

U.S. Department of Education
2023 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 Mr. Kelley Fitzmaurice
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 502 Old Zuni Road
(If address is P.O. Box, also include street address.)

City Gallup State NM Zip Code+4 (9 digits total) 87301-6565

County Gallup

Telephone (505) 721-3400 Fax _____

Web site/URL <https://lne.gmcs.org> E-mail kfitzmau@gmcs.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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Mike Hyatt E-mail mhyatt@gmcs.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gallup McKinley County Schools Tel. (505) 721-1000

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Christopher Mortensen
(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.

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

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 16 Elementary schools (includes K-8)
7 Middle/Junior high schools
9 High schools
0 K-12 schools
- 32 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, 2022 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 Students
PreK	42
K	54
1	46
2	53
3	65
4	54
5	61
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	375

*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):
- 59.2 % American Indian or Alaska Native
 - 2.1 % Asian
 - 0.5 % Black or African American
 - 31.5 % Hispanic or Latino
 - 0.3 % Native Hawaiian or Other Pacific Islander
 - 4.8 % White
 - 1.6 % 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 2021 - 2022 school year: 29%

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

In Lincoln's attendance area we have Battered Family Services, low income housing, and hotels that accommodate students and families that do not have stable housing. These are large contributors toward our high mobility rate.

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, 2021 until the end of the 2021-2022 school year	44
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	72
(3) Total of all transferred students [sum of rows (1) and (2)]	116
(4) Total number of students in the school as of October 1, 2021	405
(5) Total transferred students in row (3) divided by total students in row (4)	0.29
(6) Amount in row (5) multiplied by 100	29

6. Specify each non-English language represented in the school (separate languages by commas):
Navajo, Filipino, Spanish, Cantonese, Cebano

English Language Learners (ELL) in the school: 18 %
66 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %
 Total number students who qualify: 375

8. Students receiving special education services with an IEP: 15 %
Total number of students served 57

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>7</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>1</u> Other Health Impaired
<u>31</u> Developmental Delay	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</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. Students receiving special education services with a 504: 1 %
Total number of students served: 3

10. Number of years the principal has been in the position at this school: 1

11. 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

12. 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 22:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	78%	63%	92%	92%	86%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

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

To grow academically, socially, emotionally, physically, and artistically to the best of our ability. We faithfully pledge to do this with respect and joy.

17. Provide a URL link to the school's nondiscrimination policy.

<https://gmcs.org/about/public-information/notice-of-non-discrimination/>

18. **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

Lincoln Elementary is located in Gallup, New Mexico, a small town in northwestern New Mexico that is bordered by the Navajo Nation. Within Gallup, Lincoln Elementary is located within the Chihuahuita neighborhood, the name meaning “Little Chihuahua” after the state in Mexico that so many of the first inhabitants of the neighborhood came from in order to work in coal mines in the area. This has led to an informal nickname for Lincoln Elementary, UCLA, or University of Chihuahuita Lincoln Area. The Chihuahuita neighborhood takes pride in its school. More than a few staff went to school at Lincoln and then returned to teach and some had family that taught at Lincoln before them.

Lincoln Elementary, like other schools in the district, is predominantly Native American in our student population. However, Lincoln also has a large population of Hispanic students which is part of the reason that we offer Spanish in our home language program. Many of Lincoln’s teachers speak Spanish as well which helps to eliminate communication barriers between home and school.

Lincoln Elementary also has a high mobility rate as students move in and out of the school throughout the year, with some students entering and exiting the school multiple times in the year. Lincoln Elementary serves the area that is close to Gallup’s Battered Family Services and low-income housing as well as local hotels that are used to provide housing to students and their families who do not have access to stable housing. This creates a challenging educational environment for the students and the teachers as their students have a wider variety of needs than schools often serve. What allows Lincoln Elementary to be successful in spite of this is the commitment of all the staff to our students to meet them where they are at and to ensure that they are coming to school in a safe and caring environment.

