

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 376 Jarales Road
(If address is P.O. Box, also include street address.)

City Jarales State NM Zip Code+4 (9 digits total) 87023-0000

County Valencia County

Telephone (505) 966-1900 Fax (505) 966-1950

Web site/URL https://www.beleneagles.org/o/gse E-mail martinezca@beleneagles.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Diane Vallejos E-mail vallejosdm@beleneagles.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Belen Consolidated Schools Tel. (505) 966-1000

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.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Jim Danner
(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. 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 2020 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 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	22	19	41
1	12	20	32
2	22	20	42
3	16	24	40
4	20	12	32
5	27	20	47
6	25	23	48
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	144	138	282

*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):
- 2 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 81 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 16 % White
 - 1 % 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 2018 - 2019 school year: 18%

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

Our student population is comprised of many farm and dairy workers. Some are migrant workers and this attributes to our 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, 2018 until the end of the 2018-2019 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	30
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1, 2018	306
(5) Total transferred students in row (3) divided by total students in row (4)	0.18
(6) Amount in row (5) multiplied by 100	18

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

Spanish

English Language Learners (ELL) in the school: 21 %
60 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 281

8. Students receiving special education services: 21 %

59 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>3</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
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.	5
Student support personnel e.g., school 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	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	96%	96%	95%	94%
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 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

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

We will ensure excellence in all we do for every student because we believe that every student has capacity.

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

Gil Sanchez Elementary is home to nearly 290 students in the beautiful rural farming community of Jarales, NM. Our school was established in 1974 and is surrounded by alfalfa fields. Jarales is just outside of the city of Belen, NM. We are centrally located near the Rio Grande. We provide education for kindergarten through sixth grade. Our families are from diverse backgrounds and many are hardworking farmers, ranchers and dairy workers. The railroad is a huge part of our community and employs many parents as well.

Gil Sanchez Elementary has developed a student-centered culture working under the belief that all students have capacity to reach their goals. As educators we will ensure excellence in all we do to provide quality education for every student. We believe in building strong relationships with each child. Making connections with each child in turn helps us support their growth in academic, social and emotional areas of their life. We have developed a standard aligned system that commits to high functioning collaborative teams. Each team meets every week to review student work, assignments and grade-level standards. Staff has experienced the school transformation process and has sustained continuous improvement. We have developed a culture of standard aligned instruction and high functioning teams that focus on the whole child.

Our school has a partnership with the University of New Mexico (UNM) Prevention Research Center. We participate in their "Eat Smart to Play Hard" (ESPH) campaign, which promotes to our students the benefits of increasing their daily consumption of fruits and vegetables. Within our physical education classes, we take part in the American Heart Challenge, to help raise money for the American Heart Association. This challenge also increases each student's physical activities.

We have competitive boys and girls 6th grade basketball teams. Girls on the Run is a program for third through sixth graders, which inspires all girls to embrace their inner strength along with their physical strength by preparing for and ultimately running a 5K.

We also have a partnership with the Good News Club, which is a afterschool program that promotes evangelism fellowship and positive character traits.

Our after-school program is provided by the Rio Grande Educational Collaborative. This program provides a safe, structured enrichment for children. The focus of the program is to improve academic outcomes for our students through a learning method which is intended to compliment work being done by teachers, parent involvement, and keeping young minds engaged in learning in a variety of core subjects.

Our school has developed a system, built by retired teachers, that supports all staff in the teaching of students who are below grade level. They support all grade levels for short periods of time throughout each day to give these students yet another chance to develop their reading and math skills. These retired teachers have developed a love and passion for promoting academic growth in our students which encourages confidence and academic success for our students.

We have also assigned reading buddies between our Tier II reading students and other staff members besides classroom teachers. Staff buddies are secretaries, office clerk, custodians, educational assistants, the librarian and the principal. Each day the staff buddy meets with their reading buddy to listen to them read aloud. This has really built our Tier II student's reading confidence and fluency. They look forward to their time with their buddy.

