

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

Official School Name Christ The King Catholic School
(As it should appear in the official records)

School Mailing Address 4100 Colgate Avenue
(If address is P.O. Box, also include street address.)

City Dallas State TX Zip Code+4 (9 digits total) 75225-6601

County Dallas

Telephone (214) 365-1234 Fax (214) 365-1236

Web site/URL https://www.cks.org/ E-mail lbosco@cks.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Matthew Vereecke E-mail mvereecke@cathdal.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Dallas Tel. (214) 379-2830

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. Brian Tusa
(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, leave .blank*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	19	23	42
K	25	23	48
1	19	29	48
2	19	29	48
3	28	23	51
4	24	24	48
5	24	23	47
6	24	26	50
7	21	26	47
8	16	32	48
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	219	258	477

*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
 - 1 % Asian
 - 0 % Black or African American
 - 12.6 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 76 % White
 - 9.3 % 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 2019 - 2020 school year: ≤1%

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

N/A

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, 2019 until the end of the 2019-2020 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2019	481
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Spanish, Russian

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

0 Total number ELL

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

Total number students who qualify: 19

8. Students receiving special education services: 12 %

58 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>36</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	6
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 21:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	98%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

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. 2015

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

As members of Christ the King Catholic School, we will revere Christ, respect others, and educate hearts, minds, and spirits to become future servant leaders.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

In preparing for the 2020-2021 school year, Christ the King Catholic School created schedules for in-person, hybrid, and eLearning instruction. Families had the option of choosing in-person or virtual learning, to best meet the needs of their individual circumstances. The school year began with a delayed and staggered start, with grades 4K-4 attending separately from grades 5-8 the first week of September. In the weeks following, the school transitioned to having all students on campus. Due to the safety protocols in place, such as plexiglass dividers on desks, frequent hand washing, wearing mask, and social distancing, the school has had zero transmission of the virus on campus to date. Therefore, the school has proceeded to operate on a regular schedule.

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

PART III - SUMMARY

Christ the King Catholic School (CKS) serves 477 students in 4K through 8th grade. CKS is a school within the Catholic Diocese of Dallas, Texas. The school mission permeates the campus, as faculty, students, and families build on a tradition of academic excellence and the formation of the whole student. The CKS mission to reverence Christ, respect others, and educate hearts, minds, and spirits to become future servant leaders is the cornerstone of all the school's decision making. The focus of academic excellence, spiritual growth, and social-emotional well-being is based on meeting the needs of each individual student. CKS has a longstanding commitment to the Dallas community, which is evident by its longevity. CKS was founded in 1947 and continues to promote community service, stewardship, and kinship within the Dallas community, nationally, and internationally. CKS alumni choose to educate their own children at CKS because of the school's commitment to academic excellence, nurturing spiritual growth, and dedication to promoting servant leadership.

The faculty and staff choose to serve at CKS in response to a calling, and they truly feel it is a vocation. Their care and dedication to each individual student sets CKS apart from other schools. There is a strong sense of community, with all stakeholders working together to promote the school mission. CKS admits students with a range of academic abilities and learning styles. Teachers are well-trained in differentiated instruction at all grade levels, to ensure each student is working within his/her zone of proximal development. The school prioritizes meeting each student's needs; therefore, interventions and support are implemented, as needed. The school offers a Reading Specialist/Certified Academic Language Therapist, Content Mastery Teacher, Students with Outstanding Ability in Reading and Math (SOAR) program, and a Tarpley Prep standardized test preparation program. CKS utilizes nationally-normed assessment data to inform instruction, determine resource needs, and to guide the implementation of necessary interventions. The administration and teachers analyze the data systematically to determine academic growth for individual students, as well as grade levels. The school consistently communicates with alumni, and their success at the secondary level is a testament to the strong foundation built at CKS.