In more recent years Lincoln Elementary absorbed another local school and many of the staff moved to Lincoln. This at first may have seemed like an obstacle to overcome, especially knowing how tight knit the Lincoln community is. However, with this merger Lincoln Elementary gained additional talented and dedicated teachers that made the school that much stronger.

There are a number of things that contribute to the success of Lincoln Elementary and it is difficult to narrow it down to just one. The most important element of our success is the one that is most difficult to replicate as it is not something that can be bought or explained with step by step instructions.

The key to the success of Lincoln Elementary is the core belief that as a school staff we are only as strong as our weakest link. The staff of Lincoln Elementary understands that everyone is an expert at something and that the staff depend on each other to help fix those weaknesses as best as possible. The staff work to maintain open lines of communication and seek help from “experts” as needed. As a result of the school culture of Lincoln Elementary teachers feel secure enough to ask for help without any fear of someone looking down on them for needing help.

This philosophy applies to our students as well, not just the teachers. If a student needs more instruction in an area that may not be their classroom teacher’s strength there is someone else on the staff who is likely an expert in that area that will be able to help. Teachers don’t hesitate to seek help in order to give their students the highest quality of instruction possible.

There are core members of Lincoln’s staff who work to ensure that all new staff understand this principle. These teachers take new teachers under their wing and mentor them so they feel comfortable in the school environment so that they are able to ask for help when it is needed. As part of the staff handbook, these experts are identified so that all staff, even new ones, are aware of who the experts are in different areas. The building leadership relies on these expectations to support teachers and they have the ability to lead professional development activities as needed. This gives more ownership to the staff at Lincoln Elementary and helps build up the teachers that may be lacking in a certain area so that the staff as a whole is stronger.

Without the staff at Lincoln Elementary and their desire to be the best possible educators for our students,

Lincoln would not have seen the success that it is. This is not something that is easy to build or duplicate, but it is the most integral part of the school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Lincoln Elementary creates 90-day plans based on the science of reading focusing on the big five components: phonemic awareness, phonics, comprehension, fluency, and vocabulary. As a school, we maintain fidelity to the standards, not the state adopted textbooks, which we use as a resource. This adherence to our standards is something that sets us apart from other schools in our district and the state of New Mexico. By splitting their focus and efforts between these five elements, teachers have been able to grow stronger readers that are prepared for more challenging texts in the higher grade levels. The focus on phonemic awareness has been especially valuable as students learn the skills they need to use for decoding words when confronted with them for the first time in text.

Lincoln Elementary follows the district's ELA and math Year at a Glance (YAG) which breaks down the Common Core Standards into twelve three-week units, with three units in each quarter. The YAG provides the opportunity for students across the district to receive access to the same quality education. The use of the YAG also aids teachers in the pacing of each unit so they have enough time to cover all of the standards. Based on the YAG, teachers develop a pacing guide, so grade level bands are working on similar skills each week. Due to this vertical alignment, teachers are better able to support one another because the grade level bands have a better understanding of what comes before and after the grade they support.

Each day there is seventy-five minutes allotted for core reading instruction and an additional forty-five minutes for writing instruction. Kindergarten through second grade are using Logic of English as a structured phonics program which helps build the foundational skills that students need to become successful readers. We also use Savvas adopted textbook resources to support our core reading instruction. The district created lesson plans also provide other resources that teachers use to support their instruction.

At the end of each ELA and math unit, all students in the district complete a unit formative assessment. This allows schools to compare their performance district wide. These unit assessments are multiple choice and are a combination of reading and writing questions. Each quarter, students complete a district wide writing assessment, and in the upper grades these assessments are graded using the same rubric that is used on the state assessment, NM-MSSA (New Mexico Measures of Student Success and Achievement). Additionally, ELA and math are tested on the state interim assessment, but this assessment does not include an essay. These state assessments give Lincoln an opportunity to compare our performance to other schools in the district and in the state, which provides motivation to the teachers to work harder and continuously rethink strategies so that their students can perform at the highest level possible.

