

U.S. Department of Education
2022 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 Mr. Sam Granillo
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 45103 Burns Street
(If address is P.O. Box, also include street address.)

City Fort Huachuca State AZ Zip Code+4 (9 digits total) 85613-2954

County Cochise

Telephone (520) 459-8986 Fax (520) 452-4092

Web site/URL https://myer.fhasd.org/ E-mail granillo@fhasd.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* Mr. Mark Goodman E-mail goodmanm@fhasd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Huachuca Accommodation School District Tel. (520) 458-5082

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. Beth Leeder
(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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	59	46	105
4	48	51	99
5	56	40	96
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	163	137	300

*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
 - 6 % Asian
 - 14 % Black or African American
 - 21.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 58 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 21%

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

General Myer Elementary School is located on an Army post (Fort Huachuca). Students in attendance are military dependents. Therefore, there are many military moves in and out of Fort Huachuca throughout a 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, 2020 until the end of the 2020-2021 school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	61
(4) Total number of students in the school as of October 1, 2020	291
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

6. Specify each non-English language represented in the school (separate languages by commas):
Arabic, Dari, Korean, Pashto, Persian, Spanish

English Language Learners (ELL) in the school: 1 %
3 Total number ELL

7. Students eligible for free/reduced-priced meals: 20 %
Total number students who qualify: 59

8. Students receiving special education services with an IEP or 504: 19 %
58 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>30</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>1</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: 2
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.	13
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.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	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 2021.

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.

Working together with our families and military community, we are dedicated to inspiring a love of learning where students grow to reach their fullest potential.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

https://www.fhasd.org/apps/pages/index.jsp?uREC_ID=1522197&type=d&pREC_ID=1707744

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

PART III – SCHOOL OVERVIEW

General Myer Elementary School (GMES), home of the Eagles, was founded in 1958. Located in a rural setting on the Army Post of Fort Huachuca, GMES is a member of only seven districts in the United States that are located solely on a military reservation and a part of the only district in Arizona located on a military reservation. As proud members of the Fort Huachuca Army Community, the school primarily serves military families. GMES is a grade 3-5 school with about 300 students. The mission of GMES is “Working together with our families and military community, we are dedicated to inspiring a love of learning where students grow to reach their fullest potential.” The staff works diligently to embody the mission by providing high-quality instruction, opportunities for social and emotional growth, and an unwavering dedication to the families they serve.

GMES consistently receives recognition as a high-performing school due to the quality instruction provided to students by the fantastic staff. These results are also attributed to the hard work of the students. GMES was recognized as an “A” school by the Arizona Department of Education in 2017, 2018, 2019, and 2020. Although school grades were not issued in 2021, student achievement data remained high. In 3rd grade, 61% received a passing score in English language arts (ELA), and 72% received a passing score in Mathematics. In 4th grade, 85% passed the ELA assessment, and 84% achieved a passing score in Mathematics. Fifth-grade passing scores included 73% in ELA and 60% in Mathematics. These scores are well above the state averages of percent passing. GMES more than doubled the state averages in all grade levels and subject areas. Additionally, GMES was showcased by a national curriculum framework company as a model for other districts for high levels of growth and achievement demonstrated. Even with the challenges faced by COVID-19, GMES students and staff continued to reach high academic levels.

The unique family population lays the foundations for approaches to learning and teaching. The transient nature of our families, 20.9% in 2021-22, necessitates rapid identification of academic needs while emphasizing assisting students as they acclimate. Utilizing an intensive reteach and enrich model, and through administration of benchmark and district formative assessments, GMES staff can identify the academic needs of students. This information results in individualized developmental support to meet students where they are and assist them in meeting their full potential.

