

Part I – Eligibility Certification

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
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. 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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 5 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	12	28
K	17	13	30
1	6	16	22
2	9	11	20
3	10	14	24
4	15	11	26
5	0	0	0
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	73	77	150

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 98 % White
 - 0 % 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 2017 – 2018 school year: 6%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2017	150
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

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

We had no ELL students in our building during this time frame.

7. Students eligible for free/reduced-priced meals: 39%
Total number students who qualify: 58

8. Students receiving special education services: 26 %
39 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.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
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 including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 14:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	96%	95%	94%	95%
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 2018.

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.

Every Student, Every Chance, Every Day

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

We are a public school and all students who live within our district boundaries are welcome to attend. Out of district students may attend as well with approval by Superintendent.

PART III – SUMMARY

Our school district covers 583 square miles which includes parts of five counties in the state of Kansas. From the beautiful Wilson Reservoir on the north, through the Smoky Hills and into rich farmland on the south, our school district serves mainly rural families. We have attendance centers in the communities of Bushton, Claflin, Holyrood and Wilson. Wilson has a PK-12th facility in their community; Holyrood has a PK-4th grade facility; Bushton has a 5th-8th facility; and Claflin houses a 9th-12th grade facility. Lakeside Learning Center, which is in Wilson, is a virtual learning environment that allows non-traditional students a way to earn their high school diploma and high school students an opportunity of credit recovery.

Central Plains Elementary sits in Holyrood, Kansas and has been in existence since the 2011-12 school year. We were part of a consolidation that brought together Claflin and Quivira Heights schools. In a way we started from scratch as we brought two elementary schools and staff together. We looked at programs in both districts and decided as a team what was best for our students. The majority of our children come from two parent families, but we do have 42% of our families living in poverty. Many of our parents work to provide for their families but do have to drive to neighboring communities where there is more business. As stated previously we are mainly rural with farm ground and oil being a major part of our valuation. Education is valued by our families and attendance at our parent/teacher conferences is anywhere from 95% participation to 100%. We have achieved the following: Adequate Yearly Progress on NCLB mandates; recipient of the Governor's Achievement Award and Kansas' "Standards of Excellence" recognition in the elementary, middle school and high schools. Our students are consistently ranked at the top in academics, music, FFA and athletic competitions. It is amazing to see the success of our graduates as some of them have returned to our communities to raise their families. One thing that really stands out is the number of graduates who are in the medical field. Within a 60 mile radius we have doctors, nurses, optometrists and a chiropractor who graduated from our school district. The rigor of science and math is evident when you see these numbers.

We have a PK4 program as well an all-day kindergarten program at Central Plains Elementary. These two programs provide the foundation our children need to get them off on an excellent start. The teachers in these two grade levels are phenomenal and truly understand the developmental stages of their children. If additional funding would be added to our budget we would like to begin a PK3 program, as there is a need in our small, rural community. We have also discussed beginning a Daycare as parents struggle to find these services for their children. We do have the parents of PK4 and kindergarten children complete the ASQ:SE2 and the ASQ-3. The ASQ:SE2 is designed exclusively to screen for social and emotional behaviors outside a young child's typical ups and downs. The ASQ-3 screens across several key domains; gross and fine motor skills, communication, problem-solving and personal-social development. Once the parents complete these screeners the teachers compile the data and meet with each parent at parent/teacher conferences. They go over areas of strength, as well areas that a child may be struggling with and provide resources to parents to support their child at home. We host a PK4 round up each year and invite our new children and parents to school. The children go to various stations to play, while the teacher, school nurse and principal talk to parents about school readiness and what to expect from our PK4 program.

