

U.S. Department of Education
2021 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. Susan Holthaus
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 2702 N. Country Club Road
(If address is P.O. Box, also include street address.)

City El Dorado State KS Zip Code+4 (9 digits total) 67042-4117

County Butler County

Telephone (316) 322-4830 Fax (316) 322-4831

Web site/URL https://www.eldoradoschools.org/o/ges E-mail sholthaus@eldoradoschools.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. Teresa Tosh E-mail ttosh@eldoradoschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name El Dorado Public Schools Unified School District #490 Tel. (316) 322-4800

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Sharon Waugh
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	19	18	37
K	21	15	36
1	16	21	37
2	23	20	43
3	21	23	44
4	18	20	38
5	20	22	42
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	138	139	277

*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):
- 0.7 % American Indian or Alaska Native
 - 2.8 % Asian
 - 0.4 % Black or African American
 - 6.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84.5 % White
 - 4.7 % 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 2019 - 2020 school year: 9%

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

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, 2019 until the end of the 2019-2020 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2019	274
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

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

Mongolian, Spanish, Chinese

English Language Learners (ELL) in the school: 3 %
7 Total number ELL

7. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 82

8. Students receiving special education services: 25 %

68 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>7</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>45</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</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: 8

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	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.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	15

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 20:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

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.

The mission of Grandview Elementary is to prepare all students to be active, successful individuals in a competitive and changing world.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Our school year began with three learning model options for families: in-person, hybrid, and remote. While the first and third options are self-explanatory, hybrid had the potential to take many forms. We chose to divide our student population into four categories, labeled A, B, C, and D, based upon their last names. We also considered families with different last names, or those who shared a common daycare or babysitter and allowed them to be in the same group. Luckily, we never had to use four different hybrid days. We were able to combine groups A and B to attend in person on Mondays and Wednesdays and attend remotely on Tuesdays, Thursdays, and Fridays. We combined groups C and D to attend in person on Tuesdays and Thursdays, and remotely the other three days. All students began on August 26, 2020 in the hybrid model. After eight school days, we then allowed parents to move in and out of the three choices as they saw fit for their particular situation. As the year progressed, the task of providing quality educational opportunities using all three options simultaneously became unwieldy. We dropped the hybrid option at the end of September continuing with in-person and remote options. The further we got into the year more families switched to the in-person mode. Currently, we have only three students continuing with remote learning while all others are in the building learning with their friends.

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

PART III - SUMMARY

Grandview Elementary is located in El Dorado, Kansas, a community of just under 13,000 situated 25 miles northeast of Wichita. The city has deep roots in agriculture and the oil industry. One refinery still operates in the community as do several supporting businesses. El Dorado also has a well-developed industrial park with national industries. The El Dorado Correctional Facility, a medium to maximum state prison facility, is located just east of town. Butler Community College is a thriving junior college in El Dorado that has strong partnerships with our schools. El Dorado Lake, the largest lake in Kansas, provides over 1,000 campsites as well as recreational opportunities. The town offers three museums, a newly renovated library, and multiple recreational parks for its residents to enjoy. El Dorado is also home to the annual Governor's One Shot Turkey Hunt, which draws hunters and celebrities from around the nation to our small community.

This is a progressive, welcoming, and supportive community with new housing opportunities as well as many rental properties. This community supports education as evidenced by bonds that provided all new facilities. The high school opened in a new building in 2009. A new elementary followed in 2012, a new middle school in 2013, and two more new elementary schools in 2018 along with a district Performing Arts Center. Hence, Grandview is currently in a three-year-old building equipped to support a variety of technology, and all district schools are less than thirteen years young. This is reflective of the communities' incredible, unwavering support of our youth. For a blue-collar working community, the increase in taxes from these bonds was no small sacrifice. Our community volunteers in our schools, and the Partners in Education Foundation funds grants that enhance student learning.

Grandview is a unique elementary in terms of student demographics. While the other schools have student populations of mostly low socio-economic status, Grandview has an interesting mix. We have qualified as a Title I school for the last seven years, but the student population consists of an uncommon blend of backgrounds for such a small community. We have students that come from well-educated professional families, from high-income, uneducated families, from poverty-stricken families with little or no higher education, and some from transient families. While our mobility rate may seem low, this diversity creates disparate needs.