The CKS community is active, engaged, and dedicated to best practices based on the most up-to-date educational research. Faculty members attend conferences, workshops, and higher education coursework in a variety of areas that impact student learning. Faculty have attended professional development in their areas of expertise, as well as areas including social-emotional development, anxiety and depression, health and wellness, curriculum development, educational leadership, and technology integration. The faculty include 22 recipients of the Catholic Foundation Work of Heart Teaching Award and many additional honors for excellence in teaching. CKS believes that a strong partnership with parents is essential to fulfill the mission. Parents are supportive and engaged as volunteers, advocates, and community partners. The generosity of parents' time, talent, and treasure allows CKS to provide an affordable education, as demonstrated by 100% participation in the Annual Fund to support the school's operating budget.

In maintaining high academic standards, CKS is consistently seeking ways in which to integrate creativity, critical thinking, and innovation into the classrooms. Classrooms are equipped with the most up-to-date technology, which includes 60-inch multi-touch interactive display technology, document viewers, and Science, Technology, Religion, Art, Engineering, and Math (STREAM) kits. CKS is a 1:1 technology campus, with all students having access to an electronic device: iPads in grades 4K-1, laptops in grades 2-4, and student-owned devices in grades 5-8. Additionally, every CKS faculty and staff member is provided a portable device to enhance instruction and communication.

CKS quickly adapted to the challenges presented by the COVID-19 pandemic. Due to the technology infrastructure already in place, teachers and students were comfortable transitioning online. The learning management systems and online learning platforms were readily available, and the school made certain that each student had access to the necessary technology at school. When school transitioned online due to the pandemic, CKS shared devices with other schools in need. CKS also held drives to collect food, clothing, and school supplies to assist local shelters and schools. After reading "I am Malala" by Malala Yousafzai, student council developed a "Dollars for Desks" drive with an on-line presence to raise money for a schoolhouse in Uganda that had no desks or chairs. This led to a relationship with Arise Africa where

students create supply packs to send to students of a similar age in Zambia.

CKS was honored as a National Blue Ribbon School in 2015 and 1994. The recognition has invigorated the school community and has served as inspiration to continue seeking innovation and best practices to meet the needs of our ever-changing society. This distinction has increased the school's professional development attendance, promoted the emphasis on academic excellence, boosted community spirit, increased admissions numbers, and has made the entire community proud to be a Crusader.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Christ the King Catholic School follows the Diocese of Dallas Catholic School Curriculum Standards. CKS aims at the integrated development of the whole child by educating each student’s heart, mind, and spirit through the lens of the Catholic faith. The CKS school environment is structured to promote spiritual, intellectual, physical, and emotional growth. The school mission is central to developing the students as responsible contributing members of society. Instructional strategies and assessments are differentiated to meet each student’s individual needs. Assessment data is utilized to inform instructional strategies, interventions, and implementation of resources. Students in grades 1-8 take Riverside’s Iowa Assessments and CogAT in October of each school year, and students in grades 2-7 take ERB’s Comprehensive Testing Program each May. The nationally-normed assessment data provides the school with important information on student achievement related to specific curricular content, as well as reasoning skills. All teachers meet with the academic administrative team for data analysis meetings to determine trends, grade level needs, and individual student growth or need for interventions. The curriculum complies with and exceeds the requirements of the Texas Catholic Conference Education Department.

Language Arts – The language arts curriculum includes reading/literature, the Daily 5 literacy framework, Saxon phonics/spelling, Wordly Wise vocabulary, written and oral language, D’Nealian handwriting, and study skills. Technology is integrated throughout language arts instruction to facilitate skills and enhance instruction. For example, SpellingCity.com is utilized to scaffold students’ spelling skills for those who demonstrate difficulty with written expression. Students who demonstrate strengths in these areas engage in differentiated learning through extension activities, flexible, leveled small groups, and enrichment activities. Based on nationally-normed assessment data, student grades, and teacher recommendations, students in grades 6-8 may qualify to participate in honors classes. 4K, DK, and Kindergarten students are paired with students in upper grade levels so that they can practice literacy activities together and create life-long bonds. All grade levels incorporate research-based practices to ensure each student is working within his/her zone of proximal development with a focus on increasing the student’s comprehension, fluency, vocabulary, phonics, and phonemic awareness skills. Students learn to read, think, communicate, and listen critically as each teacher uses differentiation strategies to meet individual student’s needs.