Students build relationships and know that we as a staff are providing every opportunity for them to succeed.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Gil Sanchez Elementary has developed a culture of data guided and standard aligned instruction. Gil Sanchez Elementary has demonstrated continued growth in students proficiency each year. Student achievement data is reviewed during collaborative work sessions with grade level teams and support staff. These work sessions are built into the schoolwide schedule. Each team meets every week to review student work, assignments and grade level standards to ensure all students reach their potential. All students are expected to master grade level standards. Our standard aligned system and high functioning teams always help us focus on student performance. These sessions also allow for time to examine student work which in turn leads to planning for next steps in instruction as needed for the students.

Our standard driven plan is followed by all. This plan has focus standards for language arts, math, and Next Generation Science Standards by grade level and they are broken up by semester. Standards being taught are studied thoroughly by the teachers and are presented to students with great depth. Academic language is always the focus when teaching standards, and student friendly language is used when necessary to ensure understanding by all students. Every standard being taught is posted weekly with anchor charts to support the standard. Standards that are being taught are also shared to parents as well by each classroom teacher. Students can share and communicate the standard they are trying to master to others.

Our leadership team goes through a root-cause analysis process and delves into an in depth process of looking at the root-cause of student outcomes. Goals are set and documented into a 90-day plan that is reviewed quarterly. All staff members are committed to critical actions to ensure all are making progress towards individual and site goals.

Quarterly summative and ongoing formative assessments are used to determine progress and learning gaps for each student. Schoolwide data is displayed in our data room. Each teacher and grade level data are presented in the data room according to each students' test scores. Next step plans are also displayed with focus areas clearly stated for the next quarter. Students are placed into Tier II instruction as needed. Teachers report their successes and discuss their plans for improvement with all instructional staff members. We have a culture that provides a setting of support for each other for celebrations as well as support when improvement is needed.

1b. Reading/English language arts

Each grade level kindergarten through sixth use a standard driven instructional plan. This plan has specific standards for reading and English language arts that must be taught in each quarter. Weekly grade level meetings take place to review the upcoming standard. Resources are shared and decided upon to help teach the standard to all students in Tier I instruction. Tier I instruction is our core curriculum that all students receive to promote mastery of the standard that is being taught. Using exit tickets, formative assessments and examining student work, the grade level team decides which students need Tier II instruction. The Tier II instruction is broken down into specific skills that must be reviewed or retaught in small groups to achieve mastery of the standard. Tier II instruction is ongoing with students as needed. Groups are constantly changing depending on the skills needed to be taught and which students need specific Tier II instruction at the time.

Specific reading skills and deficiencies are also supported by a reading specialist who provides small group instruction in addition to the classroom Tier II lessons. This additional Tier II instruction offers additional support to our intensive Tier II students.

In addition to the Tier I core curriculum we use an online learning program for reading and language arts instruction. This supplemental reading and intervention program integrates research-based reading content

and effective reading instruction in an effective program to provide an immediate resource for teachers and students. The program includes the research-based components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The instruction provided is systematic and explicit, based on student instructional needs. This program uses data informed instruction with online benchmark screeners and continuous progress monitoring. Individualized lessons based on data are matched with student needs. Once the student is actively engaged the program provides interventions for Tier II instruction for the classroom teacher.

Summative assessments are given to each student quarterly to determine proficiency levels in the standards for each quarter. Data from these quarterly assessments is examined to determine which standards must be reviewed or retaught in the new quarter.

1c. Mathematics

All grade levels use a standard driven instructional plan for mathematics instruction. This plan has specific standards for mathematics that must be taught in each quarter. Weekly grade level meetings take place to review the upcoming standard. Resources are shared and decided upon to help teach the standard to all students in Tier I instruction. Tier I instruction is our core curriculum that all students receive to promote mastery of the standard that is being taught. Using exit tickets, formative assessments and examining student work, the grade level team decides which students need Tier II instruction. The Tier II instruction is broken down into specific skills that must be reviewed or retaught in small groups to achieve mastery of the standard. Tier II instruction is ongoing with students as needed. Groups are constantly changing depending on the skills needed to be taught and which students need specific Tier II instruction at the time. While focusing on certain standards throughout the quarter, teachers also make sure to provide a constant spiral review of previous standards and skills in order to provide constant practice and fluency to ensure mastery of all math practices.

