

***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) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

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

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

School Mailing Address 831 West Shelton Road  
(If address is P.O. Box, also include street address.)

City Collierville State TN Zip Code+4 (9 digits total) 38017-6827

County Shelby County

Telephone (901) 853-3330 Fax (901) 854-2343

Web site/URL https://crosswindes.colliervilleschools.org/ E-mail kmurin@colliervilleschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Gary Lilly E-mail glilly@colliervilleschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Collierville Schools Tel. (901) 861-7000

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. Wright Cox  
(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):
- 6 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 1 K-12 schools
- 10 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	0
K	106
1	112
2	124
3	120
4	112
5	133
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	707

\*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):
- 0.7 % American Indian or Alaska Native
  - 17.4 % Asian
  - 6.5 % Black or African American
  - 0.4 % Hispanic or Latino
  - 0.6 % Native Hawaiian or Other Pacific Islander
  - 73.6 % White
  - 0.8 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	40
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	61
(4) Total number of students in the school as of October 1, 2021	737
(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):

Telugu, Arabic/Egyptian/Lebanese-Syrian, Hindi/Urdu, Korean, Spanish, Tamil, Punjabi/Panjabi, Malayalam, German, Vietnamese, Mandarin, Portuguese, Chinese, Polish, Turkish, Swedish, Marathi, Russian, Gujarati Farsi, Armenian, Kannada, Other

English Language Learners (ELL) in the school: 5 %

36 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 31

8. Students receiving special education services with an IEP: 12 %  
Total number of students served 83

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>19</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>23</u> Other Health Impaired
<u>4</u> Developmental Delay	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %  
Total number of students served: 24

10. Number of years the principal has been in the position at this school: 3

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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	37
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 20:1

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	96%	97%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes ☐ 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 vision of Crosswind Elementary School is that 100% of our students will make at least a year's worth of growth or more for a year's worth of school in the four core academic subjects each year.

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

<https://tsba.net/collierville-board-of-education-policy-manual/#1540914858373-a00a9254-2c9f>

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

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“Educating the mind without educating the heart is no education at all.” Each morning, the Crosswind Elementary School community reflects this belief as students make their way into the school building, smiling as they know there will be a hug, a cheerful greeting, or a high five to start their day. Our students come to school ready to learn and be successful because they have had positive learning experiences. Not only do teachers care about meeting the TN Standards, but they also know each student’s story and have built a relationship with every child.

Crosswind is one of six elementary schools in Collierville Schools, a suburban school district just outside of Memphis, TN. Crosswind has been recognized by the TN Department of Education as a TN Reward School (2011, 2013, 2014, 2015 and 2021), identified as a School Ranking in the Top 5% in the State Performance (2018 and 2019) and Schools Ranking in the Top 5% in the State for Achievement and Growth, and the Excellence Achievement (All A’s in Achievement) on the TN Report Card (1997-2021).

While these achievements are impressive on their own, they are even more so as Crosswind has become increasingly more diverse in the past few years. Over twenty-three languages are spoken by students, and the number of our socioeconomically disadvantaged students has risen. Morning announcements include holiday greetings and information about major world holidays. Our PTA has organized a World Fest and other events which entail families sharing their culture’s food and artifacts. To meet the diverse academic and emotional needs of our students, we have become much more attuned to each child and have built connections with families. In addition, teachers have been invited to their students’ homes to celebrate cultural holidays and special family events.

The process of building connections and fostering academic success does not occur on an informal basis. Classroom teachers meet weekly in professional learning communities (PLCs) to analyze data from district and schoolwide benchmark assessments, problem solve how to best scaffold and reteach using current and innovative strategies, and extend learning for students who have mastered the learning targets. PLCs are a time to reflect on individual needs and student learning styles, implement multimodal lessons, and just as importantly, celebrate teacher accomplishments and life events.

Crosswind has implemented a schoolwide scheduled intervention period for each grade level. During this time, students may leave the room to work with the gifted, English as a Second Language (ESL), speech, occupational and physical therapy, and intervention teachers. The remaining students work in small groups with their content teachers to either remediate, reinforce, or extend new learning. Teachers encourage students to use technology, hands-on manipulatives, and higher-order thinking tasks. These multimodal tasks promote student engagement and address individual learning styles.

Educating our students is not just learning new content. Our librarian, physical education (PE), art, music, and STEM teachers encourage students to explore their emotions, experience new perspectives, and engage their brains in the arts and sciences. Students learn new problem solving skills, how to communicate new ideas and strategies with others, organize materials and thinking, discover their creativity, and collaborate with others. In addition to classroom instruction, our students can join the chorus, drama club, Battle of the Books, Chess Club, Perennial Math, Vex Robotics, Club Invention, and Camp Invention to further enjoy and develop their interests.

The most unique aspect and greatest trait of Crosswind is that our entire school shares the passion of learning about and caring for each other. Teachers support each other formally (Sunshine Club) and informally (birthdays, showers, life events). We are sources of encouragement and empathy for each other. Our weekly exercise club is a commitment to furthering our self-care and physical health.

