

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 [] Magnet [] Choice

Name of Principal Dr. Linda S. Besett

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

Official School Name Wood Gormley Elementary School

(As it should appear in the official records)

School Mailing Address 141 E. Booth Street

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

City Santa Fe State NM Zip Code+4 (9 digits total) 87505-2617

County Santa Fe

Telephone (505) 467-4800 Fax (505) 982-0182

Web site/URL http://woodgormley.sfps.info/ E-mail ljeffery@sfps.k12.nm.us

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Veronica Garcia E-mail vcgarcia@sfps.k12.nm.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Santa Fe Public School District Tel. (505) 467-2000

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 Ms. Lorraine Price
(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):
- 23 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 31 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	16	26	42
1	16	20	36
2	19	25	44
3	16	40	56
4	33	26	59
5	27	38	65
6	37	22	59
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	164	197	361

4. Racial/ethnic composition of the school:
- 3 % American Indian or Alaska Native
 - 8 % Asian
 - 3 % Black or African American
 - 37 % Hispanic or Latino
 - 1 % 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: 5%

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	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2015	382
(5) Total transferred students in row (3) divided by total students in row (4)	0.050
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 2 %
8 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Dutch, Spanish, Ukraine, Russian, Hindi and Punjabi

7. Students eligible for free/reduced-priced meals: 27 %
Total number students who qualify: 99

8. Students receiving special education services: 11 %
39 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.

- 3 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 1 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 3 Other Health Impaired
- 24 Specific Learning Disability
- 6 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 2 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 10
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	18
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1
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	96%	96%	97%	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
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.

Wood Gormley exists to prepare every student academically, physical, socially, culturally and emotionally for the next grade and for career and college readiness.

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

PART III – SUMMARY

Throughout Wood Gormley’s ninety-year history, the school population has shifted from being predominantly neighborhood students to a student body made up of children from across the City of Santa Fe. Approximately 45% of students are transfer students from various Santa Fe Public Schools. The school is nestled within a residential area; students may walk to school, be transported by their parents/guardians or ride the bus.

With the last renovation of the building, money was raised to update the lobby and outside brick work by selling bricks on which buyers' names were engraved. These bricks were installed under the portal and outside to the sidewalk. A group of artistic parents/guardians carved the beams that are located throughout the building. These artifacts stand as emblems of the impact so many children and their families have made upon Wood Gormley.

The student body is a representative cross-section of the culturally and linguistically diverse demographics of Santa Fe. Classroom teachers invite parents/guardians and volunteers to share about their respective cultures with students. Such testimony pushes Wood Gormley children beyond tolerance of difference to an appreciation of difference. Like individual classrooms, the library honors multicultural understanding by stocking its shelves with high-interest books that demonstrate those school values.

The Wood Gormley staff provides every student with a high quality of education and multiple opportunities to meet and exceed challenging grade-level standards in a safe, caring and respectful environment. The school community holds the fundamental beliefs that a high quality education is a civil right of every student and that in partnership with parents/guardians, teaching and learning comprise the core of our work. Convinced that there is no easy fix for the challenges public education faces, the daily work of every adult in the building is to engage students toward mastery of complex material and to support their learning in myriad ways. The educational philosophy undergirding that work is the proposition that all students have the ability to learn at high levels with the support of skilled teachers, staff and parents/guardians in a safe space.

To that end, Wood Gormley creatively builds intervention, gifted and resource services into the school day to help all students achieve excellence. School-wide, each grade-level has a scheduled time on Monday-Thursday in which to provide intervention, gifted and resource services. These services are provided outside the core and other curricula taught by regular and special education teachers.

Another unique feature of the school day is early-release Fridays. After students leave, Professional Learning Communities meet to collaborate on data analysis and instructional planning.

The principal protects instructional time even while realizing that education cannot be reduced to academic skills acquisition. Emotional, physical and social development is fostered through a safe, caring learning environment in which students and staff members are treated with dignity and respect. The counseling program incorporates a life skills curriculum driven by student-derived behavioral norms under the leadership of classroom teachers and the counselor. Lunch Bunch is a special program designed to resolve conflicts among students. Students, along with the counselor or a teacher, have lunch together and discuss how to make better choices when interacting with their peers.

