

U.S. Department of Education
2022 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 Mrs. Brooke Shappell
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 10694 Highway 41A
(If address is P.O. Box, also include street address.)

City Henderson State KY Zip Code+4 (9 digits total) 42420-9642

County Henderson County

Telephone (270) 533-1286 Fax (270) 533-4827

Web site/URL https://cairo.henderson.kyschools.us E-mail brooke.shappell@henderson.kyschools.us

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. Bob Lawson E-mail bob.lawson@henderson.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Henderson County School District Tel. (270) 831-5000

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. Mike Waller
(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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

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

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 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	0	0	0
K	19	32	51
1	24	22	46
2	23	17	40
3	24	20	44
4	20	17	37
5	22	19	41
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	132	127	259

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 3 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 7 % 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 2020 - 2021 school year: 17%

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

Due to the circumstances of the pandemic in the 2020-2021 school year, our mobility rate at Cairo Elementary was elevated. Some of our families chose home school for their children while we delivered instruction through non-traditional means or while on the hybrid schedule until we were back to in-person instruction on a more consistent schedule.

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, 2020 until the end of the 2020-2021 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2020	248
(5) Total transferred students in row (3) divided by total students in row (4)	0.17
(6) Amount in row (5) multiplied by 100	17

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

Spanish, Gujarati, Haitian/Creole French

English Language Learners (ELL) in the school: 2 %
5 Total number ELL

7. Students eligible for free/reduced-priced meals: 49 %

Total number students who qualify: 128

8. Students receiving special education services with an IEP or 504: 17 %
44 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 with an IEP or 504 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>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 6
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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	90%	95%	96%	96%	96%
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 2021.

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.

We will be people of good character who learn, grow, and adapt through victories and challenges in order to contribute to our society.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

https://www.henderson.kyschools.us/apps/pages/index.jsp?uREC_ID=2373463&type=d&pREC_ID=2220987

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

PART III – SCHOOL OVERVIEW

Cairo Elementary is a small, rural school located in Henderson, Kentucky. At Cairo, we are a TEAM. We are a FAMILY. We take pride in working collaboratively in all that we do to ensure our students succeed. At Cairo, no need goes unmet for our students, staff, and families. We work together to remove barriers that may stand in the way of student achievement. Our students, staff, and families are proud to say they are from Cairo Elementary and Henderson County.

Our school climate is positive with a focus on both academic achievement and character education. We set high expectations for ALL with student achievement and positive behavior, and we hold our students accountable. Our goal is to develop leaders in our school who will be equipped with skills necessary to be leaders in our community one day. In 2017, we were named a Leader in Me Lighthouse School for our full implementation of the Leader in Me process. Since then, we have developed our own Kid of Character program in which we teach our students eight character traits that will help develop their leadership potential - initiative, teamwork, respect, responsibility, gratitude, grit, integrity, and empathy. Our students and staff don't just speak about these character traits, they live them every day. Our school has embraced positive behavior supports, and we developed new expectations and a school-wide behavior plan that is consistent and based on recognizing and rewarding students for being respectful, responsible, and safe at school. We focus on student recognitions and praise students for their academic and extra-curricular accomplishments. Our students celebrate the accomplishments of one another, and you will often hear students congratulating and motivating one another in our school. Our teachers and staff initiate positive contacts with all parents on a regular basis. Consequences for students who do not work hard and behave appropriately are well communicated and consistently enforced. We also expect excellent attendance, and our attendance rate is typically one of the highest in our school district. Our staff builds strong relationships with our students and plans motivating activities and events for them which encourages consistent attendance and helps develop a love for coming to school.

As a school, we are all working toward a common goal with student achievement. We set SMART (Specific, Measurable, Attainable, Relevant, and Time-based) goals for our NWEA MAP (Northwest Evaluation Association Measure of Academic Progress) benchmark assessment and our state assessment each year. These goals are set, tracked, and communicated in all that we do. Our students set goals at the individual level, at the classroom level, as a grade level team, and our staff sets schoolwide goals, as well. We focus on ensuring our students know that meeting their individual goals leads to helping their class meet the classroom goals, which leads to helping the grade level meet the grade level goals, and ultimately helping our school meet our schoolwide goals. We are all part of the TEAM, and it takes us all giving our best to achieve the goals we have set as a school. For the past two years, we have met our NWEA MAP school-wide goal in math of at least 85% of our Cairo students reaching or exceeding the 50th percentile, and we have made steady progress toward reaching this goal in reading, as well.