Over the last four years we have focused much of our energy on reading in our school. We have been trained in the Multi-tier System of Support or MTSS, as well Pathways to Reading or PTR. Both these programs have been implemented with fidelity. Students are all DIBELED at the beginning of the year and placed in either Tier 1, Tier 2, or Tier 3 support. Those students who fall in the red are progress monitored weekly and those in the yellow are progressed monitored every two weeks. With our Pathways to Reading program, which is in grades K-2, the students are given an assessment at the beginning of the year and again are grouped according to their needs. We chart this data on wall charts in our conference room and meet every two weeks to look at the data and to move students accordingly. Our para-educators help where needed during this tier support time. We could not do all these small groups without our para-educators taking lessons that the teachers create and working with small groups or the Tier 1 students. We also have Title 1 reading support, which provides tier support as well, but also provides more support for those who are lacking some basic skills. Our Title 1 teacher opens her doors 40 minutes before school starts every day to provide additional support to students who get to school early. One of our para-educators also comes to

school early to provide homework help to any student who needs that additional support.

Social emotional support is also a key focus in our school. Students are greeted each morning as they come through our doors. We are small enough that we can call each student by name and give them that little extra positive boost in the mornings and throughout the entire day. We all know that we have to build that positive relationship with all students if we want to be able to teach them the academic skills they need. Team building and getting to know you activities take place those first few days of school. Our social worker/counselor gets into the classrooms weekly to teach our students about various topics that are outlined in our Kansas Social Emotional Character Development Standards that were revised in July 2018. Teachers reinforce these skills on a daily basis. We also give out Character Count Coupons, which we do our best to catch the kids showing respect, responsibility, caring, citizenship, trustworthiness and fairness towards others. We also do our best to help families in need. We have some children who need glasses and our local Lions Club will help us get appointments and glasses for families in need. Our social worker will get in contact with parents/guardians if there are issues affecting a child's education and provide the resources needed to help out these families. We know that a child's basic needs must be met if we are going to educate them to their full potential.

Even though we do have one principal in our building and she is our leader, our belief is that there are leaders in all of us. Some teachers have strengths in math, others in reading, others in technology, etc... We do our best to call on these leaders to help make our school the best it can be. Learning is never over and we know that ongoing learning will only benefit our children. We have had book studies in our building and this is a way of getting us together to collaborate and share what we are reading to make our school even better. Professional development is streamlined. We do not send teachers out to many one day workshops and expect them to come back and teach the rest of the staff. If we feel it will benefit our children, then we do our best to bring it to our school so we all hear the same thing and we all implement together. We are a family in our school and take pride that we can all work together to become the best we can be.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Our school's core curriculum is aligned to the 2017 Kansas K-12 Standards for English Language Arts. The State of Kansas does an excellent job of providing a standards crosswalk when they change standards every seven years that shows us what was added and or deleted from the standards. Inservice time has been provided to our teachers to look at these revisions and to adjust what they need to be teaching. We also have a standards based report card for grades PK-2, which is then adapted to meet the changes in the standards.

All K-2 teachers, special education and Title 1 teachers have been trained in PTR (Pathways to Reading), which is a teacher professional development training program and reading curriculum for beginning readers in grades K-2 and struggling readers in upper grades. Pathways to Reading's primary focus is to help teachers understand the five scientifically core components of the reading process. The five core components are phonemic awareness, phonics, fluency, vocabulary and comprehension. We have implemented this with fidelity and truly believe from our data that this has made a huge difference in our students' success in reading.

All K-4 grade teachers, Special Education and Title 1 teachers have been trained in Multi-Tiered System of Support or MTSS. The MTSS process focuses on academic supports of increasing intensity that are offered based upon how students are performing. Our focus is on reading and we provide ninety minutes of Tier 1 instruction daily. Students identified as Tier 2 get an additional thirty minutes of instruction and our Tier 3 students receive sixty minutes of additional instruction.

All K-4 students are DIBELLED three times each year. Those students in the yellow are progress monitored every two weeks and those in red will be progress monitored each week. We also use the PAST (Phonological Awareness Skills Test) and the QPS (Quick Phonics Screener) to help determine how we group students. Teachers and principal meet a couple times each month to review student data and to move students to new groups if data shows. Technology is utilized when we Dibel our students as well the students also use their iPads to work on a program called Lexia Core5 Reading. Lexia Core5 Reading is researched based and provides students differentiated literacy instruction along with personalized learning and it aligns right with our Pathways to Reading Curriculum. Students are given a placement test at the beginning of each year which tells us where they are in their skills, and that determines the number of minutes and what skills they will work on each week.

