

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Dahlia Zamora Guzman

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

Official School Name Canterbury Elementary School

(As it should appear in the official records)

School Mailing Address 2821 West Canton Road

(If address is P.O. Box, also include street address.)

City Edinburg State TX Zip Code+4 (9 digits total) 78539-6647

County HIDALGO COUNTY

Telephone (956) 289-2374 Fax (956) 316-7606

Web site/URL http://ces.edinburg.schooldesk.net/ E-mail d.guzman@ecisd.us

Facebook Page

https://www.facebook.com/CanterburyElementar

Twitter Handle y/ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____
(Principal's Signature)

Name of Superintendent*Dr. Rene Gutierrez E-mail rene.gutierrez@ecisd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Edinburg Consolidated Independent School District Tel. _____
(956) 289-2300

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

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Oscar Salinas
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	21	8
K	36	27	63
1	47	50	97
2	42	57	99
3	43	57	100
4	41	50	91
5	46	44	90
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	263	306	569

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 8 % Asian
 - 1 % Black or African American
 - 83 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 5 % White
 - 2 % 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 2014 – 2015 school year: 8%

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, 2014 until the end of the 2014-2015 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	40
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2014	610
(5) Total transferred students in row (3) divided by total students in row (4)	0.077
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 16 %
97 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Vietnamese, Korean, French, Arabic, Balinese, Bengali, Malay, Malayalam, Pilipino, Tamil, and Telugu

7. Students eligible for free/reduced-priced meals: 100 %
Total number students who qualify: 314

8. Students receiving special education services: 8 %
46 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 7 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 3 Mental Retardation
- 0 Multiple Disabilities
- 2 Orthopedic Impairment
- 8 Other Health Impaired
- 5 Specific Learning Disability
- 37 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 2 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 16
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	32
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

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

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

Our mission for Canterbury Elementary is to develop cognitive, social, emotional, and physical skills for our students through self-motivation and perseverance.

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

Canterbury Elementary is one of four magnet schools for Gifted and Talented (GT) students in the Edinburg Consolidated Independent School District (ECISD) with 22.6% of students identified as GT in grades K-5th. As early as Kindergarten, students in the district are nominated, tested, and identified for the GT program based on district criteria. ECISD has elementary school feeder patterns to identify the magnet school the students may attend beginning in second grade. Many GT students invited to a magnet campus choose to remain at their neighborhood school. One hundred percent of Canterbury teachers are certified with the 30-hour GT Institute as well as with the required annual six-hour GT updates. All students at Canterbury receive differentiated instruction from GT certified and trained teachers.

PART III – SUMMARY

The moment families enter Canterbury Elementary they experience a walk through the “Knight Hall of Fame,” named after the school mascot. This captivating collection of trophies and awards the school has earned since its inception is displayed prominently with great pride in the main entrance hall. Canterbury is a high-performing, high-progress Title I school, located in Edinburg, Texas, near the US-Mexico border. Edinburg is an urban city with a population of approximately 80,000.

Enrollment at Canterbury Elementary is highly sought-after because of the numerous recognitions the school has received. For nearly two decades, Canterbury has achieved high recognition from the Texas Education Agency (TEA) based on results from state assessments. Most recently, the school was awarded 6 out of 6 Distinctions and 5 out of 5 Distinctions for the State Assessment of Academic Readiness (STAAR), Title I Reward and High Performing School, The Educational Results Partnership’s (ERP) Texas STAR Honor Roll and Science Technology Engineering and Mathematics (STEM) Honor Roll School in math and science.

Although it is a neighborhood school, Edinburg Consolidated Independent School District (ECISD) has approved over 200 in-district and out-of-district student transfers. The school was originally conceived as a magnet school for gifted and talented elementary students of ECISD. Canterbury has since evolved into an inclusive campus housing all student populations including: bilingual, migrant, at-risk, gifted and talented, and special education students. The diverse population drives teachers to be learners. The staff embraces each student in the classroom to understand, address, and be able to deliver the lesson to different learning styles. The school serves pre-kindergarten through 5th grade students with an enrollment of 630.

Canterbury Knights are: Knowledgeable, Noble, Inquisitive, Generous, Honorable, and Talented. The effective use of these characteristics allows all Knights to reach their full potential socially, culturally, academically, emotionally, and physically.