Mathematics – With an emphasis on hands-on, multi-sensory learning, the mathematics curriculum covers five strands: Number Theory, Estimation and Operations; Algebra: Patterns and Functions; Geometry; Measurement; Data Analysis, and Statistics and Probability. This map guides teachers in facilitating students’ development of basic skills and proficiency, as well as to become problem solvers through increased levels of higher order thinking and problem-based learning experiences. Based on nationally-normed assessment data, student grades, and teacher recommendations, students in grades 6-8 may qualify for honors classes, and all students will complete Algebra I before beginning high school. Mathematics instruction in grades 6-8 is facilitated through the “flipped classroom,” which promotes increased engagement during class time with opportunities for project-based learning, group work, and activation of higher-order thinking skills. This strategy was especially helpful in the transition to eLearning due to COVID-19, as students were familiar with the engaging virtual programs, instructional videos, and related extension activities.

Science – The science curriculum is lab-based and hands-on with an emphasis on Science, Technology, Religion, Engineering, Art, and Math (STREAM) concepts. This hands-on approach begins in 4K/DK with center-based learning, creating a love of science. Lower grade levels are paired with buddies in upper grades, and they work together throughout the academic year examining various scientific concepts, including the scientific method and experimentation. Supplementing the curriculum, trips to the Perot Museum of Science and Technology, the Dallas Arboretum, and The Trinity River Audubon Center, NASA, as well as in-house presentations, make the world a classroom. CKS founded the annual robotics competition for the Diocese of Dallas Catholic Schools. There is an emphasis on relating science to students’ daily experiences to have a greater understanding of the world around them in preparation to be successful contributors to society. In response to the transition to eLearning, students engaged in online labs, collaboration through Microsoft Teams, and virtual dissections to continue engagement in scientific

exploration.

Social Studies – The social studies curriculum focuses on four main strands: history, geography, civics, and economics. These elements of social studies concepts come to life through live Skype and Google Hangout sessions with experts in their fields, experiential field trips not only in Texas, but to New Orleans, LA and Taos, NM, and engagement and service projects in collaboration with local first responders. Depth is achieved when our students go beyond knowledge-based instruction to mastery of material through first-hand experiences. Breadth is achieved through the cross-curricular approach to integrating multiple content areas into project-based learning experiences. For example, on the Taos trip to New Mexico, the eighth-grade students engage in hands-on learning through the integration of technology, social justice experiences, astronomy lessons, and art history instruction as they explore a new culture and apply prior knowledge to build schema. The students demonstrate mastery of concepts and explore theories facilitated through the school’s partnership with Southern Methodist University. The transition to eLearning was seamless due to the fact the students were already very familiar with accessing content electronically and participating in the activities online. Even though the students were not able to physically attend field trips, classes were able to attend virtually and explore related concepts worldwide.

1a. For secondary schools (middle and/or high school grades):

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

The 4K and Developmental Kindergarten (DK) classes follow the Diocese of Dallas Catholic School Curriculum Standards. The instruction includes fine arts, health and safety, literacy, math, personal and social development, science, social studies, and spiritual development. In transitioning to eLearning due to COVID-19, CKS teachers emphasized community, social emotional well-being, and the reinforcement of curriculum standards through electronic resources and Microsoft Team Meetings. The common learning platforms for their virtual learning have been SeeSaw, Padlet, and Microsoft Teams. The creative instruction included teacher-made videos, virtual manipulatives, and hands-on learning activities designed to be completed all from home. There were challenges due to limited independence. However, teachers scheduled times to meet with parents for assistance, and the parent support helped to make the transition a success. 4K and DK teachers implemented formative assessment practices by conferring with individual students through Microsoft Teams, and were able to utilize the assessment results to inform instruction moving forward.