The assessment data we use to help monitor our students' progress is DIBELS, Star Reading, Kansas Assessments, Lexia and Pathways to Reading. We look at this data on a regular basis to monitor progress and to adapt instruction. Students who need additional support go through our Student Improvement Team and may be recommended for Title 1 reading support.

1b. Mathematics:

Our math curriculum is aligned to the 2017 Kansas Math Standards. Again the State of Kansas provides our schools with a comparison document that compares the 2010 standards to the current 2017 standards. Inservice time was provided to teachers to review the standards and to make adjustments in their teaching. Grades K-2 teachers also adapted their standards based report cards to meet the new standards.

Our school district adopted the Everyday Math Series from McGraw Hill-Education, which emphasizes the application of mathematics through real-world situations. Teachers served on the textbook committee and chose this resource for all teachers in grades K-4. It aligned to the state standards in most areas, but as with any textbook there are times we seek out other resources to help teach the skill. This series did not teach money or clocks as we felt was necessary so we made adjustments in those areas. Everyday Mathematics is grounded in an extensive body of research into how students learn. We received implementation training

prior to teaching it in our classrooms. On the Everyday Math website there are goals aligned for each grade level and we strive to achieve those goals, which are also aligned to the Kansas Math Standards. With the Everyday Math series there are whole group lessons but then also activities to help small groups, partner work or individual activities. Some teachers have created math tubs for their students that allow them to gain more practice on a current concept or to go back and review concepts taught earlier in the year. In these tubs you will find manipulatives that are so beneficial for our students to get a better understanding of the math concepts. Everyday Mathematics provides numerous opportunities for basic skills practice and review. These include written and choral fact drills, mental math routines, practice with Fact Triangles (flash cards of fact families), daily sets of review problems called Math Boxes, homework assignments called Home Links or Study Links, timed tests, and a wide variety of math games. There is also an online technology piece where the teacher is able to project pages, games, practices on their whiteboard and the children are able to come up and work the problems or play the game where all can see. Students can access games that reinforce the math skills through their iPads. Each student has their own iPad and headphone to be able to practice math skills throughout the day.

Students are given the STAR Math Assessment three times a year to monitor progress, as well teachers keep checklists as to what students have mastered. If students need more one-on-one support the teachers will work with small groups or individual students. Para-educators also work with individual students on his/her math skills as needed. Students who need additional support go through our Student Improvement Team and may be recommended for Title 1 math support. We also look at our Kansas Assessment Data to determine what we are teaching well and what we may need to focus more on.

1c. Science:

Our science curriculum is aligned to the Next Generation Science Standards. "The Next Generation Science Standards are based on the Framework for K–12 Science Education developed by the National Research Council." (A Framework for K-12 Science Education) We have not utilized a textbook for many years, but instead have spent time creating units tied to the state standards. This is an ongoing process to keep in vertical and horizontal alignment. This year teachers began to pilot Mystery Science which is NGSS and Common Core. This curriculum has enhanced the teacher created units. Mystery Science has multimedia units for grades K-5. Each lesson begins by posing the "Big" question, followed by a series of short videos. The video sets up a mystery that the students get to solve. Throughout the video there are higher order questions posed and this is where you pause and have the students work individually or in teams to answer the questions. Many of the questions are open-ended and require more than a yes/no response. At the end of the lesson there is a hands-on activity tied to the lesson and the children love creating. With Mystery Science, teachers are able to adapt each lesson as they see fit. Mystery Science is being piloted in our school as it is extremely engaging and students love it. They actively participate and love working together to answer the questions posed, as well they love the hands-on activities embedded in each unit. Students are assessed after each unit to see if they have understood the key concepts. It is amazing when I go in and see students engaged in these lessons, there is 100% participation and great teamwork being observed.