We are privileged and challenged to meet students where they are academically and social-emotionally. We tackle this opportunity with teamwork and community support. First and foremost, we build relationships with dignity at Grandview. Our student population fluctuates between 275 and 285, which makes it possible for the principal and counselor to get to know all of the students and most of the families. We complete this task purposefully and with pride. Our counselor builds relationships with each student with the Happy Birthday Club. She selects two or three students at a time to eat lunch and share her undivided attention during their birthday month.

Beyond constructing relationships and communication strategies, our Student Intervention Team (SIT) process is to be credited with a strong portion of our success. This ever-evolving system provides support to students, parents, and teachers to meet a myriad of academic, social-emotional, behavioral, or other basic concerns identified by the classroom teacher. The team delves into all aspects affecting the student with input from the parents.

We use data gathered from Achievement Improvement Monitoring Systems (AIMSweb Plus), Northwestern Education Association (NWEA), Ages and Stages Questionnaire (ASQ and ASQ3), Educational Software for Guiding Instruction (ESGI), Kansas English Language Proficiency Assessment (KELPA), Kansas Assessment Program (KAP), Quick Phonics Screener (QPS), and Phonemic Awareness Screening Test (PAST) to guide targeted instruction. Other strategies used within Grandview to support student education include Pathways to Reading, Lexia, Accelerated Reader, Multi-Tiered Systems of Supports (MTSS), guided reading, structured literacy, small group instruction, Capturing Kids' Hearts (CKH), Positive Behavioral Interventions and Supports (PBIS), technology, and Choose to Be Nice (CTBN). We have been a Choose to Be Nice School for three years and are the only one in Kansas. Our office referrals have reduced in number each year since implementation.

The monthly Great Gator Awards are given to kindergarten through second grade students who follow our PBIS Gator ABCs of Act Responsibly, Be Respectful, and Care for Self and Others. We have found that this lays the foundation for basic expectations along with the nine CTBN values of kindness, respect, honesty, responsibility, friendship, teamwork, patience, courage and acceptance. Each student receives positive recognition for following the expectations with a written paragraph by the teacher on an award and a small prize delivered by the principal in front of peers and family. Older students are recognized for academics with awards and brag tags during an honor roll assembly.

We are fortunate to have offered in-person learning since September 8, 2020. Accommodating different learning modes has been a huge undertaking for our staff, but with the diligent support of each other, the district, and the state, we will finish on a strong note.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Our core curriculum, instruction, and assessments are all reflective of the Kansas College and Career Ready Standards (KCCRS). These standards provide the backbone of everything we do, including constructing curriculum. The standards are developed by Kansas State Department of Education (KSDE) teams and cover English Language Arts, Mathematics, Science, Social Studies, Computer Science, Health Education, Library and Technology, Physical Education, School Counseling, and Social-Emotional and Character Development.

As a district, curriculum maps have been created both horizontally across grade bands and vertically through grade levels. This pre-K through twelfth grade alignment ensures our youngest learners are well-equipped to enter kindergarten. Teachers use these guides to decide how they will provide instruction to ensure student learning. At Grandview, we purposefully reflect upon our teaching pedagogy through building professional development opportunities, weekly grade level collaborations with the principal, and monthly assessment review and progress monitoring data with the Title I teacher.

Each teacher is familiar with the learning standards for their grade and/or subject level, and all teachers are designated as highly qualified. Teachers are trained in current best practices and implement this training on a daily basis. They may choose to use Kagan strategies, Science of Reading, project-based learning, problem-based learning, differentiated instruction, or technology-based support programs. Teachers are allowed the flexibility to choose the best methods to match their student population.

Each subject area has district approved curriculum resources. Journeys is our primary resource for teaching reading and English language arts. Teachers rely on this program to guide their multi-faceted reading instruction during their ninety-minute reading block. We recently added Heggerty (K-2nd grades) and Kilpatrick's Equipped for Reading Success (2nd-5th grades) to enhance our phonological awareness instruction. We use assessment data to place students in small groups for guided reading according to their instructional level.

Math Expressions provides a core curriculum upon which our teachers build their instruction. Strategies include modeling, reteaching, small focus groups, Cognitive Guided Instruction (CGI), and individual instruction. Students have opportunities to use a wide variety of manipulatives to help illustrate difficult concepts. Elevate Science and Into Social Studies are the district provided curriculums for those respective subjects. All of this is enhanced by our one-to-one iPad initiative, other progressive technology tools, and cross-curricular integration.

