

U.S. Department of Education
2020 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 Ms. Corrine Morris Saenz
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 405 Denson Drive
(If address is P.O. Box, also include street address.)

City Austin State TX Zip Code+4 (9 digits total) 78752-4197

County Travis

Telephone 78752-4197 Fax (512) 453-1193

Web site/URL https://www.austinisd.org/schools/reilly E-mail corrine.saenz@austinisd.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Stephanie Elizalde E-mail superintendent@austinisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Austin Tel. (512) 414-1700

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Geronimo Rodriguez Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

**Non-public Schools: If the information requested is not applicable, 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):
- 83 Elementary schools (includes K-8)
 - 19 Middle/Junior high schools
 - 18 High schools
 - 2 K-12 schools
- 122 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	22	20	42
K	40	25	65
1	19	36	55
2	13	19	32
3	13	14	27
4	11	13	24
5	14	10	24
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	132	137	269

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 1 % Black or African American
 - 67 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 22 % White
 - 4 % 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: 24%

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

Reilly's Dual Language program has experienced an influx of students from around the Austin area, resulting in an increase of transfers to Reilly mainly for prekindergarten and kindergarten. Reilly added a kindergarten classroom for the 18-19 school year to begin the Mandarin/English Dual Language program. Our prekindergarten classrooms offer tuition-based spots which has become very appealing to families wanting to begin prekindergarten in public school and particularly Reilly because of the Dual Language program. These reasons explain our high transfer mobility rate for the 18-19 school year.

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	46
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2018	218
(5) Total transferred students in row (3) divided by total students in row (4)	0.24
(6) Amount in row (5) multiplied by 100	24

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

Spanish, Mandarin, Cantonese, Q'eachi, Korean, Thai, Karen, Burmese

English Language Learners (ELL) in the school: 51 %
138 Total number ELL

7. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 143

8. Students receiving special education services: 12 %

32 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>4</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	117

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 17:1

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	97%	96%	97%	97%	97%
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.

Reilly Elementary provides an additive educational approach to provide literacy and content instruction to all students through two languages, promote bilingualism and biliteracy, grade level academic achievement in both Spanish/English or Mandarin/English, and multicultural competence for all students.

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

Margaret T. Reilly Elementary was built in 1954 and is located in the north-central Austin area. The city has grown tremendously over the years, and Reilly has urbanized as the metropolitan area has diversified. In the early years, Reilly served predominately white middle/upper class students within its neighborhood. As a result of desegregation and integration, Reilly shifted to serve predominately English Language Learners (ELLs), immigrant students, and refugee students, representing over 20 languages.

In 1997, the mentor program began at Reilly, drawing in mentors from local partnerships who reside in the community. Mentors were partnered with students and spent lunch or recess time with students weekly. This program became a tradition and grew in size over time. It was found to be beneficial to students' social-emotional well-being, confidence levels, and overall academic achievement. Today, the 23-year program includes more than 100 mentors and is considered the largest in the Austin Independent School District (AISD).

“Pacing toward Excellence” is the school motto written along the halls and walls of Reilly, representing the high academic expectations teachers and administrators have embraced through the years. In 2014, Reilly fulfilled this motto at an exceptional level by earning six state academic distinctions. The approach to instruction had evolved to one of data-driven instruction, which became an essential and effective methodology to the learning growth for all students.

A major shift occurred in 2016 with respect to the instructional design and approach, which completely changed and elevated every scope of what makes up Reilly today. To achieve an additive approach to learning for ELLs, Reilly adopted a two-way dual-language Spanish/English design, beginning in prekindergarten through 1st grade. ELLs in the Two-Way Dual Language Program maintain their native language of Spanish and simultaneously learn English. Dual language, combined with a data-driven approach to instruction, elevated student performance on levels of achievement in Spanish and English, allowing for culturally responsive strategies to come alive within the program design. While the student population remained predominately ELLs, nonELL native English-speaking families began to learn about the benefits of dual language; many opted to transfer to Reilly and began commuting from all areas of the city and surrounding suburbs. The diversity of cultural, language, and economic backgrounds shifted greatly, resulting in a multicultural student population.

In 2018, after 2 years of planning, consultation, and research, Reilly took another innovative step forward and initiated another two-way dual-language strand, consisting of Mandarin Chinese/English. Currently, there are two classrooms of Mandarin/English, with enrollment increasing to four classrooms next year. The Spanish/English program has graduated through the years as well, resulting in prekindergarten through 5th grade for the next school year. Every classroom at Reilly will be a dual-language classroom, with the vision of developing high achievement for bilingual, biliterate, and multicultural learners. This approach has been an evolution for the school and district, making Reilly the first and only multilingual elementary school in AISD and surrounding central Texas. This change has shifted the school philosophy to one of inclusion and welcoming simultaneous-bilingual learners with diverse language backgrounds into an academic and social culture that fosters the development of reading, writing, listening, and speaking skills in both languages concurrently. Rigorous instruction aligned with language and consistent data analysis have led students to master state standards in both languages at high levels of performance, earning Reilly four academic distinctions, an A rating, and a nomination for the National Blue Ribbon Schools Award for schools closing achievement gaps in the 2018–2019 school year.