1d. Social studies/history/civic learning and engagement

Our social studies curriculum follows the Kansas Standards for History, Government and Social Studies which prepares students to be informed, thoughtful and engaged citizens as they enrich their communities, state, nation, world and themselves. The curriculum in focuses on "Sense of Self" in kindergarten, "Families" for first grade, "Then and Now" for second grade, "Community" for third grade and "Kansas Regions of the US" in fourth grade. In each of the grade level standards the students learn about history, civics/government, geography and economics. The students are creating timelines, comparing and contrasting historical events and experiences, locating major features on maps, observing and recording weather, understanding what a good citizen is, etc... Hands-on activities are key in many of the units which are taught, and answering the compelling questions in each unit have them actively engaged. Each month our students visit an assisted living facility and a community center and share songs, poems, books, short plays, etc... that they have learned in school.

1e. For secondary schools:

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

We do offer a half-day preschool to four-year old students, as well have an all day kindergarten program. All four-year olds in our school district are allowed to attend if they so choose. We have been blessed that the majority of our parents do send their children. We apply for a four-year old at risk grant which does help support our play-based program. Reading and math are the core curriculum areas we teach, but the teachers provide many hands-on experiences through center time tied to science and social studies. The curriculum we utilize is Creative Curriculum, which is comprehensive and researched-based that features exploration and discovery as a way of learning. As stated before, our children are involved in center time each day, where they begin to socialize and play with other children and learn to get along. There is much role-playing and one-on-one teaching to help children understand what is socially acceptable. The preschool teachers and the kindergarten teacher work well together and discuss what is needed in order for a student to be successful in the next grade level. Parents are asked to complete the Ages and Stages Screener for any four-year old and any kindergarten student. Results are shared with parents and resources are provided to parents based upon the results. There is no doubt that our preschool program has made a huge difference for our children as they move into kindergarten. We are also researching and are hopeful to start a three-year old program in the near future.

2. Other Curriculum Areas:

Our 1st-4th grade students have art every other day for thirty minutes provided by a certified art teacher. Our art teacher visits with the classroom teachers and some of her activities are tied to what is being taught in the regular education classrooms. Critical thinking, creativity and collaboration are all essential skills addressed in our art program. Our hallways are brightened with the work of our children. The Kansas Curricular Standards for the Visual Arts are followed by the teacher at each grade level. Rubrics are utilized to help the students know what is expected of their work.

Our K-4th grade students have vocal every other day for thirty minutes provided by a certified music teacher. Our teacher puts on two programs a year for our community and they are outstanding. Students sometimes stand and sing various songs, but more often with the 3rd and 4th graders she has a musical for them to perform. They memorize parts and the various songs and there are always actions and rhythms involved. The students truly love what they are doing and their creativity shines. The students also learn to play various xylophones and learn to keep the beat to the songs they sing. Music strengthens literacy as music is an essential language. Music also promotes cognitive development.

Physical education is provided every day for thirty minutes for our K-4th grade students. We also have two fifteen minute recesses built into our day. Physical activity is so important for our children, as this 60 minutes each day may be the only activity they get. We see more and more of our students tied to their technology and less and less outside play. The teacher utilizes the 2018 Kansas Model Grade Level Outcomes for Physical Education. Collaboration and working together are key essential skills all children need to learn now and in their future to be successful and is addressed in PE. One area we are working on with our PE program is to have a physical fitness test where we have a pretest and posttest to show gains made throughout the year. Our PE program is primarily game oriented right now, but we are in the process of making changes.

We feel we are a tech-rich school in that every teacher has a computer, projector and smartboard in their classrooms. Some teachers also have a document camera. We have a one-to-one initiative with iPads. Each student in grades K-4 have their own iPad, which is kept at school. Students utilize their iPads to create projects, as well to work on basic skills necessary to be successful in their next grade level. The reading and math programs our students work on supplement our core curriculum. With the use of technology we also address the proper use of technology and what is appropriate and what isn't.

Our students have access to our school library and we place much emphasis on the importance of reading. We provide reading time to all our students every day. For this school year (2018-19) our students have tested on 8,146 books and have passed 7,959 tests. Seventy-two percent of these books were fiction and twenty-eight percent are non-fiction. Students who earn 100 points in a nine weeks period, which means the children read at home as well, can go out to eat with me, the principal. It is amazing some of our children work hard to achieve this. We also have a school wide reading goal and provide different incentives they can read for. For example, extra recess time, walk to the park, spirit week, etc... Literacy is a key to success for all our children and we strive to get them all reading at their grade level.