Teachers meet during in-service at the end of the school year and at the beginning of each school year for curriculum, instruction, and assessment meetings. These meetings provide an opportunity to analyze curriculum alignment, as well as determine individual student’s growth based on assessment data. 4K and DK teachers utilize the Bracken School Readiness Assessment, running records, and teacher-created assessments to inform decision-making. The 4K and DK classes have proven to be solid preparation for the students' success in the primary grades. The early childhood program strengthens students' foundational skills and provides the teachers with the opportunity to scaffold students' learning to the next level in the curriculum. In addition to the academic skills, there is a significant emphasis on social-emotional learning in 4K and DK. This emphasis empowers the students with confidence, self-esteem, and strong social skills.

2. Other Curriculum Areas:

Physical Education, Health, and Nutrition – Students in grades 4K-8 participate in physical education, health, and nutrition 3-4 times each week. Physical Education provides opportunities for growth and development of motor skills, while promoting healthy lifestyles and skills needed for life-long physical fitness. The instruction is organized by theme and sport and takes place both in the gymnasium and outside on the athletic fields. Good sportsmanship and teamwork are emphasized in school and in the many extracurricular, organized sports offered by CKS. Our students examine healthy nutrition choices through utilizing the United States Department of Agriculture’s interactive website and activities at choosemyplate.gov, as well as cross curricular projects incorporating our school’s edible garden. CKS

surveys students and values their input on nutritional options provided in our healthy cafeteria. The Dallas Police Department and Fire Department present various programs throughout the year, including topics related to making good choices, safety, and drug/alcohol awareness. Students also participate in the Presidential Youth Fitness Challenge. This year outdoor space is utilized as much as possible and updates to health instruction have been vital to student support in keeping everyone safe.

Foreign Languages – Spanish is required for students in grades 4K-8. The foreign language program presents students with opportunities to engage in various cultural experiences throughout the school year, which include exposure to cultural customs, traditions, and art appreciation. Upper school students demonstrate their understanding by taking the National Spanish Exam. Foreign language classes are scheduled twice per week in grades 4K-3 for 45 minutes each, and three times per week in grades 4-8 for 45 minutes each. Field trips are scheduled throughout the year to facilitate students' art appreciation by visiting the Meadows Museum at Southern Methodist University, as well as the Madi art exhibit to explore the South American influence and culture. Christ the King Catholic School is in compliance with the program's foreign language requirements.

Music, Visual, and Performing Arts – Students in grades 4K-8 participate in weekly music and art classes, which promote creativity and instill an appreciation for aesthetics. The art curriculum incorporates visual arts and art history. Various mediums are utilized for projects throughout the year, including painting, ceramics, sketching, and technology. The students engage in many cross-curricular projects, through which they relate art to their lives and study the related elements and principles. Through the music program, students learn how to read music, play various instruments, come together as a community in song, and explore the history/influence of various composers. Multiple musical performances are planned throughout the year, which highlight groups, as well as individual student's musical talents. Students can participate in various musical opportunities, including choir, drama, and the school band in grades 4-8. Opportunities to participate outside whenever possible have allowed students to safely participate in music and art by socially distancing. Performances are done individually, filmed, and then edited together to share with the community.

Technology – Technology is integrated into teaching and learning processes at all levels. Every classroom has a multi-touch interactive display technology or a SMART Board and document viewers. One-to-one devices are in place for students in grades 4K-8. All students have access to online, interactive textbooks. Computer skills, such as keyboarding, Microsoft Office, web design, and coding are mastered during designated technology instructional time, as well as the integration in all areas of the curriculum, preparing students for a lifetime of effective technology use. CKS transitioned the traditional computer lab to a Technology Enabled Active Learning (TEAL) lab. This open, flexible learning space is equipped with 3-D printers, iPads, laptops, STREAM kits, a multi-touch interactive display, and flexible seating, which promotes the school's cross-curricular approach to the integration of technology. Supplemental programs have been incorporated into instruction to increase differentiated instruction. For example, students in grades 4K-2 benefit from utilizing iPads, laptops, and audio players during the Daily 5 literacy framework. Students in grades 4-8 utilize their devices to develop work, compile data, and research topics. All 8th grade students have MathXL accounts, and work through the web-based Algebra I course, as their instructor facilitates differentiated instruction. All students participate in National Coding Week, to facilitate critical thinking skills. Students engage in web-based progress monitoring assessments for various content areas administered by the classroom teachers. Students in grades 4K-8 participate in computer class weekly. The technology teacher has also been a resource for students who learn virtually by choice or due to quarantine.

