

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 584 Evans Bridge Road
(If address is P.O. Box, also include street address.)

City Heflin State AL Zip Code+4 (9 digits total) 36264-2235

County Cleburne County

Telephone (256) 463-2654 Fax (256) 463-5305

Web site/URL https://www.cleburneschools.net/Domain/8 E-mail bjohnson@cleburneschools.net

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Chad Young E-mail cyoung@cleburneschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cleburne County Tel. (256) 463-5624

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. Owen McWhorter
(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. 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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	10	8	18
K	31	33	64
1	29	28	57
2	30	30	60
3	37	28	65
4	27	22	49
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	164	149	313

*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):
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 9 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % 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 2018 - 2019 school year: 11%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1, 2018	304
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

None

English Language Learners (ELL) in the school: 0 %

0 Total number ELL

7. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 201

8. Students receiving special education services: 13 %

42 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>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</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: 20

10. Use Full-Time Equivalents (FTEs), rounded to the 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.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
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 18:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	96%	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 2019.

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.

Cleburne County Elementary School's mission is to prepare rural Prekindergarten-4 students to develop higher order thinking skills and leadership abilities in an environment of shared values of scholarship, equality, and unity by using a combination of the common core and direct instruction. Our vision is to create this Prekindergarten-4 school that is highly regarded for its academic excellence and for its contribution in actively serving and improving the community.

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

PART III - SUMMARY

Cleburne County is located in the Great State of Alabama. It is a beautiful footnote to the Great Smoky Mountains and the end of the Appalachian Chain. It is nestled in east central Alabama. The highest peak in Alabama, Mt. Cheaha, is found in Cleburne County. Fifty-nine percent of the land is part of the Talladega National Forrest.

People living in Cleburne live and work in a rural area. Many travel into neighboring areas for employment working with the forestry industry, farm, raise cattle and work in business and industry. The median household income is \$37,396 in Cleburne County. Cleburne ranks 47th out of 67 counties in Alabama. The seven schools located in Cleburne County have always been a central point of the communities. The voters elect the Superintendent and six board members to make decisions about the school system.

Cleburne County Elementary started as Heflin Elementary in 1885. A two story building was built in 1895 and the name was changed to Ross Institute. Ross Institute was a private school until the state granted a charter in 1902. Construction of the building that now houses Cleburne Elementary began in 1960 CCES was accredited at the annual meeting of the Southern Association of Colleges and schools in 1964.

The school received an “A” on the Alabama state report cards for the 2017-2018 and 2018-2019 school years. The third grade was also recognized by the State of Alabama for growth in reading assessed by the Scantron Performance Series with a \$20,000 award from the State Legislature to be used for reading resources. The students are taught a rigorous curriculum for six and one half hours, five days a week. They are taught reading, mathematics, language arts, science, social studies and physical education.

Cleburne County Elementary teachers include those who are National Board-Certified, while most hold Master's level degrees or have achieved a sixth-year level. The faculty also has a reading coach and interventionist for students needing fifteen or thirty minutes extra assistance outside of the regular classroom. Students’ progress is monitored through a common formative assessment.

Academically, the school uses a common core curriculum and direct instruction. There is a clear alignment among curriculum, instructional practice and assessment. Reading support is utilized through a tiered-reading approach. Teachers mostly use student engagement, assessments, data and writing during instruction. Depending on each student’s needs, teachers provide intervention, remediation, enrichment and learning supports. Data meetings once every nine-weeks and grade level meetings help teachers plan for individual differences. Teachers take this information and readjust approaches to meet the needs of each child in their classroom. Technology has been integrated into the classrooms and is a crucial tool to meet the individual needs of the students. Each classroom’s resources include computers, smart boards and access to individual Chromebooks.

Cleburne County Elementary believes learning and emotional support always starts at home. Parents are also encouraged to help with the parent’s organization and stay involved with the school. When students walk into their school they are greeted in a positive manner. This is done by the secretary or principal, each doing their part to encourage students. In the classroom, teachers take on the support role each day by using encouragement and presenting a positive learning environment. The school has a half-day counselor and a mental health counselor on call for in depth cases. The counselor presents bimonthly lessons on topics such as bullying, study skills, feelings, sexual abuse and careers. Cleburne County Elementary strives to make students feel loved and appreciated.