We do have a social worker who works in our building four days a week. She gets into the classrooms once a week and provides lessons to all our students. Lessons are tied to the Social Emotional Character Development Standards, which were adopted in April of 2012 and revised in July 2018. The Six Pillars of Character are also taught to our children and we model these pillars each and every day. (Trustworthiness, Respect, Responsibility, Caring, Fairness, Citizenship) With our new accreditation system here in Kansas we are also working on a new district goal pertaining to the social emotional well-being of our children. We have so many children who struggle to self-regulate and to talk to us about how they are feeling and why they feel that way. We are looking to adopt either Zones of Regulation or Conscious Discipline as a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. We hope to have a decision on this in the next few months.

3. Special Populations:

At Central Plains Elementary we strive to meet the needs of all our children. There is no excuse for any child to "fall through the cracks." At the beginning of each year the teachers collect data on their students as it pertains to their reading and math abilities. We consistently analyze this data and collaborate with one another to ensure our students are getting the instruction they need in order to show growth and to be successful. Whole group instruction, as well small group and even one-on-one instruction is provided to our students. All teachers have been trained in Kagan Structures, which are instructional strategies designed to promote cooperation and communication in the classroom. Utilizing these structures in a classroom is a great way to get all children actively engaged in their learning.

We have a Student Improvement Team (SIT) who meets regularly to look at student data and to brainstorm interventions/modifications that a child may need. Our Title 1 teacher, resource teacher, school psychologist, social worker, speech teacher, principal and teacher serve on this team. Teachers may request a SIT meeting at any time and we spend time looking at the data the teacher has collected, discuss interventions he/she has attempted and then we come up with more interventions he/she will put into place. In these meetings we may say the child needs Title 1 support, more one-on-one paraprofessional support, modifications in the work they are given in the classroom, request an observation, or even begin the testing process if we have attempted various interventions and they don't seem to be helping the child.

We have special education support and students who need these supports are provided these services: Physical Therapy; Occupational Therapy; Speech; Gifted; Resource. The resource teacher and the paraprofessionals provide pull-out and inclusive services. The resource teacher also provides Tier 3 support.

We have a Title 1 teacher and one paraprofessional who works with students who need additional support in math and reading. We have a Title 1 meeting at the beginning of each school year and meet with parents to explain what these services look like and what parents can do at home. The teacher, parent and student sign a compact stating what their role is in helping one another. Students come to the Title 1 room where they utilize technology to help them with their reading and math basic skills. They also receive Tier 2 support from the Title 1 teacher and this can be small group or one-on-one. The Title teacher helps to reinforce our Pathways to Reading with the younger students and with the older students fluency and comprehension skills are the key focus. We utilize Read Naturally in the regular education classrooms, Title 1 and resource room to help children improve their fluency, as well make gains in comprehension and vocabulary.

cameras, and projectors to bring enriching experiences to the classroom. As part of our reading program each student works independently on Lexia Core5 Reading. Lexia Core5 Reading provides personalized instructions in the six areas of reading including phonological awareness, phonics, structural analysis, fluency, comprehension and vocabulary. Students first take the placement test and then the program adapts to what they need to be successful readers. If they struggle with a particular concept the teacher provides a quick lesson to them so they can continue to move forward in this program. The students get so excited when they pass a certain level and receive a certificate celebrating their accomplishments. Lexia Core5 Reading works hand in hand with our Pathways to Reading program.