Formative assessments include NWEA, AIMSweb Plus, KAP interim assessments, QPS, PAST, ASQ, and ESGI. The data gathered from these assessments is used to guide instructional decisions including small MTSS groupings and use of support staff. The Building Leadership Team (BLT) which is comprised of principal, counselor, classroom teachers, Title I teacher, specialized instructors, and support staff, analyze the data following each benchmark testing period to determine use of support staff and highest instructional needs. The building staff works as a team to create a plan for the next academic year based upon the strengths and challenges highlighted by our annual analysis of summative assessments such as the KELPA and KAP.

A notable instructional approach at Grandview Elementary is our tiered instructional process. Students are placed in specific intervention groups based on diagnostic data from formative assessments. This process provides every student an opportunity to develop and/or enhance their literacy skills. We also provide enrichment to students who are performing above grade level expectations. A similar process is used for targeted math instruction.

During a typical year, intervention groupings are not limited to individual classrooms to receive explicit and systematic instruction targeted toward underdeveloped or enrichment skills. This year we cannot combine students from different classrooms, which stretched our staff thin and resulted in the inability to reach as

many students.

In March 2020, the state of Kansas closed all of our schools for the remainder of the year. Within two weeks, we had provided students with all of their materials, including iPads and internet access, to remotely finish the school year. Because of health concerns, we began this academic year offering remote, hybrid, and in-person learning options to accommodate all situations across all grade levels. Parents had the option to transition between these learning styles as needed. Eventually, the district dropped the hybrid model but continued offering in-person or remote. Parents appreciated having the flexibility to choose what they felt was best for their family.

Each teacher was responsible for creating and updating an online landing page that parents and students continue to use to access resources and communication links, including the playlist. The playlist is a daily list of assignments and links that ensure all students receive the same high-quality instruction whether they are learning in person or remote. At least twice a day, students who are learning remotely join the class Zoom for live instruction. This year, more teachers have used online assessments offered through district-adopted curriculum to meet the needs of remote and in-person learners. Students quickly adapted to new tools such as Google Classroom and ClassDojo, increasing their skills while stretching and strengthening their technology competency. As of March 2021, only .02% of students chose to continue learning remotely.

1a. For secondary schools (middle and/or high school grades):

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

Grandview preschool programs began in 2018 when we moved to our new facility and finally had available space for these classes. We currently offer three preschool sections for three and four-year-old students. These programs include students with individual education plans (IEPs), English Language Learners (ELL), students who are considered at-risk, and role models. The preschool program is funded by grants from the Preschool-Aged At-Risk Program, Kansas Preschool Pilot, and Early Childhood Education special education funds.

In early childhood, the focus centers on social-emotional learning and literacy and numeracy through science exploration. Our recently adopted curriculum is Connect 4 Learning. This evidence-based resource was selected for its purposeful integration of all content areas. Our teachers' instructional strategies embrace discovery, purposeful play, and hands-on exploration as a way of learning. These programs follow the Kansas Early Learning Standards, which are based on and tied into the KCCRS which are set for pre-K through twelfth.

Preschoolers acclimate to our safe, nurturing school culture and learn procedures as well as become familiar with faces and places. Pre-K, kindergarteners, and first graders share a hallway allowing for a smooth transition between grade levels. These extended learning areas allow for interactive activities and opportunities.

The main challenges presented by COVID-19 for our pre-K classrooms have been social distancing and mask-wearing for our students with sensory challenges. Teachers have made adaptations to help prevent the spread of germs. They are responsible for increased disinfecting of all hands-on materials used at learning centers due to the nature of this age group. Not being able to share students between the classrooms has been another adjustment this year. Despite the pandemic, our SEL data shows those students at highest risk decreased from 11% to 6% since the inception of our preschool programs.

2. Other Curriculum Areas:

Grandview's core curriculum is enhanced and supported at all grade levels with Music, Physical Education (PE), Art, Library Media, and STEM Lab. CTBN lays the framework for our character-building skills. These teachers collaborate regularly with classroom teachers to align their areas of expertise with grade

level state standards. All of our specials offerings bolster student learning. A variety of modalities and multiple intelligences accommodate individual learning styles and increase understandings in each skill area.