All Knights need a family to create a bond and cultivate traditions to reach his full social potential. The staff takes pride in maintaining traditions that bring families together such as the tradition of the annual school fair. Canterbury’s fair is a joint effort between staff, families, Parent Teacher Organization (PTO), and community members. Initially created as a fundraiser for the campus, it has evolved into an annual tradition where everyone comes together to enjoy a great family experience.

Other significant traditions integral in building a strong connection between families include: Muffins with Mom, Donuts with Dad, Grandparents’ Day Reading Picnic, and a fifth Grade Awards Banquet, to name a few. A favorite tradition among the students has been “The Re-enactment of The Battle of the Alamo”, written by one of Canterbury’s former teachers and performed by the students in the fourth grade class.

Knights use their characteristics to foster traditions as well as to reach their full academic potential. Although our students are faced with challenges such as language barriers, students are given the tools, time, and techniques they need in order to maximize their learning experience. Academic decisions are based on data empowering teachers to determine differentiated grouping, flexible scheduling, cooperative and student-centered learning, directly benefiting the students’ academic achievement. This is made possible through a shared vision.

With a diverse school community population, it is fitting that lessons be rich and culturally diverse. Classroom instruction is dedicated to the sharing of family culture and traditions. The “Family Shield” project from the Kindergarten Social Studies curriculum is an excellent example of how students share their family’s culture with others in the classroom. Continual opportunities to learn new languages and cultures through the interaction of students and their families are ever present.

Students’ emotional needs are met through a nurturing environment present in every classroom. From the moment that students walk into the building they are greeted with a friendly smile making a connection from the onset. Canterbury provides an environment where students are confident in asking for support from any

staff member. Additionally, students are provided with character education lessons that highlight a monthly character trait through the daily student-led news broadcast on the Canterbury Knights Network (CKN). Various opportunities are provided for students to apply these character traits and practice character building. In conjunction with Student Council and the Girl Scout Troop, “The Knight of Giving” allows the Canterbury community to practice responsibility, compassion, and loyalty. “The Knight of Giving” is an event that brings families together to provide for the less fortunate by donating gently used jackets, new blankets, and socks.

During Physical Education classes, students are involved in activities that follow the district curriculum. The activities teach students how to become lifelong physically-active citizens and make healthy food choices. Beyond the curriculum, coaches encourage the entire student body to be physically fit by participating in community events such as the annual Edinburg All-America City 10K Run/Walk and 2 Mile Fun Run as well as Hoops for Heart.

It is because of Canterbury’s philosophy of creating critical and creative thinkers, lifelong learners, and productive citizens that students are able to use the tools given to them to reach their full potential while building self-motivation and perseverance.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Canterbury Elementary teachers meet the needs of all students by delivering differentiated instruction daily and ensuring a high standard of educational excellence. Teachers use the district’s scope and sequence aligned to the Texas Essential Knowledge and Skills (TEKS) in conjunction with adopted textbooks and supplemental resources as the core curriculum.

Canterbury ensures that the curriculum and instruction meets the needs of students in special education, general education, at-risk, gifted and talented, and English-Language Learners (ELL). A campus with assessment information readily available at their fingertips allows teachers to plan and deliver differentiated and prescribed instruction. Canterbury teachers use state approved universal screeners to assess the level of performance of the individual student. Screeners help identify students qualifying for accelerated instruction or an additional 30 minute reading or math intervention block using the Response to Intervention (RtI) Model. Data is disaggregated to continually monitor student progress using tracking sheets, profile sheets, and action plans identifying student’s strengths and weaknesses, and providing a framework to structure targeted academic plans for students performing at, above, or below grade-level. Teachers utilize research-based instructional methods to ensure delivery of comprehensive, rigorous instruction.

The English Language Arts/Reading curriculum focuses on the development of fundamental skills needed for success as a 21st century college-ready scholar. In the early years, students “learn to read.” Anchor charts and academic word walls are examples of a print-rich atmosphere that teachers use to develop phonemic awareness, phonics, fluency, sight words, vocabulary, and reading comprehension. In intermediate grades, students “read to learn” by using their reading skills and critical thinking skills to make connections with fiction and informational text including novels and current event articles. Writing is integrated into all subject areas becoming a tool which connects learning in all disciplines. In order to address the needs of the below and above level learners in English Language Arts, teachers pre-assess students and target key areas. Students who are still developing are prescribed lessons during intervention and small group instruction and progress is consistently monitored through assessments. Classroom enrichment activities, novel studies, and poetry writing are utilized to meet the needs of students who perform above grade level.