Students' academic achievement has thrived within the safe, inclusive, and equitable environment developed through the intentional practices of social emotional learning (SEL), culturally responsive teaching, creative learning strategies, and the development of outdoor learning spaces. Reilly is considered an SEL model school and has become reputable in providing professional development opportunities, tours, and modeling of SEL and restorative practices for teachers and administrators throughout the district. Culturally responsive skills and concepts integrate seamlessly within dual language instruction. A multicultural approach has been embraced through school wide community events and traditions at Reilly, including

Tamalada, Chinese New Year, and the Multicultural Fest. Creative learning is intertwined within hands-on instructional strategies and through monthly cultural celebrations that produce art and project-based learning opportunities and research.

Reilly is nestled behind Waller Creek, which offers an opportunity for science exploration and instruction. This has evolved through the years in partnership with the City of Austin Watershed Protection Department and Partners Educational Agricultural Sustainability organization. Within the previous 4 years, rain gardens have been installed surrounding the campus, along with 12 rain cisterns, supported by hands-on instruction for students to cultivate a connection to nature, engage in outdoor learning, and care for the environment. This summer, a SEL garden will be installed supported by a \$130,000 grant to Reilly from the St. David's Foundation. All these examples are a testament to the contribution of community partnerships to Reilly's students and school. "Pacing Toward Excellence" has evolved as the school motto to symbolize providing a high-quality, inclusive, and equitable education that values students of all languages, cultures, heritages, and economic backgrounds.

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

The Two-Way Dual Language Program at Reilly Elementary School is an additive philosophical educational approach that provides literacy and content instruction to all students through two languages, promotes bilingualism and biliteracy through grade-level academic achievement in Spanish/English or Mandarin/English, and fosters multicultural competence for all students. Research has found that all students in dual-language programs perform as well as or better than students in monolingual English programs on standardized assessments. Reilly student performance has earned a number of state academic distinctions during the last several years including; Academic Achievement in Science, Post-Secondary Readiness, Top 25% Student Progress, Top 25% Percent Comparative Academic Growth, and Top 25% Comparative Closing the Gaps.

Reilly’s Two-Way Dual Language Program promotes a positive learning experience in which teachers and students interact freely using student-centered instruction. This model emphasizes a solid foundation in both languages for ELLs and non-ELLs. Instructional practices include sheltered instruction to promote comprehension, oracy, and total physical response (TPR) strategies. The model uses the strategic separation of language, whereby the teacher stays in the language of explicit instruction and does not code-switch during a lesson; therefore, the design includes two instructional blocks with two different teachers and two groups of students. Technology, problem-based learning, and creative learning strategies are embedded in the instruction and are observable in students’ work displayed in classrooms and hallways. Language allocations of content remain consistent at each grade level for both dual-language strands.

Organization of the classroom includes three linguistic spaces for team-teaching: Spanish and el puente, English and the bridge, and Mandarin and the bridge. The bridge is the period during the lesson when students transfer what they have learned and stored in one language into the other language; it provides scaffolding and differentiation, and delivers tiered instruction in the skills and concepts needed. Determination of these needs is driven by data and trends for each student, collected from biweekly formal and informal assessments. At Reilly, much time is invested by teachers and administrators in the practices of data collection and analysis, monitoring, and planning instructional responses to ensure that every student’s needs are met, and challenge and growth are occurring.

1b. Reading/English language arts

At Reilly, reading and language arts are taught in both Spanish and English aligned to the Two-Way Dual Language model. The state standards and objectives that are common to both languages are not repeated; rather, they are carefully selected and spiraled into the unit design.

In prekindergarten and kindergarten Spanish-language foundational skills are taught in methods that are authentic to the Spanish language. Foundational skills unique to the English language are taught during the English-language development, with balanced literacy and whole language methodologies using mentor texts, leveled texts, oracy, and writing. Teachers select texts that are aligned with the unit of study but not a translation of the texts previously used during the instruction in Spanish.

Students in 1st through 5th grade acquire foundational skills in reading and language arts in Spanish through balanced literacy practices. Spanish language arts is taught in methods authentic to the language, in which teachers and students choose a text and identify rigorous words to build vocabulary knowledge from that text. The teacher engages the students in a metalinguistic analysis that highlights the similarities and differences in both languages. This metalinguistic analysis also helps students develop metacognition and critical thinking skills. Teachers use TPR methods to help students develop new concrete vocabulary words and connect prior knowledge with vocabulary in the target language. Students are encouraged to develop their own kinesthetic motions to help them retain vocabulary, reading concepts, and writing skills. TPR also

helps students connect the vocabulary learned in both languages at the end of the unit of study (i.e., the bridge). Creative learning methods allow students to use their imagination and creativity. Students take ownership of their learning by acting out their summarization or by pretending to be a character who can explain an inference.

In addition, technology-based projects are embedded into the reading instruction. Students can research rich literature, based on the genre, topic, theme, and skills that are being taught; this research aligns with the curriculum and provides opportunities for students' further exploration. Students develop research projects and presentations to deliver to their classmates, parents, and administration regularly. Technology is also used daily for reading interventions that review and reteach skills with which students may be struggling. This adopted technology-based intervention program monitors students' progress, thereby assisting teachers in determining what skills need more targeted attention. This program is formatted differently and appropriately, based on each grade level and presented in both languages.