To align with one of the district’s core values, promoting and celebrating academic success, GMES is dedicated to commemorating students' academic and character victories. Students are celebrated academically with quarterly honor roll ceremonies and special recognition at board meetings. Within classrooms, teachers use strategies, such as clip charts, spotlights, classroom tokens, reward systems, and peer celebrations, to distinguish student success. Students rely on these rewarding moments as they master a new standard or show growth within their academics. Recognizing character successes is also a constant at GMES. The school follows a Positive Behavioral Interventions Supports Model (PBIS) as a behavior initiative. This model is focused on four school-wide positive behavior approaches known as the four Bs: Be Safe, Be Responsible, Be Respectful, and Be Kind. Two formal ways students are rewarded for demonstrating positive behaviors are through Eagle coupons and book vending machine tokens. Students earn Eagle coupons when modeling behavior that aligns with the four Bs. The coupons are turned into the office, and students have a chance to earn prizes. Students are also rewarded for showing good character by earning book vending machine tokens. Students are recognized on the principal’s weekly book vending machine video, where a personalized message from the nominator is included. In addition, students are provided a gold token to use at the book vending machine to pick a book. These types of rewards and recognitions successfully challenge students to demonstrate positive character.

The school's success is attributed to the unwavering commitment to educating the whole child. Unique challenges of school families include supporting the child as they navigate deployments of family members, attend multiple schools in their short school careers, make new friends without the comfort of a familiar face, and ensure academic success. It is essential that military service members know their children are in great hands at GMES. Providing a supportive school culture and an unwavering focus on student achievement, both academically and through social-emotional learning, allows parents to focus on their mission. GMES is proud to play this preeminent role by enthusiastically supporting the military community.

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 guiding philosophy at GMES is to build independent life-long learners through rigorous and high-quality education focused on state standards and district curriculum. Staff is committed to an unwavering focus on student learning and growth to empower learners to reach their fullest potential. Students and teachers at GMES pursue new strategies and resources together to explore interests, go above and beyond standards, strive for a challenge, and grow individually.

The 2020-2021 school year presented challenges for schools across the nation. Unlike many schools, GMES was able to begin the school year fully open to in-person learning for students and stayed open throughout the school year. This remarkable feat was accomplished through the dedication and creative thinking of highly-qualified staff. Every grade level had a designated teacher to provide online instruction to accommodate family choice. Teachers worked together to produce high-quality lessons, activities, and resources to transition from in-person learning to virtual learning seamlessly.

GMES implements concentrated math and literacy instructional blocks, with a cross-curricular integration of science and social studies. Blocks of instruction are structured in a similar format that engages students and gives them opportunities to explore concepts or skills through direct instruction. Guided and independent practice embeds critical thinking and hands-on learning. Students are evaluated through formative and summative assessments. Additionally, teachers work to include students in goal-setting to ensure growth and potential are met.

To provide a high quality, rigorous curriculum that reaches our unique and diverse community of learners, GMES has adopted an “All Hands on Deck” approach. The staff firmly believes that every member plays an integral role in helping students reach their fullest potential. GMES utilizes certified special area teachers as support in the general education classrooms. They facilitate small groups and provide one-on-one support to promote and foster superior learning experiences.

1b. Reading/English language arts curriculum content, instruction, and assessment:

At GMES, Reading and English Language Arts (ELA) are taught in concentrated daily instructional blocks. Grade level teams work together to provide a rich and diverse curriculum centered on state standards and a national curriculum framework. Staff uses essential components of reading instruction with a focus on reading fluency, vocabulary acquisition, and comprehension to build independent readers. Explicit and systematic instruction targets student practice with adequate teacher support and feedback. Students are actively engaged in vocabulary development through student-led teaching strategies and direct instruction within the context of student-selected text. Reading comprehension helps students develop the knowledge, skills, and experiences they must have to become competent and enthusiastic readers. This goal is accomplished by exposing students to authentic texts across genres and embedding Science and Social Studies texts to promote critical thinking.

ELA instruction is focused on grammar, spelling, and writing. Students learn to construct multi-paragraph essays in a persuasive, explanatory, or narrative voice. Students write about various topics that provide opportunities to use multiple research modes, including web-based resources, articles, and content-related magazines to explain a topic or craft a strong argument. Students receive direct, explicit instruction in each component of the writing process with ample opportunities for practice. Through checklists and rubrics, students engage in peer editing and revising and are given immediate corrective feedback from teachers. Writing pieces are enriched through visual displays of the writing piece itself and visual representations that support the topic. Students practice speaking in front of an audience by giving oral presentations of their writing.