Mathematical readiness standards are taught and reinforced throughout the school year. Canterbury students learn problem solving and critical thinking skills in order to solve real-world applications of mathematics and logical reasoning. Concepts are targeted weekly using manipulatives, math centers, and journals to bridge comprehension from concrete to abstract levels and develop a fundamental understanding of mathematics. Teachers regularly disaggregate assessment data from pre-assessments, progress monitoring, and benchmarks to identify the needs of students working above and below level and then design plans to meet individual needs. Supplemental resources and integration of technology address the needs of the above level learner by accelerating classroom instruction, enhancing critical thinking, and instilling problem solving skills. Individualized and targeted instruction is provided to below level learners through after school tutorials, daily intervention, and flexible grouping during the school day.

Kindergarten through fifth grade science curriculum is aligned vertically to the Texas Essential Knowledge and Skills (TEKS). Teachers have access to a variety of resources addressing the learning standards for all students including science applications, flipcharts, teacher created anchor charts, academic vocabulary cards, and videos. Additionally, grade level field trips are aligned to the TEKS such as the fifth grade field trip to the Edinburg Scenic Wetlands and Birding Center. Lessons are designed for above level learners and tiered for students working below level. In cooperative group settings, students are able to learn from each other by collaborating through hands-on investigations, laboratory experiments, lab reports, and journal writing. Students working below level are also invited to attend before and/or after-school tutorials.

The social studies curriculum follows the TEKS and is introduced through project-based assignments which empower students to become respectful and responsible citizens. Integrating rich content, video streaming,

and interactive lessons stimulate a better understanding of historical events as well as respect for the history and culture of our nation. Historical novels are incorporated in order to challenge the students who are above grade level. Instructional tools such as visual aids, timelines, and maps are integrated to improve the below level student's ability to grasp abstract concepts.

Canterbury teachers enhance student learning through lesson delivery, best practices, and high expectations for themselves as well as their students in preparing them to be college ready.

The core curriculum subjects taught in the Pre-Kindergarten and in the Preschool Program for Children with Disabilities (PPCD) are Mathematics, Science, Social Studies, and English/Spanish Language Arts. These federally funded half-day programs provide foundational skills for literacy, math, and oral language development. Students who qualify for this program develop gross and fine motor skills, language acquisition, and social interaction. Educational experience is gained in Pre-Kinder through emergent literacy and an introduction of mathematical skills. TEKS are aligned vertically through all grade levels which provide a strong foundation and promote academic readiness to ensure students' success in the upper grades.

2. Other Curriculum Areas:

Canterbury teachers and staff are committed to creating well-rounded individuals and embracing their talents and skills by supporting student needs through performing arts, health, and physical education (PE). Canterbury recognizes that music and fine arts education opens doors to learning.

Once a week, students in grades K-5 participate in 45-minute music classes that are aligned to the Texas Essential Knowledge and Skills (TEKS). The curriculum used is interactive and includes online access for students to further their learning from home. The students learn rhythm, melody, harmony, texture, form, and other elements of music through speaking, chanting, singing, movement, and playing instruments. The ultimate goal of the music curriculum is for all students to become music literate by being able to interpret musical symbols, identify notes on a staff, and apply them to different instruments while reinforcing previously learned music concepts.

The campus believes strongly in the benefits of the performing arts. Throughout the school year, each grade level performs and attends a musical production which incorporates themes, traditions, and cultures through song, dance, and foreign language speaking parts. Students virtually visit different parts of the world when each grade level studies a different country, then share their knowledge and respect for differences in cultures and traditions through these musical productions. Special event performances connect the students with the community. For many years fourth grade students performed "The Re-enactment of the Battle of the Alamo" for local schools. In addition, choir students perform in the Veterans' Day Program, an annual event honoring service members through tributes and songs.

The PE and music department coordinates an intensive dance unit to merge music with physical education. Art lessons taught by the classroom teachers encourage creativity and artistic skill through projects in all subject areas. Canterbury's multi-talented students showcase their abilities in the annual Talent Show. Students also participate in art and poetry contests.