Teachers use assessment data in all areas of the core curriculum to determine differentiated instruction for each student and then design the type of support needed (e.g., one-on-one or smallgroup intervention). Grade-level teams analyze biweekly and quarterly cumulative assessments by identifying commonly missed learning objectives. Targeted instruction is then developed, which may include guided reading and hands-on learning activities (e.g., targeting synonyms and antonyms, main idea, inferencing, and summarizing). Teachers also use assessment data to guide instruction on a day-to-day basis to determine if reteaching or a spiral review is needed. Assessment data also serve as a guide to provide students with feedback on their progress and to help them set their own attainable goals.

1c. Mathematics

The math curriculum at Reilly is culturally relevant and diverse, taking into account all students' cultural and linguistic backgrounds, as related to their understanding of mathematical concepts and applications. New skills are taught explicitly in a manner that is aligned with the state standards. Teachers design lessons that provide meaningful learning experiences, using a multilingual and biliteracy approach in Mandarin, Spanish, and English. In prekindergarten and kindergarten, math is taught in Spanish and Mandarin; connections to English are made during a purposely designed bridge lesson that transfers language and vocabulary. Within math instruction in the early childhood grade levels, students develop choice making and independence; use math manipulatives; share and communicate math concepts, number knowledge, and operations; and learn how to apply math to what they see at home and in the world. Creative learning focused on how to build and construct is embedded into the hands-on instruction. Technology-based programs that involve song, movement, and modeling reinforce math instruction.

In 1st through 5th grades, math is taught in English. Connections between the previously known math vocabulary in both languages and the English math vocabulary are made during bridging lessons to remain consistent into the future. Daily math practice in basic calculations allows students to gain mathematical fluency and advance in a spiral modality to higher-level skills as students master more basic skills. These grade levels use a daily math automaticity program that is aligned with grade-level skills and monitors students' progress. The spiral modality is also used daily, enabling students to problem solve in a spiral review of the skills they have learned, and allowing them to interact with these skills cumulatively.

Teachers use the gradual release of responsibility model ("I do, We do, You do"), which allows students to see the skills modeled by their teacher, work collaboratively with peers, and receive immediate feedback on their work and progress. Teachers use a variety of instructional approaches and multisensory tools that complement dual-language instruction to help students understand concepts and vocabulary. For example, TPR supports the multilingual language approach across all subject areas. TPR bridges one body or hand sign with a word in Spanish, English, and Mandarin. Frequently, teachers also use American sign language for TPR signing. Math manipulatives and visual aids support students through a holistic approach, with meaningful opportunities that allow them to see the relevance of math in the real world. Culturally relevant instruction allows students to make connections to their personal lives and to their academic instruction. Students are also guided to explore math across various areas: literature, technology, science, and social studies.

Teachers use formal and informal assessments to provide individualized learning for each student. Grade-level teams analyze biweekly and quarterly cumulative assessments by identifying commonly missed learning objectives. This includes the analysis of data and prompt conferences to check for understanding, as well as the use of student interactions, peer support, one-on-one teacher support, and/or small groups. Assessments also inform instructional decisions and grouping, including opportunities to reteach skills and to provide extensions to students who have already mastered a skill. Technology-based assessments are also used to support the learning students do face-to-face with their teachers and peers.

The consistent use of data analysis, monitoring, and planning allows teachers to provide prompt and effective individualized interventions, as needed. Students track their own progress as well and set attainable goals to develop ownership of their learning growth and challenges.

1d. Science

The science curriculum at Reilly follows a student-centered and biliteracy approach. Science is taught fully in Spanish and Mandarin in prekindergarten through 4th grade. In science, students observe, describe, investigate, explore, and gain an understanding of the science process, in a manner appropriate to their grade level. Students have the opportunity to explore their own science interests and work at their own pace, while at the same time developing oracy and literacy in the target language. Teachers give students frequent opportunities to do hands-on learning and inquiry activities, which include designing and carrying out their own experiments with methodologies such as problem-based learning. Because science is taught in the target language, TPR is used to make content and vocabulary comprehensible. Another commonly used methodology is the Dictado, which helps students develop skills in word study, mechanics of writing, writing fluency, and spelling at the same time as they learn science concepts. Embedding some bridge time weekly provides the opportunity for teachers to reinforce science skills and concepts in English. Students transfer what they have learned in the target language into English; this provides scaffolding and differentiation, and delivers tiered instruction in the skills and concepts needed.

Students are also able to engage in environmental science education by exploring the creek, gardens, chickens, cisterns, and nature around Reilly. The Partners Educational Agricultural Sustainability, a partnership through the city and district, provides student with hands-on monthly grade-level lessons within these outdoor learning areas to cultivate their connection to nature, engage them in outdoor learning, and help them gain an understanding of environmental science.

Students' work (e.g., curriculum-based assignments, science experiments) is evaluated through informal and formal assessments to determine which students need more support with science skills, and which particular areas of support they need. Teachers use the data gathered through these assessments to guide science instruction on a day-to-day basis and to determine whether a whole or small group reteach, spiral, or review is needed. Quarterly cumulative assessments are used to determine mastery of the science curriculum objectives and to monitor students' progress. Teachers design the interventions for science and literacy, taking into consideration the dual language best practices to make content comprehensible.

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

In Reilly's Two-Way Dual Language Program, the state standards for the social studies curriculum are integrated within language arts instruction. In prekindergarten and kindergarten, social studies is taught in Spanish and Mandarin. Because the language arts curricula are taught in the target languages, integrating social studies occurs seamlessly and enhances the opportunities for themes, cultures, and historical contexts to blossom. In 1st through 5th grade, social studies is taught in English, which shifts the percentage of target language time from 70 percent to 50 percent from the early childhood grades to 1st through 5th grade.

