

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Aimee Bell

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

Official School Name Gallimore Elementary School

(As it should appear in the official records)

School Mailing Address 8375 North Sheldon Road

(If address is P.O. Box, also include street address.)

City Canton State MI Zip Code+4 (9 digits total) 48187-1902

County Wayne County

Telephone (734) 416-3155 Fax _____

Web site/URL http://www.pccsk12.com/our-schools/elementary-schools/gallimore E-mail aimee.bell@pccsk12.com

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*Mrs. Monica Merritt E-mail monica.merritt@pccsk12.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Plymouth-Canton Community School District Tel. (734) 416-2700

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 Mrs. Kate Borninski
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	68	52	120
4	58	66	124
5	68	56	124
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	194	174	368

4. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 46 % Asian
 2 % Black or African American
 4 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 48 % White
 0 % Two or more races
 100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 0%

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, 2015 until the end of the 2015-2016 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2015	360
(5) Total transferred students in row (3) divided by total students in row (4)	0.003
(6) Amount in row (5) multiplied by 100	0

6. English Language Learners (ELL) in the school: 5 %
 19 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Bengali-Bangla, Bulgarian, Chinese-Mandarin, Chinese-Cantonese, Finnish, German, Gujarati, Hindi, Igbo, Japanese, Kannada, Konkani, Malayalam, Marathi, Punjabi-Panjabi, Spanish, Tamil, Telugu, Urdu

7. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 8
8. Students receiving special education services: 2 %
 7 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	12
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 31:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	95%	96%	95%	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 2016.

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 X

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.

Gallimore School serves students by providing engaging and appropriately challenging curriculum and instruction. We are committed to facilitating learning opportunities that include collaborating, inquiring, creating, risk taking, and reflection so that our students thrive both socially and academically.

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

The district screens all second grade students using the NWEA test which is used throughout the district as a universal screener. Second grade students who achieve in the 80th percentile or higher on the NWEA MAP 2-5 test are automatically given a gifted aptitude test (NNAT2: Naglieri). The score from the Naglieri is used to invite students to join the program. P-CCS (Plymouth Canton Community Schools) third graders who score in the 90th percentile or higher on the NWEA MAP 2-5 test are also automatically screened for the program. Students in grades 2-7 that attend a district school or that live in the district can be nominated by a parent to be tested for the program. All students who are considered for the program must meet the 80th percentile on the NWEA MAP 2-5 test in both math and reading. The information from these tests along with the score from the Naglieri (NNAT2) test are used to select students and invite them into the program.

PART III – SUMMARY

“Be Great. Be You. Be Awesome!” is our school’s motto and is very reflective of our school’s culture. The goal of the Gallimore staff is to support our students both socially and academically so that they can be the very best version of themselves. In August of 2015 our school transitioned from a kindergarten through fifth grade neighborhood school to a third through fifth grade magnet school. Since this transition, we have worked to create a school community that celebrates diversity, fosters innovation and encourages personal growth.

Gallimore Elementary School is a third through fifth grade school located in Canton, Michigan, a suburb centrally located between Detroit and Ann Arbor. Our school is home to the district’s Talented and Gifted Program. Our students have been identified, through nationally normed achievement and gifted aptitude tests, as students who would benefit from an alternative learning environment. At our school students are able to move at a faster pace and are given the opportunity to explore content at a deeper level. We are committed to facilitating learning opportunities that include collaborating, inquiring, creating, risk taking, and reflection. Our students have many opportunities to explore things that they are personally passionate about and to share their voice in the classroom and in the school. Gallimore Roadrunners come from over 16 schools that are located within the Plymouth-Canton Community School District. We have 21 different languages spoken in our school. Our student population is diverse with 48% White, 46% Asian, 2% Black or African American and 4% Hispanic or Latino. Our students have the ability to achieve at a high level, often love reading, are typically advanced mathematically and have a natural curiosity that they bring to each aspect of our school community.

The diversity in the Gallimore parent community gives us a unique opportunity to create experiences for our students that might not exist in other schools. Our parents are diverse in their culture, professional experiences and world travels, and share their strengths and innovative ideas with our school. Our school traditions are based on these innovative ideas. We begin each year with an Open House that invites students and families to get involved with the school right away. During Open House students get to meet their teachers and see their classrooms and parents can share ideas and connect with others. During this Open House family engagement ideas are solicited and our Parent Council uses them to meet the needs of our families. Our Parent Council hosts many family oriented events: Movie Night, Family Game Night, Maker Night, a Back to School Bonfire and Multicultural Night.