Reading and ELA instructional blocks incorporate whole and small group instruction, close reading activities, and project-based learning designed to bring the curriculum to life. To plan for effective instruction, teachers use a variety of data collected from formative and summative assessments, norm-referenced national benchmarks, and teacher-created tests. Grade level teachers meet regularly to discuss the results of assessments and determine areas of focus that students need extra support or intervention. These instructional approaches promote high achievement and success for all students as they transfer from grade to grade.

1c. Mathematics curriculum content, instruction, and assessment:

Mathematics at GMES develops foundational skills, problem-solving, and authentic application through high-quality mathematics instruction. Students actively engage in mathematical processes using modeling, hands-on activities, and real-world problems. Students are given the opportunity to see the value of math in daily life and demonstrate learning in various ways. There is consistent vertical collaboration and standards alignment among the different grade levels to ensure a coherent progression of skills to prepare students for future grades.

Mathematics instruction is taught in a dedicated math block using textbooks and supplemental materials aligned to specific grade-level standards and student learning needs. Teachers pride themselves on using innovation and creativity to raise the students to those standards. Instruction is student-directed and focused on developmentally appropriate practices to bring purpose and meaning to content. Through differentiating instruction and maintaining high expectations of standards, teachers use number talks, hands-on practice, performance tasks, and project-based learning to bring real-world applications into math. For example, classrooms are transformed into restaurants, local ads are used for pricing and money practice, and choice menus are provided for authentic student engagement. Escape rooms, math mysteries, and manipulatives make abstract math concepts concrete while fostering critical thinking and problem-solving skills. Students engage directly in analytical and productive struggle, becoming mathematicians as they use flexible thinking and math discourse.

To assess the mastery of content, various assessments are used to inform instructional practices. Students take district formative assessments, teacher-created tests, and district benchmarks to ensure the growth and achievement of standards taught. Teachers meet regularly to discuss the results of assessments and determine where students need intervention, extra support, and enrichment. Teachers use reflective practice and data to adjust instruction to meet the needs of all students. Response to Intervention offers systematic, explicit instruction with clearly established goals and flexible grouping. Students who demonstrate mastery are provided differentiated assignments, and learning is extended by deepening knowledge or increasing rigor. Teachers spiral previously taught standards through games, homework, and computer programs, ensuring students have ongoing exposure to content. Due to the dedication and diverse implemented strategies, GMES has consistently demonstrated highly proficient math achievement and growth on standardized test scores.

1d. Science curriculum content, instruction, and assessment:

GMES students have a natural curiosity about the world around them. At GMES, that curiosity is fostered by a wide variety of science experiences. The provided scientific experiences allow the students to work cooperatively to solve problems, think critically, and use technology to explain natural phenomena. At GMES, science is taught by highly qualified classroom teachers, a Technology Integration Specialist (TIS), and an expert from a community program. These additional partnerships provide students with unique learning experiences in a project-based setting centered around the surrounding rural community.

On a typical day in the dedicated STEAM (Science, technology, engineering, art, math) lab, students work on differentiated, grade-level tasks. Examples include third graders building models of internal and external structures of organisms, fourth graders collaborating with each other and the community specialist to demonstrate the water cycle, and fifth graders completing a lab on inherited traits or programming Edison Robots to complete different tasks.

Science is not limited to the STEAM lab. Along with hands-on labs, teachers at GMES integrate science into ELA and math lessons to further students' understanding of the world around them. In addition, every student at GMES has a one-to-one device for daily use. This resource allows for technology integration while allowing students to complete virtual hands-on labs, research information, and present findings. These learning experiences have contributed to GMES students consistently scoring higher than the state average on the state science assessment.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Teachers at GMES celebrate their diverse student population when studying social studies and history. Many of the students have lived in various states and foreign countries. Student experience brings extraordinary experience and viewpoints on history, government, and citizenship. For example, many students have traveled to historic locations around the globe, allowing for authentic and individual connections to be shared and brought to life during classroom lessons. Lessons are brought to life when students share these experiences.

The GMES social studies curriculum includes studying the state of Arizona, indigenous people of the Americas and their role in history, and United States history from the Revolutionary War through Industrialization. Teachers use a broad range of activities and projects to make history come alive, such as student-created presentations of historical figures, integration of period-related art, and student-selected activities. Students are actively engaged in real-world projects by conducting investigations using digital and conventional resources. Students experience virtual field trips and museum tours to explore artwork, artifacts, and historical sites. Role-playing, story-telling, and interactive visual arts assist in making content relevant to the present and relatable for students in making their own "historical choices."