As an extension to the curriculum, K-5th grade students are encouraged to join after-school clubs assisting in the development of a well-rounded learner. These clubs include UIL Art Smart, Storytelling, Oral Reading, Spanish Poetry, Choir, Instrumental Ensemble, District Choir, and Music Memory. Other popular after-school clubs for students are Destination Imagination, Pop Quiz, Recycling Club, Canterbury Knights News Club, Student Council, and Sports Club.

The health of students and staff is paramount at Canterbury; therefore, the school cultivates a healthy and active lifestyle. Kindergarten through fifth grade students attend 45-minute Physical Education lessons at least 3 times a week. During class, they enhance their fitness level and skills by participating in TEKS-based lessons that follow the district's physical education scope and sequence, health activities that help reduce obesity, and character education lessons. Canterbury coaches routinely include physical activities

that strengthen areas tested by the state-mandated Fitnessgram exam for 3rd through 5th graders. Students also participate in community-sponsored physical activities such as the Edinburg All-America City 10K/ Fun Run and Hoops for Heart. Students can also learn to stay healthy for a lifetime through Workout Club and Sports Club, two of Canterbury's after-school programs. Throughout the year, teachers and students come together and engage in physical activities to increase morale and team spirit. These events are designed to help students understand that pursuing a healthy lifestyle is a fun lifelong endeavor.

Coaches motivate students by selecting one boy and one girl per grade level as "Athletes of the Month". This selection is based on participation, effort, and attitude. Selected athletes receive a parent letter, a certificate, a badge, recognition on the campus news, and have their picture displayed in the gym. Students participate in the annual ECISD Track and Field Meet where they are given the opportunity to showcase their athletic skills.

To create 21st century learners, Canterbury seamlessly integrates the state standards for technology applications. By applying foundational skills students acquire information and problem solve through research, to communicate their learning. Canterbury often volunteers to pilot new technology for the school district allowing teachers to provide students the opportunity to use the most up-to-date technology hardware and software to create projects.

Classrooms are well-equipped with the latest technology, including: an iPad, interactive whiteboard, laptop, flat-screen TV, mounted LED projector, audio system, and document camera. When teacher laptops are replaced, Canterbury upgrades and retains those laptops in order to create a technology lab where K-5th grade students have daily access for research and whole class application of multimedia and visual presentation. This lab allows digital natives access to information needed for the ever-changing technological world.

3. Instructional Methods and Interventions:

An instructional approach that helps meet the diverse and individual needs of students at Canterbury is differentiation for all learners including Gifted and Talented, English Language Learners, Special Education, Section 504, and Dyslexia. Students receive differentiated instruction through cooperative learning, project-based learning, hands-on activities, and small group instruction.

Cooperative and flexible grouping within the class and grade level allows students of similar levels to work together, challenge, and assist each other with assignments and projects. The ability to regroup students as they progress allows for differentiation to meet individual learning styles. The continual adjustment of content, process, and product targets and meets the needs of all students.

District-developed criteria are used to determine which students qualify for campus-wide intervention. Canterbury has a scheduled intervention time allowing for the assignment of support staff, such as computer lab assistants, librarian, paraprofessionals, and administrative staff to assist in the classroom while teachers work with a group of students. Various forms of assessment data assist teachers in determining which students will participate in intervention and after school tutorial programs. Lessons are designed to meet each student's instructional level and include the use of hands-on manipulatives, flipcharts, learning games, and interactive computer programs. Most of these self-paced computer assisted programs are research-based and include a pre-assessment providing an academic baseline for students.

Consistent with the vision of enabling students to reach their potential and become self-directed lifelong learners, teachers incorporate research-based methods and approaches into their lessons increasing the rigor of instruction to meet the needs of Gifted and Talented students. By integrating inquiry driven and leveled questioning, literature centered projects, and metacognitive strategies, students understand concepts in a deeper and more complex way ensuring high levels of learning and achievement. Gifted students benefit from these methods by becoming global thinkers and creative problem solvers.

Canterbury teachers access interactive lessons and technology-centered activities that actively engage all learners. Distance Learning through video conferencing enriches students' learning experience and provides

them the opportunity to build prior knowledge and make connections with the world around them creating life experiences they might not have otherwise. Integration of best practices and technology allows teachers to help students bridge the learning gap, develop problem solving skills, and reach their full potential.