One way that we help our students to develop their fullest potential is by nurturing their social and emotional development. We do this by bringing grade levels together every month for character focused assemblies lead by the principal and a student support coordinator. During these assemblies we focus on the Roadrunner R’s: Respect, Responsibility and Reflection. Each assembly has a specific theme that falls under these pillars. For example, in one assembly we focused on our social responsibility to be respectful toward others even if they were not someone we choose to be friends with. During another assembly we focused on reflection through the lens of growth mindset and perseverance. These concepts are an integral part of our school culture as often our students are faced with perfectionist tendencies, anxiety and other social and emotional challenges that are common among gifted learners.

Another way that we help our students to develop their fullest potential is by creating many opportunities for students to lead throughout the school. During our first year we had over 100 leadership roles filled by students. The leadership roles gave students an opportunity to really invest in our new school. Students were leaders in recycling, school spirit, special clubs, and the morning announcements. The students lead these groups with only a little guidance from the principal. Our special club leaders have created specialized clubs to meet the specific needs of students. These clubs include an Origami Club, a Pokemon Club, and a Rubik's Cube Club. The clubs were organized and lead by students. At Gallimore School we believe that all students have some type of gift to share with our school and they can do this through these leadership roles.

The Gallimore School staff is committed to facilitating learning opportunities for our students that help them to thrive both socially and academically so that they can be career, college and culture ready.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Gallimore Elementary School follows the Common Core State Standards and is also in the first phase of implementing the Next Generation Science Standards. Lessons across the grade levels and content areas are prefaced by learning targets shared in kid-friendly terms, clearly articulating learning outcomes for students. The focus at Gallimore is for students to own their learning through a gradual release of learning and student-directed inquiry. Our third through fifth grade program is geared to support learning that goes beyond knowledge and to application for our gifted students. As such, elements of our curriculum are accelerated and allow for in-depth knowledge development through real world application and self-directed study. The integration of technology through our 1-1 program supports this mission as well.

Our teachers primarily implement our math curriculum via the use of the Everyday Mathematics (Common Core State Standards Edition) spiraling curriculum. Mathematics is an area where our curriculum is accelerated. Our students enter our program as third graders. The third grade team has worked hard to develop a program for its students that combines the third and fourth grade Everyday Math program in a way that ensures students learn the standards from both grade levels in order to prepare them for fourth and fifth grades. In fourth grade our teachers deliver the fifth grade math program to students. As a result, our fifth grade teachers are able to offer the sixth grade math program to students. Teachers across the grade levels also employ the use of Khan Academy and other math resources to both extend and dive into content. Students are also challenged to apply the math that they are learning in real-world situations through Project Based Learning, Perennial Math Competitions and Math Explorations. We believe that it's important that our students be able to do more than just perform computation and complete math assignments and strive for them to understand the relevance of this learning in the real world.

As a whole school, we also accelerate our reading curriculum for students as they are all proficient with at grade level content. To ensure that no content is missed in advancing learning, our third grade teachers have worked to create a curriculum that carefully incorporates all learning targets from both the district's third and fourth grade materials. Our school uses materials from the district-adopted Journeys (Houghton-Mifflin) program and additional literature to deliver the standards for each grade level. Our fourth and fifth grade teachers also use the Journeys materials to deliver reading instruction as well as additional resources. Instruction in reading focuses on discussion and creates a forum where students can engage in discourse that promotes higher level thinking and reflection.

Our science curriculum is transferring to the Next Generation Science Standards. Staff implement learning units as determined by the district, however as they deliver instruction they focus on allowing students the ability to perform explorations and investigations as a means of discovery. Students also read and interpret expository text from the "real world" to shape their learning. Once again, it's important that our students are moving from mere knowledge to application of their knowledge. For example, after studying force and motion, our fifth graders apply the knowledge gained in this unit by creating their own roller coasters.

