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

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

School Mailing Address 24750 3rd Street
(If address is P.O. Box, also include street address.)

City Galeton   State CO   Zip Code+4 (9 digits total) 80622-0758

County Weld County

Telephone (970) 454-3421   Fax (970) 454-2926

Web site/URL http://www.eaton.k12.co.us/galeton-elementary   E-mail khielscher@eaton.k12.co.us

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

_____Date_____
(Principal's Signature)

Name of Superintendent*_Mr. Jay Tapia_____E-mail_jtapia@eaton.k12.co.us_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Eaton RE-2 School District   Tel. (970) 454-3402

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

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Audrey Clary
(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   3 Elementary schools (includes K-8)
   (per district designation):   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 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
   [X] 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	14	8	22
1	10	9	19
2	11	8	19
3	9	12	21
4	13	13	26
5	7	7	14
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	64	57	121

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

4. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school (if unknown, estimate):   0 % Asian
                                        1 % Black or African American
                                        44 % Hispanic or Latino
                                        0 % Native Hawaiian or Other Pacific Islander
                                        54 % White
                                        0.01 % 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: 19%

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

    4 moved out of state

    2 moved out and then back in again because of family issues

    2 moved to be closer to siblings school

    2 gave no information

    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 *to* the school after October 1, 2020 until the end of the 2020-2021 school year	9
(2) Number of students who transferred *from* the school after October 1, 2020 until the end of the 2020-2021 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2020	113
(5) Total transferred students in row (3) divided by total students in row (4)	0.19
(6) Amount in row (5) multiplied by 100	19

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

    English Language Learners (ELL) in the school: 15 %

                                                         18 Total number ELL

7. Students eligible for free/reduced-priced meals: 43 %

            Total number students who qualify: 52

8. Students receiving special education services   <u>12</u> %
    with an IEP or 504:   <u>15</u> 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>1</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>0</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>8</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>3</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: <u>3</u>

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	0
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	6
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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   <u>9:1</u>

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	93%	94%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 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 <u>X</u>

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.

Galeton Elementary School strives to instill a positive attitude, a respect for all people, integrity at all times, determination to give our best effort, and the mindset of excellence.

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

AC Nondiscrimination/Equal Opportunity

The Board is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The schools in the district are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment, or member of the public may be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

For purposes of this policy and other policies including a nondiscrimination statement, these term have the following meanings:

● "Race" includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race.

● "Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps.

● "Sexual Orientation" means an individual's identity, or another individual's perception thereof, in relation

to the gender or genders to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction.

● "Gender Expression" means an individual's way of reflecting and expressing the individual's gender to the outside world, typically demonstrated through appearance, dress, and behavior.

● "Gender Identity" means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth.

This policy and supporting regulation(s) will be used to address all concerns regarding unlawful discrimination and harassment. Alleged conduct regarding sex-based discrimination and sexual harassment will follow the complaint and investigation procedures specific to this conduct.

In keeping with these statements, the following are objectives of this school district:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.

2. To encourage positive experiences in human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial and ethnic groups.

3. To consider carefully in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.

4. To utilize educational experiences to build each individual's pride in the community in which they live.

5. To initiate a process of reviewing all policies and practices of this school district in order to achieve to the objectives of this policy to the greatest extent possible.

6. To investigate and resolve promptly any complaints of unlawful discrimination and harassment.

7. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of Board policy.

Annual notice

The district will issue a written notice prior to the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities and employment opportunities offered by the district are offered without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services. With respect to employment practices, the district will also issue written notice that it does not discriminate on the basis of age, genetic information or conditions related to pregnancy or childbirth. The announcement will also include the name/title, address, email address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and ADA compliance activities.

The notice will be disseminated to persons with limited English language skills in the person's own language. It will also be made available to persons who are visually or hearing impaired.

The notice will appear on a continuing basis in all district media containing general information, including: teachers' guides, school publications, the district's website, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program newsletters and annual letters to parents.

Harassment is prohibited

Harassment based on a person's disability, race, creed, color, sex, sexual orientation, gender identity, gender

expression, marital status, national origin, religion, ancestry or need for special education services is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, employees can work, and members of the public can access and receive the benefit of district facilities and programs. All such harassment, by district employees, students, and third parties, is strictly prohibited.

All district employees and students share the responsibility to ensure that harassment does not occur at any district school, on any district property, at any district or school-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any district curricular or non-curricular activity or event.

Reporting unlawful discrimination and harassment

Any student who believes they have been a target of unlawful discrimination or harassment, as defined in Board policy and supporting regulations, or who has witnessed such unlawful discrimination or harassment, must immediately report it to an administrator, counselor, teacher, or the district's compliance officer and file a complaint as set forth in the regulation which accompanies this policy.

Any employee, applicant for employment, or member of the public who believes they have been a target of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, must file a complaint with either an immediate supervisor or the district's compliance officer.

If the individual alleged to have engaged in prohibited conduct is the person designated as the compliance officer, the complaint will be made to the superintendent who shall designate an alternate compliance officer to investigate the matter.