Despite pressure to eliminate recess, Wood Gormley persists in providing students with physical activity through morning, mid-morning and lunch recesses and a physical education program that supports healthy bodies and minds. Prior to the start of the school day, students gather on the field for morning exercises with the physical education teacher. Opportunities to be on the swim team and participate in the school’s ½-mile, 1-mile, 2-mile and 5-kilometer runs in the spring have become a school tradition within a school community devoted to the positive link between healthy bodies and minds.

The music teacher coordinates a school-wide talent show featuring student musical and dramatic talents. Students in grades k-6 have the opportunity to try out and participate. Approximately 50-75 students choose

to showcase their talents during this popular school event. The talent show is held in the spring with the entire school community attending.

Sixth grade students have the choice to join an after-school Drama Club with 35-40 members. With the help of teacher/sponsors and parents/guardians, they rewrite and stage Shakespeare's plays as skits and one, full-length play for which they design sets, costumes and props.

Wood Gormley students participate in Santa Fe's Chamber Music Festival: Music in our Schools and the Santa Fe Opera's Action Learning through Opera programs. These cultural experiences enrich the school community's lives and learning through three different concerts by Chamber Music Festival Ensembles, each with corresponding lesson plans and other resources, and an eight-week residency program with an artist from the world-class Santa Fe Opera. Also, all grade levels walk to the local Lensic Theater to attend plays, concerts and cultural events.

Over its long history, Wood Gormley has become a fixture of "The City Different." This sense of generational continuity is reflected in the stability of staff in the school community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Wood Gormley’s core curriculum aligns with Common Core State Standards (CCSS) for English language arts (ELA) and mathematics and with New Mexico State Standards in science and social studies. In each area, curricula have been chosen and extended to provide strong foundational and critical thinking skills as well as to teach habits of mind.

From kindergarten to sixth grade the teachers use a range of materials for reading and language arts. Teachers in the early grades have found McMillan/McGraw Hill’s Treasures provides a strong base. The curriculum focuses on phonemic awareness and phonics balanced with comprehension, using grade level ReadyGen and the College Board’s Springboard that use authentic texts as a basis for balanced literacy. In keeping with CCSS, informational text is emphasized in all grades and across all content areas. School-wide, teachers supplement these programs with teacher-designed materials to stimulate student engagement and meet the objectives of CCSS. Also, students have accounts for the online program, IXL Language Arts.

Teachers emphasize writing across all academic areas as writing is key to student ownership of learning and thinking through problems. Students keep interactive mathematics, science and reading journals in which they make regular, short entries that cite evidence in support of claims, as well as writing extensively for research projects and essays. Lucy Calkins’ Writers Workshop and Step Up to Writing are examples of curricula used to introduce, develop and refine writing skills. Students are encouraged to use technology for research and writing.

In mathematics, teachers use McGraw Hill My Math, Engage NY and Glencoe Math as core curriculum supplemented by on-line and teacher-designed materials that provide more practice in “meaty math problems” and multi-step problems. Students have accounts for the online programs, V-Math, IXL Math and First in Math. Students also use KAHN ACADEMY. Students work independently, cover all areas of the CCSS and practice extensively in fundamental and above-grade-level skills. Through these resources, the mathematics program provides core instruction, intervention as needed and learning extensions.

The school uses an inquiry-based science curriculum, Inquiry Science Education Consortium, provided by the Los Alamos National Laboratory (LANL) Foundation of New Mexico. Based on Full Option Science System (FOSS) instruction, the LANL program is student-centered and experiential, involving problem-solving, research, reasoning, writing, drawing and data collection. Such interdisciplinary inquiry promotes critical thinking about scientific concepts. Life science is supported by a gardening program provided by the non-profit organization, Earth Care. The school has an aquaponics system and students work in a garden growing vegetables and flowers.

The school welcomes collaboration and expertise from outside sources, and it is located in a community of many active and retired scientists. Parents/guardians and other guests visit classrooms to share professional, scientific insight and help students see the real world value of their studies. Trout Unlimited is partnering on a trout nursery in one classroom, educating students on conservation and land management as the children care for growing fish.

Grades K-6 teachers design projects such as human behavior and its impact on the environment to fulfill the New Mexico Social Studies State Standards and promote civic awareness. New Mexico Art Tells New Mexico History, a project conceived by The New Mexico Museum of Art, fosters an awareness of the unique culture of New Mexico through the art collection. Through project-based learning that may include student-developed plays, songs and stories, students study basic economic principles, such as using money as the medium of exchange, bartering, exchanging goods and allocating resources. Relevant to the regions and decades studied, mapping skills development begins in the primary grades and continues throughout the upper grades with students creating maps with keys, compass roses and scales.