Our district's third through fifth grade social studies curriculum moves from our state's history to our nation's history while exploring our civic rights and responsibilities. Students in all grade levels are provided opportunities to explore these rights and responsibilities through activities and creating products. For example, our fourth grade staff engages students in an in-depth discussion about fracking. After this discussion, students take this social issue and create varied products to present their view such as performing debates, creating videos and presentations in formats such as PowerPoint or Prezi to share their perspectives. We also have a Student Leadership group that engages in many student led service projects. Two examples are a book drive that collected books for a Detroit area school that had no books in its library. Students collected books from the school community and also used the "All 4 Books" Scholastic money to purchase 14 boxes of new books for this school! We recently concluded another student chosen and led community service project benefiting the ChadTough Foundation, a foundation aimed at raising awareness and funds to support the research of the childhood brain cancer, DIPG. Students did all of the work from researching the disease, teaching their peers about it, advertising, and collecting monies donated. Students were able to

contribute nearly \$600 to The ChadTough Foundation and spread awareness about the disease to our school community.

2. Other Curriculum Areas:

Students at Gallimore acquire essential skills and knowledge in other curricular areas through their participation in art, music, physical education, and library/media each week. All Gallimore students are engaged in all of these curricular areas by participating in one 50 minute class per week in each area. These teachers work collaboratively with the general education teachers to integrate curriculum through the arts, movement, and technology.

In our music classes, students are given opportunities to perform with both instruments and their voices. Our music instructor directs yearly performances for each grade level in which families and the community are invited to enjoy what students have learned. All of the programs relate to units of study in each grade. For example, the third grade music program is related to students' study of Michigan. Our music teacher also works collaboratively with our physical education teacher to infuse academic vocabulary in his lessons. These two teachers created a word list that was similar between their curricular areas and began intentional instruction. This shared list allowed students to learn these words in a variety of ways and gave the teachers a common academic focus.

Our Visual Arts curriculum uses the Elementary of Art; line, shape, color, texture, value, space, and form to understand how artists create various types of Art. The students use the elements in their own artwork as well as to make observations and connections to the Art in the world around us. Students created art projects designed to align with our district curriculum such as third grade students creating landscape paintings using foreground, middle ground, and background to create space on their paper.

In physical education, students are presented with an emphasis on physical fitness where they work to further develop gross and fine motor as well as coordination skills. In these activities, students focus on developing cooperation, problem-solving, and sportsmanship. Our physical education teacher has worked to incorporate the standards from our character education program as a means of reinforcing the social-emotional development of our students. She also supports students by proactively working with them on cooperation in games that are played frequently during recess. This helps students to all have a common understanding of how a game works and how students can be respectful and responsible while playing.

Our media and technology courses are taught in our library and adjoining computer lab where students are not only receiving direct instruction to support their literacy development, but also direct technology instruction. Our media specialists integrate learning from across the curricular areas and teach students ways to display and apply their knowledge. For example, our third grade students study biographies and the teacher will read and explore biographies with them to help them to prepare for their Wax Museum presentations. Also, our district's media specialists recently introduced STEAM (Science, Technology, Engineering, Arts, and Math) centers into the media center. Students now have opportunities to explore these concepts after participating in the daily lesson and checking out books.

Students in fifth grade at Gallimore Elementary have foreign language class each week. This introductory class exposes students to French, Spanish, German, and Chinese languages and their cultures. Students learn about global communities, geography, and foster an appreciation for different cultures. In addition to language exploration we provide many opportunities for students to explore areas that they are passionate about. Our students participate in the Hour of Code every year and have opportunities to explore these areas through our parent driven Robotics and Science Olympiad Teams. Our teachers also support student growth by participating in the Cardboard Challenge and by bringing innovative ideas to their classrooms like Breakout Edu Challenges.

We are really proud of our Character Education program that was developed by staff to specifically meet the unique needs and strengths of our learning community. Our program is built on our three character pillars: Respect, Responsibility, and Reflection. We began the year with a kick-off assembly to introduce our program and its three pillars. After the initial assembly that introduced our program, we have held monthly

assemblies teaching students about an element from the three pillars. Our most current assemblies have helped students to make connections among the pillars and give students ideas and strategies for applying the pillars simultaneously. We include a Character Connection, on our daily live announcements, twice per week to help our students focus on the concepts that fall under our three pillars. Each connection comes in the form of a quote or scenario for students to discuss and ponder with their class. For example, our current in-depth study is on the word “integrity”.