In addition to the Tier I core curriculum we use an online learning program for mathematics instruction. This on-line supplemental math program assesses and teaches foundational skills for student mastery of mathematical concepts, such as: number sense, geometry, operations, measurement, algebra and data analysis. The program provides interventions for Tier II instruction for the classroom teacher based on each student's progress through the individualized lessons. The instruction provided is systematic and explicit, based on student instructional needs. This program uses data informed instruction with online benchmark screeners and continuous progress monitoring. Individualized lessons based on data are matched with student needs.

Summative assessments are given to each student quarterly to determine proficiency levels in the standards for each quarter. Data from these quarterly assessments is examined to determine which standards must be reviewed or retaught in the new quarter.

1d. Science

Our school is currently mastering our knowledge of the Next Generation Science standards and implanting them into our curriculum. We are following a pacing guide for each quarter. The focus is on the four disciplines: Physical sciences, Life sciences, Earth and Space and Engineering, Technology and Applications of Sciences. In our weekly grade level meetings, we are studying and becoming more proficient with the standards in each discipline. The district has a task force in which staff from each grade level comes together periodically to study the standards and then they communicate back to our site. The district is also providing lessons for us to teach the standards, we are also using lessons which we have deemed strong enough to address each standard. Within each quarter teachers use formative assessments as they progress through each unit. These assessments are in the forms of exit tickets, response journals, unit assessments and written prompts. Summative assessments are also given by the state for assigned grade levels. Currently fifth graders are being assessed by the state, with a standardized exam. This transition to the Next Generation Science standards has been challenging for a lot of the teachers and many are shifting their thinking about how science is being taught. The shift includes trying not to rely so much on one

textbook or curriculum and focusing more on phenomena inquiry that is at the root of the Next Generation Standards.

1e. Social studies/history/civic learning and engagement

At Gil Sanchez Elementary social studies is taught widely through our reading and language arts curriculums, especially when we teach our reading informational Common Core Standards. The level and depth of our social studies content varies by grade levels as well. We follow the state of New Mexico's social studies standards that are divided into four focus areas of history, geography, civics and government and economics. In addition to the integration of social studies instruction within reading and language arts curriculums, students complete project-based assignments in their classrooms. Within these project-based assignments research tasks are incorporated and used to promote depth of knowledge for certain standards or concepts. Oral and written reports are used to present research. In some classes, assignments extend into family-based projects. Parents are invited for class presentations of the family-based projects. These projects are part of the evaluation process as well as ongoing formative assessments used throughout the quarter.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Our school offers other curriculum disciplines that support them in all areas of academics. Art and music are provided to all students twice a week. We have a certified art teacher and a certified music teacher. Our students are provided with two quarters of art classes and two quarters of music classes. We share both teachers with another school site in our district. Both of our art and music instructors collaborate with classroom teachers and often infuse the current grade level standards into their lessons. Our art teachers collaborate with the Sevilleta National Wildlife Refuge which is just south of our community to promote the knowledge of animals and their natural environments. This collaboration also includes an art contest that we participate in each year.

We have two physical education teachers at our site, together they prepare and provide lessons for students twice a week. They also collaborate with the American Heart Association and are a part of the Heart Smart challenge. This challenge takes place each year to raise money for the American Heart Association and teaches students about healthy living, exercise and diet. Both teachers also collaborate with classroom teachers about standards they can reinforce within their physical education lessons.

Within our campus we have four computer labs that are accessible to all teachers and students. Students have daily computer lab time where they can focus on our online curriculums which provides intervention instruction. In addition, they are able to complete assignments, lessons and enrichment on the computers as directed by their classroom teachers. Students also have library instruction once per week. In library sessions students are taught library basics as well as enrichment of reading and language arts standards. Their love for reading is also fostered with the self-selection of appropriate reading level materials.