Students are encouraged to have good physical health. Cleburne County Elementary believes exercise leads to good mental and physical health. Students have forty-five minutes of physical education daily. Two certified physical education teachers teach these classes. The students are always encouraged to help others. This is evident in the student's participation in the “Jump Rope for Heart Drive” during physical education class. This drive raises money for heart research. The school year ends with a field day where students are encouraged to compete against each other in field events and have a fun day. This event encourages exercise away from school during the summer break.

Socially, students are always encouraged and taught to use good manners. The counselor teaches lessons during guidance about manners. Teachers continue the process by teaching students to be leaders from information learned in a professional development book study. Students also participate in student led conferences. During these conferences students teach their parents about their school day and how grades are earned.

Culturally, Cleburne Elementary encourages our students to experience the arts by physically enjoying different mediums. The Alabama Arts Council has awarded several grants and field trips have been taken to reinforce these experiences. A theatre group presents traveling stage shows from The University of Alabama at Birmingham and The Alabama Children's Theatre. Students also go on school wide field trips on school buses to neighboring communities for live performances at a local theatre.

Cleburne County Elementary has a very supportive community. Cleburne County Elementary works along side parents in developing good citizens. Some parents had a need for an extended school day, thus started the Cleburne County Elementary After School Program. Through the program, certified teachers are hired to give students homework help, a nutritious snack and exercise. All programs encourage high academic performance, implemented by teachers.

The teachers have made a difference in our community. The community and leaders support the teachers. Everyone works together to make the mission at Cleburne Elementary a reality.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The goal of Cleburne County Elementary School’s core curriculum, instruction, and assessment is to develop higher order thinking skills, leadership abilities, and an environment of shared values, of scholarship, equality, and unity. Cleburne Elementary strives to teach every student the content standards and monitor and assess for mastery of the standards. The school provides intervention, remediation, enrichment, and learning supports depending on each student’s needs. The school creates and maintains positive learning environments and works to build positive relationships with students, parents, and colleagues. Cleburne County Elementary uses the Alabama Course of Study Standards. Teachers receive professional development to learn the standards for the grade they teach as well as what is expected in the grades directly above and below them. Teachers learn to unpack the standards so that they will be able to teach what is expected of them and how to build the bridge or connection to the next grade. Cleburne County Elementary is an AMSTI (Alabama Mathematics, Science, and Technology Initiative) school. Teachers participate in ongoing professional development in all content areas and also participate in book studies each year to develop best practices in all subject areas.

1b. Reading/English language arts

The ultimate goal of the English language arts curriculum is for all students to achieve English language literacy in order to be college and career ready. Cleburne Elementary establishes reading foundations from early recognition of letters to reading fluently and accurately. Students are taught to appreciate literature and to describe characters and settings as well as retell stories with key details. Reading informational text is taught by using articles and trade books. Nonfiction features are taught as well as how to comprehend the text. Anchor charts, graphic organizers, post-its, and other resources are used to explore the text for information. Writing is developed throughout all grade levels beginning with group stories in the early grades to narrative and opinion essays in grades three and four. Teachers conference with students about their writing and use technology to teach the writing process. Reading and writing assessments are checked by the teacher as well as the principal. Teachers will also grade writing assignments from other classrooms to offer insight into how to develop better writers. Speaking and listening standards are taught by collaboration. Working in groups and sharing ideas as well as presenting information to classmates is encouraged. Language, grammar, and conventions are taught with increasing expectations at each grade level. Emphasis is put on vocabulary building and handwriting both in manuscript and cursive. The goal of Cleburne County Elementary is to develop word recognition in early grades by connecting meaning to phonics (phonological and orthographic) and to context. Word recognition is being connected to language comprehension by building background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. Reading and Language Arts are taught in whole and small groups. Resource teachers help as needed with phonics, comprehension, and fluency lessons. Formative and summative assessments are given in Reading. Grade level data meetings are held each nine week when data is discussed and steps are planned for students who need intervention or enrichment.

1c. Mathematics

The goal of the mathematics curriculum at Cleburne County Elementary School is to build mathematical foundations that will provide future opportunities in coursework in high school and in everyday life. Skills learned in one grade will help bridge the gap to the next grade. Cleburne Elementary expects every student to be challenged and sets high expectations for all students. Whole and small group lessons are taught. Technology is used to teach fact fluency, as well as provide enrichment activities for students above grade level and review activities for students below grade level. The curriculum uses manipulatives as well as paper and pencil to teach mathematics. Students work in groups to investigate and problem solve. Students also learn to connect reading, speaking, listening and writing with math skills to develop deeper understanding of the standards being taught. Through these methods, students learn to make connections