3. Academic Supports:

CKS prioritizes meeting the needs of each individual student. At the beginning of each school year, teachers attend in-service and engage in data analysis meetings with the administration. The data analysis meetings provide an opportunity for the teachers to review end of the prior school year data from spring, nationally-normed assessments. In grades 4K-1, this includes the Bracken School Readiness Assessment and Scholastic's School Readiness Test, as well as running records, and teacher-created assessments/benchmarks. In grades 2-8, students take the ERB's Comprehensive

Testing Program. This data provides teachers with important information to guide their beginning of the year instruction tailored to the specific class needs. Teachers administer beginning of the year assessments to evaluate students' prior knowledge and determine the cognitive demand level required to teach curriculum standards. If a student had been receiving an intervention at CKS the prior year, based on the effectiveness of the intervention, the student would begin the new school year continuing with that instructional support. If any of the beginning of the year assessments show areas of concern, the parents would be contacted, and additional benchmarks would be administered. In October of each school year, students take the Iowa Assessments and CogAT. When the scores are received by the school, data analysis meetings take place with the administration and the teachers. CogAT scores are analyzed, and it is determined if there are any discrepancies between predicted national percentile rankings and actual achievement on the Iowa Assessments for each student. Additionally, students with outstanding achievement are referred to our Students with Outstanding Ability in Reading and Math (SOAR) program in grades 3-5 or our honors program in either English Language Arts and/or Math in grades 6-8.

CKS provides accommodation plans for students who qualify based on a psycho-educational evaluation. Based on the diagnosis, CKS is well-equipped to meet the needs of a range of learning styles and needs. CKS has a full-time reading specialist/Certified Academic Language Therapist, Content Mastery Teacher, school counselor, and facilitates speech pathology support on campus through the independent school district. For example, the Reading Specialist works closely with the student's reading teacher to support the student's growth. A student diagnosed with dyslexia would have the opportunity to receive the Take Flight intervention program during the school day, which is in addition to core reading instruction. When a student goes through the evaluation process, the principal works closely with the parents to support the family. The report is presented to the school, and the principal will review the report, devise the accommodations plan, and meet with the parents to review and answer any questions. The school encourages involving the student in the process to promote self-advocacy in the classroom. A Student Intervention Team (SIT) meeting will take place to review the plan, including any interventions, with the family and the student's teachers. An administrator, the student's parents, the student, and all the student's teacher are in attendance for the SIT meeting. Goals are discussed and action items are delineated. A Response to Intervention (RTI) meeting is scheduled on a regular basis going forward, to determine the effectiveness of the interventions and accommodations.

CKS teachers actively differentiate instruction to meet each student's needs. Pre-assessments are utilized to determine a student's mastery of content. Students demonstrating an advanced mastery of the material are provided enrichment instruction through compacting activities, project-based learning experiences, and increased higher-level thinking lessons. A school counselor is also available to meet each student's social-emotional needs.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

CKS is dedicated to educating the hearts, minds, and spirits of future servant leaders, which requires instruction to consider the formation of the whole child. The faith-based environment provides a physical campus that is welcoming, safe, and updated to reflect educational best practices. For example, over the past few years the facilities have been updated to include painted accent walls in each classroom to reflect the research on color schemes and natural light impacting student engagement and achievement. Student work is also prominently displayed throughout the school, both in the halls and in the classrooms. Virtual displays are created to share with parents who cannot be in the school at this time.

In addition to the educational facilities, CKS emphasizes the four Cs of 21st century skills: critical thinking, communication, collaboration, and creativity. By integrating these skills into instruction in a cross-curricular manner, students' needs are met not only academically, but also socially and emotionally. Students are encouraged to be critical thinkers and to try new things. Teachers encourage a growth mindset by supporting each student's attempts at new learning endeavors, and CKS students do not view failure as a disappointment, but rather as an opportunity to try another avenue to a solution.