Music is taught using the Quaver curriculum and supplemented through multi-modal activities. Students receive ninety minutes of weekly music instruction. In addition to vocal music instruction, students learn to play instruments such as ukuleles, guitars, recorders, Boomwhackers, and rhythm instruments. The music teacher also co-sponsors an after-school districtwide elementary choir. We also offered orchestra and band for fifth grade students, but had to put those on hold this year due to the pandemic.

PE has access to a dedicated gym facility, a playground area, and a small football field surrounded by a walking track. The PE teacher incorporates technology to create purposeful movement activities and lessons to promote lifelong healthy choices. For example, students look forward to creating and recording jump rope routines on their iPads each year to support the American Heart Association. We are fortunate to receive ninety minutes each week of PE from a full-time PE instructor.

Our students have art thirty minutes each week and have the opportunity to participate in the annual art show sponsored by our local art museum. They use a variety of mediums to learn about colors and artistic techniques.

Students receive one hour of library each week from our part-time librarian. Lessons are based on the KCCRS Library Media standards. Students learn how to conduct research using their iPads and library resources. The librarian shares a variety of reading genres to pique students' interests and create readers for life.

Grandview's STEM Lab incorporates sixty minutes of hands-on opportunities each week through Project Lead the Way curriculum. This method provides transformative learning experiences for our students. It follows the Next Generation Science Standards (NGSS) that focus on technology tools and science manipulatives.

A variety of community involvement programs also support curriculum skills as a regular occurrence at Grandview. Special support curriculum is spread across the grade levels and includes: Drug Awareness Resistance Education (DARE), Personal Safety Awareness, swimming instruction through the Young Men's Christian Association (YMCA), and "I Can Read" volunteer tutors who help struggling second graders strengthen reading skills.

Due to the current operating restrictions, some of the supporting programs were adapted to meet COVID-19 guidelines. The "I Can Read" volunteers utilized outdoor story boards for socially distanced weekly reading practice. DARE graduation was recorded to share with parents. Our annual music programs were pre-recorded and shared virtually. PE, music, STEM, library, and art have been taught from a mobile cart that visits each classroom. Bringing the specials teachers into the regular classrooms fostered more intertwined lessons, enhancing the core curriculum.

3. Academic Supports:

Grandview differentiates instruction by carefully and consistently analyzing data from multiple sources. Our Building Leadership Team doubles as our MTSS team. After administering AIMSweb Plus and NWEA benchmark assessments in the fall, we take a full day creating grade level assessment folders. Assessment walls are created using color coded sticky notes with student initials and scores in the core areas of math and reading. This visual assists us to make decisions as a team of where to focus our resources. We note the tenth percentile and the 50th percentile with black lines. These folder/posters are then updated with winter and spring benchmark scores. The colors really help us determine both positive and negative gains. Of course, we see more positiveness. However, if we note negative movement, then we are quick to reevaluate supports the student is receiving and update the focus of those academic and social-emotional interventions.

This year, we found that our intermediate students were doing quite well. Our primary learners were not moving above that 50th percentile mark as we had hoped. We adjusted our human resources toward those students needing the most assistance. We also met with the intermediate teachers to give them any extra time we could possibly muster to work with their lowest achieving students. Resource teachers work one-on-one via Zoom with students who are learning remotely. Classroom teachers also made adjustments within their classrooms to create small groups in order to meet the needs of struggling students.

We also depend heavily on our SIT team which incorporates parent input when deciding and implementing interventions for all of our students regarding their academic progress as well as other social-emotional and behavioral growth. This multi-disciplinary team of experts collaborates with parents to determine the most effective strategies we can offer individual students. For students who are not showing desired growth based on current interventions, SIT members determine if a comprehensive evaluation is necessary. Our part-time gifted teacher brings in more accomplished students to work with her in small groups as her time permits. The classroom teachers have been instrumental in creating challenges and open-ended projects for their highest achievers.

As previously noted, we have a handful of ELL students. Services are provided in small group settings at least one hour weekly by an ELL-trained paraprofessional working under the guidance and plans of a certified ELL teacher. Progress is assessed annually with the KELPA.