The differentiated instructional approach empowers teachers and students to maximize student achievement through the use of flexible grouping, intervention, enrichment, and technology integration. Canterbury attributes student success to the combination of these methods and to the positive attitudes of all stakeholders.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Canterbury teachers use formal and informal assessments throughout the year to track student performance. At campus-wide and grade level meetings, teachers analyze assessment results to determine areas of need and create action plans to adjust classroom instruction, intervention, and tutorials.

State-approved universal screeners are administered three times a year to students in K-3rd grade to determine students' reading abilities and identify intervention needs. The previous year's State of Texas Assessment of Academic Readiness (STAAR) scores are used to identify fourth and fifth grade students requiring intervention. Local assessments are used throughout the school year to identify students eligible to attend the after school tutorial program. The results of these assessments are communicated to parents by a report sent home explaining areas of mastery or need. The annual school report card, Texas Academic Performance Report (TAPR), details district and campus academic performance, finances, and information about staff, programs, and demographics. This report is disseminated to parents and is accessible on the school website.

Students in 3rd-5th grades are administered the STAAR in Writing, Reading, Math, and Science. The school year starts with a mandatory Student Success Initiative (SSI) meeting for parents of fifth graders explaining that students not meeting standards in Math and Reading have two additional opportunities to do so and be promoted to the sixth grade. Students who fail the second test administration are required to attend summer school before taking the third administration.

STAAR Writing results indicate an achievement gap between English Language Learners (ELL) and All Students. To close this gap, Canterbury designed a 60-minute writing block placing students in small groups to allow for focused instruction. Teachers use individual intervention plans for each ELL to differentiate instruction and target language acquisition.

An achievement gap is evident between Special Education Students and All Students in Reading, Math, and Science. To bridge the gap, teachers work individually with students to ensure content mastery. Often these students qualify for intervention during the instructional day and are invited to tutorials after school.

Student progress is communicated daily through the student academic planner. Students are expected to be responsible for their own learning and use the planner to analyze and graph each six-weeks assessment, communicate results with parents, and set goals for the next marking period. Parent/teacher/student conferences, school report cards, and the school student management system also serve as tools to communicate student progress. School board meetings, social media, the school marquee, and the district newspaper and website inform the community of Canterbury's academic successes. High levels of student achievement are maintained through Canterbury's emphasis on analysis, communication, and involvement of students, parents, and teachers.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Canterbury Elementary has a long-standing reputation of excellence. "Building the Hearts and Minds of Tomorrow" is the school motto. Canterbury lives by this motto, which is evidenced by the dedication of the administration, staff, students, and community. The students are greeted by staff members every morning. The moment they step out of their vehicle or bus and enter the building the foundation is set for the positive environment Canterbury offers.

The school provides an array of activities for students to fulfill their social growth. Students take school field trips where they are able to practice social interaction. Additionally, students have opportunities to participate in numerous after school activities, such as: University Interscholastic League Academics, Canterbury Knights Network, Robotics, Technology Club, Chess, Choir, Music Ensemble, Destination Imagination, Sports Club, Pop Quiz, Cheerleading, and Green Club. Clubs and organizations positively engage and motivate students to always do their best. Every student involved in an organization or club must be in good academic standing to continue representing the school.

Attendance is crucial to student success. Canterbury encourages students to be at school on time every day by rewarding perfect attendance with bingo, dances, inflatables, or Bring-Your-Own-Device days. Students with perfect attendance also get their name displayed on the wall in the "Knight Hall of Fame". A Traveling Trophy is given to the grade level with the highest attendance percentage at the end of the marking period. These incentives have a positive impact on overall attendance.

Canterbury students are encouraged to participate in activities to raise funds for charities such as UNICEF, the Diabetes Foundation, the Toys-for-Tots Foundation, and the American Heart Association. Students spread cheer during the holidays by making cards for patients in local hospitals. Although some students are in need themselves, the act of giving offers them a sense of accomplishment. Helping those in need teaches the students compassion, responsibility, and the importance of service to others.