Parents and families are valued as important partners in their child's education, and we believe that relationships are the foundation of all we do. Our parents are committed to being a partner in their child's education. Our PTA (Parent Teacher Association) is strong and visible throughout our school and is highly involved in events and programs. Community support is strong at Cairo and our family events are extremely well attended.

Over the past two years, we have experienced some unique challenges due to the pandemic, but we let nothing break our focus from striving for high student achievement. Our team worked together to set high expectations during nontraditional instruction (virtual learning), synchronous instruction, as well as in-person instruction when our students were able to be present in our schools. Our teachers taught "live" every day, no matter what mode of instruction we were utilizing. Cairo teachers and staff held students accountable for attending live Google Meets each day we were not in person, and we kept our normal pacing as much as possible despite the challenges the pandemic presented. Our teachers continued to differentiate classwork within Google Classroom, and our intervention and special education teams provided support to students virtually that went beyond our Tier 1 instruction. During hybrid instruction, our teachers taught students in-person at school while others were at home attending via live Google Meets. Our school moved

to synchronous instruction as soon as we felt prepared to do so in order to keep moving forward with our instruction and to ensure our students achieved at high levels. Our teachers engaged students in high quality instruction and kept them motivated to learn by using breakout rooms and continuing to utilize their Kagan engagement structures. When students were able to be in the building, we were highly intentional about providing targeted small group instruction and after school supports, such as ESS (Extended School Services). Our team communicated and partnered with parents constantly and did home visits on nearly a daily basis to work with families to remove barriers. An example of this was providing hotspots to families of students who lacked internet access. From the start of the 2020-2021 school year, our focus was to provide high quality instruction for our Cairo students...no matter what. At the end of the 2020-2021 school year, our NWEA MAP testing benchmark data showed that, of the students who were with us from start to finish that school year, 85% were at the 50th percentile or above in math and 81% were at the 50th percentile or above in reading.

Cairo Elementary is an evolving school community that is determined to be a high performing school.

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:

At Cairo Elementary, we set high expectations for all students in all content areas. To build our targeted instructional plans, we start by deconstructing the KAS (Kentucky Academic Standards) and then build clear learning targets from these standards. Our teachers communicate these clear learning targets in each lesson to ensure instruction is focused and students are aware of why they are learning each skill or concept. We are intentional about providing high quality, direct instruction for all students on grade level standards while also differentiating instruction for small groups based on individual needs and/or skills. We meet students where they are and push them to learn at high levels. We assess students in an ongoing cycle through both formative and summative assessments, as well as through benchmark assessments.

We analyze student performance in an on-going cycle as part of our PLC (Professional Learning Community) process. Our administrative team, along with our two interventionists, meet with grade level teachers weekly to analyze formative assessment data and plan intentional interventions for students who are struggling to master grade level standards, as well as to plan for those who are ready for acceleration. During these PLC meetings, our team collaborates on instructional strategies that could be used as next steps with individual students to help them master the targeted concept or skill. Our RTI (Response to Intervention) team focuses on meeting the academic and behavioral needs of our students who are at risk of falling behind academically and/or socially. Our special education team collaborates with grade level teachers and provides high quality co-teach and resource instruction to ensure our students who qualify for special education supports are growing and learning at high levels. Teachers at all grade levels use Kagan engagement strategies to motivate students and require active participation by all. At Cairo, we are a collaborative team that takes ownership for the learning of all students every day.

1b. Reading/English language arts curriculum content, instruction, and assessment:

At Cairo, we have a common goal - All students will read and read well. Our reading plan was developed around the five components of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Primary students receive 120 minutes of uninterrupted reading instruction each day and intermediate students receive 90 minutes of uninterrupted reading instruction each day. These reading blocks are broken into segments that include whole group direct instruction, small group differentiated instruction, and independent work time to ensure transfer of skills. Through analysis of assessment data a few years ago, we saw trends pointing toward a lack of phonics instruction in our primary grades, so we purchased the Saxon Phonics program and have developed a specific, targeted plan for primary instruction using this program. Fluency checks are given at each grade level in an on-going cycle, and teachers analyze fluency assessment data to plan for next steps in instruction as well. Each grade level requires two nights of differentiated fluency homework each week, and our primary students focus on mastery of sight words as part of their fluency plan.