Students also support and celebrate each other. Our school’s discipline program models and builds the expectation that we can be respectful to others and ourselves, be ready, and be kind to each other. Crosswind counselors teach emotional self-regulation skills, conflict resolution, and how to build healthy relationships in the classroom. They also organize events such as Kindness Week, Angel Tree, and the Backpack Food



Program. Through these events, students learn that they do indeed contribute to our positive school climate and to our local community.

Crosswind also recognizes that developing a shared vision can be somewhat tricky due to our diverse views, strengths, and challenges. To improve our communication, this year we participated in a program that was new to us called Enneagrams. This program fostered greater personal awareness. As we better understand ourselves, we are better able to work with each other. While we may share the same vision, strong communication enables us to carry out and build upon that as a school family. We have become more responsive to each other's needs, and goals and more connected as a staff.

We have also applied this awareness to build relationships with our school families. In addition to Parent Square, a formal communication platform implemented by our district, teachers communicate with families in various ways to foster positive interactions, while providing information about classroom accomplishments, school events, and parent tips. Students appreciate this ongoing communication as their parents are informed about such things, and the family can communicate about homework issues and health concerns.

Because Crosswind is part of a relatively small community, we often see parents and students outside of the school day. They ask about past teachers, new programs, and what current Eagles are doing in school. Our alumni happily share their favorite memories with smiles on their faces. As many of them have repeatedly shared: Crosswind is home. Once an Eagle, always an Eagle. This is who we are. We are Crosswind.

## **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:**

The core English Language Arts (ELA) curriculum for kindergarten through fifth grade is Core Knowledge Language Arts (CKLA). This districtwide curriculum was chosen and implemented during the 2021-2022 school year because of its use of research-based practices that support a strong foundation in reading. Crosswind teachers in grades K-2 have embraced the two-strand approach to reading. The listening and learning strands emphasize comprehension skill development in a systematic phonics program designed to build decoding and fluency, along with writing and spelling skills. Because of this strong foundation, teachers in grades 3-5 can deeply dig into the essential knowledge component by exposing students to a variety of complex texts. Teachers recognize that background knowledge is necessary for creating a coherent understanding of the text and go to great measures to relate events and ideas across various parts of a text, fill in the knowledge that authors assume is known, form higher-order inferences, and resolve ambiguity in everything a student reads.

In addition, K-5 teachers have voluntarily convened to create and implement a writing program that more directly meets the needs of our students. While CKLA offers a writing component and encourages daily writing, Crosswind teachers recognized the need for a writing plan that offered practice more aligned with our Tennessee state writing assessment. A writing committee was developed to create specific expectations for each grade level, providing consistency in terminology as well as sentence, paragraph, and essay structure. This past year facilitators worked to add specific prompts and exemplars to the grade level scope and sequence, and time was carved out in the pacing guide to allow for explicit writing instruction.

Technology is also an integral part of ELA lesson delivery at Crosswind. While students having their hands on actual readers or a hard copy of a text is invaluable, our 1:1 ratio allows student to have access to technology daily. They can access all texts through their devices. Teachers can create and deliver content to ensure students are active participants in their learning. Students use iPads to conduct research, listen to audiobooks, take assessments, and create digital content.

Crosswind believes instruction is where the magic happens. A school can have a strong curriculum, but the delivery of the information and what happens inside the classroom is paramount. Teachers meet weekly in PLC meetings to share ideas, disaggregate data, and strategize on best instructional practices to meet the changing needs of students. Various instructional techniques are used to engage students in the learning process. These strategies also include meeting the needs of visual, auditory, and kinesthetic learners. Crosswind ELA teachers regularly practice the gradual release of responsibility to promote higher order thinking. The end goal of any instructional practice is to deepen an understanding of a concept and create a lifelong love for reading.

Teachers use a variety of tools to monitor their students' progress. These formative assessments may include Aimsweb (a universal screening tool), CKLA diagnostics, Lexia, Mastery Connect, and informal observations. Aimsweb identifies at-risk students based on nationwide norms. Once at-risk students are identified, they are given specific interventions and progress monitored using the Aimsweb program. With Lexia, teachers can prioritize and differentiate instruction, allowing students to develop critical reading skills at their own pace. Mastery Connect is used as a comprehensive tool for curriculum mapping, organizing assessments, networking, and tracking student progress on standards in real-time. Mastery Connect is also used for summative assessments. Crosswind teachers also create grade and standard-specific assessments to ensure mastery. These multiple assessment options paint a picture of a student's knowledge in core ELA areas, providing teachers with a road map to plan instruction. Teachers are constantly assessing progress, reflecting on instructional practices, and assisting students in setting new goals.

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

Our math curriculum is aligned with the Tennessee State Standards for Mathematics. Many of our teachers from various grade levels were on the district committee that created the district pacing guide, as well as the scope and sequence. Grade levels use the district pacing guide to ensure that all essential standards are taught and mastered.

The curriculum used for grades K-5 is the Eureka Math program, which provides a deep understanding of number sense and promotes rigorous mathematical thinking. The Eureka program offers continuous reteaching of skills to promote mastery of skills.