with mathematical ideas. Teachers at Cleburne County Elementary develop and maintain their mathematical knowledge through professional development, book studies, and collaboration with other teachers. The school understands how important it is to develop an early interest and enjoyment of math. Math games and stations are used to make math fun for all students. Student engagement is important. Best practices are used so that students understand what they are learning. Formative and summative assessments are used to guide and improve instruction. Teachers meet in grade level meetings to discuss data results. Best practices are discussed and next steps are planned. Learning mathematics through different methods helps students make connections and be successful. Cleburne County Elementary uses the 8 Standards for Mathematical Practice. Mathematically proficient students make sense of problems and persevere in solving them. They reason abstractly and quantitatively. They construct viable arguments and critique the reasoning of others. They model with mathematics. They use appropriate tools strategically and attend to precision. They look for and make use of structure and express regularity in repeated reasoning. These standards help develop good practitioners of mathematics. Cleburne County Elementary strives to build mathematical thinkers.

1d. Science

Cleburne County Elementary teaches science through STEM and AMSTI activities. It is important to teach science to every student in every grade. Cleburne Elementary follows progressions that are aligned with the Alabama Course of Study. A scientifically literate person has a foundation in scientific knowledge along with technical understanding and the ability to design scientific solutions. Cleburne Elementary teaches Physical Science, Life Science, Earth and Space Science, and Engineering, Technology, and Applications of Science. Assessments are formative and summative and provide feedback to guide instruction. Students work collaboratively in the classroom. Interest in science is stimulated through investigations and exploration. The science classroom is inside or outdoors. Field trips also are used for scientific exploration and investigation. Teachers guide the investigations and keep the classroom flexible but structured enough to ensure all students are able to learn. Science is a collaborative, social process so students work in groups or pairs most of the time. Computers are used to enhance the science classroom as well as connect science to reading and writing. The teachers use the Five E+IA instructional model: Engage, Explore, Explain, Elaborate, Evaluate, Intervene or Accelerate. The school connects science to reading, writing, and math through investigations. Hands on activities are well planned and safety is a priority for students. Students receive instruction on participating safely in all investigations. The school participate in technology fairs. Designs and investigations are posted on the school website and on social media to share what the students are learning.

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

Cleburne County Elementary teaches social studies by following the Alabama Course of Study. The theme of the standards is responsible citizenship. Cleburne Elementary wants students to be informed and active citizens. Students learn the 7 Habits of Happy Kids each year. Each month a different grade makes morning announcements and includes information about the 7 habits. Students also recite the pledge, say the school creed, and have a moment of silence. Cultural diversity is celebrated by learning about children from around the world, participating in projects, and reading books with culturally diverse characters. Community members visit and share history and diversity with the students. First responders share what they do on their job with the students to show the importance of community helpers. Responsible citizenship includes knowledge of geography, economics, civics, government, and history. These things are taught through technology, newspapers, trade books, internet videos, and community visitors who come and share with students. Economics includes teaching students about money and money management skills. Geography is taught using maps, and other geographic tools and technologies. History is taught using newspapers, listening stations, read aloud, and videos. Civics and government are taught using materials that stress local, state, and federal government and the connection between the three. Teachers use a differentiated approach to meet the needs of all students. Instruction stimulates critical-thinking skills so that students can analyze and evaluate data. Primary sources, current technology, literature, arts, group and individual projects are used as instructional strategies. Social Studies connect to reading by using novels, poems, and biographies to make connections to people and places in the past. Studying people in other parts of the world helps students understand themselves as well as be a part of a global society. Students learn to serve and help others by

participating in food drives, clean up days, and buddy reading days. Students also have jobs to do in the classroom and lunchroom each week to learn about civic responsibility.

1f. For secondary schools:

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

Cleburne County Elementary school provides a high-quality preschool program for students four years old. The core curriculum is based on standards developed through the Alabama Department of Early Childhood Education. The curriculum includes Approaches to Learning, language and literacy, mathematics, science and environmental education, technology, social and emotional development, physical development, health and daily living and creative arts. Standards are met through active exploration, child initiated and teacher-selected activities. Individual differences are recognized. The curriculum supports positive social-emotional skills, acquisition and use of knowledge and skills and the use of appropriate behavior to meet all needs. The curriculum provides a pre-k-3rd learning continuum. All activities are developmentally appropriate practices. All learning provides personal blended environments. Instructors use measures to guide growth in student learning.