Beginning in kindergarten, community leaders share with the students about their civic roles and duties as

stewards of their community and environment. Each year, the sixth grade class extends their learning about civic responsibility and environmental sustainability by creating conservation-themed art at the Santa Fe Watershed for a cross-disciplinary project in association with the Santa Fe Watershed Association. The fourth and sixth grade students work together to recycle school refuse throughout the year, promoting an awareness of environmental issues and the city's sanitation process while nurturing relationships across grade-levels. This year, outside speakers challenged students' understanding of themselves as citizens and scholars by celebrating living history during Veterans Day, Constitution Day, Black History Month and the Indian Festival of Colors.

Wood Gormley has a strong enrichment program to promote and challenge higher-order thinking skills across the curriculum and empower students to study and learn to their strengths. It provides opportunities in diverse subject areas including: science, technology, engineering, art and mathematics (STEAM).

2. Other Curriculum Areas:

Students participate in other curriculum areas including visual arts, music (includes performing arts), band, physical education (includes health/nutrition), technology and foreign languages. Wood Gormley refers to these courses as specials. In keeping with the school's vision, the specials curricula are seamlessly integrated with core curricula and most are respectfully assessed with End of Course (EOC) exams designed at the State level.

The visual arts program is choice-based art education which connects to the philosophy of Teaching for Artistic Behavior (TAB). All students in grades k-6 participate in art classes for one hour per week. Every student writes at least one artist statement each year. Grades 4-6 students use sketch books for drawing, collages, painting, writing and brainstorming. Students learn about art technology, photography, drawing, painting, sculpture, fiber arts and print making. Art history is taught during art classes supporting classroom New Mexico History Standards. Every fourth grade student learns about New Mexico History and the influence of Spanish Colonial art. A Spanish Colonial artist teaches tin works and reverse glass painting. Sixth grade students participate in environmental art, studying water ecology and chemistry with environmental artists in the field.

During music classes, students perform and experience different styles of music through movement, singing, instrument playing, listening and class discussions, focusing on New Mexico State Music Standards. All students in grades k-3 participate in music one hour per week throughout the school year. All fourth grade students participate in music for one semester and in band one semester. Fifth and sixth grade students may choose between band and music for the entire school year. Approximately 26 fifth grade and approximately 25 sixth grade students chose to participate in music this school year.

There are many performance opportunities for students in music. The third grade students performed a winter musical and the first grade students will perform a spring musical. Students in grades 4-6 have the opportunity to participate in an after-school choir on Fridays. The choir presents two concerts and choir members will have the opportunity to participate in the Cantamos Santa Fe Choir Festival for elementary schools in April.

During band, all fourth grade students explore the basic wind instruments for a semester. Fifth and sixth grade students learn technical etudes, scales and band repertoire. Approximately 35 fifth grade students and 30 sixth grade students chose to participate in band this school year rather than music. The fifth and sixth grade bands perform two evening concerts each year.

The physical education program introduces students to all the important movement skills elementary students need in order to be successful in a variety of sports and activities. The teacher and students work together to build confidence, teamwork skills and sportsmanship while having fun. In addition, students discuss and try to "live" how important it is to be healthy and fit and how eating well, hydrating and exercising all contribute to their current learning and lifelong health. Research shows that students who participate in physical education have improved concentration, behavior and academic achievement, and the success of Wood Gormley students supports this finding. Additionally, the deliberate structure and mindful

design of the school's physical education program supports students' social development by constructing safe spaces for them to collaboratively seek solutions to problems.

The State's Technology Standards, along with the English language arts Common Core State Standards that relate to technology are the foci of the lessons. Primary components of the curriculum include research, keyboarding and computer basics to support the core curricula. In December, students participated in an international Hour of Code, a computer coding activity that requires algorithmic thinking, a valuable skill for problem solving.

Although a specials class is not offered for foreign languages, teachers may use a language software program. When students complete their assignments they frequently choose to work on another language using the software. Each year, a parent volunteer teaches an hour of Latin per week to one grade level, this year being fifth grade. New Mexico is a bilingual state, and teachers, along with students use Spanish phrases and words daily.