To supplement and reinforce our math program, we utilize digital platforms such as IXL, DreamBox, Xtramath, and Freckle. Some of the digital platforms specifically target math fluency. The other digital programs are utilized for remediation and enrichment of skills and standards in all grade levels.

At Crosswind, we use several district benchmark assessments throughout the year. One benchmark is skills based Aimsweb, which is administered three times during the school year. Another standards based benchmark is CASE21, which is administered twice a year. We use the data from these benchmarks to drive our instruction and to identify students who need response to intervention (RTI) or enrichment. During our weekly PLC meetings, grade levels analyze the data from these benchmarks. We chart each student's progress throughout the year so we can celebrate growth and identify areas of deficiency. Each grade level uses many formative and summative assessments for each unit to check student mastery and to make instructional decisions. We use daily formative assessments to focus on any misconceptions and to identify those students struggling with a standard. Some examples of formative assessments used are lesson exit tickets, classroom math tasks, fluency sprints, self-assessments, and visual quick checks. Grade levels analyze data from formative and summative assessments during our weekly PLC meetings to make decisions for classroom instruction and intervention instruction. During PLCs, each child is assessed to see where they are struggling or where they are ready for advanced instruction.

All students receive Tier I instruction with the core curriculum in the classroom. Crosswind has an hour scheduled in the instructional day for intervention where students receive enrichment or remediation. Students who have been identified through benchmark testing as Tier II and Tier III receive instruction from a math interventionist. Students with disabilities receive gifted or resource services based on their Individualized Education Program (IEP).

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

Crosswind's science curriculum is aligned with the Tennessee State Standards for Science. As in all content areas, grade levels use the district pacing guide to ensure that all essential standards are taught and mastered.

In grades K-2, our Core Knowledge Language Arts curriculum integrates science standards with the reading curriculum. Teachers also supplement and reinforce our science curriculum with additional resources to demonstrate knowledge through science experiments, interactive notebooks, hands-on learning experiences, Scholastic News, Picture Perfect Science, and special days centered around science topics such as Habitat Day.

The curriculum used in grades 3-5 is STEMScopes Science, which uses the 5E (Engage, Explore, Explain, Elaborate, Evaluate) model to engage students and to address grade level standards. Lessons, which are aligned with the state standards, start with the Engage phase where prior knowledge is assessed and an essential question or a phenomena is used to pique students' curiosity. During the Explore phase, students are given an activity to explore the new concept. The Explain phase includes reading material, questions, videos, and simulations to help students synthesize concept knowledge. The Elaborate phase provides a connection between science, reading and math. This phase focuses on students applying what they have learned. The Evaluate phase provides both formative and summative assessments such as open-ended responses, Claim-Evidence-Reasoning explanation, and multiple-choice assessments. Additional resources such as Generation Genius, Brain Pop, hands-on science experiments, and interactive notebooks also extend student learning.

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

Within the social studies curriculum, the standards lay a solid foundation of how the world works, geography, culture, economics, government/civics, Tennessee history, and United States history. Emphasis is placed upon major events within the 19th and 20th centuries. Students in grades K-3 use Social Studies Weekly, and students in grades 4-5 use Gibbs Smith, both of which are aligned with the Tennessee Social Studies State Standards.

General instructional approaches and best teaching practices facilitate depth of knowledge and cross-curricular connections. In addition, our school fully integrates technology to maximize teaching and learning. Student iPads are 1:1, enabling us to combine content with digital mediums. Some examples include animated projects, video and audio presentations, augmented reality experiences, virtual field trips, online platforms, and green screen usage.

Incorporating artifacts and hands-on resources make our content come alive. Dressing as characters, panning for gold, and building tea crates are some activities incorporated into instructional approaches. Partnership with our community helps us secure resources from museums, invite guest speakers, utilize volunteers for Diversity and Career Days, and participate in on-site field trips. Schoolwide initiatives like Black History Month, World Fest, Veterans' Day celebration, "This Day in History" clips, and even our school play of School House Rock support the learning of social studies standards.

The integration of writing into the social studies curriculum occurs at every grade level. Whether it is an opinion sentence, a biography report, a script for a digital project, or a multi-paragraph essay, curricular content is read, analyzed, written, and presented. Writing provides opportunities to connect with, extend, and internalize the social studies standards.

The social studies learning standards are incorporated into ELA, math, art, and music. Gifted education provides high achieving students opportunities for in-depth projects to develop an understanding of commerce, economics, and civics.

Formative and summative data is gathered through projects, culminating activities, written responses, essays, textbook and teacher-generated assessments, and Mastery Connect. Data from these assessments helps determine future pacing, teaching methodologies, and progression of ideas as students advance in grade.

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

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

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

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

Crosswind believes the arts are a different and valuable form of expression. Each week students attend a 55-minute class for both art and music. The art curriculum creates student projects based on artists, cultures, and varying mediums. The students use a variety of media and techniques to explore the creative process used by renowned artists. The lessons also focus on the historical and cultural background of the featured artist. Through art, our kindergarten and first grade students acquire essential motor skills as well as creative thinking. Second through fifth grade students extend their prior knowledge to demonstrate the proper application of the elements and principles of art.