In addition to history, GMES students study current events through multiple sources, including content-related magazines, journal articles, and web-based resources. Students participate in discussions about current issues facing their world today. They are encouraged to form their own opinions using evidence-based reasoning and research. Students are empowered to express their ideas through collaborative discussions, writing, and art. The social studies curriculum prepares students to become global learners and participate responsibly in society when they become adults.

1f. For secondary schools:

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

2. Other Curriculum Areas:

GMES offers five core specials, including Art, Library, Music, physical education (P.E.), and Technology, to complement our core curriculum. Students attend each specials class once a week for 50 minutes. To help support classroom teachers, specialists also collaborate with teachers to find ways to incorporate grade-level standards into their lessons. Additionally, to accomplish the goal of returning to in-person learning during the 2020-2021 school year, certified specials teachers were utilized to add additional classrooms to the fourth and fifth grades. Using the special teachers as classroom teachers provided smaller class sizes and a safer learning environment. Specialists utilize similar instructional practices such as direct instruction, guided, and independent practice to ensure high engagement and success.

Art is taught through various techniques tied to real artists or art in the real world. Students use a variety of mediums and are explicitly taught techniques to create their pieces independently. Students also analyze and self-assess their work using rubrics with newly-acquired artist vocabulary. Students' art is prominently displayed in the school's main hallway and at special public events such as the county fair and art showcases

throughout the community.

The school library offers a wide variety of texts in various genres and reading levels to support academic levels and individual reading interests. Unfortunately, in the 2020-2021 school year, GMES students could not check out books from the school library, but the librarian came to the rescue. She worked closely with the city's local library to help students acquire library cards to ensure students would still be able to access high-quality books.

Students learn to read music and play the recorder, keyboard, drums, or ukulele. They listen to and perform many genres of music throughout the year. Choir and band are offered as after-school programs. Band is available for fifth graders. Students in 3rd to 5th grades may participate in choir. Through music instruction, students gain the confidence to perform before an audience.

Physical Education (P.E.) is taught through units of instruction aligned to standards designed to maximize students' physical education through exciting and challenging activities. The goal of the P.E. program is to enhance students' understanding of their physicality and build a conceptual understanding of different sports. In addition, students gain personal responsibility, accountability, self-directed learning, teamwork, and problem-solving skills through this program.

Technology prepares students for skills they will need in future academic careers. Areas of focus include digital citizenship, coding, and online safety. In addition, the computer specialist incorporates research and lessons that support classroom teachers with curriculum to enhance classroom projects.

The counselor works closely with the school's behavior coach to support the social-emotional needs of our unique community of students. In addition to setting up times with students for personalized support, the counselor addresses a myriad of concerns, including unique military family circumstances such as the deployment of parents or frequent moves. The counselor also meets with each classroom to focus on building skills associated with social-emotional learning and character building.

3. Academic Supports

3a. Students performing below grade level:

During the first days of school, norm-referenced national benchmark assessments are administered. As students arrive during the year, they also complete these assessments. These assessments are administered three times per school year to monitor student progress towards mastery of standards. In addition, third-grade students are given additional reading benchmark assessments to ensure they are on track to meet the national reading assessment threshold. This valuable information allows the staff to immediately identify students below grade level and make a plan for providing support. For students needing Tier II instruction, the teacher develops in class interventions to meet the academic needs of the students. Students that require more intense intervention are provided Tier III instruction within the Title I classroom.

Title I paraprofessionals analyze data to identify students that need Title I services. They also formally meet to discuss students' academic needs with teachers. During this meeting, teachers, and Title I paraprofessionals decide what upcoming schedules will look like according to the substantial need. This meeting aims to ensure equitable time instead of equal time in classrooms to service students. Paraprofessional schedules with students are adjusted throughout the school year as new benchmark assessments are analyzed. Regularly scheduled meetings are also held between the paraprofessionals, Title I coordinator, and principal to discuss best practices, individual student progress, and changes that require adjustment to meet the learning needs of identified students. These meetings provide a voice for the paraprofessionals as valued school community members. The paraprofessionals combine push-in and pull-out services to support and reinforce teachers' instruction in ELA and Mathematics. During Title I services, students are engaged in interactive instruction, discussion, and collaborative learning to access the content in a personalized manner.