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

The growth of students at Lincoln Elementary, in both ELA and math, can be attributed to two areas of concentration: Lincoln's firm adherence to the New Mexico State Standards and high expectations to which the teachers hold their students.

Lincoln Elementary follows the district's Math Year at a Glance (YAG) as in reading. In addition to following the YAG students take a district wide unit formative assessment at the end of each three weeks. At the end of each unit, all students in the district complete a unit formative assessment. This allows schools to compare their performance district wide. These assessments are primarily multiple choice but also usually contain at least one question where students are asked to explain their thinking. At the end of each school year, students take the NM-MSSA (New Mexico Measures of Student Success and Achievement).

Teachers use a lesson plan format which divides their lessons into five areas of focus: number talk, fluency, vocabulary, word problems, and new skills. To help facilitate the students' understanding of the concepts, teachers propose essential questions that are based on the standards being explored. These questions follow

the Depth of Knowledge (DOK) framework. To increase the rigor of the lesson, teachers design questions to delve deeper than the DOK levels one and two.

Teachers use a multi-sensory approach to math, providing a concrete, representational, and abstract math model in their lessons. With this approach students can not only see the problem, but move, bend, and shape its various parts, in order to solve it. By seeing how the problem unfolds, they can then explain their process for solving the problem.

In both ELA and math, teachers follow that gradual release of responsibility model of instruction. Teachers present the standard (I Do) to students using direct instruction. Then the teacher guides students through an opportunity to practice the skill for that standard (We Do). During the We Do portion teachers collect data to check for student understanding of the material. Following the guided practice, students move on to independent practice (You Do) if they demonstrate an understanding. The teacher may also review the I Do with the whole class or a small group based on student understanding. This model ensures student understanding of the material and provides the opportunity for students to receive support as needed. As a result of the support this model provides teachers can better hold students to high expectations.

These components provide a structure that is used across all grade levels which ensures consistency for students so the transition from grade levels is easier. By practicing word problems and number talks frequently, students are working on their critical thinking skills and developing an ability to explain their thinking which is a necessary skill on the end of year assessments.

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

The science curriculum is connected to the reading curriculum through use of science based informational texts. Teachers use this method to teach students about different animals, the planets, weather, and other topics. By linking the science and reading curriculum teachers can ensure that students see the relevance of the skills that they are learning through the reading curriculum. As a school we also do science-health education lessons taught by a community nurse.

Teachers also give students different hands-on experiences to help make their learning seem more real. For example, one grade made weathervanes following a unit on meteorology. While these weathervanes were only made out of paper it gave the students a hands-on experience to tie to the unit. Other grades take field trips following a unit of instruction, one grade went to the zoo after learning about habitats and another grade went to a state park and met with park rangers to learn about erosion. Students in the upper grades participate in science fairs using their own exploration and understanding of the scientific method. 5th grade does an intensive hands-on science unit using Project Lead the Way everyday for 30 to 45 minutes. Students always use the scientific method with experimentation or computer modeling to study and understand concepts around them including matter, ecosystems, space, and coding. They learn to ask questions and use problem solving skills to answer these questions.

5th grade is the only grade level that undergoes formal assessment in science when they take the New Mexico Assessment of Science Readiness (NM-ASR). This assessment covers physical science, earth science, and life science and is aligned to the Next Generation Science Standards (NGSS). This places extra importance on science education in 5th grade since the test covers topics that may not have been formally taught in prior grades.

The mix of experiences and learning through reading gives students a base in science that will allow them to be successful at higher grade levels.

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

At Lincoln Elementary, social studies is embedded in the reading curriculum through history focused informational texts. Throughout their time at Lincoln, students will learn about World War II and the Code Talkers, the American Revolution, the Navajo Long Walk, and various countries selected for the cultural fair. Much of the instruction is done through reading or hands-on activities and students are then assessed

through quizzes, presentations, along with the use of rubrics.