The music curriculum used in grades K-1 is First Steps in Music. The focus is on developing the students' musical skills in the areas of melody, beat, and expression. For students in grades 2-5, lessons are divided into three areas of instruction: musical skills, literacy, and making music. On any given day, students can be seen keeping a steady beat with makeshift drums, playing recorders and ukuleles, reading music, and even creating musical compositions on GarageBand.

The education of music and art are engaging disciplines that allow Crosswind students to be creative. Our students are no longer passive observers but key players in the process of learning. Improvements in social, critical, and creative skills are just a few of the benefits we see through consistent and early exposure to art and music. In the end, our hope is for all students to have a way to express themselves through the arts.

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

The foundation of Crosswind's Physical Education program is developing the whole child, which includes physical, mental, social, and emotional health. The Physical Education teachers see the entire student body in a four-day rotation. In those four days, all lessons and activities are age appropriate and align with state and national Physical Education standards. Learning occurs through skill-based units and followed with game-like situations where teamwork, cooperation, and fitness are implemented. In addition, the students' social and emotional well-being is supported by daily check-ins where students have the option to share any of their thoughts and/or feelings affecting their lives. A calming corner is provided for students who need some time to deal with their stress and anxiety. Moreover, the teachers utilize technology through teaching methods and student assessments. Health related fitness is introduced and taught for our third, fourth, and fifth grade students. One specific component is the FitnessGram Pacer test which is an aerobic capacity running assessment. All students in grades 3-5 participate in this program. This assessment provides students with qualitative data about their personal fitness level.

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

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

Crosswind Elementary has issued iPads to all students and the district has appointed an Instructional Technology Facilitator (ITF) to each school. The ITFs collaborate with teachers and other instructional staff to create curriculum materials and lesson plans that incorporate technology. This instructional technology program aligns with the school and district's vision to produce an enriched learning environment, promote creativity, and design lessons that are engaging and rewarding for students. This school year has been particularly successful, as Crosswind Elementary has partnered with Apple to provide coaching sessions with an Apple Learning Specialist, the ITF, and teachers from various grade levels.

Crosswind Elementary's media specialist conducts library classes every eight days for all the students. Our library provides daily open circulation to offer students continual access to literature. Our librarian uses standards from science, social studies, and the ELA curriculum to create lessons that support and extend classroom learning. Standards from the American Library Association are incorporated into the lessons, so students will acquire lifelong library skills that will aid them in their educational pursuits. Our librarian diligently works toward encouraging a lifetime of reading through read-alouds, author visits, a monthly reading race, and two biannual book fairs.

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

In 2016, Crosswind added Science Technology Engineering Math (STEM) to the specialty classes. The intent was to introduce students to STEM skills and concepts at an early age. STEM teachers were trained through Project Lead the Way (PLTW) and Picture Perfect STEM. Combining these curricula with the 5E model, the students started a progression of STEM lessons and concepts from grades K-5.

Each class goes to STEM biweekly, providing students with approximately 18-20 lessons a year. Kindergarten students begin learning coding and engineering skills through exploring a variety of building materials, such as Fisher Price Code-a-Pillar and Wonder Dot. This exploration reinforces problem solving and cooperation. As students advance to first and second grade, they refine coding through Scratch Jr. and VEX 123. PLTW modules include activities that reflect cement curricula. Using Picture-Perfect Science lessons, students learn the engineering design process and reinforce reading skills.

Utilizing data from state assessments and teacher input, grades 3-5 science concepts are supported through PLTW modules while incorporating the engineering design. Focusing on force motion, students begin to analyze and interpret data from the modules. The students refine computer and coding skills by advancing through the programs VEX GO, VEX IQ, and Tynker program, which provide students the chance to apply and extend mathematical and computational thinking.

### **3. Academic Supports**

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

At Crosswind Elementary, we strive to improve and close achievement gaps by delivering intensive interventions that are differentiated to meet the needs of each individual learner. Using multiple sources of data to inform decisions, the school intervention team (RTI team) meets monthly to assess student needs and devise plans to meet those needs using classroom based intervention strategies, on-site tutoring (TN Core Tutoring and Eagle Academy), and/or pull-out intervention for Tier II and Tier III students. Crosswind Elementary has two full time intervention specialists and two intervention assistants who work with students to address deficit areas and build connections to the grade level instruction being taught in the classroom. In the intervention classroom, data and formative assessments are consistently used to drive planning and instruction. Lessons designed for intervention include a variety of tactile, visual, and auditory activities. By engaging different learning styles, students can build knowledge and have a concrete way to view, manipulate, and utilize sounds, words, numbers, and concepts. These activities and experiences support struggling students, making them active participants in their own learning. Intervention is focused on closing achievement gaps and building foundational skills. Additionally, our school makes it a priority to model and scaffold the higher-order thinking that students need to apply these skills in a variety of different contexts. Intervention is a setting in which students can use newfound confidence in foundational skills to engage in learning, extend their thinking, and become lifelong learners.