We also have a schoolwide, intentional comprehension plan in which we target four comprehension skills (summarizing, main idea, compare/contrast, and inferencing) in an ongoing rotation. Our teachers all use the same tools and organizers to teach students these comprehension skills from kindergarten to 5th grade. These tools and organizers are adapted as students progress through the grade levels, but the foundational pieces of the organizers and how we teach these comprehension skills is consistent.

As a school, we also have an intentional focus on students reading independently for at least 20 minutes each day, and we spread this message to parents through all communication - phone calls, parent nights, newsletters, etc. We want our parents to understand that they are a partner in ensuring their child becomes a strong, fluent reader who comprehends high level texts. The AR (Accelerated Reader) program is also a part of our comprehension plan, and students work hard to attain personal goals through this program each

marking period. We have multiple student recognitions throughout the school year to celebrate student success as students meet or exceed their AR goals or show mastery of sight words.

We focus on writing in all content areas, including our other curriculum areas of library, guidance, physical education, and music. We developed a schoolwide writing plan a few years ago to ensure our direct instruction in writing was consistent and vertically aligned with adjacent grade level instruction. Each grade level has a monthly set of skills and expectations to master, and we use common organizers for writing across all grade levels. Teachers collaborate on best practices to use in their writing instruction, and our students write to demonstrate learning in each content area. We assess writing in an ongoing cycle in PLC meetings at each grade level. At Cairo, we believe that if our students can read and write well, they can do anything!

1c. Mathematics curriculum content, instruction, and assessment:

In mathematics, our goal is for students to develop the ability to apply mathematics to solve problems in the real world. We focus on the Standards for Mathematical Practices that are within our KAS which include: making sense of problems and persevering through solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling with mathematics, using tools strategically, attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning.

All grade levels at Cairo have a 90 minute math block that is divided into 30 minutes of number talks and calendar math based on Everyday Counts Calendar and 60 minutes of the Math in Focus curriculum. Our calendar math instruction is a spiraled approach to pre-teaching and re-teaching math concepts every day throughout the school year. It encompasses a variety of skills such as geometry, number and operations, measurement and data, and operations and algebraic thinking. Within our daily number talks, students are challenged to solve problems in multiple ways and share their thinking with others. Our daily number talks help build mental math strategies and teach our students to fluently "talk about math."

We also have a strong focus on math fact mastery. By 2nd grade, our expectation is that all students have mastered all of their addition and subtraction facts to twenty and are fluent in these facts. For our intermediate students, the expectation is that they are fluent in all multiplication and division facts through the twelves. We believe that when students are fluent in these facts, it has a significant impact on their ability to compute and problem solve.

As part of our school improvement efforts, we have identified that a math area of focus is to teach math vocabulary to mastery. Each week, we have a math vocabulary word of the week schoolwide. This vocabulary word is taught and reviewed throughout the week during lunchtime by our principal and our instructional coach, so that all students are being intentionally taught the same math vocabulary, in the same way, schoolwide. Application of computation skills and vocabulary is our end goal in math.

Our direct instruction in math at Cairo is also heavily focused on solving single step and multistep word problems. We teach a variety of strategies for students, such as the bar modeling strategy, to use when they are faced with a real world story problem. These combined efforts have led us to increased student achievement in mathematics at Cairo. Our assessment data has consistently improved over the past several years due to this intentional focus.

1d. Science curriculum content, instruction, and assessment:

In science, our students have a specific set of standards that articulate what they should know and be able to do at each grade level. These standards are constructed of science and engineering practices, disciplinary core ideas, and crosscutting concepts such as cause and effect, identifying patterns, and relationships of structures and functions. Each grade level at Cairo addresses standards and student needs in science through the use of Mystery Science, which is an inquiry-based, online K-5th grade science curriculum. Students learn through videos, demonstrations, inquiry processes, hands-on experiments, and discussion with peers. Our students have been motivated and captivated by these mysteries in science, and this online curriculum

was very useful in the circumstances we faced with the pandemic.