3. Instructional Methods, Interventions, and Assessments:

Our staff uses grade level Common Core State Standards as a launching pad for classroom instruction and learning targets that are appropriately challenging for our students. We prepare our students to be career, college and culture ready through using research based instructional strategies and a solid curriculum which is guided by members of the district's leadership team. Instruction begins with pre-assessment of our students in order to determine each student's prior knowledge. When planning for instruction teachers specifically focus on creating questions that encourage student discussion and that require a higher depth of knowledge. Student voice filling the room is an important aspect of our teaching practices as our classrooms are student driven. Teachers also use a wide range of resources to make learning experiences relevant for our students. Resources include web-based materials, supplemental magazines, national competitions, and project based learning experiences. Teachers structure lessons so that students can demonstrate their understanding in the way that best meets their learning style. Student choice is another aspect of our classroom practices. When students are able to choose how they demonstrate understanding they are more invested in their learning. Students can create websites, digital presentations, poster boards, board games, movies, essays, and visual representations. Our teaching staff is constantly seeking new resources and professional development so that they can strengthen their teaching and provide engaging and authentic learning tasks for students.

At Gallimore we use a three-tiered system of support known as MTSS (Multi-Tiered System of Supports). Tier I instruction is supported by data gathered during our universal screening process. We use the NWEA (Northwest Evaluation Association) test, three times per year, that measures reading and math achievement. This tool gives us some baseline information about our students. In our building we look for students who are performing below the 80th percentile. If a student is performing below the 80th percentile we work as a team to discuss the student's specific needs. The initial discussion is between the principal, the teacher and student support coordinator. This team explores NWEA data specifically looking at student performance in each strand and comparing this data to classroom observations. If it appears that the student needs additional support the student enters Tier II and a plan for intervention is developed. The plan may include some of the following interventions: small group instruction, pull out instruction from the principal or student support coordinator and/or mini lessons designed to reteach a concept that the student is missing. It can also include a behavior plan, learning contract or specific learning goals that are generated by the student and the teacher to support a student's social and emotional growth. Last, in Tier III, students identified from Tier II are referred to our Student Support Team: school psychologist, social worker, classroom teacher, resource room teacher and building principal. When appropriate other team members are a part of the discussion: parents, occupational therapist, and speech and language pathologist. This team works closely together to develop a plan for this student that includes more intensive intervention and often additional investigation into what may not be working for this students.

Our students are often performing at high levels in state and nationally normed tests therefore it is our responsibility to determine what each individual child needs to continue to grow. We use NWEA data to focus on our students who show high achievement, but low growth. Some of the students in this category need intervention in a specific area of math or are struggling with taking their reading comprehension to the next level. Classroom instruction is designed to meet the needs of these students. Sometimes this means that a teacher is designing a challenge group for students in math or is providing direct instruction around skills from a previous grade level that a student has not mastered.

Gallimore teachers meet twice a month in grade level Professional Learning Communities to discuss instructional strategies, interventions, and to review student work samples and assessment data. Teachers use this time to discuss instructional strategies that are working, to share successes and to brainstorm ways

that they can differentiate instruction to meet the needs of all of their learners. Each year we choose a few research-based strategies that we will study together as a staff. Recently we focused on becoming experts in formative assessment and we began reviewing student work using a collaborative assessment protocol. These best practices ensure that teachers know where their students are as learners and then also help grade level teams create a shared understanding of learning outcomes.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Gallimore School we motivate students to engage in our school in a multitude of ways. One of the ways that we engage students is by involving them in every aspect of their school. Since the entire school underwent a change, all new students and staff, we did not have shared expectations. All of our students were new and they were coming from schools across the district. As a staff we knew we wanted our students to be respectful, responsible and reflective, but we wanted the students to help us define what these pillars of character looked like. We invited students to work collaboratively on a shared Google Document to define our school's behavior expectations. We then created behavior expectation posters for our school with these ideas.

We believe that students should be engaged in their school in authentic ways. Students are leaders throughout our school. Our daily morning announcements are led by a student team of third, fourth and fifth grade students. This team meets every Wednesday and plans the announcements for the following week. The students run every aspect of the program from the camera, to the set design and the content.

We also celebrate student behavior by highlighting students we "spotted" doing something that relates to our three pillars. All staff members highlight these students by writing their name on a Pokemon Ball that is added to our school-wide Pokemon: "Gotta Catch Em' All" board. This board gives students recognition for displaying the character traits that we are all working to develop.