We have students who have also qualified for the gifted program so they are provided weekly instruction from the gifted teacher on a project of their choosing. With each project they are given a rubric that shows what they need to do to get the most points possible. With each project they do the research, site their sources and end up with a completed project. Some of our students choose to come back into their classroom and teach their peers what they have learned. We are also able to personalize and individualize to our students with the various programs we have. Students who do read above grade level may do so with the books they check out from the library. They are able to take comprehension and vocabulary tests over these books they read and we are able to track their progress daily/weekly. Right now we have students who are reading two or three grade levels above their assigned class. We do make sure the content is appropriate and that parents are aware of what they are reading. Our gifted students also go on at least two field trips a year with other gifted students in our state to expand their knowledge.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Central Plains Elementary takes pride in providing a positive learning environment for all our students where growth will be seen academically and social emotionally. We are a family here at CPES and work together to make school engaging, but also challenging. When students and/or parents walk into our building they will be greeted with a warm hello from our secretary. She is awesome and sets the tone for those who enter our building. The classrooms have flexible seating and some have lamps in their rooms to make it feel warmer and more comfortable. The students can get comfortable when reading from their library books or even when completing assignments. Many of our students get to school 30 to 40 minutes prior to school starting as we are a rural community and many ride the bus. When they come in they are welcome to eat breakfast and then we go to the gym where they can choose to walk, dance or even put together various puzzles or legos.

We do have a school wide positive behavior program that all our students participate in. Students are able to earn "WOW" coupons for positive behavior pertaining to respect, responsibility, caring, citizenship, trustworthiness and fairness. These coupons are collected and the fourth graders put them on our "Spotlight" bulletin board. From there the fourth grade students take these down and for each coupon a paper chain is made. This chain is put up in our hallway where students strive to attain the next target on the wall where we will reward them with various activities. For example, we have had extra recess, games in the gym, ice cream parties, etc... The social worker and principal go to the classrooms and hand out these "WOW" coupons to the students who in turn take them home to their parents/guardians. Our fourth grade students also help our younger students at breakfast, as well walk our preschool children to their classroom. The fourth graders take turns helping the preschoolers put their materials in their cubby and then play with them until school starts.

All teachers and our entire staff are valued for their contributions they bring to our school family. The principal has an open door policy where either students and/or staff are welcome to come in and talk. Everyone has a key role in the success of our students. The bus drivers are the first ones to greet our little ones and to tell them good morning. Our cooks are also so positive with our children as they come through for breakfast and lunch. Our custodians keep our building looking great and safe for our little ones. Communication is key to a successful school. Monthly staff meetings are held where we discuss curriculum, upcoming testing, as well updates to our calendar. A daily bulletin goes out to all staff each morning via e-mail so everyone is up-to-date on what is coming up. Our staff will plan some outings where we may go out to eat together, go to someone's home, or attend a ball-game together. Our principal puts a birthday card in mailboxes recognizing staff's birthdays. In November and May the principal and/or Parent Teacher Organization will provide a meal to our staff for Teacher Appreciation Week. The principal also places little gifts in mailboxes as a way of thanking everyone for their hard work and dedication to their job.

Teachers are involved in creating the school calendar and the schedule for the school year. We get together and collaborate on the calendar and schedule that works best for our students. Teachers are called upon in areas where they have expertise. Some of our teachers are strong with technology, so are called upon to serve on the technology committee as well to help other teachers implement technology in their classrooms. Others have strength in a particular curriculum area, so are called upon to help in those areas. That is key to a school's success to know the strengths of your teachers so they in turn can help others.

2. Engaging Families and Community:

Keeping our families and community members engaged with our school is so very important. We understand that parents are a child's first teacher and that we are all here for one purpose and that is to help a child to be successful in his/her everyday life. We know that working together is the only way to achieve this. We start with the youngest group of students who attend our school and that would be our PK4 students and parents. In the spring of the year we host a preschool roundup for our parents and children.

The children come in and get to meet the teachers and play in the classroom with volunteers who come in to help. While the children are playing the principal, teachers and nurse meet with the parents. We talk about the development of a four year old child and what are some things parents should be doing with their child at home. The nurse discusses the various screenings a child will go through to ensure he/she is ready to learn. We go through the enrollment procedures with the parents and walk through the documents they will be filling out. All preschool and kindergarten parents will be asked to complete the "Ages and Stages" developmental screener and once the results are compiled we sit down and discuss how their child is developing. Our enrollment in August is still face-to-face and we get the opportunity to meet all of our families who are returning as well meet any new family and give them a tour of our building.