Alignment of early childhood and k-grade 3 academic standards are through the Alabama Course of Study. The pre-k standards align and coordinate with the kindergarten standards. Instructional practices and assessments are aligned through horizontal and vertical meetings and with the leadership of coaches and monitors through the state. Pre-K and kindergarten coordinate standards and make sure the curriculum is age appropriate and all students are succeeding to reach their milestones along the continuum.

The school's success of its pre-k program from a multi-year early education suggest that the components in place have had a positive reward for all students enrolled through the program. Students who receive services are successful through their third year and beyond. Students have experienced school success. Students have been identified that need additional services and early interventions to be successful. Pre-K students are more school ready than their counterparts because they are familiar with the day to day routines. Students enrolled in the program have been shown to score at and above the 50th percentile.

2. Other Curriculum Areas:

Another curriculum area of focus are the arts. Cleburne Elementary is located in a rural community. The nearest large town is about twenty-two miles away and offers art activities. The school participates in as many engagements as possible. The school strives to bring in performing artists through state grants. Students visit at least once a year at a performing arts center outside of town. Students are exposed to some type of art performance each month. Students are given the opportunity to audition for parts in a traveling children's theatre each year that the city sponsors. The entire school participates in at least two trips for the arts. Each homeroom schedules at least two trips and students gain knowledge about the outside world because many will never travel outside of Cleburne County during their elementary years. Students who are exposed to the arts, develop an appreciation and learn behaviors appropriate for such visits. The third grade participates in the local Nutcracker each year. Students get to see their classmates perform for all other third grade classes in the region. The school offers a physical education program for all students enrolled from pre-k, multi-handicapped special education, and grades k-4 daily. Students are exposed to forty-five minutes of physical education each day. Pre-K and the kindergarten have their own playground in addition to being exposed to structured physical education in the gym.

Two physical education teachers use a curriculum to increase academic achievement, increase moderate to vigorous physical activity, development of sport skills, enjoyment of physical education, and sustainable results. Parents are encouraged to participate in activities scheduled for outside physical activity throughout the year. Students set goals for themselves based on the data received at the beginning of school. With this goal students are equipped with knowledge to lead an active and healthy lifestyle. The school's nutrition program provides healthy meals that meet the requirements of the Healthy, Hunger Free Kids Act at breakfast and lunch. Through the nutrition program the school teaches healthy eating habits. The supper program allows for additional education from each home room. Students in the third grade participate in a

program for healthy nutrition through the Extension Service. Students enjoy sampling of nutritious foods otherwise they would not taste. Foreign language is not offered at the school.

Technology plays a large part in educating our students. Students are exposed to all technological tools available through the school. Students in grades two through four have their own device such as a Chromebook. Teachers assign work to students. Students use programs to remediate and accelerate instruction. Students are then responsible to complete the work. Students in grades kindergarten and first grade have access to their own iPad or desktop to aide with instruction. The school utilizes two computer labs that any grade can schedule to use. Teachers have access to touch screen visual displays for teacher/student interaction. Each room is equipped with a projector and large screen with internet and Wi-Fi capabilities. The librarian plays a huge part in educating students through research, projects, keyboarding and developing a love of reading. Students have access to Chromebooks in the library for their work with the librarian. Students in grades three and four are scheduled for once a week forty five minute sessions. The other grades are scheduled for thirty minutes for check-out of library books and browsing. Grades K-2 are scheduled for thirty minutes each week to be instructed in keyboarding and developing a love of literature. The multi-handicapped special education class receives services in their homeroom from the librarian each week. Several open times are scheduled for book check out.

The school participates in character building each day through morning announcements delivered by the students. The counselor teaches units on character building and career/life skills. The school participates in career week. Careers are assigned to each day and students dress in the career they choose. Students in grades first and second participate in a "Get to know the birds of your region" through the extension service. One bird is selected by the instructors to instruct the students at each visit. Students participate in school initiatives such as clean up days inside and outside of the school to develop a love for their school each year.