We have a school counselor who provides social and emotional services and instruction to all students once per week. Our counselor also provides more in depth one on one services on a case by case model. With the help of our counselor we participate in Red Ribbon Week which instills awareness of the dangers of drug and alcohol use and abuse. Our counselor also provides an anti-bullying curriculum to all students which promotes healthy and strong relationships within our school and community.

All this collaboration between other curriculum instructors and classroom instructors promotes mastery of all grade level standards and the healthy well-being of our students.

3. Academic Supports:

3a. Students performing below grade level

Students performing below grade level are identified each week during our collaborative grade level work sessions. These students are placed in Tier II instructional groups based on skills they are deficient in. Teachers use small group or individualized instruction daily during their response to intervention time to reach these student's needs. For instance, if three students are having trouble with two digits by two-digit multiplication, when the class has moved on to division by a two-digit number, the teacher will then call them for a small group or individualized intervention time to focus on reteaching and mastering the concept. Peer mentors are also provided for students when necessary. Resources may be provided as well, such as interactive notebooks, anchor charts, and notes that the student can use to refer to when completing multi-step multiplication problems until the student can be successful without assistance. Using various formative assessments and examining student work sessions the student's progress is discussed in weekly collaborative work sessions. When students show mastery and continued independence with a certain standard, they are removed from the intervention plan and returned to a Tier I Core instruction classification.

When students are below grade level in reading they are also referred to our reading specialist who volunteers and teaches reading groups to individuals and groups according to reading level.

We also use an online reading and math program that provides lessons for students on an individualized, standard-aligned platform. When a student is showing signs of falling behind grade level within the individualized program, teachers are provided with direct instruction lessons to help the student progress and master the current standard that needs mastering. These focus lessons provide another resource for teachers to help students in Tier II instructional groups.

3b. Students performing above grade level

Enrichment instruction is provided for students performing above grade level. In weekly collaborative work sessions and the examining of student work students that have mastered the standard are identified. When planning next steps, the team decides how to provide enrichment and how to dive deeper in the standard to extend that student's knowledge. Assessing what advanced students have mastered is important so they can receive credit for the knowledge and skills they possess, so alternative goals can be set. Depth of knowledge questions are used to help these students move to more conceptual thinking. Teachers also offer a range of texts for advanced students, for example, a certain topic of study can be enhanced with research projects. Independent learning projects and student interest topics are used for students that are above grade level. These projects permit them to inquire about a topic more deeply. Students performing above grade level are also peer mentors to other students as needed in the classroom. Our school's independent computer learning programs are designed for ability levels and can challenge these learners according to their performance levels.

3c. Special education

Our special education program is designed for the least restrictive environment for our students. We have two certified special education teachers. These teachers offer services to our students in Tier III instruction or those that are identified with an I.E.P. (Individualize Educational Plan). One special education teacher provides services for our kindergarten through third graders. The second one services fourth graders through sixth graders. Lastly one of our sixth-grade teachers assists with her own identified students within her classroom. Each Tier III or I.E.P. student is on their own leaning plan and is provided services accordingly. We have contracted services from therapists that are able to come in and work with their assigned students either on a one and one basis or small groups according to I.E.P. goals. Collaborative work sessions are held with regular education teachers, special education teacher assigned, therapists, special educational assistants and our I.E.P. facilitator to ensure that students goals are being met. In addition to I.E.P. goals both the special education and classroom teachers make sure that students are receiving instruction on grade level standards. Goals are evaluated regularly by all stakeholders and communicated with parents. The academic success of our special education program is proof of our vision that all students have the capacity to reach their goals and is promoted by all.

3d. ELLs, if a special program or intervention is offered

Gil Sanchez offers bilingual instruction for our English Language learners. We follow a transitional model of instruction for these learners. This model first ensures that students master grade level standards in their primary language. Then the teacher assists students in becoming fluent in the English language with implementation of the English Language Proficiency Standards. We have one certified bilingual teacher who supports all students with needed bilingual instruction. Collaborative work sessions are held with our bilingual teacher and classroom teachers to plan for student's individual needs and goals towards mastery of their grade level content.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We have many opportunities for our students to build strong relationships and reach their full potential. All students set academic goals with their teachers based on data from summative and formative assessments. These goals are shared with families and referred to often. They are adjusted as needed throughout the year. Celebrations are planned when students reach their academic goals.