Canterbury teachers feel valued and supported by the administrative team and their colleagues. Having an open-door policy, where all ideas are welcomed, colleagues feel comfortable sharing ideas with each other and the administrative team. The principal meets monthly with the Site-Based School Decision Making Team. The team is involved in deciding how the budget for the school year will be spent and sits in on interview panels when vacancies arise. Staff dedication is validated by positive gestures like staff luncheons, thank-you notes, and holiday gifts. The school climate and culture is what drives Canterbury to grow academically, socially, and emotionally.

2. Engaging Families and Community:

The most important element that contributes to the school's success is the "Canterbury Family". Teachers, staff, parents, and students come together for events throughout the year, building a sense of community through fun and educational activities in a safe environment. These events are detailed in the monthly calendar given to each student and range from the carnival atmosphere of the annual school fair to academic initiatives such as the Science Fair.

The Parent Teacher Organization (PTO) and school volunteers are dedicated individuals who work together to provide resources for students. Canterbury PTO's most recent contribution is the construction of a covered outdoor classroom where students participate in a variety of learning experiences. Activities like Family Movie Night, Bingo with Mom, A "Knight" with Dad, Grandparents' Day, and Family Picnics strengthen family bonds.

Families engage in projects and fun activities throughout the school year. These connections foster the students' drive to become independent learners with high expectations. This sets the foundation for success throughout their school years. The Canterbury library is a hub for activities, such as: Family Literacy

Nights, Book Fairs, Literature Character Pumpkin Decorating Contest, College and Career Awareness, Vocabulary Parade, and the National Education Association's Read Across America celebration.

Other full day community activities hosted at Canterbury include Autism Awareness Day and Career Day. Autism Awareness Day, sponsored by the parent of one of Canterbury's autistic students, is an annual learning opportunity for students, parents, and teachers to become more knowledgeable about Autism through guest speakers and activities. Career Day allows community members to share their experiences in their field with students in all grade levels while emphasizing the importance of education and goal setting.

Canterbury participates in several mentoring programs with the local university. The School of Education pairs student observers and student teachers with experienced teachers so that the university students gain hands-on experience. The teachers work with university students for an entire semester and engage them in the teaching and learning process while mentoring them in educational pedagogy and reflective practice. This partnership is an opportunity for students aspiring to be future educators to work with experienced teachers in a real classroom and for Canterbury veteran teachers to stay up-to-date with current research and new curriculum resources.

Canterbury takes pride in the "Canterbury Family" and believes that it is because of these relationships that the school thrives and that its students are successful.

3. Professional Development:

Canterbury teachers believe that the success of the students is a direct reflection of the quality of instruction they receive. Because of this belief, teachers attend various campus, district, and state level professional development sessions which are used to impact learning in the classroom. Many of these professional learning opportunities are designed and led by Canterbury teachers as trainers. At the campus level, teachers work in small groups and learn to integrate new technology and teaching strategies.

Through the campus's weekly electronic newsletter, the principal communicates which specific instructional strategy(ies) will be evaluated then conducts purposeful walk-throughs to monitor the implementation, and give constructive feedback. This creates an environment where teachers can process and practice their newly-acquired learning.

The challenge that the diversity of a GT population presents is meeting the unique needs of the child including social-emotional, critical and creative thinking, and differentiation of instruction. To address this challenge, Canterbury, a Gifted and Talented (GT) magnet school, ensures that 100% of teachers are GT-certified and receive a 6-hour yearly update. Additionally, a team of teachers attend the Texas Association for the Gifted and Talented (TAGT) conference and return to share current best practices with the staff. This allows teachers to embed best practices into their scope and sequence as guided by the TEKS.

Most of the professional development conducted at Canterbury occurs at the beginning of the year through the use of "Staff Development Mondays" allowing teachers to prepare for the upcoming school year. Throughout the years, the main focus at Canterbury has been to train teachers in the most current use of technology and incorporate it to engage the "digital natives". The Principal attends an annual "Leadership Academy" where she receives the most up-to-date information. Additionally, she participates in trainings that teachers are required to attend, so that she is better able to support the staff. She takes part in book studies with other administrators in the district to grow as an instructional leader and leads book studies with the staff to help develop capacity and improve instruction.