Science is not just taught within our classrooms; it is interwoven into our cafeteria and our library as well. Every week in our cafeteria we have "Super Science Friday," and the administrative team presents students with a follow-up Generation Genius video centered around a specific science topic. When students visit our library for library classes each week, they also participate in STEM (Science, Technology, Engineering, and Math) stations and our 3rd and 4th graders participate in a pinewood derby and rocketry project to further learn about how design and forces affect the speed of a moving object.

To assess progress, teachers use formative classrooms assessments and Through Course Task assessments that are designed to go beyond assessing surface level science content. These Through Course Tasks address the science and engineering practices, as well as the crosscutting concepts, and they are analyzed at the classroom level and grade level to inform next steps in science instruction. At each family night we hold throughout the school year, we provide a STEM family activity for students and families to promote understanding of science concepts as well. All in all, we promote critical thinking and problem solving in science with an inquiry-based approach.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

In social studies, the ultimate goal is for students to develop the ability to make informed decisions in our democratic society and in our interdependent world. At Cairo, we use the Social Studies Alive curriculum, along with other supplemental resources, to teach the KAS for social studies. Our students participate in skill building activities and use interactive online student notebooks along with videos, lesson games, and vocabulary cards to make sense of the social studies content. Students engage in differentiated instruction and blended learning activities that require them to be physically, emotionally, and academically engaged. All lessons contain extensions for students who are excelling in social studies, as well as connections to the ELA (English Language Arts) standards for reading, writing, speaking, and listening. Students are assessed within the curriculum and plans for next steps in instruction are developed based on student performance. Students at Cairo are required to complete the lesson games, which serve as tutorials, to a standard of excellence. Social Studies Alive lessons are paperless which made them compatible for use within Google Classroom and on live Google Meets during our time delivering instruction virtually. Students in 5th grade also participate in the Everfi Economics online learning program which engages them in differentiated lessons about money, needs, wants, and all things economics. Our social studies instruction and assessments include everything from geography and Native American cultures to modern America, economics, and our role in government. Students and staff also organize and lead community service learning projects by grade level throughout the school year to teach our students the importance of being servants in our community. All of these strategies combined help prepare our students to be productive citizens in our ever-changing world.

1f. For secondary schools:

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

2. Other Curriculum Areas:

At Cairo, students in kindergarten through 5th grade engage in learning in other curriculum areas for 40 minutes per day each week. Students have a class in physical education and health, library, guidance, music, and technology every week. In physical education and health classes, all students participate in a variety of units that focus on skills such as locomotor and non-locomotor movements, stretching, sports skills, teamwork, character building, health, and archery. Adaptations and modifications are made for students in the physical education class so that all students are able to participate and excel.

In library classes, our students engage in a variety of STEM stations weekly in addition to being taught the KAS for Library Media. Our media specialist and our computer lab technician lead a variety of clubs and projects such as our monthly Student Technology Leadership Program. STEM projects include a 3rd grade pinewood derby contest in which students use what they have learned about forces, motion, and friction to design, build and race derby cars. Students in 4th grade engage in a rocketry project in which they design, build, and launch paper rockets. They then work on altering their rockets and improving their design for a second launch. We have also partnered with a local mechanical engineer who works within our library to teach groups of students to program a Fanuc manufacturing robot we purchased three years ago with grant funds.

Our guidance counselor works closely with teachers to provide supports to students in the large group setting, small group setting, as well as individual counseling. In weekly guidance classes, students in K-2nd grade receive instruction through the Second Steps lessons which target learning skills, emotional awareness, problem-solving skills, and emotion management. Students in 3rd-5th grade receive instruction through the Sources of Strength lessons which allow students to explore their strengths and utilize those strengths to overcome challenges and overwhelming emotions. Character education is also embedded in weekly guidance lessons, as well as reinforced in all areas of our school. Students in 3rd-5th grade are also provided the opportunity for short-term mental health supports through a weekly check-in system with our school counselor. A referral system is in place for all students in K-5th grade if short-term mental health supports are needed.