Reilly has implemented a school wide approach that capitalizes on researching, exploring, and creating culturally relevant projects that honor and recognize a different cultural heritage each month. This practice draws on social studies, as well as on creative learning, culturally responsive teaching, SEL, and engaging citizenship within Reilly's diverse community. This supports social studies instruction in an integrative,

inclusive, and powerful way. Each month a different culture is honored (e.g., Native-American Heritage, Black History, Hispanic Heritage, Asian-Pacific American Heritage, and Jewish American Heritage months). Classes engage students in research using their social student curriculum as well as technology, resulting in the creation of presentations, life-size images of heroes within that culture, and many imaginative and creative pieces. Students enjoy these hands-on opportunities and the outcomes are displayed along the walls of the school, creating galleries of historical and culturally relevant representations. Learning about leaders of various cultures throughout the school year provides education and examples of real life historic civic engagement from heroes such as Cesar Chavez, Martin Luther King Jr., Barack Obama, and Harriet Tubman to name a few. Teachers follow up with reflection and how students can be civic leaders in their lives.

Social studies is also integrated across all other content areas and is supported by the school's dual-language program. Students develop social studies skills through problem-based learning experiences that are aligned to state standards for each grade level and through culturally relevant literature in the target languages. Dual-language instruction organically draws in cultural traditions and customs, which provides more integrated social studies exposure. Instructional approaches (i.e., Dictado, TPR, and the bridge) are applied to social studies instruction.

Teachers use summative assessments to guide social studies instruction on a day-to-day basis and determine whether they need to reteach or apply a targeted intervention. Students in need of intervention in the social studies content are grouped in the same manner as for literacy interventions (i.e., small-group and/or one-on-one support). Teachers design the interventions for social studies and literacy, taking into consideration the dual-language best practices to make content comprehensible.

1f. For secondary schools:

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

At Reilly, prekindergarten teachers are the first and most important contact parents have when building a relationship with the school and becoming a Reilly family. Students are welcomed into a warm and diverse cultural environment. The goal is for students to become biliterate, bilingual, and multicultural through the use of a research-based early childhood curriculum that ensures best teaching practices and developmentally prepares students for their future education.

The prekindergarten curriculum for reading is based on promoting confidence with books while developing the motivation and skills needed for pre-reading. This is done with a variety of books in English and Spanish and other writing material to engage students in pre-reading behaviors. To encourage reading habits, teachers started a new program that invites all parents to read to students every morning during arrival at the library.

Within math instruction, students develop choice making, independence, toy manipulation, sharing, and number knowledge. This is done by creating patterns, measurement, comparing, counting, and developing location words. Students learn both English and Spanish on how to problem solve using concrete models for adding, subtracting, and counting objects.

Science and social studies curricula are taught fully in Spanish. In science, students observe, describe, and investigate the characteristics of common objects while using simple learning devices to learn about their observations. Students engage in environmental education by exploring the creek, gardens, chickens, cisterns, and nature around Reilly. In social studies, they learn about the people, roles, and responsibilities in their communities. They learn about the diverse cultures they see around Reilly through different activities held on campus.

Prekindergarten students use the bridge (el puente) to make a connection between both languages and understand the phonics behind their writing. Pre-writing activities in all content areas promote confidence with written expression. Students also navigate software programs designed to enhance the development of appropriate concepts, including learning a second language. They use software applications to express ideas

and understand that information can be accessed through technology.

Social emotional development is one of the most important factors in early childhood. Students learn about their own space and respect personal boundaries. They learn to resolve conflicts, develop empathy for others, and build positive relationships. They are encouraged to use the peace area, where they can regulate their emotions through breathing and yoga exercises.

2. Other Curriculum Areas:

Reilly's art, music, and physical education programs are held at 45-minute intervals daily for students in kindergarten through 5th grade. Each student enjoys the experience of these special programs three to four times per week.

The art program addresses the state standards by teaching all the elements and principles of art, as well as the historical and cultural relevance in art. Students learn how to create original works of art, inspired by artists from different cultures and countries and movements, across many generations and centuries—ranging from prehistoric cave art to modern-day pop art. Students also find inspiration for their art work from different cultural celebrations around the world, such as Día de los Muertos and Chinese New Year. The art program at Reilly also addresses state standards through the use of many different materials and mediums, including pencils, paints (watercolor and acrylic), clay, paper sculptures, and prints.

Students are introduced to a new art project or continue to work on a previous art project in the art studio. Students' artwork is consistently displayed throughout the school. Once a year, during the month of March (Youth Art Month), the district hosts an art show in which Reilly students are selected to participate and display their artwork.

Reilly incorporates music standards by using the Kodaly and Dalcroze methodology during daily music instruction, including listening, recognizing melody, and singing tone and rhythm. At Reilly, the philosophy is that everyone can sing and learn music. Reilly uses world music folkloric songs, rhythm through body movement, playing instruments, and singing in different languages. The music program's practices include developing classroom lessons that involve appreciation of music from diverse cultural backgrounds, learning and performing bilingual (Spanish and Mandarin) songs, playing musical instruments (ukulele and recorder), and learning music history from around the world.