3. Instructional Methods, Interventions, and Assessments:

At the beginning of an instructional block, teachers usually use whole group instruction focusing on the learning objective, the lesson itinerary and the criteria for success. Lesson itineraries show students "where" they will be going on the way to mastery of the objective, while criteria for success is what the students will need to demonstrate in order to show mastery of the learning objective. Students discuss why they need to learn the skill or concept identified in the objective and how it's relevant to their lives.

Teachers first model the skill or concept. Next, students work on the skill or concept in small groups or in pairs, learning from each other with close monitoring by the teachers. After practicing the skill or concept with peers, students practice the skill independently. Following independent practice, students complete a formative assessment to demonstrate what they've learned both to themselves and to the teacher. Embedded within a lesson is leveled instruction and re-teaching the lesson in small groups. All students are in one of the leveled instructional groups designed to meet their learning needs.

Leveled instructional groupings are flexible and focus on the learning needs of students as determined by classroom assessments administered weekly or bi-weekly. Leveled group work may focus on extensions of the lesson for those who have demonstrated mastery. Re-teaching the lesson for students who did not grasp the concept or skill also occurs daily within an instructional block. These methods/strategies are considered Tier I interventions, a component of the Student Assistance Team (SAT) and aligned with Response to Intervention (RtI) expectations.

During Tier I, teachers usually use the adopted materials, pulling numerous additional resources in order to teach the objectives of a lesson. They select intervention materials, practice materials and extension materials to meet the individual needs of each student. Video clips, complex text and multi-step math problems are common materials used by teachers in grades k-6 RtI. A continuous cycle of teaching, assessing the learning and revising instruction based on analysis of the data is evident in all classrooms.

Through progress monitoring and bi-weekly testing using classroom anecdotal evidence and running records, alongside pre- and post-assessments, adopted materials tests, Discovery Education Assessments and probes, IXL reading and mathematics assessments and Istation, a student may be identified for Tier II interventions. Assessment data are analyzed, discussed and specific skills or concepts are identified that need to be targeted during the intervention block. A SAT meeting is held with the parents/guardians, teacher, SAT leader and other stakeholders, i.e. counselor at this time.

The SAT team develops an intervention plan during the initial SAT meeting. The student identified for Tier II interventions receives additional instruction in the identified area(s) of weakness outside of the daily instructional blocks in math and/or English language arts. The intervention blocks are 30-minute blocks for reading and/or math four times per week.

Over the next nine weeks, teachers implement the intervention plan, progress monitoring the student's

learning. If the student demonstrates mastery of the identified skills or concepts identified as weaknesses, the student may exit Tier II or continue in Tier II if continuous improvement is demonstrated but mastery hasn't occurred.

If the student does not master the skills and concepts and continues to struggle with learning, a second SAT meeting is held to determine the next level of interventions. At the second SAT meeting, a decision may be made by the team to refer a student for additional diagnostic testing. Parents/guardians have the opportunity to agree to additional testing or decline. The results of the diagnostic testing may qualify the student for special education services. The team determines whether the student should receive special education services as determined by the diagnostic assessment. If the team agrees that the student should not receive special education services or if the student does not qualify, the Tier II classroom interventions are revised and continue until the student masters grade-level skills and concepts.

Strategies and interventions are determined by the teacher (Tier I) or SAT (Tier II) targeting a student's area(s) of academic weaknesses at both Tier I and Tier II. Some general strategies/interventions include: re-teaching, chunking the work, visual cues, tactile tools, giving small group/one-on-one direct instruction, strategic groupings/peer/shared work, additional time, repeating directions and preferential seating.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Wood Gormley, students take pride in achieving at high-levels academically, and they embrace the school being a safe space physically, emotionally and socially so that such achievement is possible for every student. This culture does not happen by accident. Teachers explicitly teach the difference between a “fixed” and “growth” mindset so that students understand no one in the school will give up on them, and that the school community is practicing and growing in the skills that will help everyone to live wisely and well in a complex world. Therefore, members of the school community are mindful of the real world significance of every task and strive to make that relevance explicit. Administration, faculty, staff, students and families create a positive culture and a climate of mutual respect by modeling, reinforcing and supporting the growth mindset in their words and actions each day.

The principal and teachers practice a “no secrets” expectations policy. While academic and behavioral expectations are driven by standards set by National, State and District policy-makers, teachers, in collaboration with the principal and parents/guardians, are empowered to design and communicate those expectations in their individual classes. When students understand a clear set of high expectations - academic and behavioral - the school finds that this transparency results in a climate of collegiality that fosters cooperation rather than competition. In this climate and culture, what is good for the many is good for each individual rather than the reverse.