3. Academic Supports:

3a. Students performing below grade level

Cleburne Elementary provides academic supports for students performing below the grade level through the support of the teacher, interventionist, librarian, guidance counselor, reading specialist, special education teacher, and the principal. The teacher and grade level teacher team determine the need of supports for students through data meetings, observations and assessments. These assessments are common, formative and summative. Once a student is determined to need support, they are assigned to one or more of the support personnel. Some students, depending on need, may receive some type of support at least three times a day. For example, the guidance counselor works with a group of kindergartners needing support with letter recognition and number recognition daily, the librarian works with kindergartners needing letter recognition and fourth graders needing reading fluency and comprehension work. The reading specialist works with a group daily on reading. The interventionist works with students in kindergarten through second grade on reading and one section of third grade students on math. The special education teacher works with students that have been identified as needing special education services performing below grade levels and other students in that class that might need support also. The principal works with a group on math. Students not only have human contact but the school uses technology to help fill gaps with the use of free and purchased programs daily. Assessments given are textbook test, common assessments and digital. All assessments are tailored to students' needs taking into account students becoming digital citizens. Teachers use some type of formative assessment daily, mid assessments and the end of the unit lesson.

3b. Students performing above grade level

Students performing above grade level needs are met through accelerated assignments by the teacher. In reading, students use above level text and for math they are assigned extended skills to work on. Students are assigned projects to work on by the teacher and librarian. The school uses the accelerated reader program and students are allowed to read beyond their grade level text and are assessed through the program. Students that have been identified through the gifted program receives services outside the classroom with a gifted teacher. Technology is used daily for students that are above their grade level for projects and research.

3c. Special education

The school's special education population is served through the regular classroom teacher and special education teacher. Students that are identified, first receive core instruction from their teacher. The special education teacher serves inside the classroom and pulls students to present a tier 2 instruction for students and sometimes pulling other students that have not been identified to give additional support. Students take the same assessment as regular education students with accommodations if needed. The special education teacher collaborates with the regular ed teacher on a regular basis. Special education students participate in all programs that regular education student participate unless physical limitation prevents it.

3d. ELLs, if a special program or intervention is offered

No English Language Learners are enrolled. The school offers an after school program that has been in existence since 2005. The after school first operated under a 21st Century Community Learning Center Grant. The school no longer receives funds. The program offers valuable resources for the community. Students complete homework, receive tutoring, enrichment and physical exercise.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

There is a direct relationship between the classroom environment and student achievement. Cleburne County Elementary creates a positive learning environment in many ways. Students' physical needs are met through free afternoon meals and a share cart for free snacks. Clothes and shoes are provided for students who need them. The clothing items are donated by caring people in the community. Psychological needs are met through creating a safe environment where students feel loved and protected. Seven Habits for Healthy and Happy Living are stressed throughout the year. Students need to feel a sense of order so teachers manage their classrooms with clear behavioral and academic expectations. Students know procedures and practice them to ensure safety for all students. Students are greeted each day as they come into the building and teachers work to build relationships with not only their own students, but all of the students in the building. Classrooms are seen as places to learn and grow. Teachers show that everyone makes mistakes, even teachers. Learning from mistakes fosters a growth mindset for teachers and students. Cleburne Elementary strives to keep students engaged throughout the day. High expectations are set for all students. Students are encouraged to think critically to solve complex problems. Working collaboratively, learning how to communicate with classmates and adults, and knowing how to learn effectively are part of developing lifelong learners. Respect is the key. Learning how to respect themselves, their classmates and teachers helps to tear down the preconceived perceptions that students have and help them feel comfortable and open to learn. Along the way, students celebrate their own successes as well as their classmates. It is all about the learning.

2. Engaging Families and Community:

Cleburne County Elementary engages each child's family and the community in the school's determination to make sure every student is afforded an education and supported in those endeavors. All educators take on the role being an advocator for each student they serve daily. Educators go beyond the classroom by attending sporting events of students and events the community has sponsored for student participation. The school makes use of services the community offers by having them deliver information to the students. For example, the fire department presents information to the students through an assembly. Pamphlets are given out for students to complete and smoke detectors for homes. The police department visits the school during "Drug Free Week". Information is given and questions are answered. Students get the chance to meet the drug dog. Educators invite community leaders to visit their classrooms on many occasions. Local churches provide students with needed school supplies each year. The Heflin Chamber of Commerce sponsors a program in which classrooms participate and receive the money for the classroom from the donations from the public. A philanthropist of the community supports families by purchasing coats and shoes for students each year. The school also has the support of an organization that provides clothing, school supplies and food to students. A church provides "back packs" of food each week for students that have been identified to need it for the weekend. The school participates in a program that donates bread and pastries to students from a local restaurant 21 miles away. The only thing we are responsible for is picking it up and handing it out each week. Parents and educators are encouraged to schedule meetings with parents to keep each other informed about the needs of the child. Educators use messaging, phone calls, weekly information letters/notes, Facebook, and daily folders to communicate with all stakeholders. The school sponsors events at the school during the day and evening hours. Such events include parent day, student led conferences, festivals, art shows, student projects and field trips. Our evening events include the feeding of the entire family. Students are recognized for their improvements in their academics, behavior and attendance. Students visit the principal for that extra encouragement and reward for meeting those milestones.