Music instruction is highly interactive, with students constantly moving, singing, and playing instruments. Reilly's students participate in a number of events and concerts throughout the year that involve exposure to real world music experiences and performing in front of an audience. Traditional school events (e.g., Winter Concert, the Multicultural Fest, and Talent Show) bring together Reilly families and community members.

The health and physical education (PE) program at Reilly embeds the state standards for kindergarten through 5th grade. Each grade level participates in developmentally appropriate practices, including physical activity and instructional lessons on health and good nutrition. A safe and welcoming learning environment greets each student who steps foot into the gym. The curriculum aligns with state standards and includes instruction on a variety of sports, methods for daily activity, and how to maintain a healthy lifestyle. It is a priority to have students get the most out of each day, with the goal of becoming lifelong healthy individuals.

Reilly students participate in a statewide running program in which they compete against themselves to acquire a certain amount of mileage within the school year. This initiative is encouraged during PE and also during outdoor recess time with their teachers. Teachers provide outdoor play twice a day, for an average of 25 minutes in the morning and afternoon; thus all teachers support a healthy and active lifestyle throughout the school day. For the 2018–2019 school year, Reilly received an exemplary rating based on the district's accountability system for students' performance, based on the areas of physical, mental, and emotional health.

Its additive philosophical educational approach provides literacy and content instruction to all students through two languages, promoting bilingualism and biliteracy, grade-level academic achievement in Spanish/English and Mandarin/English, and multicultural competence. The dual-language model emphasizes maintaining a solid foundation in both languages for ELLs and non-ELLs. Every child at Reilly is in a dual-language program; therefore, language is the general education curriculum and instruction.

Technology is not an independent focus or enrichment at Reilly; rather, technology is used by teachers and students and is implemented in the blended learning instructional practices in every classroom and grade level in the form of Chromebooks, iPads, and smart boards. Technology led practices stimulates project-based learning, research projects, creativity, innovation, collaboration, and critical thinking through platforms such as Google classroom, canvas learning, and other various technology sources. Students work independent, within small groups, and on whole group technology based projects on a regular basis. All forms of technology used consistently address content state standards within the activity and teach state technology standards of operations, concepts, and digital citizenship. This approach provides students with the essential technology skills needed to be college and career ready.

3. Academic Supports:

3a. Students performing below grade level

The student population at Reilly is diverse, therefore we construct our instructional practices to best address and prioritize their individual needs, as well as their differences. While all students receive a dual-language education, we also have to address each student's particular learning requirements. Our consistent data-driven approach to instruction and response to intervention enables them to be successful. All intervention responses are conducted in Spanish and/or Mandarin and English.

Data analysis, monitoring, and response to data are the best practices that have allowed for all students, regardless of identification or level, to close learning gaps, master state standards, and make academic progress with each school year. Our data-driven approach outlines the steps that teachers follow. Formal and informal assessments are conducted to determine mastery of skills after skills are taught and students' work is observed. Holistic observation occurs to determine if students are struggling with a skill and/or performing below grade level; if reteaching or academic intervention is necessary, an academic plan for response is initiated. This constant cycle of monitoring ensures that students struggling with concepts and skills are provided with a tier 1, 2, or 3 intervention by teachers, specialists, and administrators.

A variety of materials are used for tiered services for students performing below grade level, including scaffolded materials that present subject matter in a differentiated way, technology programs that reinforce the skills and concepts of difficulty, manipulatives to assist with understanding concepts and problem solving, graphic organizers, anchors that assist with breaking down content and process, and accommodations based on their need for an equitable opportunity to succeed. In every content area and for all students, cumulative resources are used to ensure that students are repeating skills and concepts daily.

The approach to students performing below grade level is one of inclusion and smaller group intervention. These students are included in a whole group where they interact with the teacher and learn from students around them. Students are also provided with targeted small-group instruction that is more differentiated, can be scaffolded, and offers more attention and pacing from the teacher.

3b. Students performing above grade level

A consistent data analysis of all students allows for observation and recognition of students who are performing above grade level as well. The data-driven approach calls for the observation of all students' work, as well as formal and informal assessment of skill mastery. Holistic observation occurs to determine if students are performing above grade level and if an academic plan for extension is appropriate. This constant cycle of monitoring ensures that students performing above grade level are challenged to perform at their potential. Teachers and parents confer to determine the extension and/or project based learning opportunities based on children's strengths.

Reilly's dual-language program is ideal for students performing above grade level because this additive program supports bilingualism, biliteracy and grade-level academic achievement in Spanish or Mandarin and English. Dual-language programs provide cultural and linguistic diversity to students performing above grade level with the benefits of a classical education, while at the same time achieving a substantial measure of equity among them. Highly performing students generally enjoy certain cognitive advantages, especially in creativity, problem definition, and problem solving. Therefore, dual language programming challenges students performing above grade level to go beyond an English-only curriculum, giving them the kind of challenge and enhancement they need.

Research suggests that dual-language programs are similar to gifted and talented programs because they encourage a high level of engagement and require students to multitask in order to learn material in both languages. These programs provide students performing above grade level (and all students) with a cognitive edge in creativity and metalinguistic awareness, enhanced cross-cultural understanding, and an educational and career advantage. Teachers are trained to offer students performing above grade level additional project-based learning opportunities, technology fueled research projects, and creative learning opportunities within the Dual Language curriculum. It is important to note however, that all students in Reilly's Two-Way Dual Language Program have access to learning opportunities that go beyond the general education curriculum.