3b. Students performing above grade level:

GMES tailors instruction, interventions, and assessments to meet the needs of students performing above grade level. Students are identified as above grade level using norm-referenced national benchmark assessments and various progress monitoring assessments throughout the school year. Students can be identified at any point throughout the school year based on academic progress.

GMES offers enrichment, acceleration, flexible pacing, and an interdisciplinary curriculum. Students access digital maker spaces available for school and home. Digital maker spaces have many enrichment links for writing, practicing math concepts, and exploring interests with science projects, videos, and games. In core classrooms, all students are motivated to process material profoundly and consider it in new contexts using student-generated questions. Teachers at GMES realize students require additional cognitive effort and provide those opportunities through retrieval practice, elaboration, concept mapping, or drawing. Teachers use game-based learning, such as escape rooms, to create hands-on learning experiences for students to engage with concepts directly. To build global learners and encourage personal growth, students may have pen-pals from different states and countries and compete in local and national competitions, such as the poetry competitions or the district/county/state spelling bee.

An aptitude test is used to identify gifted students. These students attend hourly sessions once a week with the 2021 Arizona Gifted Teacher of the Year. Students participate in project-based learning with a focus on an interdisciplinary curriculum. Projects combine grade-level standards with 21st-century skills such as choice menus and game-based learning. Students are given opportunities to develop personal and social responsibility, communication skills for interpersonal and presentation needs, and cross-cultural understanding. Growth mindsets are enhanced through collaborative progress portfolios in the form of digital enrichment notebooks.

3c. Special education:

As student academic and/or behavioral concerns arise, the MTSS committee provides opportunities for teachers to submit student names for formal discussions and decisions regarding interventions. In consultation with parents, referring teachers and the MTSS team (consisting of one identified teacher from each grade level, special education teacher, 504 coordinator, and principal) discuss teacher observations of student behaviors and academic concerns. Pedagogical best practices and interventions are provided to the referring teacher to apply within the classroom. Finally, the MTSS team reconvenes with the teacher to determine if strategies have been effective. It is a standard practice that the GMES MTSS team and referring teacher exhaust every possible intervention over a specified amount of time for students to respond and be successful. If interventions are unsuccessful, the team determines the next course of action to assist the student. These actions could include referral to the 504 coordinator or special education team.

The school's special education teacher and two paraprofessionals assist the classroom teachers by making necessary accommodations, modifications, and interventions to support student learning as indicated within their individualized education programs (IEPs). Special services staff members remain sensitive to the needs of students, ensuring IEPs are followed with fidelity. Lesson plans are shared and discussed between the special education staff and classroom teachers. The resource teacher identifies and uses different resources to teach identified special education students in qualifying core subjects. The resource teacher and paraprofessionals provide push-in and pull-out services for identified students with special needs. The special education team provides standards-based instruction and focuses on preparing activities that support social-emotional success, including interacting with peers, using verbal and nonverbal communication competencies, time-management, and organizational skills.

3d. English Language Learners, if a special program or intervention is offered:

GMES embraces the Arizona Language Approach in believing that all educators share responsibility for promoting the success of English Language Learners (ELL). When parents enroll their child in the district, they acknowledge that another language is spoken within the home. After receiving this information, the district individually assesses student's language proficiency. If the results of the assessment demonstrate the student is below proficient, the student immediately qualifies for the GMES ELL program.

ELL students are in core classrooms for over 90% of the school day. Core teachers use integrated instruction in language and content by clarifying learning objectives and discussing standards. Integrated instruction may include language arts lessons incorporating history topics or science encompassing math goals. Connections between academic knowledge help all students practice problem solving and critical thinking.