CKS utilizes Virtue-Based Restorative Discipline as an additional way to support each student's formation, which compliments the focus on 21st century skills. The restorative discipline approach provides a positive focus for students to inform their decision making based on virtues. When a student faces a challenge with a certain behavior, there is a school wide approach to support social and emotional growth. This provides the opportunity to scaffold students' understanding of the restorative process throughout their journey at CKS. When students exemplify the virtue of the month, they are recognized during our full school Mass with a certificate and parents in attendance.

When CKS transitioned to eLearning, teachers continued to engage students through the implementation of 21st century skills. To support learning, the school utilized electronic learning platforms best suited for the age of the students. There was increased communication and collaboration through learning management systems, which provided a clear way for teachers to communicate with students and provide important formative feedback. Teachers recorded videos, held live class meetings, and conferenced with parents to support students' academic, social, and emotion growth. CKS had opportunities for families to drive by campus to pick up materials the students would need to continue learning from home, as well as opportunities to borrow school devices to remain positive and engaged during eLearning. Even during eLearning, the school came together each morning for virtual prayers and announcements.

This positive environment provides a safe place for students to take risks, thrive academically, and learn the importance of virtues with the support of the entire CKS community.

2. Engaging Families and Community:

CKS has a strong sense of community. Parent partnership and involvement are essential to fulfilling the CKS mission and bringing vision to the mission. Every parent is a member of the CKS Parent Association (CKSPA.) The CKSPA is made up of many dedicated parents who serve on various committees to support the school, the students, and one another. The administration, teachers, and staff work directly with the CKSPA to consistently communicate ways in which to support each classroom. Formal CKSPA meetings take place monthly, and the administration is in attendance. Each month, a faculty member will also present at the meeting, which is an opportunity to share what is going on at the school. This includes presentations on field trips, social-emotional well-being, technology and social media safety, health and wellness topics, and school financial updates. This collaboration encourages open lines of communication and drives school improvement.

During COVID-19, CKS immediately constructed a CKS COVID-19 response webpage. This webpage serves as the main place to go for all updates related to the school's response to COVID-19. All information

sent to families has been archived on the webpage for easy access at any time. CKS devised eLearning Guidelines and Protocols, which outline all eLearning expectations, and is consistently updated and published on the webpage. CKS devised an extensive reopening plan, which is published on the webpage. The school transitioned from a bi-weekly newsletter to a weekly newsletter due to COVID-19, to increase communication and keep parents well-informed. The school utilizes Microsoft Teams to facilitate parent sessions on various topics, which include technology best practices, social-emotional health and well-being, learning management platforms, and health and wellness. Teachers from each grade level hold virtual “Make the Grade!” meetings for parents, which provide the opportunity for communication and collaboration centered on grade level specifics between home and school. The administration holds monthly virtual question and answer sessions with parents, to provide updates and address any questions and/or concerns. In addition to the parent sessions, the administration offers monthly virtual question and answer sessions with grandparents to provide updates on ways the school is responding to the school community’s needs.

In response to COVID-19, CKS developed Task Force Committees to advise the school in the areas of health and safety, finance and facilities, communications, academic validity, and Catholic identity. The task force committees are made up of community members who are leaders in their respective fields. These partnerships have allowed the school to make informed decisions in order to best meet the needs of our students and their families.