3c. Special education

Students receiving special education services include their individualized education program (IEP) within the dual-language program. All instruction is delivered by general education teachers, special education teachers, and assistants. Consistent and careful monitoring occurs to ensure special education students understand the skills and concepts for the goals outlined in their IEP. If mastery is not achieved, students are provided with tier 1, 2, or 3 interventions and resource and inclusion time with teachers, special education teachers, specialists, and administrators.

Materials used with special education students are similar to those performing below grade level; however, in addition, the accommodations built into students' IEPs are embedded so they have an equitable opportunity to succeed. Special education students are also included in a whole group where they interact with the teacher and learn from students around them. Having students learn and engage in the least restrictive environment is always a goal at Reilly; therefore, practices of inclusion are prioritized. Special education students are also provided with targeted small-group instruction that is more differentiated, can be scaffolded, and offers more attention and pacing from the teacher based on students' needs.

Data analysis, monitoring, and response to data are the best practices for special education students as well. These practices are critical to monitoring their growth. With this data-driven approach, after skills aligned to students' IEP are taught, students' work is observed and formal and informal assessment are used to determine mastery of skills. Holistic observation occurs to determine if students are struggling with a skill and/or performing at the IEP level; if reteaching or academic intervention is necessary, an academic plan for response is initiated. This constant cycle of monitoring ensures that students struggling with concepts and skills are provided with a tier 1, 2, or 3 intervention within the IEP accommodations by teachers, special education teachers, specialists, and administrators.

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

Reilly's two-way dual-language approach is ideal for ELLs in many ways. This additive program allows ELLs to maintain their mother tongue, while simultaneously learning English. It allows ELLs to become bilingual and biliterate, while building pride and confidence in their native language and culture. ELL students at Reilly are the "Spanish language model" for their paired non-ELL peers within their classrooms. Both languages are valued and the expectation is that students learn both languages at high levels through rigorous instruction.

The same data-driven approach used with all students is utilized with ELLs as well. After skills are taught,

students' work is observed, formal and informal assessment are used to determine mastery of skills. Holistic observation occurs to determine if students are struggling with a skill and/or performing below grade level; if reteaching or academic intervention is necessary, an academic plan for response is initiated. Consistent monitoring occurs to ensure ELLs understand the skills and concepts for the goals outlined in conjunction with the Language Proficiency Academic Committee. If mastery is not achieved, ELLs are provided with tier 1, 2, or 3 interventions with teachers, specialists, and administrators. Specific materials used for ELLS include English language proficiency strategies (ELPS) within presentation of subject matter, technology programs that reinforce ELPS, and accommodations for ELLs to have an equal opportunity to succeed. Instruction materials in Spanish are used consistently within all the tiered services provided and differentiated based on students' needs.

Research shows that ELLs who receive native language instruction are able to surpass achievement levels in English and Spanish compared to ELLs in English-only programs. From a cognitive standpoint, dual language is the most beneficial bilingual program. In addition, ELLs gain the benefits of experiencing diversity, inclusivity, and cultural opportunities to learn from non-ELL peers in the program. A sense of pride in language and heritage immerses from ELLs at Reilly through this additive approach to bilingual education.

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

Reilly serves a small population of 3 through 5-year old students within the Pre-school Program for Children with Disabilities (PPCD). These students qualify for services due to a variety of disabilities and they come to school on a part-time or full-time basis. The goal of this program is for students to have accessibility to a general education aligned with their IEPs and early-childhood state standards.

The 3-year old students gain the early benefits of language and literacy development, peer socialization, gross-motor development, and building on the early foundation of social emotional learning. These students have a variety of disabilities, therefore exposure to instruction and learning is crucial to their preparation and ability to assimilate attendance full-time program. The 4 and 5-year old students have an opportunity to join the general prekindergarten and kindergarten classrooms for inclusion during the school day. This inclusivity is of vital importance for their learning and development alongside their peers. Having students learn and engage in the least restrictive environment is always a goal at Reilly therefore practices of inclusion are prioritized. Preschool special education students are also provided with targeted small-group instruction that is differentiated, can be scaffolded, and offers more attention and pacing from the teacher based on students' needs.

Data analysis, monitoring, and response to data are the best practices for preschool special education students as well. Skills aligned to students' IEP are taught and students' work is observed and formal and informal assessment are used to determine mastery of skills. Holistic observation is crucial for this age group to determine if students are struggling with a skill and/or performing at the IEP level; if reteaching or academic intervention is necessary, an academic plan for response is initiated. Consistent monitoring of student progress ensures that students struggling with concepts and skills are provided intervention within the IEP accommodations by teachers and special education teachers. The strides that these students make by beginning their education at these young ages, indisputably facilitates their readiness and learning growth into the upper grades.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The climate and culture at Reilly are based on valuing of the whole child and focus on the academic, social, and emotional growth of all students within a safe and respectful environment. The goal is for students to feel valued, supported, and motivated to learn and to reach their full potential.