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

Crosswind meets the needs of our students with exceptionally high performance and/or aptitude through a variety of approaches. The gifted service provider serves as an instructional lead, presenting a variety of professional development sessions on building critical thinking skills, practical strategies for differentiating instruction, and locating curriculum resources to support high achieving students. She creates and distributes quarterly newsletters to the faculty to promote best practices for meeting the needs of advanced and gifted students. There is not an achievement gap of 10 or more percentage points between the gifted students and the general population. Therefore, it is important that all teachers in the building have the instructional strategies necessary to respond to the needs of high achieving students.

Students above grade level are served through scheduled RTI time. During this daily class period, classroom teachers utilize small group targeted instruction and personalized learning applications to accelerate the learning of high achieving students who did not qualify as gifted. Classroom teachers use suggested activities that extend classroom instruction, teach higher-order thinking strategies, and pursue topics that interest students.

Students who qualify for gifted services participate in differentiated problem solving and project-based learning. The work is differentiated through pretesting, choice, and low floor/high ceiling tasks. Students in the gifted program also take a quarterly survey that is intended to provide the student and teachers with feedback on the new learning, the student reflection of his or her effort, the collected learning of the group,

and progress of content and study skills. Student observations and feedback are also used by the gifted teacher to craft future lessons.

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

Crosswind has developed a specially designed program to provide access and opportunities to all identified students with disabilities. The regular and special education teachers work closely to provide each student with the least restrictive environment and access to the regular content when possible. In addition, our school teams consider each child's strengths and challenges to best implement the most appropriate individualized program. Before a student is officially identified, classroom teachers, OT, PT, the school psychologist, counselors, parents, guardians, and speech teachers work closely with classroom together to provide strategies and modifications that support student learning in the regular classroom. Once a student is formally identified by the Individualized Education Plan (IEP) Team, the student may receive co-teaching, Resource S (content support in struggling areas) or Resource A (support for students who are not making growth in the general education setting, even with the highest amount of support). These programs are designed to ensure the goals of a student's IEP or 504 are met. The school team and parents meet and communicate to update services as needed to continue to provide each child with an effective, individualized program.

Effective classroom management techniques allow for dynamic groupings for targeted deficit areas. Our intervention spaces utilize visual schedules, assistive technology, flexible seating, self-assessment and self-monitoring opportunities, positive behavior interventions, classroom jobs and responsibilities, individualized progress monitoring, reward and incentive plans, growth mindset journaling activities, social stories, and the opportunity to problem solve, all while forming meaningful relationships. Due to daily reinforcement of academic, pre-vocational and social emotional learning, our special education population has demonstrated an increase in academic achievement on district and state assessments.

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

Crosswind's ESL program reflects our school philosophy of educating the mind and heart. Newcomers and their families take a tour of the school, meet their teachers, and spend time with the ESL teacher to answer questions and address cultural concerns such as dress and dietary laws. Parents are also given the ESL teacher's email and phone number so families can ask questions as needed. Texting has been a particularly effective tool as parents can get quick answers and share their child's challenges as they adapt to a new school. Formal means of communication, such as Parent Square, are explained so that parents have immediate and continued access to school and district communications.

Our educational program focuses on frontloading, or pre-teaching, new content before it is taught in the regular classroom. Background knowledge, vocabulary, sentence structure, and concepts are taught in advance, enabling our English Learners (ELs) to engage and fully participate in the new learning in their classroom. Frontloading also encourages students to actively participate, and oftentimes, ELs may be classroom experts as new content is presented. Reading skills and strategies that promote higher-level thinking and comprehension enable students to actively apply explicit actions to build meaning in all content areas, even at the beginning levels of English proficiency. In addition, our ESL teacher tutors on a voluntary basis three days a week, providing content and language support so students experience success in the classroom, while narrowing the achievement gap.

The ESL program focuses on the challenges that ELs face in a new country and school setting. American holidays, classroom traditions, and special events are explained to both students and parents well in advance, enabling ELs to fully participate in these events. The ESL department purchases necessary supplies for special projects, attends parent conferences, and connects parents with translating services. Our ESL classroom is a haven for ELs. It is a place to regroup, feel successful, and share experiences and culture with each other. Care is taken to ensure that both parents and students feel connected and involved in all areas of our school life.

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

Crosswind Elementary School has built a support network for our students and families, in and out of school. We tailor interventions to meet the unique needs of students facing adversity or economical disadvantages. Our goal is to eliminate barriers to learning by providing supports to help students be successful in core subject areas while additionally supporting their social and emotional well-being.

Our TN AllCore and Eagle Academy tutoring programs deliver enhanced instruction in the areas of deficits for identified at-risk students. Students are identified and selected through administration and teacher input, student data, and area of greatest need. The TN AllCore tutoring is provided by the Collierville school district during the school day, once or twice a week. Our Eagle Academy is a voluntary before school tutoring program where Crosswind teachers target learning gaps through direct instruction and engaging activities.