Civic learning is also an important part of our social studies curriculum. This is accomplished through different activities throughout the year. 5th grade students learn about local government in class and then they take a field trip to the state capitol where they take a tour of the capitol building and meet with different representatives from our county. A local veterans group also visits the school around Veterans Day to provide information about the nation's flag and the symbolism behind it. Classrooms also develop class contracts, providing students the opportunity to participate in the creation of rules. These informal lessons teach students valuable lessons in an engaging way that will be memorable for students.

1e. For schools that serve grades 7-12:

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

Preschool and pre-kindergarten classrooms use the Three Cheers For Preschool curriculum to support instruction. This curriculum includes literacy, language, math, science, social emotional, and physical domains. It provides small group and English Language Learner (ELL) strategies to be used to support children. The curriculum aligns to the Essential Indicators which are the learning standards used in preschool/pre-kindergarten and are aligned to the kindergarten Common Core Standards. This curriculum is used in conjunction with the data collected from the Early Childhood Observation Tool (ECOT) to guide instruction. The ECOT is completed three times per year. The data is analyzed to determine the strengths and needs of each student. The data is shared with families during parent teacher conferences and can be used as documentation for students who may need more support such as speech therapy and/or occupational therapy. Regardless of the initial ECOT level of students, the goal is for all students to make at least one year's growth.

To support readiness for kindergarten, students work on Waterford Reading and Math each day. It's an adaptive program, giving students work at their academic level. Teachers have access to the data and can also use it to help students meet their goals. Kindergarten teachers use the Kindergarten Observation Tool (KOT) to complete observations on all students at the beginning of the year. This helps teachers see the strengths and needs of all students. This information allows preschool/pre-kindergarten teachers to have vertical alignment meetings with kindergarten teachers and discuss the areas or indicators that need more attention and areas in which students are excelling upon entering kindergarten.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All students participate in art one to two days a week.. Art education is based on the New Mexico Core Art standards and emphasizes the use of different mediums to create, respond, present, and connect to various art concepts aligned to the standards. These mediums primarily include painting and drawing.

The teacher connects information from other subjects into this class. For example, students complete units involving different animals. The teacher provides background information about the animal or ecosystem they are working on. There have been units focusing on landscapes in New Mexico and another where students drew hogans and the teacher discussed their role in New Mexico's history.

Many students who struggle in traditional education settings can excel in art and more freely express themselves, which causes the class to become therapeutic for some students. The teacher believes in the artistic potential of each student and encourages them to push themselves creatively. Often students' work is submitted to art shows to highlight their talent and hard work, which increases their confidence in their own

abilities. Students who begin the year feeling they cannot do the work are often surprised by the end of year, many becoming a “most improved” student.

2b. Physical education/health/nutrition

At Lincoln Elementary all students participate in physical education. Students go to physical education one to two days a week depending on the specials rotation. Preschool and prekindergarten participate for thirty minutes and kindergarten through 5th grade participate for forty five minutes.

In physical education students develop the skills of communication, teamwork, resilience, empathy, and good sportsmanship as they participate in different activities. Those skills extend past the doors of the gym and past the doors of the building itself. While explaining the activity for the day, the physical education teacher emphasizes those traits in the explanation so students understand the connection.

Language and math skills are also supported in physical education. Students learn the vocabulary associated with the different activities including the muscles that are involved and also have to identify the purpose of the activity and summarize what they need to do. Students also learn to keep score, add points, measure distance, and use proper angles when participating in different activities.

The physical education teacher collaborates with the preschool teachers to ensure that the activities planned meet the needs of the students. He adjusts and modifies lessons accordingly to help students make growth in their skill levels.

Students of all abilities are given a chance to succeed in physical education and the teacher works to select activities that require different skill sets. This exposes students to a wide range of activities, including some that they might not have the opportunity to experience outside of school.

2c. Foreign language(s), if offered (if not offered, leave blank)

Lincoln Elementary offers two languages to students, Diné, the Navajo language, and Spanish.. Diné is offered to all students kindergarten through 5th grade and Spanish is offered to kindergarten through 2nd grade. Students who participate in language classes attend everyday for 45 minutes.