Reilly has implemented SEL instruction for the past 7 years, using a curriculum that is taught in all classrooms weekly. This curriculum provides opportunities for students to practice skills learned in the areas of self-awareness and self-management, as well as social awareness and relationship skills, and skills related to executive function. To enhance SEL practices, Reilly adopted restorative practices strategies that are essential in transforming students' behavior and enriching relationships between parents and teachers, while minimizing punitive approaches. Morning meetings (a restorative practice) are held routinely for teachers and students; they meetings nurture a tone for respectful learning, cultivate a climate of trust and unity, and support students to feel included throughout the day. These practices support the SEL skills of recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

Reilly holds a monthly assembly in which teachers select a student of the month who has demonstrated the character qualities of a model citizen. At these assemblies, students' birthdays are celebrated and they receive a special birthday pencil from the principal. In addition, certificates for high achievements and milestones within the math fluency program and accelerated reading programs are distributed to students in grades 1 through 5. This recognition allows all students to attain accolades before their peers in the school community. These recognitions are also published in the school monthly newsletter, extending them to the entire Reilly community. These small celebrations foster a positive culture within the school and demonstrate the value of each school member.

Reilly is fortunate to have a mentoring program that has supported students for over 23 years. Mentors visit Reilly students once a week during students' lunchtime and spend time connecting while doing fun activities. These mentors are role models for students. With the support of the mentoring program, Reilly students have demonstrated improvement academically, have increased social-emotional awareness, and have decreased behavioral concerns. In addition, students' attendance has improved as students look forward to their weekly mentor visit.

Lastly, Reilly students have the opportunity to participate in a leadership coalition that has helped improve and maintain a safe and welcoming school climate and culture. This coalition is in charge of planning and executing schoolwide activities that promote respect, inclusion, diversity, equity, and kindness.

2. Engaging Families and Community:

Several strategies are designed to unite families with the community to ensure students' growth and success. Reilly is known to be a tight knit community that comes together for the students. The school has been recognized for its long partnership with community entities that provide over 100 mentors for students. These mentors not only help guide students positively but also provide the entire campus with school supplies and necessities throughout the school year. Students also benefit from the Peer Assistance Leadership (PALS) Program, administered through Reilly's neighborhood high school. High school students provide Reilly elementary students with mentorship weekly and become role models for them. Students with mentors (or PALS) look forward to their visits weekly.

Reilly also engages with families by hosting parent-led activities. Parents demonstrate leadership roles and encourage cultural diversity. During holiday festivities, Tamalada brings parents together to make tamales, a Latino cultural tradition. Reilly parents lead the event by showing others how to make tamales and how tamales bring families together. Another parent-led activity is dumpling making for Chinese New Year. These activities encourage parents to learn from each other and to become leaders in their child's school and

community. This encourages their children to see that all people play an important part in the community.

At Reilly, parents continue to have learning opportunities. Maestro en Casa is a program hosted for parents interested in learning English as a second language. Reilly also has a Healthy Living class for parents to learn how to cook healthy foods and how to exercise so they can promote a healthy lifestyle for their children. Another parent class is the cardiopulmonary resuscitation (CPR) certification class. Not only do family members benefit from this class, but the community as well. Parents become CPR/first aid certified for 2 years. Parents show their children that learning can occur at any age.

Reilly has opened its campus to the community through the development of its beloved chicken coop and garden. Many families come together to care for the chickens and garden. These projects receive help from PrimeTime, a grant-funded after school enrichment program. PrimeTime is offered free to all Reilly students in kindergarten through 5th grade. Students have the chance to explore their interests and talents by participating in classes such as Chicken Coop/Gardening, Tae Kwon Do, Ballet Folklorico, Yoga, Rugby, Architecture, and Lego club. These opportunities go beyond academics to contribute to students' learning and growth within the context of an engaged community.

During the COVID-19 pandemic a parent led campaign raised over \$15,000 dollars to support families within our school community that were struggling to provide food for their families. This is a true testament to the culture of compassion and empathy that exists within our school community.

3. Creating Professional Culture:

The professional culture at Reilly empowers teachers to develop bilingual learners in a supportive and nurturing environment. The unique strengths, expertise, and talents teachers bring are acknowledged through the high quality and creative instruction demonstrated in their classrooms.

The culture created at Reilly is one of respect, high expectations, autonomy, and collaboration among teachers and staff. Individual and grade-level successes are highlighted weekly and monthly by administration through staff memos and school and community letters, and are displayed in hallways and exhibited at schoolwide events. Appreciation and positive reinforcement are a norm in school practices. Within the co-teaching design, teachers work collaboratively in grade-level teams on all areas of content and analyze data together on a regular basis to adjust direct and tiered instruction. Support staff (e.g., interventionists, counselors/social workers, and administrators) also collaborate with teachers consistently in planning, problem solving, modeling, coaching, and facilitating to determining where interventions are necessary.

Professional development opportunities aligned with Reilly's initiatives and goals are imperative for staff to have consistent support and to continuously develop their expertise. With the initiatives of dual language and SEL, monthly professional development activities occur during staff meetings and/or teacher planning time. In addition, district professional development activities are provided each semester through direct training, online training, and district staff developments days.

While the goal of professional development is to improve instruction, teachers also benefit in other ways. Professional development activities include self-care, self-awareness, and self reflection for teachers. Book studies, seminars, and presentations provide the opportunity for staff to share face-to-face and through blended-learning online. This sharing builds communication, trust, collaboration, confidence, productivity, and overall wellness among staff.

Novice teachers are assigned mentors who have acquired experience and expertise that can be beneficial to newer teachers. These mentor relationships are crucial for novice teachers' growth; confidence in their surroundings and instruction; and ability to build dependable, trusting relationships on campus. Professional learning communities (PLC) are also part of the learning culture at Reilly. PLCs are organized by administration in consideration of staffs' interest and expertise and meet regularly to establish goals that facilitate student growth in targeted areas, to determine a plan to develop and distribute campus wide, and to consider longitude goals for the school community's growth in the area of focus.