Music classes are taught using a hands-on approach. Lessons for all grades include cultural music, learning to play instruments, elements of music, and music writing. In a typical school year, every grade level participates in a musical program which also incorporates drama concepts. We plan on returning to performing these musical programs next school year once we are able to gather in large groups again. Also, next year, we plan to reinstate our choir for 3rd-5th grade students. This group of students holds performances, sings, and participates in community events.

All students in our school are 1:1 with technology, as each student has his or her own Chromebook. In weekly computer classes, our students learn about cyber safety, conduct research for class projects, and learn basic typing skills. Our instruction is strong in our "specials" classes at Cairo, and our students are challenged to excel in these other curriculum areas, too.

3. Academic Supports

3a. Students performing below grade level:

We assess our students in an ongoing cycle at Cairo Elementary. Students who are performing below grade level receive a variety of targeted interventions each day based on their individual needs in the areas of reading, math, and writing. Within our classrooms, our teachers provide direct, small group, differentiated instruction for students who are below grade level. In addition, students who are not meeting grade level standards and expectations receive RTI services in reading and math for an additional 30 minutes each day of the week. Students performing well below grade level are progress monitored either weekly or biweekly and our RTI team meets weekly to analyze the progress of each of these students. During our weekly RTI meetings, our team collaborates with intervention teachers to plan for next steps to best meet the needs of each student performing well below grade level.

Also, our music, library, guidance, PE, and technology teachers assist in reading classes each morning as they work with primary students who are struggling to learn foundational reading skills. Our "specials" teachers provide one-on-one, targeted practice for these primary students to improve letter recognition, sound recognition, and sight word fluency.

In addition to our RTI services that occur within the school day, students performing below grade level stay for ESS one day per week. During ESS, our classroom teachers design instruction in reading and math tailored to support students who are below grade level. Every Wednesday afternoon, some students stay for an additional hour of BUG (Bringing Up Grades) Club. During our weekly BUG Club, one certified

primary teacher and one certified intermediate teacher volunteers to stay after school to help students who are struggling to catch up on missing or incomplete work. At Cairo, we work as a collaborative team to ensure we are planning intentional next steps to meet the needs of students performing below grade level in our school.

3b. Students performing above grade level:

Students who are exceeding grade level standards and expectations receive a variety of supports to continue moving their learning forward. Through weekly analysis of student assessment data, we are able to analyze where these students are performing in each skill in reading, math, and writing. Within the daily reading and math blocks, our teachers differentiate small group instruction to accelerate learning for students who are performing above grade level. These students also receive an additional 30 minutes of reading and math interventions each day that is tailored to meet their individual needs. In reading, some students who are exceeding grade level expectations participate in book clubs and novel studies to deepen their comprehension of more complex texts. Our district also provides weekly gifted and talented services for students who qualify due to consistently performing well above grade level expectations. Our district gifted and talented teacher provides pull-out enrichment services for these students weekly and also collaborates with our grade level teachers to help them plan accelerated instruction for these students.

Within the school day, we utilize a variety of computer based programs that provide differentiated learning for students. Students work within the Compass Learning, Reflex Math, and Headsprout learning platforms weekly. Compass Learning builds an individualized path for each student based on how he or she scores on our NWEA MAP benchmark assessments. Reflex Math is also an individualized math fact fluency program that is adaptive and allows for acceleration with math facts for these students. Students who are excelling in our primary grades are challenged through the use of the Headsprout program. This program is tailored to automatically adapt to the needs of each student, so it challenges all of our primary students, including those performing above grade level standards, to read at their individualized pace. All in all, we meet all students at Cairo where they are and design instruction based on the individual needs of each child.

3c. Special education:

Through our RTI program at Cairo, students are progress monitored on a consistent basis and this data is analyzed in our weekly RTI meetings. Students who are not making expected progress with the addition of these targeted interventions are referred for possible evaluation and placement for special education. Our school psychologist works closely with our RTI team and teachers to track progress, evaluate students for special education services, and help create targeted plans for students who qualify.