GMES's ELL students are served through curricular integration that focuses on meaning and vocabulary building. A daily, 60-minute pull out program assures targeted and explicit language instruction. The ELL teacher meets with identified ELL students to expand thinking skills and utilize assessment monitoring through reading programs and computer-assisted language learning software to encourage learner autonomy in classrooms. ELL students, not identified as needing pull-out services, are monitored every quarter through benchmark assessments to assure growth and discuss learning strategies. GMES's ELL program ensures all teachers have access to data of ELL students' progress and collaboration with the ELL teacher. Cooperative learning in classrooms honors and reflects the lives of students. GMES's culturally responsive environment is supported through global lessons, classroom literature selections, and cultivating relationships.

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

GMES staff pride themselves in ensuring the needs of every learner are met, including but not limited to those of foster, homeless, and migrant students. When faced with students who have unique challenges, staff systematically provide support.

Interacting with students and their families on a personal level is essential for understanding a student's home life and the struggles they may encounter that will affect their academics. When a need is identified, staff at GMES focuses on educating the whole child by addressing issues and using a team approach to ensure a student can focus on learning. Students and family support can include offering families school supplies, backpacks, hygiene packs, and coats at no cost. In addition, with parent agreement, the principal will contact community resources to provide support like grocery cards and clothes.

The counselor at GMES plays a vital role in supporting social-emotional needs of students in unique populations. The counselor provides morning check-ins to discuss students' current academic and social progress, emotions and gauge needed support. If more student support is necessary, the counselor will meet with the student regularly.

An essential part of educating students in unique populations is ensuring they have the same access as their peers to educational resources and opportunities. If barriers exist, staff work diligently to break down those barriers. This can include having food on hand for students, providing free technology for home use, covering field trip costs, providing school spirit shirts at no cost, and sharing resources to help maintain student progress. Staff at GMES are committed to ensuring students in their care can be successful and feel included in the educational setting regardless of the challenges they face.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

GMES is more than a school for students. It is a community that embraces all students regardless of background. This welcoming environment is an integral part of student success. Every day starts with students being greeted with high fives, fist bumps, or special handshakes by all staff. Every week begins with filmed morning announcements opening with an inspirational and fun song. During announcements, the principal reviews important information such as student birthdays, expectations, the mission statement, and student celebrations. Announcements end with a motivational affirmation directed to students to remind them they are smart, strong, amazing, cared for, believed in, and safe with the staff members on campus.

Pandemic teaching and learning presented new challenges to maintaining high levels of student engagement. Keeping students engaged and focused on their academics during the pandemic challenged teachers to shift their mindset in unique ways. GMES teachers embraced various technology platforms to continue to provide engaging and rigorous lessons. GMES teachers find new ways to make learning relevant and fun. Fun in learning is accomplished by creating a positive and safe learning environment where students are not afraid to take chances and learn from mistakes. GMES teachers use activities that appeal to students through the use of manipulatives, hands-on learning, physical movement, problem-solving, and technology. Examples include using robots to learn to code, cognitive game-based challenges, puzzles, and integrated art projects. Students are encouraged to present materials through choice boards and project-based learning. Lessons are primarily student-driven to develop autonomous and independent lifelong learners.

Walking down the halls of GMES, it is indisputable that the physical setting supports student ownership in the learning environment. Halls are adorned with student work, art, themed bulletin boards, and celebrations of success. Hallway displays are often aligned to current global events reflecting students' awareness of the world around them. Students feel a sense of pride in creating work that displays their efforts and accomplishments.

The commitment to building relationships at GMES is palpable. The second anyone enters GMES, they are met with a welcoming greeting that fosters a sense of belonging. Relationships provide foundations for a positive, inclusive school culture that enhances student engagement.

2. Engaging Families and Community:

The beginning phrase of the GMES mission statement, “Working together with our families and military community...”, are not just words but truly a mission. Staff believes that partnerships are rooted in trust and relationship building. The staff works diligently to be responsive and actively listen to seek meaningful and productive ways to involve parents and the Fort Huachuca community within the educational process. Staff and administration regularly keep parents informed of their child's academic and social-emotional progress. Parents are provided monthly newsletters, podcasts, and consistent messages regarding student progress and events. The Fort Huachuca community stays updated with special events at GMES through constant communication with the Fort Huachuca school liaison officer and public affairs office. Two-way communication, which is accomplished using various communication platforms by phone, email, and in-person, is an expectation between school and home.