Leadership provides uninterrupted time for teacher collaboration weekly. These weekly meetings provide for a time of examining student work, planning for response to intervention as needed with data driven decisions, standard alignment and deep level knowledge of the standard is acquired by each teacher as well.

We have a boys and girls basketball team comprised of sixth graders. They compete with other school teams within our district. These athletes are held accountable for acceptable grades and behavior when representing our school.

Girls on the Run is a program that is available for third through sixth graders. It is a 10-week after-school program that is designed to inspire girls of all abilities to recognize and embrace their inner strength. They are taught the important connection between physical and emotional health. Goal setting is used for each girl and at the end of the program, girls participate in a 5K, which provides a great sense of accomplishment.

Our school has a partnership with the University of New Mexico (UNM) Prevention Research Center. We participate in their "Eat Smart to Play Hard" (ESPH) campaign. This program is used to help our students increase their daily consumption of fruits and vegetables. This program also involves family members in making healthy decisions regarding diet and physical activity, while they have fun together.

Within our physical education classes, we take part in the American Heart Challenge. This program educates students on living a heart healthy lifestyle, inspires students to engage in the mission of the American Heart Association and allows them to experience fun physical activity at school.

We also have a partnership with the Good News Club. This club is a ministry of Child Evangelism Fellowship in which trained teachers meet with groups of children once a week after school.

It is especially important to provide programs that are safe, fun and enrich the lives of young children.

Our after-school program is provided by the Rio Grande Educational Collaborative. This program provides a safe, structured enrichment to children. The focus of the program is to improve academic outcomes for our students through a disguised learning method which is intended to compliment work being done by teachers, provide opportunities for parent involvement, and keeping young minds engaged in learning in a variety of core subjects.

2. Engaging Families and Community:

Partnerships are developed to engage parents, staff, students and community to ensure all students are successful. Growing a successful environment takes trustful relationships, hard work, and persistence from all stakeholders. Teachers are expected to connect with all students and families by setting goals and making positive phone calls home as well.

Our school has a back to school orientation night. All parents and students are expected to attend an orientation at the beginning of every school year. The goal is to ensure parents, students and staff know the expectations and goals for the year. The principal begins by informing parents about our site goals, purpose, and expectations for the year. Data from the previous year's assessments are shared. The parents then go to the classrooms so the teachers can present classroom procedures, expectations and goals. Teachers share

individual student scores and data from the previous year with each parent. The students close by sharing individual goals with their parents. Commitments toward goals are made by staff, students and parents. Progress toward goals are reviewed during student-led parent teacher conferences. Adjustments are made as needed to ensure all students are making progress toward their individual goals. Teachers plan classroom celebrations at the end of each nine-weeks to recognize the hard work and progress that has been made over the semester. Grade-level orientations have helped us engage parents to support student achievement. We believe students and parents will reach or exceed when expectations are set. This crucial action supports the belief that all children have capacity.

Our annual Fall Festival provides families, students, staff, and community with an evening of fun which has turned into a signature night for our school. There is free dinner for all who attend, games with prizes and music. “The Explora Science Center and Children's Museum” is also present that night to provide hands on experiments and learning centers for all.

Gil Sanchez Elementary has developed partnerships with local businesses and community members to support the basic needs of our students academically and socially. We also have partnerships with New Mexico State University and the University of New Mexico. They provide programs to our school that help build student character and health awareness. We have an ongoing partnership with St. Vincent de Paul. Our students and families contribute to a food drive each Thanksgiving that provides dinner baskets for families of need in our community. The Catholic Daughters of America come into the school and provide Christmas in the classroom for our most needy students. They provide a breakfast, gifts and clothing to these students. Business Women of Valencia County and other local businesses provide school supplies and food for families every year. These partnerships continue to strengthen the positive culture at our school.