Throughout the year parents, grandparents, etc... are always welcome to come eat with a child. Parents/grandparents are invited to come eat breakfast during National School Breakfast Week. We have two parent/teacher conference evenings where we average between 95% and 100% participation rate. Power School, which is an online grading program, is accessible to parents where they are able to monitor their child's grades, attendance and lunch balance. Two music programs are held each year, as well we have an Open House/Parent Orientation night at the beginning of the school year. During the spring music program we also have an art show. Our principal writes a weekly or biweekly parent letter that goes home with the students, and we keep parents informed through our school calendar, Facebook page and our website. Teachers do an exceptional job of communicating with parents on a daily basis with a take home folder that goes home each day after school. Parents can see completed work, assignments that need to be finished, or upcoming events on the calendar. Some of the teachers have private Facebook pages where they keep parents informed of what is going on in their classrooms. Every other year we have a school carnival where staff and parents work together to create a fun evening for our children. Hundreds of people attend this evening event and it is a great way to get our families and community members in our school.

Two years ago, a Parent Teacher Organization was created at Central Plains Elementary and this has provided another avenue of communication between school personnel and parents. Our PTO has been excellent in providing various resources to our teachers to help support the curriculum. We have been involved in various fundraisers to help support what the teachers are doing in the classrooms.

Parent volunteers are always welcome to come in and help our children and do come in to read with children or work with them on their basic skills in both reading and math.

Each month a different class will go to our Assisted Living facility and Community Center to perform. The students will either perform a skit, read to our friends, sing, share a project they have been working on, etc.... This is a great opportunity for our students to understand that sharing their talents is making others happy. For several years some of our classes have made calendars for our community people and would distribute these to the area businesses. For May Day classes make May Day baskets and take them to individuals who are unable to get out of their homes. Many of our children ask, "Why do they cry when we give them this gift?" So we share with our kids why these individuals are so happy that we thought of them and that we made them feel special.

3. Professional Development:

Effective professional development results in changes in teacher practices and improvements in student learning outcomes. Much of our professional development is content specific based upon data we have looked at. In the last five years our key focus in our elementary building has been reading. The programs we were trained on were Pathways to Reading and Multi-Tiered System of Support. Pathways to Reading was the first program we were trained in and were trained by a Reading Specialist. We were looking for research based programs that we could utilize across multiple grade levels, so we were all speaking the same language and our students had continuity. We were all actively engaged in this training and were able to collaborate and make decisions on what this would look like in our classrooms. Our trainer shared evidence-based practices and focused directly on teachers' individual needs. Once we implemented, our trainer also came back and coached us by going into the classrooms and seeing PTR in action. She did this for a year and we feel this was the most beneficial piece to our training. Reading continues to be a part of a goal in our accreditation process, which then drives our professional development. Two years after

implementing Pathways to Reading we were trained in the Multi-Tiered System of Support in Reading. We were already collecting assessment data on our students, but at that time we weren't grouping our students in tiers. We had five days of training in the MTSS process by the same reading specialist who trained us in Pathways to Reading. All teachers received this training and implemented at the same time. Throughout the first year of implementation our trainer visited our classrooms to observe and answer any questions we had. Our district does have a professional development plan which is submitted and approved by our state. We do focus on other areas of our curriculum as needed. For example, for the 2019-20 school year we plan to spend much of our professional development understanding what it means to be a trauma-sensitive school.

4. School Leadership:

The leadership philosophy of the elementary principal at Central Plains Elementary School is one of a shared leadership. The principal knows as a school leader that you surround yourself with strong and effective people. It is teamwork that makes schools successful. Teamwork between parents, community people, students and the staff of the school. It takes all of us working together to make a difference in a child's life. The principal is in two buildings so time is shared between a middle school and our elementary school. The principal has been in our community for over 20 years and prior to being a principal taught fifth grade.

Building positive relationships and creating a positive learning environment is something we work on every day. Relationships are key and we want everyone to feel welcome in our school. Our principal is visible and knows every child in our building. We have T.E.A.M. meetings every nine weeks, led by our principal, and different students attend these meetings to come up with rewards they would like to earn for achieving the nine weeks reading goal. With our character counts program, the principal is in the classrooms congratulating all students who earn a "WOW" coupon. Students who earn 100 points in our reading program each nine weeks get to go out to eat with the principal. Visibility is important and the principal makes a point to get in the classrooms to help students or just to say hi. The principal works with children outside of the school day coaching recreational teams and teaching religion class.