This climate and culture of collegial respect extends to teacher’s Professional Learning Communities (PLCs). The principal trusts teams of teachers to analyze data (both quantitative and qualitative), make instructional plans based on that data, revisit that data and revise those plans focusing on high academic achievement and social-emotional growth for all students. Teachers in various PLC configurations are not asked to complete a meaningless form as a hollow accountability measure. Rather, teachers are held accountable by the principal, District administration and the State Department for closing gaps in student learning. Therefore, the functionality of PLCs is measured in student learning rather than by documentation that may or may not actually help close achievement gaps. All major decisions are made by the entire staff, and teachers are considered the experts in their classrooms.

Wood Gormley students become engaged when they are active learners in challenging, interesting and relevant learning opportunities. Therefore, teachers embrace opportunities of going beyond pencil and paper work to actually engaging students in real world situations when teaching skills and concepts.

2. Engaging Families and Community:

Wood Gormley is privileged to have parents/guardians who are highly involved in the larger community and, in turn, highly involved in the school. That network brings with it a host of expertise and a litany of experience to enrich student learning and empower student living. Family and community involvement is indeed the secret to Wood Gormley’s success.

In addition to shared governance through the School Advisory Council, the school boasts of an incredibly productive and supportive Parent Teacher Club (PTC). The PTC organizes and implements school and community-wide fundraisers and activities like Fall Festival and The Panther Run that have become school and community traditions. Wood Gormley parents/guardians and teachers are uniquely well-positioned to offer such support because they represent a diverse cross-section of the professional, business and artistic community of Santa Fe. Therefore, the traditions of the school mirror those of the larger community because they are sponsored by contributing members of the larger community.

Well-aware of the budget constraints on public education, Wood Gormley’s PTC supports classroom communities by budgeting \$500 for each teacher to spend on supplies. Funds are allocated to provide professional development, create scholarships, reimburse tuition and supplement curricular budgets so that teachers, staff members and students in the school have access to the materials and resources they need to

grow professionally and academically. Also, the PTC funds after-school tutoring for students who have been identified for interventions by their classroom teachers.

Approximately 25 parents/guardians volunteer in art classes weekly. The art teacher hosts training at the start of the school year for all art volunteers. Each art class has a lead art volunteer who creates the volunteer schedule for that class and helps with special projects like Art Night. Also, four visiting artists from the community are invited to work with students during their art classes, i.e. photographer, felting artist.

The symbiotic relationship between the school and community are evident in the first annual student-led Academic Conference on Equity in Education scheduled for May 1, 2017. The Call for Papers went out to families, community members, government representatives and faculty at the University of New Mexico and the University of Oklahoma. In addition to accepting proposals from fifth and sixth grade students, the student leaders of the conference accepted proposals from a student's Navajo grandfather and a student's psychology professor mother. The keynote speaker, invited from the University of Oklahoma, will address issues of equity related to education and children with learning differences.

3. Professional Development:

Wood Gormley's professional development plan is aligned to the school's instructional goals for the school year: solving multi-step math problems; closely reading complex texts; engaging students at high-interest and rigor levels; and supporting literacy and math across the curriculum. Revisions to the professional development plan occur throughout the school year as the need for additional learning is identified. Because all professional development opportunities are aligned with the instructional goals and teachers develop effective strategies and instructional skills, students are more engaged and their learning is enhanced.

For the past three years, the principal and two lead teachers have participated in monthly, day-long professional development workshops provided at the District level in mathematics, English language arts and student engagement. After attending the professional development sessions, the lead teachers, supported by the principal, present workshops for the entire staff, sharing strategies and materials during Friday afternoon Professional Learning Communities.

In the schools' push toward excellence in mathematics, the school has focus on key grade-levels. For the past two years, fourth grade teachers have attended monthly District-provided math professional development on effective strategies to teach students to solve multi-step mathematics problems. The sixth grade mathematics teacher has attended the National Middle School Math Conference for the past three years and presented at the conference last year.

Site professional development is presented by the principal, teachers, District coordinators/directors and outside presenters. Some of those workshops include analyzing data to improve instruction, understanding school funding, aligning resources to meet the learning goals, understanding the evaluation instrument and teaching the Common Core State Standards effectively.

Annually, two or three teachers participate in the Active Learning through Opera workshops that are provided by the Santa Fe Opera during evenings and Saturdays. The workshops focus on strategies for arts integration in specific content areas.