The main emphasis of these classes, especially Diné, is to work with students to develop speaking and listening skills, as opposed to writing skills, and to enhance students’ cultural knowledge. While there is a written Diné language, the Diné standards primarily focus on spoken language which is why more emphasis is placed on speaking and listening as opposed to reading and writing.

The Navajo language and culture teacher shares traditional foods such as blue corn mush with students and families. She invites guest speakers to talk about the culture and traditions. She teaches the students how to weave. She also shares stories about their beliefs as well as seasonal games.

The Spanish teacher works with students on developing literacy and math skills. He teaches many skills through music and crafts. He encourages his students to speak, read, and write in Spanish using the vocabulary he is teaching.

2d. Technology/library/media

At Lincoln Elementary all students participate in the discovery center, which is what we call the library. Students go to the discovery center one to two days a week depending on the specials rotation. Preschool and prekindergarten students participate for thirty minutes and kindergarten through 5th grade participate for forty-five minutes.

In the discovery center students participate in a combination of traditional library activities such as checking out books as well as activities that fall under the Science Technology Engineering and Math (STEM) umbrella. These activities allow students to develop their critical thinking, problem solving, and teamwork

skills which are invaluable in the classroom. An example of this is that all students used geometry, problem-solving, and fine motor skills to create and paint a stained glass window. They also used recycled items to create an object that had at least one movable part.

Our student success advisor (SSA) also visits the discovery center on a regular basis to teach lessons about different values that students may need to be successful in life such as perseverance and empathy. In these lessons students learn about the value and its importance before completing an activity that ties into that value to make it more tangible for the students.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

In Gallup McKinley County Schools, we emphasize acceleration over remediation in an effort to prevent further learning gaps created by the COVID-19 pandemic. By doing this, teachers are focusing their efforts on moving students forward through the curriculum, filling in gaps as they go, as opposed to reteaching everything students might have missed during previous learning opportunities. Intense focus on remediation reduces the amount of time spent on grade level standards, which in the end would only widen the achievement gap.

This is not to say that we as a school do not provide the opportunity for students to learn skills they have either not mastered or that were missed completely. Four days a week students have a block of Layer II interventions in both reading and math during which their teachers provide targeted small group instruction to work on filling in any learning gaps that might exist. This block gives grade level teams the opportunity to work together as well. Teachers at Lincoln will often mix their students in between classes during this time especially if one teacher in the grade level has a strength in a particular area.

Many teachers also utilize different computer programs during this time in order to make the time meaningful for all students in their class and not just the ones that are receiving direct instruction. Instead of taking a station rotation approach each day, many teachers have a weekly rotation where students do a different activity each day and one of those days is instruction directly with the teacher. This small group instruction may take place more frequently if the teacher works with their grade level team in order to provide interventions.

3b. Students performing above grade level:

Oftentimes, students who are performing above grade level are overlooked so the teacher can focus on the students who are performing below grade level. At Lincoln Elementary, we work to ensure the needs of all students are met.

For students who have been identified for the Gifted and Talented Education (GATE) program, a teacher comes in weekly to meet with each of those students and provide supplemental instruction in ELA and in math. In the math program, the teacher works with students to teach them the fundamental skills needed for algebra in a way that both challenges the students and makes it easy for them to understand by using manipulatives as support. To develop students' English skills, the teacher focuses on developing their rhetoric skills through different activities. These activities are challenging to students and focus on areas that are outside the scope of the traditional curriculum.

The GATE teacher is at Lincoln once a week and only works with the students identified as gifted, so it is most often the responsibility of the classroom teacher to meet the needs of the students who are performing above grade level. Teachers participate in data analysis on a weekly basis to identify students who may or may not qualify for GATE, that have mastered the material and are ready for the next layer of instruction

One common way to utilize the knowledge of these students is to provide them with the opportunity to work with younger students in the school. The older students are excited to work with the younger students and it provides a model for the younger students to emulate. This gives the older students a chance to explain their learning and thinking which deepens their understanding, especially if a younger student asks questions about what they are working on.