Communication is also a strong suit with our principal. A daily bulletin goes out to all staff each day explaining upcoming events, who is absent, who is leaving early, etc... A calendar is kept up-to-date in our faculty room where all can see what is coming up. Parent letters are sent home weekly or bi-weekly to the families in our school. Teachers are kept informed in our monthly faculty meetings, but also through e-mail and face-to-face conversations. Teachers are involved in making suggestions for the school calendar, what grade level they will teach, and also help to create the school schedule. The principal's door is always open and anyone is welcome to come in and visit at anytime.

Teachers and other staff members are called on to be leaders in our building as well. Our custodial staff, bus drivers and cooks all know the importance of the role they play in our schools and how their part is vital to the success of our school. Teachers are called upon to lead curriculum committees, technology committees and to share the great things they are doing with our Site Council and or our local School Board. They know they can get creative and to try new things in their classrooms and it is ok to take risks and to keep getting better. They know what is expected of them and they know they will make mistakes from time to time and that we admit our mistakes and learn from these mistakes.

Student achievement and the success of all students is the key to the success of our school. The teachers are the leaders in their classrooms and know they are to teach the local curriculum and to address the state standards for the subjects they teach. When new programs are discussed to possibly implement, the teaching staff is made aware of why we are looking at this and the benefits it will have on our students if all implement it with fidelity. That has proven true in our Pathways to Reading program and the Multi-tiered System of Support we have implemented these last four years.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Success at Central Plains Elementary can be defined in one word and that word is "Family." Our school is warm and inviting and we work together each and every day to make it a positive place for our children and staff. When individuals are hired in our school we strive to find those who can work well with others and who will play a positive role in continuing the tradition of our school. We work together and not for someone, but with one another. In a successful family everyone feels valued and their contributions are important and we feel that defines Central Plains Elementary. We come to work each day knowing we are valued and that our thoughts and ideas are also valued.

Students, parents and guests to our school are greeted with a friendly, "Hi" from our secretary and our hallways are decorated with student work sharing their various talents. At the beginning of each school year we stress the importance of getting to know the children we have in our classes and touch them in their hearts before stressing the academic piece. Our school social worker gets into the classrooms weekly sharing various stories of what it takes to be a successful individual; one who is responsible, caring, trustworthy, respectful, fair and understands what it means to be a good citizen.

We strive to help all children get their basic needs met so they are ready to learn in our classrooms. We know they have to see, hear and feel well in order to get the best out of their education. Our school nurse and social worker helps families with setting up appointments, taking them to appointments and helping them in anyway possible. Our local Lions Club helps us out when a child is needing an eye appointment and glasses for a child. We identify and provide food packets to children each Friday so they have food over the weekend at their homes. In our middle school we have a clothes closet, where families may come and pick out clothes and shoes that have been donated. At Christmas time we have an Angel Tree Project in our district and students at our middle school and high school purchase gifts for some of our children at Central Plains Elementary and put some smiles on their faces. We have a Student Improvement Team and meet when necessary when we feel a child is needing more support. We brainstorm what interventions are already in place and what new interventions are necessary. We continue meeting and sharing data to help each and every child succeed.

As part of our school improvement plan we are adding a social emotional goal for our district which states, "USD #112 will create a trauma-sensitive, safe and supporting district for all children." Each of our buildings in the district have written an action plan to implement beginning the 2019-20 school year. Much of the first year will be training for the staff so they understand what our children are facing in their worlds and what we can do at school to help them become more successful. This past year we had a book study and discussed emotional poverty. We also attended a training put on by Ruby Payne, where she addressed what it means to be trauma sensitive.

We strive to create an environment where children are motivated and want to learn. This begins with creating a warm and inviting environment where they see value in themselves and what they are doing. This is something we have to work on daily and to continue to find ways to even get better. These children are our future and we want the best for each and everyone of them.