3. Creating Professional Culture:

CKS was well prepared to transition to eLearning. The school has prioritized the successful integration of technology over the past few years to enhance student learning. Therefore, the school was equipped with the electronic tools necessary for a successful transition, as well as with teachers who have been well-trained in utilizing the resources. In the weeks leading to the transition, professional development was held in multiple sessions for the teachers to become comfortable with the various online platforms. Teachers were offered additional sessions through outside virtual conferences, higher education coursework, and seminars. It is often said that leaders emerge in times of need, this was evident as teachers became experts in resources such as SeeSaw, Flipgrid, and Padlet and led training for faculty. During the summer, the campus was updated to make sure that the faculty and staff felt safe. Updates to HVAC systems, air purifiers in every classroom, sanitation stations, increased outdoor teaching areas, social distancing of desks with dividers, and coverage of carpool duties all provided a sense of safety. Each school day starts with a prayer, reflection, and check in to see that each person has the PPE needed. CKS believes that one of the most influential factors on student achievement is the quality of instruction the student is taught. Therefore, CKS invests in high quality professional development consistently for our teachers in their areas of expertise, educational best practices, and pedagogy and professional responsibility. In addition to the professional development offered to the teachers, CKS integrates spiritual development opportunities into the in-service schedule each school year. The school also offers faculty and staff counseling sessions, as needed, to support and promote mental and emotional health. Once a month, teachers receive Christian Witness Awards after Mass for exemplifying virtues. Teachers are also nominated for Work of Heart and Teacher of the Year Awards in recognition of their service. Virtual gatherings are held to celebrate weddings, births, and adoptions. Teachers are also encouraged and supported in their master's degree programs with administrators serving as mentors and advisors.

During COVID-19, the CKS community came together and supported the school mission by supporting one another, the faculty and staff, and the students. There has been an outpouring of prayers, kind deeds, and acts of service. Faculty and staff have enjoyed breakfasts, lunches, snacks in the lounge, and casual dress days. Family dinners were provided once a month to show thanks to faculty's families for allowing teachers to live their mission. Administrators guest teach in classes to give teachers extra time to focus on themselves. These are small gestures to bring more joy into their days, and these acts have also created a positive environment where teachers feel valued and supported. During this difficult time, the community has been resilient, strong, steadfast, and hopeful. The teachers and administrators have demonstrated determination, faith, resiliency, and resourcefulness; choosing strength and hope over fear.

4. School Leadership:

The CKS leadership philosophy is centered on developing a strong sense of community in a transparent, faith-based environment where research-based educational best practices are implemented to support student growth. The school's leadership philosophy prioritizes a culture of professionalism and trust, where relationships are built, and new leaders are cultivated. The leadership team is comprised of the President, Principal, and Dean of Students. The primary focus of the President is to make sure that all decisions are mission-driven, infused with Catholic identity, and provide a vision for the school community. The Principal is the chief administrator overseeing the daily operations of the school with the integration and implementation of programs that safeguard academic excellence. The President and Principal share governance and leadership responsibilities to confirm a strong synergy amongst the school, church, and parents. Both leaders ensure all aspects of operational vitality, such as financial and facilities planning, personnel management, admissions and advancement, and communications and marketing. The Dean of Students coordinates student programs and is responsible for student formation initiatives. The President and Principal meet weekly with the Director of Finance, Director of Technology, and Director of Admissions to review status reports, set goals, and reflect on prior occurrences to meet the needs of the school community. These meetings promote open dialogue, collaboration, and cohesiveness. Due to this collaboration, the school is able to implement initiatives with a strong support system and further the school's success.

CKS leadership emphasizes the importance of student achievement by valuing the needs of each individual student. Data analysis meetings take place with each grade level teacher to examine recent nationally-normed assessment data for grade level trends, horizontal and vertical alignment, and individual student needs. The Principal also confers with individual teachers for curriculum, instruction, and assessment meetings throughout the school year to analyze alignment and determine if there is a need for additional resources and/or interventions.

All decisions are made to reflect the school mission. The leadership ensures that decisions and actions promote student achievement by creating a culture of trust. Stakeholders from various constituent groups serve on committees before decisions are made final, and all are encouraged to have a voice. During COVID-19, the leadership developed Task Force Committees for community members to serve in advisory roles. The administrators met with these committees frequently, consulted with local and national experts, and implemented the most up-to-date health and safety practices to protect the CKS faculty, staff, and students. The administrative roles adapted from being instructional and spiritual leaders in the classrooms, to being leaders in successfully navigating the community through a health pandemic, as evidenced by significant growth in the students' 2020 nationally-normed assessment scores.