Administrators, school counselors, and teachers work together with students and families to address needs to confirm students are coming to school regularly and on time each day. Crosswind monitors and supports students with attendance concerns. Attendance counts are reported each week to ensure that our students with challenging family dynamics are consistently reporting to school. Emails and phone calls are made weekly to offer support to those families who are having difficulty maintaining regular attendance.

Crosswind is especially proud of our informal student support program, Building Buddies. This program pairs Crosswind faculty volunteers with at-risk students to provide a mentor within the school building. Volunteers regularly check in on their buddy's social and emotional well-being. Most of these encounters are brief: lunches, sharing books, recess, in the hallway and before or after school. Over time, many of the adult volunteers become quite close and build long-term connections with their buddy, staying in touch even after the student graduates.

Additionally, Crosswind participates in the Be a Mentor (B.A.M.) program. School counselors collaborate with district social workers to pinpoint students who would benefit from a mentor and fosters those relationships with volunteers in our school community. The mentors visit the school regularly to encourage students with academic, behavioral, and life challenges.

Finally, Crosswind collaborates with the Collierville Family Resource Center to support families with food insecurity by sending home food in student backpacks for the weekend. Participation in the weekend backpack program provides food during the weekends and holidays when school is not in session.



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

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

Crosswind Elementary School is dedicated to promoting academic, social, emotional, and postsecondary readiness skills among its students. This commitment is achieved through challenging and meaningful academic work that aligns with students' interests and goals. On any given day, Crosswind teachers can be found transforming their classrooms into safe spaces that provide opportunities for hands-on learning, critical thinking, communication, and problem solving skills. Students can be seen engaging in dialogue with teachers and peers as learning is brought to life.

Crosswind caters to the diverse learning needs of students by offering programs and extracurricular activities including the Veteran's Day parade, Red Ribbon Week, Kindness Week, and themed dress up days. Crosswind also offers extra-curricular programs like Junior Beta Club, Perennial Math, Club Invention, Vex Robotics, Battle of the Books, Chess Club, Math Club, and opportunities for students to participate in chorus and the annual school play. Additionally, Crosswind hosts events such as Literacy Night, Read Across America, Math Night, and Career Days to promote academic and career readiness among students.

A positive and supportive school climate is vital for fostering student engagement and motivation. Our Eagle Pride recognition system allows students and faculty the opportunity to be acknowledged for demonstrating integrity, kindness, and respect towards one another. The school emphasizes collaboration, communication, and community-building among students and staff to create a sense of belonging for all. Crosswind's school counselors play a crucial role in supporting students' academic, social-emotional, and career readiness goals. All students have access to counseling services based on identified needs from a stakeholder needs assessment. Topics include listening, communication, social, decision making and coping skills, as well as goal setting and developing a growth mindset. In addition, counselors facilitate postsecondary exploration opportunities to engage and motivate students by deepening their understanding of the connection between school and the world of work. Counselors were awarded a grant that provided calming corners and deep breathing guides to all classrooms, allowing healthy emotional self-regulation skills to be implemented while minimizing disruptions to instructional time.

The best summary of Crosswind's culture can be seen through our students' eyes. In the words of a former Crosswind Alumni Scholarship Award winner, "The atmosphere that Crosswind provided was unlike any other and has served as the backbone for my current and future success as a student and person. I was given a strong foundation and taught not only to strive for excellence, but to also persevere through adversity, to always be kind, and to serve others." Students are at the heart of Crosswind's mission of imparting academic and character strengths for the whole child for their whole life.

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

Since Crosswind Elementary School opened its doors in 1993, our school has believed in the importance of engaging the entire school community in order to grow and thrive. Our Parent Teacher Association (PTA) exemplifies this belief in simultaneously raising our school spirit and funds to benefit our community. Our PTA's annual Turkey Trot is one of the most anticipated events of the year. This event fosters pride in each individual student, classroom team, grade level, and school, increases awareness in being a member of our school community, and raises funds for our school needs and wants. In addition to students mobilizing family sponsorships, businesses also participate in the fundraising. Because this event is so woven into our school culture, anonymous stakeholders and faculty members sponsor graduating students, allowing each and every graduating 5th grade child an opportunity to earn a t-shirt or win a prize. Our PTA also supports teacher grants for classroom materials and coordinates family events such as the Back to School Bash, the multicultural World Fest, and themed PTA meetings, drawing parents to enjoy the primary and upper grade chorus and other celebratory events. Our PTA fundraised over a period of two years to provide our students with an inclusive playground for all students. On a wider scale, PTA engages with the schoolwide community with its monthly food bank collection program, Donuts with Grown Ups, and a summer movie

night in the gymnasium. During Covid, PTA reached out to the University of Memphis School Psychology Graduate Program for school, family and student support in order to keep our community emotionally healthy and engaged.

Crosswind Elementary also builds ties with our local community. Our Junior Beta Club raises funds and awareness of local adult memory daycare facilities. This student leadership team also raises funds for our Crosswind Alumni Scholarships. Annually, Crosswind awards four \$500 scholarships to Collierville High School students who attended Crosswind during their elementary years. This commitment to past students reflects one of our assertions: "Once an Eagle, always an Eagle."