Our special education program begins with three and four-year-olds in Early Childhood Education and continues with two interrelated resource teachers and classrooms. One resource teacher is assigned to primary grades while the other is responsible for the intermediate grades. Students with IEPs receive instruction in their least restrictive environment. The whole child is supported by speech language therapists, occupational therapists, visual impairment specialist, physical therapist, feeding specialist, assistive technology specialist, hearing impairment specialist, and audiologist. During remote learning, paraprofessionals assisted the classroom teachers to provide additional support for the students through Zoom to meet their IEP goals.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Grandview seeks many avenues to engage our students. Students look forward to grade-specific projects ranging from Kindergarten ABC Boot Camp to our fifth-grade egg drop with the principal on the rooftop. Events such as these engage our students and staff, making learning fun.

Our SEL journey began with the foundational guidance that we call the Gator ABCs - Act responsibly, Be respectful, and Care for self and others. Our school mascot is the Gator, so we celebrate positive behaviors with Gator-themed activities such as Great Gator Awards, Swamp Stomps, and Gator Families. For our primary students, we celebrate appropriate choices through a monthly Great Gator Assembly. Students are recognized with a certificate that is proudly displayed in the school entryway along with a Gator-themed reward. Our intermediate students are recognized quarterly through an Honor Roll Assembly for high grades. Students can earn the Honor Roll with As and Bs or straight As. They also receive a brag tag and certificate when they are recognized.

We celebrate students who have maintained positive behaviors with monthly school-wide Swamp Stomps and weekly classroom Fun Fridays. These celebrations acknowledge positive behaviors and the activities are varied. Gator Families are small groups that represent students from every grade level within each group. All instructional staff members are assigned to be a Gator Mama or Papa to their group. During these monthly gatherings, CTBN topics are reinforced through stories, activities, games, crafts, and discussions to build appropriate school family relationships. Students keep the same Gator Family members during their entire elementary journey and enjoy seeing each other throughout the building. We continue to emphasize social skills through the CTBN pledge and CKH social contracts. Students feel safe and ready to learn when they know and follow the expectations.

During the pandemic, we have made adjustments to how we celebrate and engage students. We are limited in our cross-classroom interactions. Great Gator Awards and Honor Roll Assemblies are recorded and shared with parents in lieu of families attending in person. Remote students participate in themed days and activities through Zoom. We made time adjustments with Swamp Stomps in order to continue our social distancing. Gator Families were postponed this year in order to maintain stable groupings. We hope to reinstate Gator Families again when it is safe.

Grandview Elementary continues to build relationships and provide a safe, fun, and engaging environment where students build their academic and social skills regardless of this extraordinary situation. Our students' mantra is, "It's great to be a Gator!"

2. Engaging Families and Community:

Grandview is fortunate to have such supportive families helping us grow our Gators. Our Parent-Teacher Organization (PTO) goes above and beyond to support our learning initiatives. PTO begins each new school year by presenting certified teachers with a generous check to support any classroom needs they may have that are not covered by their normal classroom budget. Gator t-shirts are purchased for all students, including new students and incoming kindergarteners. They fund grade-level field trips, organize parents for holiday class parties, fund special assemblies, offer mini-grants to teachers for special projects, create a fabulous Family Fun Night, and support building initiatives such as CTBN. COVID-19 has actually created more interest in PTO due to virtual Zoom meetings which has added more insight and engagement from a wider variety of stakeholders. This is something that will continue beyond the pandemic. Studies have shown that family support makes a world of difference in student achievement.

SITE Council, comprised of parents, teachers, a board of education member, and community representatives, meets quarterly to review school data and provide guidance as we develop the very best learning environment. These representatives communicate and share with other stakeholders to keep them abreast of our commitment to all students.

Our Grandparents' Tea fosters a true bridge between the generations. Students and grandparents share and compare their educational experiences, bringing together past and present. Additionally, our local Rotary Club presents dictionaries to every third grader annually. They also painted a large United States map on our playground. The local Lions Club offers new glasses and conducts vision screenings for our students. A local church adopted our school, providing prayers, encouragement, volunteers, and special treats. Mrs. Banks' Closet and Steps for Success now provide essential clothing and shoes for our students in need. Classroom teachers refer students to the counselor who discreetly manages these sensitive services. By having basic needs met, students are able to focus on learning.