Students at Cairo who qualify for special education services are provided supports tailored to meet their individual needs. When a student qualifies for these services, our team, along with the child's parents, meet to analyze data and develop an Individual Education Program. Targeted, individual goals are developed for the child and are consistently progress monitored. Modifications are made to these goals as needed to best meet the individual needs of each child. Students who qualify for special education services receive grade level instruction within their classroom as well as co-teaching supports and/or resource support from a certified special education teacher. Our special education teachers collaborate with grade level teachers to specially design instruction to ensure all Cairo students grow and learn. For students who qualify for behavior supports, our special education teachers also work closely with our regular education teachers to design behavior plans, visual schedules, and rewards to reinforce positive behavior. Students who qualify for accommodations are provided with these supports during daily instruction, as well as on assessments, to ensure their individual needs are being met.

We also collaborate closely with related service providers in our district to provide high quality speech and language services, occupational therapy, and physical therapy for students in need of this support. Other district specialists who offer a great deal of support and work closely with us throughout this process include a special education director and coach, a behavior team, and a mental health team. We work together closely to ensure all Cairo students are successful in all environments.

3d. English Language Learners, if a special program or intervention is offered:

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

To engage and motivate students at Cairo, we place a strong focus on building a positive school culture. We believe that relationships are the foundation of all we do and we work hard to build a culture that focuses on being a team first. We set high expectations for our students academically and behaviorally and we hold students accountable. These expectations include being respectful, responsible, and safe in all that we do. Because of the strong relationships we have with our students, they want to work hard and perform well. We utilize positive behavior supports within our school and students are recognized for excelling when it comes to behavior and academics.

Through our Kid of Character framework, we teach our students to take initiative, work as a team, show gratitude and empathy, have perseverance and grit, and demonstrate integrity in all they do. Each month, a child from every homeroom is recognized for demonstrating these character traits and for being a student of good character. As a staff, we also take responsibility for modeling these character traits for our students each day. We believe that we must model these traits ourselves if we expect our students to do the same.

In order to build a strong culture schoolwide, we also believe in building relationships among students from differing grade levels to unite our students and staff as one team. We have created time on our monthly schedule for students to participate in a staff sponsored club. Students from all grade levels meet together monthly in clubs, to build relationships with students outside their classroom or grade level and to learn a new skill or hobby. Some of our clubs include cooking club, pet club, yoga club, and directed drawing club. We strive for all of our students to be a part of a group so they feel connected to our school community. We also believe in giving our students a voice in our school. We have a student leadership team that meets with a sponsor monthly to give input and ideas on how to make our school and our community an even greater place. This team helps plan school rewards and events, as well as organizes service learning projects to help others in our community.

Student recognitions are an integral part of our school culture too. When students pursue excellence, we believe this should be celebrated and recognized. Students are recognized on a continual basis for meeting and exceeding their personal goals or grade level expectations with medals, certificates, trophies, and with their accomplishments being spotlighted on our Cairo Elementary Facebook page. During remote learning, our staff continued to keep consistent, high expectations for students, as well as provide engaging lessons each day to encourage students to participate. As a school, we did not waiver from relationship building, providing high quality instruction, and recognizing students for their achievements, no matter what mode of instruction we were utilizing.

2. Engaging Families and Community:

Engaging our families and community is essential to student success. At our school, we work closely with our families and, in return, they partner with us in their child's education. We have two parent representatives on our school council that are elected by our parent population each year. The parents on our council help us analyze data and practices and are a part of our school improvement planning efforts. Our PTA has strong representation by parents who volunteer to work with our staff and other families to raise money and plan events as well.

We have partnerships with organizations such as the Rotary Club who provide dictionaries to all of our 3rd grade students. We also partner with Junior Achievement volunteers who help prepare our young leaders to succeed by teaching our 3rd grade and kindergarten students about work readiness and planning for their futures. Throughout the year, our students also help plan and carry out service learning projects such as collecting food for the Salvation Army and collecting items to donate to a local animal shelter. We have even helped organize a Red Cross Blood Drive at our school. One of our local churches provides food and supplies for students and families who are in need of these resources as part of our weekly "backpack program." The United Way has been instrumental in providing grant funding for our school to help

purchase phonics kits for our primary students to improve reading achievement at Cairo.