Relationships are the most effective and significant form of support for teachers at Reilly. Relationships with every community stakeholder provide teachers with the support needed to carry out their responsibilities effectively. Every classroom has a parent ambassador who serves as a liaison with other parents. Community mentors and tutors are assigned to teachers and students to support SEL and academics. Administrators, counselors, and interventionists work closely with teachers to foster relationships that are dependable and that promote students' achievement. The culture at Reilly values and believes in teachers, making it easier for them to exhibit passion and creativity in their work with students and families.

4. School Leadership:

Leadership at Reilly is driven by an organization of stakeholders working toward the same goal. At Reilly, leadership's philosophy and approach emphasize inclusion, collaboration, communication, teamwork, respect, and accountability. While the leadership structure begins with administration, a broader base of responsibility and support has been built within the school and community, as they work together toward the vision of the school.

The administration organizes and maintains structures in different areas that affect student learning and wellness. Collaboration and communication are fundamental within this leadership approach. Leadership teams include teachers, counselors, instructional specialists, parent support specialists, lead classified staff, parent ambassadors and leads, and community lead stakeholders. Teams and communities exist within leader groups, and meetings with administration are scheduled regularly to set goals and create plans to accomplish them.

The leadership groups are aligned, in the form of PLCs, with the programming and initiatives of the school, such as the Campus Advisory committee, Two-Way Dual Language Program, SEL, and Multicultural Festival. Administration is involved within every PLC; however, parents, teachers, and community stakeholders are members as well and take the lead in planning and setting goals to benefit learning and strengthen Reilly's initiatives. The SEL PLC has contributed to ongoing professional development for teachers and parents, as well as fundraising for materials in each classroom's peace area for students. The dual language PLC focuses on program models, staffing, and development of a summer language camp for the extended learning for students.

Administration and school leadership teams model an approach characterized by openness and the desire to build relationships with parents and stakeholders. They rely on members' expertise to accomplish the goals of each PLC, which are aligned with Reilly's programming. These relationships have a direct impact on the growth of resources that support students' learning and achievement. Learning on each other's expertise, openness to brainstorming areas for improvement, and collaboration to generate ideas to best support teachers have created a cohesive leadership that benefits all school stakeholders.

Leadership recruitment efforts are advertised through newsletters and emails and during schoolwide community events. In fact, within each PLC's regular meetings, advertisement of the meetings is made public to the school community at large, with a dedicated open window for nonmembers' communications and input. As a result of this outreach, all community stakeholders are included and aware of the opportunities for participation, volunteering, and leadership, and can determine the level of commitment they can offer. The transparent message of leadership is always one of inclusion, openness, and desire to have all stakeholders be involved and support students' achievement and Reilly's initiatives.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

SEL practices create a safe, inclusive, and equitable learning environment for all students. Implementation of SEL has been the most impactful practice at Reilly because it prioritizes students' well-being, resulting in exceptional levels of academic success. SEL is the foundational practice that leads to students' well-being, culturally responsive teaching, equitable learning for all, teachers' professional development and self-care, and community inclusivity and engagement.

A safe learning environment, with weekly explicit SEL instruction and restorative practices, has fostered a climate of trust in classrooms and in the school community as a whole. Daily morning meetings and restorative circles have led to positive and healthy relationships between students and teachers, and nurturing a safe environment for learning. The approach to problem solving and conflict resolution through non-punitive strategies has led to students' greater overall well-being and confidence. Through implementation of SEL practices, students have learned about emotional and academic competencies, such as self-awareness, self-management, and how to develop a healthful and low-stress approach to learning.

Culturally responsive skills and concepts integrate seamlessly with the inclusive and additive Two-Way Dual Language Program at Reilly. With two language tracks (i.e., Spanish/English and Mandarin/English), the goals for all students are bilingualism, biliteracy, and multicultural competency. Learning through language and culture in all content areas is consistent throughout the instructional design, which encompasses hands-on learning, creative art-rich strategies; embedded technology; and tiered instruction. The systems for data analysis and progress monitoring enable teachers to respond in an equitable way that addresses every child's areas of needed improvement as well as areas to be challenged to ensure academic growth. Every student's learning and growth are a priority at Reilly, and these equitable practices make it possible for students to master the state standards in two languages.

Committed and consistent emphasis on professional development opportunities for teachers, staff, and administration are fundamental to the integration of SEL skills and concepts in the instructional practices at Reilly. Professional development and training occur in various forms on a regular basis, including trust-based relational intervention, restorative practices, book studies on SEL self-care, and how to use outdoor learning spaces. These professional development opportunities strengthen the SEL philosophy, resulting in greater involvement of families and the community. Family involvement and community partnerships have played a vast role in supporting Reilly's students through mentor programs, sponsorships, tutoring for academic growth, and schoolwide events that generate cohesion and interconnectedness. During the COVID-19 pandemic a parent led campaign raised over \$15,000 dollars to support families within our school community that were struggling to provide food for their families. This is evidence of the SEL culture that exist within our school community.

Intentional and authentic SEL implementation at Reilly has been the most important and impactful school practice, creating conditions within every scope of learning and resulting in healthier, more equitable, and more successful student academic growth and outcomes.