Teachers continually engage parents and students through close communication and family-based projects. We have a history of rich traditions that include fun nights, fifth grade Valentine's Day boxes, fourth grade sandwich days, third grade interactive museums, second grade island creations, first grade Alex's Lemonade Stand, and numerous thematic projects that excite kindergarteners, preschoolers, and their parents. We have been able to continue most of these projects with a few modifications despite pandemic restrictions. Some events switched to a virtual format, but continued nonetheless.

3. Creating Professional Culture:

Grandview's professional culture has been carefully molded to help staff and students feel welcomed, acknowledged, and valued. Faculty meetings open with celebrations of positive moments happening at Grandview. Meetings end with Painting the Post, an opportunity to safely share concerns and keep lines of communication open. Our support personnel are vital to the success of our students. Time is set aside each month for the principal to meet with them to ensure everyone has the necessary information and an opportunity to voice any concerns. We capitalize on each person's strengths and talents by providing equity of representation on committees. Classroom and specials teachers, paraprofessionals, aides, and the office team all work to support the mission of our school.

COVID-19 created unique opportunities as well as challenges. For example, August professional development was devoted and extended to the how and why of remote learning. Teachers were trained to create uniform landing pages where parents and students could find communication links and resources needed to learn remotely. Our social worker and tech department worked to lessen the digital divide by ensuring equitable Wi-Fi accessibility for families. Additionally, parents were invited to virtual SIT meetings so that their input could continue in the student improvement process. The Zoom format has become preferred as parents can more easily participate with less time away from work. We plan to continue this format post-pandemic.

Our district provides a balance of building and districtwide professional development. The principal advocates for our professional growth. Weekly grade level meetings allow collaborative time to explore evidence-based strategies and empowerment to take on leadership roles. The principal is mindful to rotate teachers through state, regional, and national professional development opportunities. The BLT and principal consider schoolwide needs when planning professional development. Many of our colleagues have shared evidence-based strategies from classes they have taken and conferences they have attended. We rely on each other's vast knowledge and experiences. Those with technology expertise offer support, ensuring all have the skills they need to be successful, especially during this shift to digital learning. These opportunities provided smooth transitions between in-person and remote learning throughout the year. Our year began with concentrated efforts aimed toward social emotional needs of our students. Academics merged slowly as students adapted to these new routines and protocols.

Students moving in and out of quarantine raised particular challenges. Teachers were asked to juggle a digital format for remote students while simultaneously maintaining their structured routines for in-person learning. Weekly notes of encouragement written by staff help validate our efforts. Everyone at Grandview feels valued and supported amidst the hard work of teaching during pandemic times.

4. School Leadership:

The role of the Grandview principal is one of focused and servant leadership. The principal prioritizes relationships, achievement, collaboration, organization, mentoring, optimism, appreciation, and professionalism. High expectations have developed top achieving students and teachers. Growth mindset is paramount at Grandview, and every situation that arises provides that opportunity. The principal values everyone. She is consistently present in classrooms and conducts walk-throughs to provide support and feedback to the teachers. She covers lunch duty and regularly volunteers for recess duties so she can observe friendships and build relationships with students. She has also cleaned the restrooms during custodial absences. She leads by diligently tackling whatever needs may arise.

The BLT consists of the principal, counselor, resource room teacher, a specials teacher representative, a classified staff member, Title I teacher, one primary teacher, and one intermediate teacher. This team serves as an advisory committee to develop school goals as well as provide key decision-making input. Their leadership philosophy focuses entirely upon the development of academic and social-emotional growth for both students and staff. This influences our allocation of resources. The district strategic plan provides the framework for our school's individual goals and are tracked using KansaSTAR software required by the state. Building goals are posted in the staff room for ongoing reference and discussion. As goals are met, new goals are set by the BLT. The principal and the team analyze data to ensure that instructional strategies are promoting growth.

Student leaders are developed with opportunities such as reading morning announcements, assisting younger students in the lunchroom, and serving on the Ambassadors Living as Leaders (ALL) team. These are selected fourth and fifth graders who greet visitors, plan service projects, and explore entrepreneurial opportunities. They set exceptional examples for our younger student population. The principal works closely with the ALL sponsors to provide these young leaders with opportunities to develop their leadership skills.