3. Creating Professional Culture:

The staff at Gil Sanchez Elementary is the greatest resource for our students. They are our greatest asset. Their willingness to provide nothing but excellence in all they do is apparent to all. Their commitment to students is unwavering. They truly believe that all students have capacity and will do whatever it takes to reach them. There is an environment and culture where all feel safe and are open to grow as teachers. Each teacher’s talent to teach is supported and encouraged. Teachers can deliver the grade level content in their own style to reach their students, plus continue to focus on standard driven instruction. The rapport and respect the staff has for each other promotes positive relationships for the students as well. Each staff member’s health, safety and emotional well-being is a priority.

Professional development builds from research and the expertise of all staff. The growth of high functioning teams and embedded professional developments has had the most impact. We have developed a culture of constructive feedback, reflection, and collaborative teams to review qualitative and quantitative data every week. We now have the majority of our students proficient. Students have experienced this system for four years with higher levels of proficiency each year. We believe students will continue to achieve sustainable results under this environment.

Teacher’s accomplishments with their students are celebrated weekly in our professional development and staff meetings. Weekly struggles are also addressed, and plans are made with team members to support and overcome these struggles. Teacher prep and planning time is sacred and uninterrupted. Every effort is made to make sure that teacher prep time is not cancelled or infringed upon. Planning and prep time is a precious resource that is so important to the emotional health of our staff. Another important part of the culture of our school is that there are minimal interruptions to the educational focus of the day. Administration and the office staff make sure there are little to no interruptions during instructional time. Teachers ensure that minimal time is lost in transitions and are all strong believers in bell to bell instruction.

4. School Leadership:

At Gil Sanchez we ensure excellence in all we do because we believe that all students have the capacity to reach their goals. Adult behaviors and critical actions are aligned to this vision which upholds a student-centered learning system. Our principal believes and instills the behavior of building strong relationships

with all. Our principal has strong leadership skills, great communication, and takes into consideration input from staff when making decisions. Support is offered to all staff in a timely manner and high expectations is held for all staff and students.

Our principal attends each grade level collaborative work sessions weekly and is actively engaged in examining student work, collaboration, and responding to intervention plans with teams. The principal is visible and accessible to students and staff regularly. Our principal is in all classrooms a minimum of once per week.

The Gil Sanchez leadership team consists of experienced teachers from various grade levels, general education, special education, educational assistants and parents. Collaboration between members focuses on key issues for school, data analysis, 90-day planning, and comprehensive needs assessments. This team distributes information back to grade level colleagues and team members.

Another integral part of school leadership at our school is our secretary and attendance clerk. They are friendly, hardworking, organized, informative, and dedicated to ensuring that the school is running smoothly. They are both professional and are the hub of Gil Sanchez Elementary. They both set the tone for our warm, loving, and caring culture here.

Our teachers hold high expectations for themselves and their students. They lead standard aligned curriculum for all. Their instruction is always data driven and student centered. They build relationships with students as well as parents and the community. Our teachers are natural leaders that engage and excite learning in all students. All classrooms are unique, but two commonalities that can be found in all of them is high expectations of students and the love of learning.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that makes Gil Sanchez Elementary stand out is the unified understanding that we must ensure excellence in all we do because all students have capacity to reach their goals. Along with this understanding is the mindset that a strong focus on standard driven instruction and high expectations for all students will demonstrate that our school has become a success. The culture of on-going examination of student work allows us to focus on each child individually. Each student has goals they are striving for. Classroom goals are made based on an average of all student's goals. These classroom goals and progress towards them are displayed on classroom data boards. In addition to classroom data boards, each child has their own data folder that creates a visual to help them monitor their progress toward their goals and mastery of each standard. These private data folders are also used to communicate with parents throughout the year. All stakeholders are always aware of what standards have been mastered and what standards need reinforcement. Our students can articulate their goals, strengths and challenges. They look forward to celebrating their hard work and success each quarter. They are supported daily by the Gil Sanchez Elementary staff. Our family provides an environment that ensures each student that they will be supported through any challenges they face. Students believe in the school vision that they can reach these goals and know that they have the capacity to do so with hard work and perseverance.