5. Culturally Responsive Teaching and Learning:

Christ the King Catholic School begins each day with an oath to respect others and ourselves so that all may live in dignity, and take responsibility for the spiritual, intellectual, and physical growth and well-being of all members of our community. As a Catholic school, students are taught to build community through fulfilling the gospel call to fellowship and social justice; of giving service to all persons through sharing spiritual and temporal goods with those in need. Through a comprehensive offering of a variety of learning experiences, students are prepared to engage with societal demands, to understand and participate in civic and social activities, and to appreciate the worth of each person and culture.

CKS aspires to cultivate informed, ethical leaders who have a love of learning and a lifelong commitment to Catholic values and service. Each lesson plan includes a link to Catholic Social Teachings so that instruction prepares students to be socially responsible servant leaders, both locally and globally, who can demonstrate knowledge and understanding of the current world environment. Students communicate and collaborate across economic, political, religious, geographic, and cultural differences to create dialogue and bring about peace.

The focus on Catholic Social Teachings creates a culture of awareness and responsibility to openly

discuss local and global events and provides a call to action. Students start with learning the dignity of life; that everyone is their neighbor. A call to community follows, focusing on the belief that we are all one family. Next, the theme of rights and responsibilities teach students to seek justice, to rescue the oppressed, and to defend the vulnerable. Solidarity teaches students that if one person suffers, we all suffer. The preferential option for the poor and vulnerable principle teaches that it is everyone's calling to help those in need by caring and acting for the rights of workers, so that all may have equity and live a full life. Students are taught that service is a social responsibility that is ongoing, not a one-time charity. Fr. Boyle, author of a CKS faculty PLC book study, states "we are called to be in kinship with those that find themselves on the margin so that the circle of compassion grows until no one is left outside our circle." In developing these principles and building relationships, students will be a force for good in the world.

Our faculty and staff are trained in culturally responsive pedagogy to implement effective instruction with culturally relevant learning experiences. Whether it be novel discussions in literature, such as "House on Mango Street" or "Esperanza Rising," daily student news updates in social studies to discuss tragedies and our responsibility to change, or celebrating Los Posadas and The Feast of Our Lady of Guadalupe, students are celebrating and learning about various cultures and experiences.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The CKS community has demonstrated a tremendous effort in supporting our teachers, students, and families throughout the COVID-19 pandemic. CKS quickly transitioned to eLearning in March, with little to no down time. Teachers immediately began their instruction online, students remained engaged, and parents have been eager to support the school. The one practice that has been most instrumental in our students' continued academic success is the emphasis on academic excellence through utilizing technology for collaboration, critical thinking, and communication. When the school transitioned to eLearning, teachers utilized RenWeb's Learning Management System, Microsoft Teams, Padlet, and SeeSaw as the main electronic resources to facilitate instruction online. Teachers recorded instruction, conferred with parents virtually, and utilized electronic progress monitoring assessments. As an elementary school, CKS greatly values hands-on activities, collaboration, and socialization in the formation of well-rounded students. Initially, online instruction proved to be a challenge in the area of socialization due to the limitations of being strictly online. However, teachers implemented creative ways to get the students involved and interacting. The school started eLearning entirely asynchronously, allowing families to work at a pace that worked best for them. However, over time we refined this practice by integrating synchronous instruction through Microsoft Team meetings. The synchronous classes provided a wonderful opportunity for students to communicate live with their teachers and classmates. These live sessions provided opportunities to socialize, reflect, and engage with each other after weeks of not seeing each other. Teachers' expectations remained high, and students rose to the challenge.

In October of 2020, students in grades 1-8 took the Iowa Assessments and CogAT, and the community was eager to know how the students' achievement was impacted by eLearning. The scores showed at least a year's worth of growth in each grade level and subject area, with some gains significantly greater in areas. This is a great success worthy of celebration, and it is due to the leadership team's dedication, the teachers' creativity and perseverance, the students' determination and spirit, and the parents' support and grace. The success reflects the entire community coming together in collaboration, critical thinking, and communication utilizing technology as a resource and our mission as a driving force.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$11835
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1500

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 3%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

¹ Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

² Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

³ Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)