Community involvement is evident through active partnerships with assigned Army units, GMES site council, and parent-teacher organization (PTO). All of these stakeholders volunteer their time on the GMES campus. Special events are held during the fall and spring semesters. Every year in the fall, the PE coach organizes the turkey trot allowing parents and soldiers to run a mile alongside students. Winning participants receive trophies and turkeys. A spring field day provides soldiers another opportunity to volunteer on campus. Additionally, classroom teachers enlist the help of these stakeholders for special STEAM activities like catapult competitions and egg drops, to design and test projects.

The GMES parent-teacher organization (PTO) provides opportunities for parents and staff to work together

to enrich learning experiences for students. The PTO holds book fair events, popcorn Fridays, field days, spirit days, and other PTO-sponsored events. Proceeds from these events have purchased books for the school's book vending machine, snacks for students during state testing and have allowed teachers funding for items that enhance their classroom. In addition, the annual raffle basket fundraiser is a special event for families.

Site council meetings are held once every quarter and include a committee of parents, teachers, staff, and administration. This group provides a balanced and robust voice for the GMES school community by keeping student success at the forefront of discussion and dialogue. Through a shared leadership model, the principal helps to improve communication between home and school. In addition, site council members discuss and provide input on information regarding school programs, curriculum frameworks, and technology.

3. Creating Professional Culture:

The professional culture at GMES is fostered through the use of a shared decision-making and leadership model, an unwavering focus on professional development, consistent communication, and the implementation of strong professional learning communities. Each of these factors supports the professional culture and continuous improvement at the school.

The shared leadership and decision-making model employed at GMES that is so instrumental in making core decisions was utilized fully during the COVID 19 pandemic. During COVID 19, the decision to return to school for the full state-mandated 180 days was made by staff working collaboratively. Staff collaboration allowed for targeted professional development based on the needs of classroom teachers. Early in the pandemic, staff voted to focus on keeping classrooms open for students while working to protect the health and well-being of all. To do so, parents were provided the choice of online and in-person learning for their students. Teachers were asked to teach in a hybrid classroom, offering both in-person and virtual options for students. Training on online learning basics, zoom, and Google classroom laid the foundation for professional development in the hybrid classroom and was developed and taught in house by our own dedicated staff members.

The staff at GMES has responded with flexibility and professionalism in the face of the seemingly endless changes brought about by the COVID 19 pandemic. GMES embodies a shared leadership and decision-making model so all staff members have a voice in the decision-making process. Professional development is a focus that supports a professional culture. Professional development is targeted based on data and expressed need. At GMES, a new teacher induction program, training on assessment programs, a curriculum mapping program, and work within Professional Learning Communities support new initiatives for learning and teaching. Additionally, a desire to support teacher best practices guides the district to invite in-person professional development by national speakers and instructional leaders like Rosalind Wiseman, Hamish Brewer, and Adam Welcome. The common theme of reaching all students, and laser focus on a growth mindset for staff, drives professional learning at GMES.

The Professional Learning Community (PLC) process uses data digs to analyze student assessment data to plan instruction. Staff reflects and makes data-driven decisions to ensure learning for all students. Goal and test performance are revisited throughout the year to ensure student learning is on target which also supports a professional culture focused on continuous improvement.

4. School Leadership:

GMES school leadership includes the principal, teachers who serve on the District Instructional Leadership Team, and team leads representing grade levels and specials. The GMES team leadership model supports shared decision-making and opportunities for all members to take leadership roles. The principal is at the forefront of leading this team. He is a model for building authentic relationships, listening to stakeholders, and providing leadership opportunities based on the strengths or interests that staff members display. Using this leadership model, the principal can consistently have a pulse on what is going on in the school. Open communication allows individuals to share celebrations and challenges while allowing the principal to

celebrate successes and immediately address any barriers to excellence. Additionally, the principal's leadership philosophy is based on the transformational leadership style. He focuses on empowering others by leading by example.

The principal cultivates a positive culture among students and staff by forming professional relationships built on trust and communication, which results in students and staff being excited to come to school. With a high mobility rate, the principal ensures students are provided with consistent routines so they can settle into the school culture quickly and successfully. The positive environment at GMES delivers a backdrop for students to develop life-long friendships and an acceptance for the experiences faced, which, at times, can be difficult. Additionally, each student is known by name. Students are greeted with unique handshakes and excitement. These practices allow students to connect with the principal to feel safe and welcomed. Due to a focus on relationship building, parents always feel comfortable sharing questions and concerns. Parent concerns and questions are addressed promptly, and parents are made aware that they are essential team members in the responsibility to educate students.