At Gallimore we feel strongly that our students need to see themselves in our school. To make this concept a part of our school culture we started with our staff. We have family pictures of all of our staff members hanging on a display board as you enter the school. This concept continues in each classroom. At the start of the school year students are invited to bring a picture of themselves with their family. These pictures are either framed and displayed in the classroom or become a part of a bulletin board that remains up all year. Students can see their family throughout the school year.

Teachers and staff at Gallimore Elementary School feel valued and supported by building administration, our families, and the community. Our Parent Council supports teachers with a generous allotment for classroom supplies to enhance student learning and in addition, provides appreciation celebrations throughout the year. The principal regularly provides support to teachers through personal notes, planning time and small celebrations. Teachers are seen as the glue that holds the school together and the principal works to support what they need to provide high quality instruction for students. When students and teachers feel valued and engaged the entire school culture becomes one where anything can be accomplished and high achievement and student growth occurs under these conditions.

2. Engaging Families and Community:

The school community at Gallimore School is unique in that our families come from neighborhoods all over the district. Due to the fact that we are not a traditional neighborhood school we make intentional efforts to communicate in a variety of ways with families and strive to create opportunities for our families to come together. Visitors to our school often say that there is a family feel when you enter the office and travel through our hallways. At Gallimore we pride ourselves on creating a welcoming environment where everyone feels valued.

Our parent community is extremely supportive of our school. In January of 2015 we learned that our program would be moved from two district schools (Dodson and Miller Elementary Schools) and united as one program in September of 2015 as Gallimore Elementary School. Our parents started working collaboratively in June of 2015 to start a Parent Council, raise money and begin supporting students and teachers with the vision of creating a school community that felt connected and was focused on meeting the unique needs of our students. In the summer our parents participated in a building clean up where we painted classrooms, painted the hallways, restored old furniture and sanded and refinished doors. We also

set up "meet and greet" opportunities for our students so that they could start the school year with at least one connection with another peer. Our Monday Meet Ups were held on the school playground and at local parks.

Gallimore has many special events that nurture our desire to create a strong community. Some of these events include, Family Game Night, Maker Night and Multicultural Night. During Family Game Night a local business brought games and taught our families and students how to play these games. Our Maker Night invited local artists and creative community members into our school. These people shared their skills with our families and gave our students an opportunity to grow. For instance, a retired wood carver brought soap and taught students how to carve. Finally, our Multicultural Night was a chance for entire families to celebrate their culture with our school community and learn about new cultures. The country of Japan was represented by a local business that had many staff members who were from Japan. To celebrate the rich heritage of this culture students were invited to learn how to write their name and were able to listen to music played by a Japanese man from the community.

Our parents are invited to support our classrooms in a variety of ways. Parents are mystery readers, they share their specialized skills with classrooms, they lead lunch and after school enrichment activities, and they work collaboratively to plan events that will support the growth of our students. Without these valuable relationships our school would not thrive as it does now.

3. Professional Development:

Teachers at Gallimore Elementary School participate in five full days or 30 hours of Professional Development a year with an additional three hours that are driven by the teacher. Professional development opportunities are often developed at the district level and differentiated by the home school based on the needs of the students and staff. Our professional development this year has focused on four key areas: data driven dialogue, project based learning (PBL), restorative justice practices and technology integration.

During our data driven dialogue professional development we explored the concepts of shared leadership, building level support teams and data walls. This new learning helped our grade level teams come together in their PLC's (Professional Learning Communities) and have discussions about student data specifically using the NWEA assessment results as a starting point. This also created the conditions for us to have more thorough data discussions as a school with cross grade level teams focusing in on writing instruction and M-STEP (Michigan Student Test of Educational Progress) data. Digging into our school data more consistently has helped us to have intentional conversations about student growth and instructional practices. These conversations lead to greater student achievement because we are reflecting on our teaching frequently and adjusting our instruction based on data and grade level discussions.

Project based learning is something that many of our staff members have explored over the last several years, so having a professional development focused on project design elements helped teachers to look at current projects with a different lens. Teachers improved areas of current projects and added features that may have been missing. Overall, we have seen more authentic project based learning opportunities for students and this is related to the fact that teachers had time to learn more about PBL and to apply their new understanding to what they are already doing. As a building, we are committed to providing students with at least one PBL opportunity per trimester as we continue to grow in this area.