During the summer months, at least two or three teachers attend week-long Readers and Writers Workshop held at Teachers College Columbia. The cost of this opportunity is funded through the Parent/Teacher Club.

Classroom teachers attend the Los Alamos National Laboratory four-day Summer Science Institute on implementing hands-on science using kits and content materials provided by the lab. Another science professional development opportunity for Wood Gormley teachers is the Santa Fe Science Initiative that

provides Saturday workshops throughout the school year. The workshops focus on solidifying content knowledge and learning ways to integrate science with other curricular areas.

4. School Leadership:

Wood Gormley's leadership philosophy follows a distributed model through which the voices of all stakeholders are represented in and are responsible for decisions. All decisions are guided by what the stakeholders believe to be in the best interests of student learning and well-being. To that end, the school has a shared governance body called a School Advisory Council (SAC) that meets at least once a month. The SAC's membership includes an equal number of parents/guardians and school staff, along with a community member. The SAC oversees and makes decisions about the schools programs, policies and finances.

In addition to principal's weekly news brief, the principal works with a leadership team consisting of one representative from each grade level, one representative from specials and one representative from special education. The members meet with the principal and discuss instruction, requirements and data. The members share that information with their respective teams. Most major decision-making, however, occurs in staff meetings and other team configurations so that the entire staff has a voice in procedures and policies over which it has control.

The principal also appoints two teachers as mathematics and English language arts (ELA) goal team leaders tasked with facilitating vertical goal teams in detailing an instructional plan to meet ELA and mathematics goals that are established annually from analyzing data in those respective areas. The goal teams meet quarterly to revise strategies and methods to attain the goals.

Student success is directly tied to the principal's leadership philosophy. Teachers' autonomy in making instructional decisions at Wood Gormley results in their feelings of ownership over their methods, content and formative assessments. Teachers are thus able to provide feedback and adjust their teaching as necessary for individual students and cohorts. Teachers aren't bound to textbooks and, therefore, can re-imagine units as they see fit for each group of students. Additionally, teachers can and do teach to their strengths; in fact, the upper grades at Wood Gormley have chosen to departmentalize.

It is this kind of trust in teachers that has allowed the school to separate itself from the statistics that often define the District and the State in terms of education. The principal walks through every classroom almost every day, and that presence of leadership at Wood Gormley is never a surveillance technique. Rather, that kind of presence is reassuring for teachers and students because the principal is genuinely interested and invested in the learning of every student in every classroom every day.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Three years ago, Wood Gormley teachers began the implementation of close reading in English language arts (ELA). Lateral and vertical teams focused on the three shifts in the Common Core State Standards (CCSS) for ELA and literacy. Grades k-6 teachers agreed upon a common set of close reading annotations, terminology, routines and time-frames. Grade-level teams chose the complex text, academic vocabulary, culminating activity and made grade/child-appropriate modifications and extensions. Every class in grades k-6 engaged in close reading three times a year in three different content areas during the same week. The school's close reading instructional routine is aimed to engage all students in analysis of complex text on a deep, meaningful level. Close reading continues to be taught to students and has become a critical part of ELA instruction.

Implementation of the close reading instructional routine involves an analytical process that begins with analyzing image as text to help students first acquire a shared vocabulary that they will need and use throughout their k-6 career and beyond. Further, this non-threatening medium allows students to develop the analytical “eyes, ears, voices and minds” they will soon apply to written text.

Complex text selections are made by grade-level teams according to the “three part model” outlined and the exemplars offered in the CCSS. For example, the sixth grade ELA teacher selects Pat Mora's “Sonrisas” as a close reading text on the basis of its complexity, but also for its treatment of cultural liminality - what it means for the speaker to “live in a doorway between two rooms” - and its linguistic diversity. It is a culturally relevant text for the rich culture of Santa Fe, and the author is local.

After one day of annotation, students note concrete evidence, connect that concrete evidence to abstract associations and cite a relationship between concrete and abstract, i.e. contrast, repetition. On the third day, students write a claim in which they name the relationship and balance concrete evidence and abstract associations. On days four and five, students compose a literary analysis essay.

Through this close reading routine, the often-invisible meaning-making processes become very visible and accessible to all students by explicitly teaching strategies for unpacking complex text without imposing meaning, strategies that honor students' critical reading. The school-wide goal with the close reading initiative is to equip students with a method that works and release them to do the task independently and confidently.