We also have many community partners who have assisted us with our STEM initiative in our media center. Our local POW (Partnership of Women) organization provided grant funding for our school to purchase a Fanuc manufacturing robot for our media center. A local engineer from Norton/St. Gobain Abrasives leads a robotics club that meets with 4th and 5th grade students after school to learn to code this robot. Additionally, several of our local manufacturing companies have partnered with our school by speaking with our students about their careers, volunteering to help with our 3rd grade pinewood derby event, and helping our students learn to code our CNC (Computer Numerical Control) machine. The first year our 4th graders engaged in their rocketry project, we even partnered with a local pilot to teach our students about aerodynamics and design in the real world. Our families and community are strong supporters of our students and are instrumental in ensuring our students achieve at high levels.

3. Creating Professional Culture:

In education, developing a strong professional culture is essential. As a school and as a district, we provide professional learning opportunities in an ongoing cycle that are focused on content standards, curriculum implementation, and instructional strategies. When staff attend professional development, the expectation is that they come back to school and share with our team. This helps build and strengthen our professional learning communities. We survey our staff on professional development needs and then design professional learning based on these needs. Examples of this have included Kagan Engagement training to increase our effectiveness schoolwide with engaging students within the classroom and PLC training to increase our effectiveness of our collaborative teams. Our specials teachers, such as our music teacher, physical education teacher, and library/media specialist, attend professional learning specific to their content areas. Our special education teachers receive professional learning that is tailored by our district to meet their needs as well. Our staff reflects after each professional development to share feedback with presenters and also share questions about continued needs or next steps.

In our weekly PLC meetings, part of our analysis of student assessment data always includes questioning our teachers about what additional resources or learning they need to teach or reteach this skill. As a collaborative team, we also provide opportunities for teachers to do peer observations within our school and within other schools as well. We believe that teachers learn best from one another and from sharing ideas and strategies that have proven effective within their classrooms. Each summer, we engage in team building and professional learning which has included book studies, team scavenger hunts, and analysis of professional educational articles.

As we transitioned to distance learning and the hybrid model of instruction, our teachers worked closely with our district Digital Learning Coach. Our Digital Learning Coach provided group and individualized professional learning to help our teachers learn the components of Google Classroom and how to effectively provide live instruction via daily Google Meets. She also provided resources and other technology training for our teachers at all hours of the day and night to ensure she helped our Cairo teachers provide the highest quality instruction while utilizing distance learning. We strive to build a professional culture and environment where our teachers feel valued and supported at Cairo.

4. School Leadership:

School leadership at Cairo focuses on doing what is best for our students, no matter what. To start, this begins with getting the right people in the right positions in our school. The administrative team works diligently to recruit and retain high quality staff who share core values that are consistent with our school mission. The administrative team consists of our principal and our instructional coach, who both have an intentional focus on instructional leadership and building genuine relationships with all students, families, and staff. These relationships are the foundation of all we do. Our principal works closely with the school council to analyze student data and ensure school policies are focused on student achievement. Both our principal and instructional coach conduct formative classroom walkthroughs in an ongoing cycle to provide formative feedback to teachers to improve instruction in our classrooms. The administrative team uses teacher input to design professional learning for staff at the school level, and our instructional coach also

helps deliver district professional development too. In weekly PLC meetings, our principal and instructional coach facilitate conversations as we analyze data with teaching teams and plan for next steps in instruction.

The administrative team is visible throughout the school day and each morning our principal leads morning assembly where we review our schoolwide expectations to set the tone for the day. Our schoolwide expectations are taught and enforced by all staff and, if a student chooses not to follow these expectations, our principal works with the child to analyze the choice that was made and plan for appropriate behavior choices to be made in the future. During lunches, both our principal and instructional coach reinforce content vocabulary as they teach our students during the last few minutes of each lunch period. They also work with students who are struggling in small groups or on an individual basis.