During COVID-19, the principal focused on ensuring staff followed district protocols for student safety. He continues to serve as the force behind the positive culture within the school. He interacts and is quick to check on staff. Information, systems, and protocols are transparent through weekly updates. Decisions are always based on what is in the best interest of students.

The principal at GMES provides genuine relationships with students and serves as a consistent leader for all. By modeling positive expectations daily through gestures and words, he leads the staff and students to become driven to achieve greatness.

5. Culturally Responsive Teaching and Learning:

GMES recognizes the importance of including students' cultural references in all aspects of learning. The staff addresses the diverse needs and backgrounds of students, families, and staff to ensure equity, cultural awareness, and respect in the classroom and school in various ways. The diverse staff population encourages active learning using peer teaching and role-playing. Lessons embrace multiple learning styles, promote project-based learning, incorporate technology and adaptive learning tools, and involve local community partners in school learning. Teaching materials, including resources in the school library and classrooms, are culturally relevant and written from multiple perspectives to encourage critical thinking, communication, and emotional intelligence.

Current events and real-world problems are addressed through supportive videos and classroom discussions. Students are taught to keep up-to-date with news highlights through videos that spotlight current events and execute global conversations. Cultural connections through books, cooking recipes, videos, and hands-on activities for world holidays, including Dia De Los Muertos, Chinese New Year, and Hanukkah, can be found in core classroom lessons and digital maker spaces for home engagement. Contextual and multi-cultural learning provides relevant experiences for the diverse students at GMES.

The population of GMES naturally manifests the structuring of diverse cooperative groups for learning. Students feel comfortable expressing viewpoints based on prior experiences and background. Debating and reaching a consensus with growth mindset practices assist students in understanding different perspectives. GMES links social-emotional learning (SEL) to long-term success by supporting social-emotional development through experiences of belonging and promoting goal-focused communication. To facilitate inclusivity while encouraging student input, classes utilize student surveys, student choice boards, SEL lessons, and motivational decor. By recognizing and embracing differences, the GMES school-wide culture allows students to celebrate their individuality and continue to grow globally.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Many factors contribute to the success at GMES. However, the main factor contributing to these successes is the focus on building authentic and quality relationships with all stakeholders.

GMES believes students, who have access to strong relationships, are more academically engaged, display more vital social skills, and demonstrate positive behavior. The staff engages with students daily from the moment they step on campus. Not only do staff know every student by name, but also names of siblings, pets, and other family members. Students are greeted with friendly smiles, personalized handshakes, and/or fist bumps. This special attention provides a safe and welcoming feeling for students having a rough morning.

GMES builds relationships with parents by embracing meetings, consistent communication, and ensuring positive contacts are made as soon as students enroll. Although the pandemic provided challenges for parents to visit, GMES embraced different communication platforms that allowed for personal connections to be made. Now that doors are back open, parents are welcome to meet in person with teachers and administration. Newly arrived families are greeted with smiles by staff and are provided a tour. During this tour, families are given opportunities to learn about school systems, culture, and staff. In addition, the tour helps ease the nerves of new students. Another common occurrence is for the principal to greet and discuss with parents' items specific to whom their child is, both in and out of school. Every interaction with families builds relationships and fosters a sense of belonging for families and students.

Staff relationships are essential in times of calm and normalcy, but in times of uncertainty and difficulty, these relationships are vital. Strong relationships exist between all staff at GMES. Building relationships is accomplished by providing teachers the opportunity to interact with each other consistently. The principal assigns teachers from every grade to work with different grades so collaboration, valuable discussions, and exchanges of best practices can take place. Designated team leaders from each grade level provide support with curriculum, instruction, and assessment practices. It is a familiar occurrence to see teachers in different grade-level hallways having conversations regarding pedagogy or best practices that work within classrooms. All of this is successful because of the relationships built.

Positive relationships are the foundation for learning success at GMES, and students, families, and staff experience this every day. GMES is a school community that grows through learning together.