District action

All district employees who witness unlawful discrimination or harassment must take prompt and effective action to stop it, as prescribed by the district.

The district will take appropriate action to promptly and impartially investigate allegations of unlawful discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior, and to prevent retaliation against the individual(s) who files the complaint and/or any person who participates in the investigation. When appropriate, the district will take interim measures during the investigation to protect against further unlawful discrimination, harassment, or retaliation.

To the extent possible, all reports of unlawful discrimination or harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation may be subject to discipline, up to and including suspension/expulsion for students and termination of employment. No student, employee, or member of the public may be subject to adverse treatment in retaliation for any good faith report of harassment under this policy.

Upon determining that incidents of unlawful discrimination or harassment are occurring in particular district settings or activities, the district will implement measures designed to remedy the problem in those areas or activities.

Any student or employee who engages in unlawful discrimination or harassment will be disciplined according to applicable Board policies and the district will take reasonable action to restore lost educational or employment opportunities to the target(s).

In cases involving potential criminal conduct, the district will determine whether appropriate law enforcement officials should be notified.

Notice and training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all district schools and departments. The policy and complaint process must be prominently posted on the district's website, referenced in student and employee handbooks and made otherwise available to all students, staff, and members of the public through electronic or hard-copy distribution. Training materials regarding sex-based discrimination and sexual harassment are available to the public on the district's website.

Students and district employees will receive periodic training related to recognizing and preventing unlawful discrimination and harassment. District employees must receive additional training related to handling reports of unlawful discrimination and harassment. The training will include, but not be limited to:

awareness of groups protected under state and federal law and/or targeted groups

how to recognize and react to unlawful discrimination and harassment; and

proven harassment prevention strategies.

LEGAL REFS.:   20 U.S.C. §1681 (Title VII, Education Amendments of 1972)

20 U.S.C. §1701-1758 (Equal Employment Opportunity Act of 1972)

29 U.S.C. §621 et seq. (Age Discrimination in Employment Act of 1967)

29 U.S.C. §701 et seq. (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. §12101 et seq. (Title II of the Americans with Disabilities Act)

42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964, as amended in 1972)

42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)

42 U.S.C. §2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)

34 C.F.R. Part 100 through Part 110 (civil rights regulations)

C.R.S. 2-4-401 (3.4) (definition of gender expression)

C.R.S. 2-4-401 (3.5) (definition of gender identity)

C.R.S. 2-4-401 (13.5) (definition of sexual orientation, which includes transgender)

C.R.S. 18-9-121 (bias-motivated crimes)

C.R.S. 22-32-109 (1)(ll) (Board duty to adopt written policies prohibiting discrimination)

C.R.S. 22-32-110 (1)(k) (definition of racial or ethnic background includes hair texture, definition of protective hairstyle)

C.R.S. 24-34-301 et seq. (Colorado Civil Rights Division)

C.R.S. 24-34-301 (3.3) (definition of gender expression)

C.R.S. 24-34-301 (3.5) (definition of gender identity)

C.R.S. 24-34-301 (7) (definition of sexual orientation, which includes transgender)

C.R.S. 24-34-401 et seq. (discriminatory or unfair employment practices)

C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees)

C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)

C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)

CROSS REFS: GBA, Open Hiring/Equal Employment Opportunity

GBAA, Sexual Discrimination and Harassment

JB, Equal Educational Opportunities

JBB, Sexual Harassment

Approved: November 15, 1999-Revised: March, 2007-Revised: October, 2007

Revision: November, 2008

Revised: May, 2012

Revised: October 2016

Emergency revisions adopted: August, 2020

Revised: September 2020

Revised: November 2021

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

Galeton is a small, rural community located eight miles northeast of Greeley, CO. Established in 1910, Galeton School was originally its own school district, but was reorganized into the Weld RE-2 School district with Eaton. The community that feeds the school is primarily dairy and crop farming as well as oil field workers; however, because of its proximity to Greeley, it has its fair share of professionals in non-agricultural careers as well. The population may be small, but the size of its attendance area is large. Borders include Pawnee National Grasslands, County Road 61 towards Briggsdale, Colorado Highway 392, and County Road 49 into Eaton.

Although it has had many grade configurations over the years, it is currently a kindergarten through fifth grade elementary school that has approximately 122 students with one class per grade level. This small population can be a blessing; however, the small data sets can be a challenge as well. There are six classroom teachers and specialists that provide instruction in physical education, music, art, counseling, and technology.

Galeton Elementary School believes that every student and staff member is a leader and has a valuable role in the success of our school. There are a variety of clubs and programs that have resulted in students reaching their full potential academically, emotionally, physically, socially, and culturally.

To support academic goals, Galeton offers a Science Technology Engineering Mathematics (STEM) Club, Chess Club, a Read-a-thon, an individualized Accelerated Reader (AR) reading program, Math enrichment, leveled reading small groups called What I Need (WIN), and differentiated instruction. Within the classroom, students are given differentiated instruction in all major core subjects. We have adapted the curriculum to ensure that students are accessing the same information, but that the thinking level is adjusted depending on students' capabilities.