At Cairo, we all take ownership for the learning of each child. The administrative team also establishes an environment that promotes collective teacher/staff efficacy and a sense of teamwork. Everyone in our school, no matter what the job description, is a contributing member of our team and is essential to ensuring our students are successful. School leadership focuses on recognizing staff for accomplishments and showing appreciation to staff for the many things they do that go well above their job description. This is done through weekly staff "shout-outs" and recognizing a staff member of the month for their good character. Overall, our administrative team fosters an environment of genuine relationships and promoting teamwork each day.

5. Culturally Responsive Teaching and Learning:

At Cairo, we understand the importance of meeting the needs of students and families each and every day. We make every effort to be culturally responsive and to provide an equitable and respectful learning environment for our students and staff. Our mission, that we recite every morning in morning assembly, states that we will be people of good character, and we strive daily to be respectful, responsible, and safe leaders. These are our priorities.

We meet the needs of our families in many ways. First and foremost, our staff members build relationships with our students. We know them inside and out, and because of this, we can see and meet their needs. Our students also build relationships with each other throughout the building. We have a variety of activities that match up students within and across grade levels. "House" activities, monthly clubs, and even daily lunch periods are examples of this. This helps students feel the family atmosphere and feel a sense of belonging, which helps to meet the most basic need of feeling loved and important.

Another way we meet the needs of our students is through our counseling and family service programs. We have a guidance counselor and a mental health counselor who work assiduously to meet the needs of students who have social and/or emotional needs. We also have a Family Resource Coordinator who works diligently to meet the physical needs of our students. She helps families with school needs, basic needs (clothing, food, rent, utilities, etc.), and medical needs (glasses, medication, and transportation for appointments). All of these services are available for anyone who needs them. Families can request assistance or staff can refer a student for assistance if they see a need.

Our teachers also meet the needs of our students in the classroom by providing a curriculum that is rich and instruction that is filled with more than just content learning. Throughout the year, teachers incorporate diversity and an understanding of those around us. Lessons about Women's History, Native American Heritage, Black History, and holidays of many cultures are examples of this, not to mention being culturally sensitive and inclusive for our students who are English learners. Literature from diverse backgrounds and cultures is presented through ELA materials, and all types of children and families are celebrated within the literature found in the Fountas and Pinnell Classroom collection. Teaching our KAS for social studies also provides a way for teachers to help students become more aware of cultures besides their own and to learn about current events in our society locally and around the world. In addition to these content areas, our teachers also use their service learning projects to teach diversity and address the many needs that are present in our very own Cairo community. Past projects have included collecting toys for children whose families have fallen on hard times, collecting food and necessities for residents in our area affected by

terrible storms, and raising money for philanthropic organizations that serve members of our own Cairo family.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our growth and development in the Professional Learning Community process has been most instrumental in our success at Cairo. Within the PLC process, we focus on learning for ALL students and developing collective teacher efficacy. We work to be strategic in analyzing student formative assessment data and planning for intentional next steps in instruction based on the assessment results for each child. When we analyze data, we focus on strengths, areas for growth, and our plan for moving forward with the skill(s). We have developed collaboratively and passionately agreed upon SMART goals that we all work toward together, and this has united our students and staff. We track and share our data among grade levels and with our students, and this has developed a sense of trust over time. Tracking and sharing progress toward our SMART goals gives us a physical representation of how we are impacting students' lives. In our weekly PLC meetings, we work in teacher led collaborative data teams to analyze data and plan interventions that are driven student-by-student, target-by-target. In these meetings we focus on the factors we can control and strategies that will have the greatest impact on student achievement. We are focused, as a team, on one common mission and our schoolwide goals reflect this. We celebrate successes along the way, no matter how big or small, and this motivates our students and staff to keep working toward achieving our goals.

We believe, that with collective teacher efficacy, we can more positively impact the learning of students if we work as a team. Our team trusts one another, relies on one another, and holds one another accountable. Our veteran teachers have a tremendous impact in our school as they work to mentor newer teachers on what strategies work best. We put a great amount of effort into planning instruction to meet the needs of all students, and we all persevere when we face challenges. We move forward with a "no excuses" and "whatever it takes" mindset and believe that through strong collaboration, effective direct instruction, and intentional interventions, we can reach all students and ensure they grow. We put students first, in all that we do. Our staff is committed to our students, families, and our school because we are a professional learning community. We are a TEAM. We are a FAMILY.