3c. Students with disabilities:

When it comes to students with disabilities, the guiding philosophy of Lincoln Elementary is to ensure that all students are included in the school setting. By taking this approach, we ensure that students have the opportunity to interact with other students of differing abilities so that students can learn about the importance of inclusion in the world. This helps better prepare our students for life outside of school.

Lincoln Elementary has two special education teachers and one of them oversees our Low Incidence Disabilities (LIDs) classroom. Many of the students in our LIDs classroom are not there for the whole day and the ones that receive all of their educational services in that setting participate with their peers for lunch and specials. These students receive a specialized curriculum tailored to the needs of the students in this classroom. Many students in this program qualify for an alternative assessment that allows them to demonstrate their abilities and knowledge in alternative ways. Our other special education teacher provides pull out services in our resource room for the students that qualify for them. Instruction in this classroom is aligned to grade-level standards and focuses on intense remediation to close learning gaps. These students are assessed using the same grade level assessments that are given to their peers and are provided accommodations to ensure equal access to the assessment.

When the schedule was developed for this pull out time, the main priority, in addition to ensuring students received their services, was for students to have access to the grade level curriculum. Therefore, pull out time often coincides with the Layer II intervention time. The Special Education teacher collaborates with the general education teacher to review data and identify skills in need of remediation.

3d. English Language Learners:

Approximately one in five students at Lincoln Elementary have been identified as being an English Language Learner (ELL). These students have varying levels of mastery of the English language and all are valuable members of our school community.

ELL students are required to complete two twenty-minute sessions per week on a computer based program that helps students improve in the areas of reading, writing, speaking, and listening so that when they take the WIDA Access assessment they are able to show growth and exit out of the ELL program.

While the program that students use is valuable in helping students grow their skills in a very targeted way, the most important component of their education is the direct instruction teachers provide in the classroom on a daily basis. Many of the teachers at Lincoln Elementary are Teaching English as a Second Language (TESOL) and are endorsed and/or trained in Sheltered Instruction Observation Protocol (SIOP). These teachers are experts in providing strategies and instructional approaches to best meet the needs of students who are learning English. These strategies are beneficial for all students, not just those identified as ELL, so having many teachers that have the TESOL endorsement is an asset to Lincoln.

Teachers provide all students with language objectives and a WIDA standard tied to each lesson. By doing this, the teachers are focused on developing skills that ELL students most often struggle with. It also helps create an inclusive environment since these standards and objectives are for all students.

If an ELL student also has an IEP, then all accommodations in the IEP are followed during testing. If an ELL student does not have an IEP, they may be eligible for testing accommodations on all grade level assessments that are given, based on the decision of the Student Assistance Team (SAT).

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engaging students at the elementary level is important for a variety of reasons, the most important being that if students don't begin their school careers with positive experiences it can be more challenging for them to be engaged by school later. Lincoln Elementary takes pride in being a school that students want to come to and a school that parents want their students to attend.

One very important way that we engage our students at Lincoln Elementary is through different attendance incentives. Following the Covid-19 pandemic it was often a struggle to get students and parents to want to return to school in person, so having different incentives helped welcome everyone back into the building. Lincoln Elementary has offered incentives ranging from ice cream socials to raffling off big prizes, like bikes. Having a range of incentives also helps us motivate our students better since we can have something that will interest everyone.

Similarly to attendance incentives, we also have a larger Positive Behavior Intervention and Supports (PBIS) program that allows students to earn rewards for behaviors other than attendance. Teachers worked together to define the behaviors that would earn Lynx Bucks, that students could then use to attend different events throughout the year such as movie days, walking field trips to a local bakery, and extra free time where the students could participate in a preferred activity.

Lincoln prides itself on student achievement, especially on state testing. To encourage students to do their best the non tested grades write inspiring notes for the older students and the teachers also work to pump up their own students. We also have an in school parade where students make posters to hype up students in preparation for state testing. The students who are testing walk through the halls as teachers and students encourage and cheer for them. By doing this, students feel like they are part of a team working together to show the rest of the district that we are a top performing school, just like a successful sports team might feel.