Engaging the school community means providing opportunities for the growth and development of every child. We offer a variety of before and after school clubs to meet the needs and interests of our students. The Battle of the Books, Vex Robotics, and Perennial Math Teams build problem-solving and team building skills and strategies at the district, state, and national level. Our Eagle Academy provides extra academic support for students. Other students have found their passion in Chorus, the CWE Theater Guild, and the Eagle News Network, where kids are co-anchors for our daily virtual school announcements. In addition to the above school level activities, our school enjoys Math and Literacy Nights, spirit and pajama days, Book Fairs, and Read Across America events that culminate in a book character parade. Students and families appreciate and enjoy these events as they build memories and connections across the school community. We have even been lucky enough to have the NBA's Memphis Grizzlies mascot show up at some of these events!

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

The Crosswind Elementary professional culture is built on positive connections and interactions. We share a set of fundamental beliefs that we are all learners and active participants, bringing our shared beliefs and norms to everyday exchanges. One of our more recent and powerful acts that has strengthened our culture was engaging in professional development on Enneagrams. This training has strengthened our school community, as we have identified our core emotional motivations, internal dynamics, and fears. By better knowing ourselves, we can better use our strengths as we build our school culture. The Enneagram program has made us more aware and appreciative of our unique and diverse staff and allows us to utilize these gifts in leadership roles and the classroom.

Our school culture is a shared professional culture and not the more traditional top-down administrative model. Our SOAR team is composed of grade level and specialist representatives. During these meetings, we recognize and celebrate what is going well before addressing new challenges. Teachers brainstorm, problem solve, and bring solutions back to their grade level team. In turn, these teacher teams add additional feedback and ask for clarification as needed. Teachers feel empowered and invested in our school culture. In addition to SOAR, teachers also have a great deal of input when planning special school events. Teachers volunteer to present professional development (PD) on a quarterly basis that extends our pedagogy, strengthens schoolwide connections across grade levels, and builds content knowledge. It is rewarding to see our positive professional culture in action at these events.

Crosswind also boosts our professional culture through regular faculty meetings, newsletters, and grade level meetings. These schoolwide actions foster increased communication, a shared understanding of upcoming events and policy, and a time to celebrate each other. On an individual level, teachers participate in the Eagle Pride Recognition program. Teachers send notes acknowledging the large and small acts that build our professional culture that might normally go unnoticed. While a small token of appreciation is attached to each note, it is the words and appreciation of a colleague that matter most. Teachers also have the opportunity to attend regular non-sectarian fellowship meetings, called Reset. The Reset meetings are an opportunity to take a moment, reflect, and reset our own mindset in order to be present and mindful for our students.

Our school also builds a professional culture during PLC meetings. As grade level teachers look at student data, they also problem solve and identify which teachers have successfully met a learning target and who may need more support. Teachers happily share strategies, materials, and ideas on how to better reteach a

target. Vertical content level meetings have also strengthened the how and why of teaching the standards, and how the standards build over time. All of the above build our professional culture, which in turn impacts student learning.

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

As stated above, our school leadership is not a top-down model. Our school community recognizes that everyone plays a unique role, and with that role comes unique leadership opportunities and responsibilities. Over time, we have learned to work smarter by focusing on what really matters to improve student achievement. We have set clear, concrete goals, affirming each other's strengths and achievements. Our principal challenges our school community to deeply examine our current practice and beliefs and consider and implement new instructional strategies that may better foster student achievement. Our administrative team also supports teachers and staff to stay focused with a sustained effort that will lead to greater student learning, and yet, remain flexible when roadblocks are encountered.

Because many of our school staff have been working at Crosswind Elementary since its opening, it has not always been easy to acknowledge the changes in our school community demographics, which have been accompanied by new strengths and challenges. Over time, our student body has become more socio-economically, culturally, and linguistically diverse. Our school leadership teams have acknowledged these shifts, use data to identify gaps, and guide teachers to shift instructional practice to meet these challenges and close gaps. Our administrative team has also guided teachers on how to think deeply about our students' strengths and challenges and provides professional development that supports equitable instruction for all. Our administrative team has encouraged teachers to think deeply about our students' strengths and challenges and provides professional development that supports equitable instruction for all.

Teachers also have multiple opportunities to step into school leadership roles. Crosswind has mentor teachers who support new teachers, a student support team to support and guide teachers as they work with struggling students, and grade level chairs who facilitate schoolwide communication. Specialized committees, such as the writing committee, are formed on an ad hoc basis and foster robust vertical communication and cohesive instructional strategies across grade levels.

Monitoring and providing feedback are also central tenets of our effective school leadership. We determine and record learning and behavior targets for our school, but it is the ongoing monitoring and feedback that holds us accountable for our progress. While we have a formal teacher evaluation process in place, it is the regular monitoring and feedback that shifts our practice. Because we have recognized that teachers are strong leaders, we have experienced that it is the small shifts that can create the greatest gains in meeting our school goals.