3. Creating Professional Culture:

Cleburne County Elementary creates an environment where teachers feel valued and supported. The teachers are recognized as individuals who have unique gifts that they bring into their classrooms. They are asked for their ideas and listened to. Mutual respect and appreciation is given between staff members. Teacher success is shared outside the school. Team building takes place by participating in grade level

meetings, data meetings, and faculty meetings. The principal occasionally buys lunch for the teachers and takes the students out for an extra recess so that teachers can have time to plan and prepare in their classrooms. The principal helps the teachers learn, develop, and grow by providing on-site professional development. Teachers complete book studies together that teach them best classroom practices in all subject areas. The teachers are able to complete outside professional development such as Alabama Math, Science, and Technology, Ongoing Assessment Project to study how students learn mathematics, and LETRS for scientific based reading instruction. Title money is provided to pay for outside training and substitutes when necessary. Teachers are encouraged to complete summer professional development and can use Flex Days to cover training. When teachers are asked to work on the Alabama Continuous Improvement Plan or other school improvement plans after hours, stipends are paid if money is available. Teachers are seen as professionals and play a big part in the improvement plans of the school.

4. School Leadership:

The Leadership Philosophy at Cleburne County Elementary is made up of beliefs centered on the entire school population and all stakeholders. It is believed that it is not about one individual person but providing educational experiences to encompass the whole child's being. The school prides itself on providing whatever it takes to meet student needs. The school wants all students to be successful and equipped with the skills to further their lifelong learning. In keeping this philosophy in the forefront all stakeholders embrace being lifelong learners. The principal takes a leadership role in determining the needs of the school through data, other leaders include teacher leadership teams, professional leadership team, parents, students, system curriculum coordinator and the superintendent. The principal collects all data analysis from teachers each week as well as quarterly to study and review trends. Data impacts the school's overall next step for instruction. Studying data in all areas, a plan is put in place for remediation or acceleration. If data warrants instruction delivery, then professional development for teachers is planned for the implementation of best instructional practices. For example, the principal aligns the expertise of the reading specialist if the area is reading. The reading specialist arranges coaching cycles with teachers and models lessons for teachers that need extra help. Book studies are coordinated to support needs whether in math or reading. The principal leads the book studies. Books are selected according to the need of the school that supports best practices. Once professional development is implemented, the principal and reading specialist follows the data and lend more support if needed. Teacher leadership teams meet every week to discuss their data and instructional strategies. The professional leadership team meets monthly. The team shares student work samples and participates in a book study. Participants all lead discussions and share learning with colleagues. Parents are involved in the leadership of the school by participating in surveys, parent/teacher conferences, principal/parent conferences and playing a vital role in supporting the school. From these avenues the school improvement team includes the areas of concerned parent's voice to lead the school in a positive direction. The school solicits the voice of the community leaders. Community leaders play a vital role in supporting the school through visits, donations and implementing programs that support the education and needs of all students. Students are what make the school a happy place. Students participate in surveys and have an open door to the principal.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Cleburne County Elementary has always been an important part of the community. Our teachers and traditions follow the students into the future. We have been asked to produce effective workers and Cleburne County Elementary has taken on this task with great vigor. Students are encouraged to academically and physically develop to their full potential.

Socio-emotional needs have to be met. First, physical needs are met in order for students to learn. Churches help supply underwear, socks, clothes and weekend food. A private donor gives new shoes and coats to the students in need also. The students are served breakfast, lunch and dinner at the school. All this helps to meet the student's physical needs. The Parks Department and local ballet and music teachers help reinforce what students learn at Cleburne County Elementary to support physical health.

Teachers at Cleburne County Elementary support the students emotionally. In effect they become a school parent checking on mental and physical health daily. Referrals are made and resources are pulled from areas of the community. You will see teachers at ballgames and recitals supporting the emotional growth of the students. It is evident everyone loves their job and the children of Cleburne County Elementary.

Our teachers and community help make our school a great place to learn. We feel students are ready when their needs are met. The teachers support each other and are always learning at quality workshops, book studies and in-services. High expectations across the board and the kindness shown by our teachers and community help traditions follow the students into the future.