2. Engaging Families and Community:

Families at Lincoln Elementary have the opportunity to participate in various ways throughout the school year. At the start of each school year there is an open house event where families can come to the school, meet teachers, and see the classroom of their students. These events also involve food, which is often a major draw especially for busy families. By providing something as simple as a meal, families feel more welcomed into the building. Families also receive Lincoln apparel making it easier for them to show off their school pride.

Family engagement is encouraged starting with preschool. Families participate in home visits, parent teacher conferences, and monthly parent activity days where they are invited to the class to complete activities and learn ways to work with their children at home. For students in kindergarten through fifth grade we host Academic Parent Teacher Team (APTT) meetings. At these meetings families meet with their child's teacher to learn a skill that is important for that grade level. Along with learning about the skill, families also receive an activity they can do with their students. These meetings also foster a greater sense of community among parents which can be valuable as their students get older.

Lincoln also hosts a culture night where students learn about the countries represented in our school. Students are excited to show their families the work they've done and families are excited to join us and learn more about other cultures. There are different activities for each country including food, dances and crafts. Each person receives their own "passports to have stamped in every country they travel" to and learn about. Families have also shared their own special dishes from their country with our school.

Other activities that can build family engagement are sports, as 5th grade students have the opportunity to participate in basketball and a track meet. While the scope of these events is more limited it is still a way to get parents into the building and help make them more aware of what is going on at school. Parents

contribute to these events by making hair ties, posters, and creating cheers while they sit together and cheer from the stands.

3. Creating Professional Culture:

The goal of many teachers is to help students become lifelong learners. In order to create lifelong learners, school personnel must be lifelong learners themselves to provide the model for students. This goal is a major component of professional culture at Lincoln Elementary.

There is a strong collaborative culture among the teachers. Teachers not only work within their own grade level to plan their instruction, but also work between grade levels to build vertical alignment so that instruction is successful at all grade levels. Teachers often seek support from each other, whether it be for support regarding a particular skill or help building a relationship with a student and their family. This willingness to learn helps create an environment that allows students to find success from grade to grade.

Additionally, throughout the year teachers participate in various professional development activities. Professional development can range from bite-sized engagement structures that teachers can go back and implement quickly in their classroom to larger topics that might take an entire semester to cover. By constantly challenging teachers to continue to develop their pedagogical skills, everyone is more prepared to meet the needs of their students in this ever changing world.

Professional development doesn't only include pedagogy though, and teachers are required to complete training throughout the year to create a safe learning environment and prepare teachers for the elements of their job that are often harder to discuss such as abuse and harassment. By completing these training sessions, staff and students see Lincoln Elementary as a safeplace from whatever else might be happening outside of the building and it prepares staff to support all the needs of students, not just the educational needs.

Lincoln also has a self-care time. Teachers are invited to join a discussion where they can share ideas, frustrations, and successes in their practice. They are allowed to vent, releasing things they are carrying that they feel are causing them stress. This time gives teachers the opportunity to start fresh and feel more prepared to tackle the new day. This has also helped our staff form relationships that go beyond our work hours.

4. School Leadership:

The guiding leadership philosophy at Lincoln Elementary is that the school leaders set the example for the rest of the school. The principal identifies the overall goals of the school and leads from the front to accomplish those goals. Lincoln Elementary is headed by a principal and a school dean. The principal serves as the instructional leader for the school and takes an active role in directing instructional initiatives. The dean serves two purposes. First, the dean works closely with the principal to learn how to be an instructional leader and how to run a school successfully. The dean also works to oversee elements of the management of a school including custodians, discipline, aspects of budgets, and working with parents. The goal is for the principal to grow the leadership capacity of the dean so they are able to run a school one day.