Exploring restorative justice practices fit nicely with the work our district has already done around creating an environment where all students feel welcome and invited to learn. The basis of restorative justice is that people, students, are happier when they are in an environment where people of authority (teachers, the principal, supervisors) do things with them rather than to them or for them. The way discipline is handled at our school has been refined due to this professional learning. We now know that consequences do not have to be punitive, but instead they should show an effort to repair the harm that was created from the situation at hand.

It is through our professional development that we continue to grow as a school and have the opportunity to explore instructional practices that are best for our gifted learners.

4. School Leadership:

At Gallimore Elementary there is a sense of shared school leadership that is centered on the belief that we all have strengths to contribute. Throughout the school's structure there are committees that involve all staff members in the development of ideas that will support the social and academic growth of our students.

Our principal's role is that of guidance and leadership. She serves as the main facilitator and helps us to stay focused on the vision we have for our school. The principal honors the unique experience and knowledge that each teacher brings to the classroom and strives to support teachers each day. The principal is always studying best practices so that she can be a resource for teachers. She believes that teachers can do their best work if she removes barriers in their way, provides time for them to collaborate and encourages them to continue to grow in the profession. She models these expectations by sharing informational articles and videos in her weekly staff updates. She invites staff to participate in state conferences and regularly shares her personal reflections on books she is reading and new learning. The principal also highlights best practices so that staff members who are leading in a particular area can be a resource to others so that all students can benefit.

Teacher leadership is encouraged in all areas. The principal regularly invites teachers to be a part of committees and decision making ventures and will support innovative ideas and risk taking if it means that we might find a better way to engage and instruct our students. Recently teachers indicated that we needed a STEAM lab as our students needed more opportunities to explore their passions in these areas. The principal worked closely with a few teachers to determine what was needed for this lab and immediately utilized funds to order these materials. The teachers and the principal learned about the new items and set up times for staff members and students to play with them. This use of resources and this response to an idea that would meet the needs of our students is an example of how our staff works collaboratively to lead school improvement with students at the center.

The district also supports teacher leadership and several teachers represent our school on core content area committees as well as school improvement and technology committees at the district level. Students and parents are also key leaders in our school. The ideas from both of these groups are embraced by our school leadership. Many of the successful events and improvements we have made to our school over the past two years have started with ideas from parents and students. Our leadership strives to create structures where ideas are connected with resources and where support is given so ideas can flourish.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Curriculum Compacting is a technique for differentiating instruction that allows teachers to make adjustments to curriculum for students who have already mastered the material to be learned, replacing content students know with new content, enrichment options, or other activities. Because many talented students receive little differentiation of instruction from their peers, they spend a great deal of time in school doing work that they have already mastered. Curriculum Compacting allows these students to avoid having to relearn material they already know, which research has shown can lead to frustration, boredom and, ultimately, underachievement.

Teachers at Gallimore School pre-test students to determine what learning standards they already know. The teachers use this information to eliminate learning standards that have already been mastered by students. Narrowing the focus gives our teachers a chance to differentiate for our learners in a meaningful way. Teachers can adjust the pacing of the lessons, go deeper with the content and extend/enrich the learning experience. This is helpful to our students because it keeps them engaged at a high level and often creates time for students to explore things they are passionate about. Often when students are demonstrating that they are secure with content standards teachers give them an opportunity to explore topics that are of interest to them through Genius Hour, Passion Projects, and Shark Tank type scenarios. Experiences like these appeal to our learners as they regularly like to explore topics in depth.

Assessment data gathered during the pre-test phase of Curriculum Compacting allows our teachers to determine not only areas where acceleration or depth experiences are needed, but it also helps our staff to focus in on areas where intervention are needed. Often one can walk into our classrooms and see a teacher on the carpet working with a small group of students as they review a concept. While this is happening several students are expanding their knowledge about a topic of their choice.

Over the years our grade levels have noticed patterns in areas of the curriculum that students can move quickly through and areas that need more exploration. Because of this consistent data, teachers have spent time blending Common Core State Standards from the current grade level and the grade level above. Often our students are getting exposure to standards in two grade levels during one unit of study.

To illustrate this point one can look at the NWEA data of our third grade students. By compacting the curriculum, blending learning outcomes from the third and fourth grade standards and extending lessons, over 80% of our third graders have met or exceeded their projected RIT score in math by the winter testing session. This is notable as the NWEA test is designed to have about 50% of students achieving their RIT score during a testing window.