school day through hours of dedication. The hard work guarantees that our programs are successful and that they adhere to the policies and expectations put forth by the school.

## **5. Culturally Responsive Teaching and Learning:**

At Cleora Public School we value our students and staff and strive to make everyone feel like they are a vital team member in our building. Cleora has a wide socioeconomic spread among its population; therefore, it is important that all students feel they belong. One method for accomplishing this is by offering the same opportunities to every student through financially supporting all school activities, both academic and extracurricular. For example, each school year students in third through eighth grade receive a new pair of athletic shoes, whether they are participating in basketball or physical education. This allows students to feel included and it also helps them participate without worrying about family finances.

We collaborate with a local church to provide weekend snack bags to those students that qualify for free and reduced lunches. The snack bags provide nutritious snacks that are meant to supplement meals usually provided during the school day. Throughout the holiday season, the school also teams up with a local church and some neighborhoods to provide gifts and necessities for students whose parents have identified a need. This practice ensures that all families' needs are met and feel the joy of the season.

Cleora Public School has teamed up with Grand Mental Health (GMH) to provide additional services to students that can benefit from mental health therapy beyond what our school counselor provides. We have an in-house behavioral health coach (BHC) that is available to assist throughout the school day. Our BHC is a skilled professional who provides support and guidance to students who are struggling with a variety of issues. They also work as a liaison with our families and help bridge the communication gap between the home, school, and GMH.

Cleora teachers set up their classrooms to be inclusive and address the needs of all diverse learners. Besides having small class sizes, teachers use various technology resources and strategies to ensure all students are active participants in the classroom setting. Discipline and respect are vital tools that are required expectations from all stakeholders at Cleora thus creating a successful learning environment for all.

## **PART VI - STRATEGY FOR EXCELLENCE**

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While it was difficult to choose just one practice that is most instrumental to our success, our team kept coming back to one specific thing that was tied to so many of our other proven methods: high expectations. This one practice has been indispensable to the undeviating success of Cleora Public School. High expectations have been a staple throughout the history of our school and are continuously witnessed today in our faculty, staff, administration, students, parents, and community.

Our high expectations begin with our Board of Education. Selfless acts of service help steer their unabated focus on improving every day and making Cleora Public School the best that it can be. It is a very clear message that is regularly communicated to the administration and is a shared goal.

The administration is driven by the Board's distinct challenge. It is a common objective to share this message through action, encouragement, and support to ensure this practice is part of navigating the routines of our day-to-day school life. High expectations are at the core of every decision made regarding our school and its stakeholders.

Our teachers rise to the occasion daily by holding themselves accountable and raising the bar for what occurs both inside and outside their classroom. Maintaining a high bar can sometimes create struggle; however, it is by design as research has shown that struggling is good for the brain, critical to mastery, and essential in learning perseverance. Based on strong Cleora School practices, students are not left to struggle alone. Our teachers incorporate reteaching methods by simply not teaching the same lesson again but by identifying the aspects of the lesson where students may have struggled. Our classroom professionals strive to personalize student learning by creating a learning experience that addresses the unique individual needs, abilities, and goals of each student. This special consideration and one-on-one attention given ensures that every student is held to a high level of expectations while achieving success.

Without the reliable support of our staff, parents, and community none of the aforesaid would be possible. The high expectations Cleora Public School practices are bolstered every day by the compelling acts of our support staff and celebrated by our parents and community members. Through a true team effort, it is deeply rooted in our students that we expect them to perform their best, overcome adversity, and achieve at a high level. This has been demonstrated most recently by earning the ranking of number one in the state for proficiency passing on the OSTP in the year 2021 and scoring more than double the state passing rate in all three testing areas for the 2022 school year.

In closing, having high expectations are the driving force of everything we do as a team and family. They have given every administrator, teacher, staff member, and student a road map to high achievement. High expectations continue to shape each of us into better citizens who are ready to rise to great heights within our global society and forge ahead keeping Cleora Public School a place "Where Learning Is #1!"