The administrators oversee other teams at the school. The most important of these teams is the Core Leadership Team (CLT). This team works with the building principal to discuss decisions that influence the educational environment of the school, including the 90 Day Plan and budget. This team is made up of teachers from various grade levels so different perspectives can be heard.

There are also action teams made up of teachers and support staff that assist in the planning of different events. The student engagement team includes staff that are passionate about Positive Behavioral Interventions and Supports (PBIS), plan the incentives, and identify the behaviors that should earn Lynx Bucks. The safety team ensures all safety drills are completed and that student safety is a priority. For example, our school has a plan in place for an unruly visitor in or outside the building. The community engagement team helps families feel important to our school. This team ensures all staff are aware of special

situations that may affect a student's academic success. This helps teachers and staff provide nurturing and support for the student and family in need.

Lastly, there is the Advisory School Council (ASC). This team consists of parents, teachers, and other community members that work together to discuss the operation of the school. As with the other teams, bringing stakeholders together allows more perspectives to be heard, so school leaders can make informed decisions. These team members consistently take the time to ensure teachers feel appreciated and are supported.

5. Culturally Responsive Teaching and Learning:

Lincoln Elementary is a diverse school which makes culturally responsive teaching extremely important. All students are valued at Lincoln Elementary, and all teachers think about the uniqueness of their students and how it can make their classroom better. Students are accepting of each other and embrace their differences, which is one of the most valuable lessons a person can learn.

Teachers take the time to learn about the culture of their students and then apply what they have learned in their classroom. One of the most common ways this is done is by the inclusion or exclusion of different materials, some of which are restricted to certain times of the year. For example, in the Navajo culture coyote stories and string games are only allowed during the winter months. This means that if a teacher wants to incorporate a coyote story into their reading curriculum, they have to be aware that this cannot be done outside of winter. For string games, it often means that teachers have to be more patient with students as they play these games in class since they are restricted to winter as well. For the teachers that are from McKinley County, this is an easier adjustment to make, but for the teachers from outside this area, taking the time to learn about their students' culture can have a positive impact on their success.

Families are also welcome to share their culture with classes. For example, during cultural night a family provided Indian food for the event, even though their student was not in the grade that had selected India. While this may seem like a small gesture, it demonstrates the willingness of both the families to share their culture and the school's openness to learn.

PART VI - STRATEGY FOR EXCELLENCE

There are several strategies that Lincoln Elementary utilize in order to ensure the success of the school and its students. The most impactful of these strategies is our data driven instruction (DDI) protocol. This protocol provides a system for teachers to use when analyzing student data in order to plan corrective teaching opportunities. This protocol is based on DuFour's four questions for Professional Learning Communities (PLCs). These questions require teachers to have an understanding of the expected learning outcomes for students, how the teacher will assess the students, and what the teacher will do to support students' learning if they demonstrate mastery or if they do not.

Lincoln's DDI protocol is broken down into two sections. Each Friday is an early release day for students and the teachers spend the remainder of the day reviewing their data. This data is from common weekly formative assessments, unit formative assessments created by the school district, and the state interim assessments. The unit formative assessments are available to teachers to use in backwards planning to create their weekly formative assessments. The weekly formative assessments act as a predictor of student performance on the unit formative assessments. Teachers complete a document each week where they identify students who performed on target, near target, and in need of support for each of the standards that were assessed. Teachers review student performance on individual questions to analyze students' misconceptions. Then teachers create their corrective teaching plan for the following week. Based on student performance, this could be whole or small group instruction. Administrators are available throughout this process, both monitoring teachers and providing support as needed. The following Tuesday, teachers participate in grade level meetings where the administrator reviews the corrective teaching plans and asks the teachers questions about their thought process. The goal of the grade level meetings is not to find errors in the corrective teaching plan, but to provide an additional perspective.

An important part of this process is that teachers recognize the value of data. Teachers come prepared for their meetings on Friday and Tuesday because they understand the data is an indicator of the effectiveness of their instruction and is used to identify areas that require improvement so they can refine instructional practices to continually meet students' needs.