Finally, there is a shared recognition among the entire school community that our positive relationships with each other facilitate strong, effective school leadership. We recognize our individual and group strengths, and value our unique abilities. Our administrative team values our input and welcomes change with optimism and trust, enabling all teachers and staff to be powerful change agents.

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

As Crosswind Elementary School has become more culturally and linguistically diverse, the staff has become more culturally responsive to meet the various needs of our school community. Multicultural awareness has provided us with a greater attentiveness and sensitivity of shared cultural values and beliefs. We have become much more culturally mindful of our student and family backgrounds by supporting families from the beginning registration process to daily formal and informal school communication. Important cultural holidays are shared with the entire student body and teachers incorporate culturally pertinent texts and activities in their classroom program to celebrate and provide additional learning opportunities for all. Our cafeteria works closely with students to navigate religious and cultural food guidelines. Formal and informal parent meetings include a growing understanding of different cultural communication styles and how to actively include parents in the educational process for their child.

Culturally responsive teaching (CRT) is not just about addressing the linguistic and cultural needs of our school community, but it also includes ensuring equity of instruction and learning as well. A key practice of culturally responsive teaching is having high expectations of all children. Our teachers have balanced rigor with support, so students not only believe they can succeed, they do succeed. To meet this goal, teachers have developed positive, personal relationships with students, both in and out of their own classrooms. Grades 2-5 team teach, further extending the personal relationships that are central to CRT. These relationships build an element of trust and active learning engagement for our students. Because teachers identify the learning styles, strengths, and challenges for each child, learning targets are more personalized, specific, and attainable. The teacher knows how to support the student to reach these targets while the students are more engaged, motivated, and responsible for their learning. Instruction is explicit, and mistakes are recognized as part of the learning process. To further tap into student learning styles, teachers utilize a variety of grouping (small group or pairs) and instructional (graphic organizers, question stems) strategies that allow for students to make learning connections and support each other.

Another key component of CRT is the ability to think critically, analyze, and infer based on school, cultural, and life experiences. Many of our students have traveled overseas and have unique family experiences. Bringing these experiences into the classroom has supported rich classroom discussions and respect for diversity. Our families have also shared their culture by inviting teachers to celebrate their holidays and traditions in their homes in addition to welcoming teachers at their mosques, temples, and churches.

Our school staff makes conscious choices to connect with and celebrate the cultural, linguistic, and socioeconomic diversity at our school. Crosswind teachers focus on what students can do, rather than what they currently cannot do, and implement strategies to scaffold the learning using students' funds of knowledge.

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

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As our school reflected on the various strategies and practices that make our school so successful, it quickly became clear that each decision we make is shaped by this quote: “Educating the mind without educating the heart is no education at all.” This quote not only guides our teaching and cultivating personal relationships with our students, but also how we care for each other as a staff as we deliberately build a warm, thriving school culture.

Teaching students in our school is not a top-down model. First and foremost, we share a schoolwide goal to build relationships with each child. These connections begin the moment students walk into the building and are personally greeted, and continue in their classrooms and through positive adult interactions throughout the school day. These positive relationships cultivate a can-do mindset. When students feel valued and safe, they take an active role in their own learning. At the same time, we teach students to take responsibility for their behavior choices with our Responsibility Centered Discipline Plan. Because our students know the core tenets of positive student behavior, they can work with an adult to evaluate their choices and set new goals for themselves. These values are also extended by the support of our SRO and inviting our local police department to stop by for lunch. These same beliefs apply to our student clubs (Eagle Academy, Chess Club, Perennial Math, Vex Robotics, annual school musical and Battle of the Books) as they afford the opportunity for challenges that increase problem solving skills, collaboration, empathy for others, and a sense of self-efficacy.

The same thought and care of educating minds and hearts is evident in how Crosswind Elementary School prioritizes teacher well-being and connections. Sharing our successes, addressing challenges, and participating in school rituals strengthen our professional and personal connections with each other. Teachers determine which teacher-led professional development sessions will best support strategic student learning every nine weeks. Weekly PLCs are built into our schedule to examine student data, select best practices to reach new learning targets, and share strategies to close learning gaps. Faculty breakfasts, fitness sessions after school, Sunshine Committee, and Friday Facelift (teacher treats) are some of the organized events that promote conviviality. Our teachers are also quick to support each other through the best and most challenging of times. This positive support and thinking also spills over into our parent community. Our PTA boosts staff by reimbursing teachers for supplies, providing treats, and implementing schoolwide fundraisers that have improved our school facility. Time and again, parents have commented on our joyful school atmosphere the second they walk into the building and have extended this by inviting teachers into their homes.

Our school is not content to rest on its laurels. As a staff, we make deliberate decisions daily to educate the minds and hearts of the entire community. We value learning, integrity, character building, our diverse population, and the joy that comes from working together as a family. We are not a one program school. It is our collective sense of purpose, educating and valuing the whole individual that makes Crosswind Elementary School a joyful, academically successful school for all. Crosswind educates the mind and the heart of our school community.