The district curriculum scope and sequence is developed for all K-12 core subject areas and aligned to the TEKS. Teachers attend district-wide professional learning which is aligned to this core curriculum and design lessons to enhance student learning. Teachers then reflect on student data to decide how to differentiate this learning to meet the specific needs of students. This process reinforces the philosophy that quality instruction directly impacts student achievement at Canterbury.

4. School Leadership:

The leadership team philosophy is a question that Canterbury teachers are regularly called to answer before making decisions, “How will this impact students?” This question ensures that students are the main priority and creates an environment that is conducive to student success. Canterbury also creates a culture of high expectations where all students and staff are motivated to perform at their full potential.

Campus leaders are extremely organized and committed to student achievement which often involves staying after hours and working on weekends. Staff and other stakeholders, such as parents and community members, often sacrifice personal time for the benefit of students. An example of this sacrifice is the time dedicated to assisting with grade level musical productions. These productions require long hours and the efforts of everyone involved including creating props, conducting rehearsals, learning musical instruments, and crafting costumes. The Parent Teacher Organization (PTO) and parent volunteers foster a collaboration between these groups contributing to overall school achievement.

The Canterbury leadership team, composed of the principal, curriculum assistant, counselor, and librarian work together to carry out the school’s vision and mission. They practice an open-door policy welcoming all suggestions and ideas. Through weekly grade level and faculty meetings, staff members and stakeholders are kept abreast of day-to-day concerns and relevant policies. The leadership team also communicates with staff concerning all programs implemented in the classrooms and ensure that district policies are followed. The team meets weekly to discuss and disseminate ideas and concerns through face-to-face meetings, emails, and electronic newsletters.

Leadership decisions are directly connected to student learning. The school leaders’ hands-on approach is reflected in the way they analyze data to impact student achievement using data management resources. Administrators and teachers at Canterbury use these resources to develop a plan of action to target students’ areas of need. The administrative team provides academic resources and trainings in a timely manner for testing procedures which include: Gifted and Talented, Texas English Language Proficiency Assessment System (TELPAS), and State of Texas Assessments of Academic Readiness (STAAR) Education.

Canterbury’s success is directly linked to the administrator’s philosophy which puts students’ needs first. As the campus leader, the principal is present in all aspects of the school day and models high expectations for herself, encouraging all staff, community members, and parents to take ownership of their roles.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Canterbury is committed to the practice of preparing the 21st century learner for college and future careers. To ensure each student reaches his/her highest potential, teachers integrate the Four Cs, collaboration, communication, creativity, and critical thinking in the development of their daily instruction.

Canterbury students have multiple opportunities for collaborative experiences. Working together in student groups to achieve a common goal is evident throughout all grade levels. For example, kindergarten students design a house for one of the three little pigs. The group sketches, designs, and builds the house out of toothpicks, straws, or blocks. Projects are tested with a blow dryer representing the wolf and depending on the outcome, designs are improved. As 21st century learners, Canterbury students learn to lead, follow, and be responsible for the group's success.

Students use communication skills for a variety of purposes in the classroom which translate into how they communicate with others in the workplace. As early as kindergarten, students are given opportunities to present projects. By the time they reach fifth grade, students have developed confidence in making oral presentations so that speaking in front of others comes naturally.

Allowing students to showcase their creativity is important. Whether singing or playing an instrument, creating something from recycled materials, or writing a poem, students tap into their creative side, which involves not only creating something but refining an idea that already exists. Students conceptualize what it might be like in a real-world situation and gain confidence in applying skills that translate into success.

Canterbury teachers develop lessons in all the core areas where students are challenged to think critically such as solving problems in math or making decisions about variables in a science lab. Canterbury emphasizes critical thinking by asking students for justification behind the thinking. As students justify, they are able to make connections through their learning, and it is evident that they have truly thought about their answer instead of just answering a multiple choice question.

An extracurricular activity that incorporates the Four Cs is Destination Imagination where students work in 7-man teams to create a solution to a problem and present their solutions in a creative way showcasing students' talents. Canterbury sponsors 4-8 teams at the Regional Competition held each February.

The success at Canterbury is attributed to the consistent implementation of the Four Cs throughout all grade levels allowing students to gain confidence in themselves and their abilities to interact with others, share and defend ideas, which in turn satisfies Canterbury's vision of developing critical and creative thinkers, lifelong learners, and productive citizens. Canterbury teachers do this by making the classroom as dynamic as the world around them.