The principal works in conjunction with the district administration on COVID-19 protocols and the school resource officer on crisis management and safety. We also have annual tabletop crisis discussions with representatives from our city management, police, county sheriff, emergency medical technicians, and Butler County Emergency Management. This collaboration promotes a positive relationship between the school and first responders and ensures the principal is up-to-date on all crisis procedures.

Administrative roles have become more complicated this year as the pandemic has forced an increase in virtual meetings. The BLT has had opportunities to provide valued input in the changes that affect the everyday operations for students, as we attempt to provide as much normalcy and consistency as possible.

5. Culturally Responsive Teaching and Learning:

Grandview values the adoption of Choose To Be Nice as a practice where the world is seen through a lens of kindness. As Grandview stands alone with the CTBN initiative in Kansas, we have been instrumental in providing feedback to the program developer. Students are taught the advantages of leading with compassion and empathy while making meaningful connections with each other through CKH and CTBN experiences. CTBN and CKH are culturally embedded ways of life for our Gators. Classroom teachers use these qualities to enhance discussions about current events and social movements.

Grandview is built upon a foundation of acceptance and cultural awareness. These attributes are embedded daily in our climate as well as in all of our curriculum. Social contracts developed by students and staff at the beginning of the year are routinely referenced and practiced. Students and staff are taught to show respect and fairness to all people. We see this as an investment opportunity where our students are expected to model kindness for the community as society and schools are interlinked. We hope to positively influence the world around us.

Service projects, though limited this particular year, are common practice at Grandview. Our

students enjoy SOCK-ebruary by collecting socks to donate to the Salvation Army. We also take part in a districtwide Stuff the Truck food drive to benefit families within the community. Students participate in vocal performances at a local business as the donations are delivered. Our PE classes participate in Jump Rope for Heart to raise funds to fight heart disease. First graders have conducted Alex's Lemonade Stand to raise awareness and contribute money for pediatric cancer research. The fifth graders end the year by selecting a park to gather trash as their contribution to community care. These activities connect students to the community they live in and encourage them to care about and appreciate those who may have different life experiences than their own.

Our school family has not been directly affected by recent social movements, but our students are acutely aware due to media and family discussions. This secondary exposure and awareness have impacted our classroom discussions. Teachers and staff have naturally responded to individual concerns with sensitivity and compassion. Working with our local mental health center, a therapist provides weekly support for our students during the school day in our building. We also share a social worker/family liaison with the other elementary schools who offers a variety of necessary resources for our Gators and their families.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Grandview Elementary's success is due to our main strategy of building relationships with dignity. This is first and foremost. While building relationships, you develop respect, responsibility, trust, empathy, communication, friendship, courage, patience, and integrity. These are the foundational cornerstones of the teaching and learning styles that have increased our academic success. We build relationships that last. We develop these relationships with our students, families, community members, and among staff. Academic success is achieved when we acknowledge the whole child and treat each other with dignity. Students recognize that when they enter Grandview, they will be safe and secure and our expectations are life skills that will enable them to be successful outside of the school as well.

These relationships were absolutely vital last March when the governor of Kansas closed every school building in the state. We used Spring Break and the following week to strengthen the relationships we had already established. We agreed to use ClassDojo as a main communication tool, and quickly became Zoom experts. Few of us had even heard of Zoom prior to the pandemic, and now it is a part of everyday language. We provided remote learning in the best way we knew, then honed those skills during the summer and into the 2020-2021 school year. The new COVID-19 restrictions created numerous challenges and students, parents, and staff all have a new appreciation and respect for in-person learning.

Everything is a team effort at Grandview. We root for each other, both students and staff. When students feel comfortable with their teachers and trust them, distractive behaviors are reduced and academics are increased. Building these bonds takes dedicated, intentional work. Our days begin with greetings at the door by the principal and following CKH, more personal greetings as students enter the classrooms. Schoolwide announcements follow the morning bell with theme-based music, a morning hello, and a reminder of our theme this year: Be Bright, Be Bold, Be You. These lead into the lunch menu options, birthday wishes, and other miscellaneous announcements, and finally a list of absent personnel and current substitutes so that everyone is aware of who is in the building.

Many classes continue their day with morning meetings. We value each and every student, basing academic decisions on SIT team recommendations and using differentiated lessons to meet student learning styles and abilities. Communication has been vital to achieve our goal of building relationships with guardians and families. Relationships are imperative to succeeding every day, and even more so during a pandemic.