Galeton Elementary is a Leader In Me school. This program, developed by Franklin Covey, teaches students the 7 Habits of Highly Effective People. It supports students academically, socially and emotionally. It teaches students about self control and to self monitor their own learning. This results in students taking ownership of their learning and behavior. We also use Second Step for our entire school which is a research-based curriculum in bully proofing, self regulation, and friendship skills to all students. For individuals with intensive needs, small group and individualized counseling is offered.

Through Leader In Me, a Kids Lead Team has been developed. This team is made up of two representatives from each grade level, a classroom teacher, and the principal. They meet monthly to discuss goals for the school, plan events such as our AR parties, and organize activities to encourage staff and students.

Additional clubs that have been started to help enrich the learning of our students have been Agriculture Club, 5210+, Jump Rope for Heart, Hockey Club, Kid's Heart Challenge, Chess Club, and Odyssey of the Mind. All of these clubs meet either weekly or monthly. We believe it is important to provide students with opportunities outside of what they usually experience at home or school. Galeton partners with Eaton High School to have students come out and do the Agriculture Club. Students from the high school volunteer in our classrooms to work with students and act as mentors to them.

Booster Club is made up of parents and staff members. They support students by providing much needed supplies, books, and programs. They also partner with Galeton Elementary by paying for Accelerated Reader (AR) parties. Students create a reading goal, which is supported by Leader In Me, and then work towards achieving that goal throughout the trimester and year. If they reach that goal, they get to go on an AR party which is an exciting off campus field trip. These trips support students' accountability for reading, and also provides students experiences outside of school and home, allowing them the opportunity to explore areas outside of the Galeton area.

Two strategies we have implemented that are innovative for all students is math enrichment time as well as a WIN time (What I Need) for reading. We have implemented Math enrichment daily where students can

work either independently on a project based learning activity, or with the math interventionist or classroom teacher to fill in missing skills or accelerate curriculum. This time is targeted for each student and instruction is based on recent district Math assessments. In Reading, we have also implemented skills based reading groups called WIN groups. We used to split groups based on students' reading levels, but changed so that groups were chosen based on targeting needed skills. This is also the time that students who are on IEPs, READ plans, or personalized learning plans can work on their Tier 2 and 3 interventions so they aren't pulled out of instructional time. We have built the schedule around WIN and Math enrichment time for this purpose. It is essential that students are in the classroom for all group instruction time both academically and socially.

Strategies that we have put in practice previous years that have continued to be effective are providing a session for our Spanish speaking families at Back to School Night where they meet with our English Language Learning teacher and learn about classroom and homework expectations. It is also a school-wide expectation that all correspondence is translated to accommodate all languages represented by our school body. This includes hiring sign language interpreters and interpreters for represented languages for parent teacher conferences, phone calls, and big events like literacy night and concerts. We have even had Spanish speaking parents come and present to the class using a translator. We seek to make sure that language is as small a barrier as possible for our students and their families.

Our focus has always been on kids. This did not change when we moved to online school. Galeton teachers and students have worked together to try and fill in gaps from previous years that have been created by teaching online and having restrictions last year. When Galeton initially shut down, many teachers chose to continue to go above and beyond online school which resulted in students not falling behind as severely as they could have. For example, we had teachers drive to students' homes to get school work to them and collect school work. We also used paras to help support in Zoom rooms for small groups. We recognized the gaps created in 2020, and have actively worked to fill in those gaps the past two years so that our students' academic future will not be impacted. Make no mistake, COVID-19 has had an impact on students, teachers, and families. We have added counseling, coping strategies, information to help families with basic living needs, and mental health resources to our box of tools. More than ever, these things are needed in order to help our kids survive and strive to learn. These tools are needed to help teachers navigate a new way of teaching and how to manage their own self-care.

We provide a Chromebook for every student while learning from home, and we had to provide a hot spot for those families who don't have Internet or cannot afford it.

We were able to be in person last year. For those who were not able to make it, they joined virtually. Students were also offered a solely online option for the entire 2020-2021 school year.

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:

Galeton Elementary is a proud Leader in Me school, which drives our philosophy of instruction and assessment. We believe that The 7 Habits of Highly Effective People by Stephen Covey are useful for not only our students, but also our staff as we strive to implement effective curriculums and use assessment in an authentic and effective way. In order for people to own what they are doing and learn to have an attitude of excellence, the 7 Habits are put in place for staff, students, and families to ensure success. The first three habits help teach independence. Habit 1 is Be Proactive, Habit 2 is Begin with the End in Mind, Habit 3 is Put First Things First. These first three habits help with things like goal setting, learning to plan, using time wisely, understand the value of being organized, being responsible, having a vision, and understanding integrity and what it looks like. The next three habits form interdependence. Habit 4 Think Win Win, Habit 5 Seek First to Understand, Then to Be Understood, and Habit 6 Synergize. These habits build character around conflict management, listening with empathy, problem solving skills, teamwork, speaking skills, showing respect, having manners, being honest, and valuing diversity. Habit 7 Sharpen the Saw, works with the whole person. Together, these habits form us into citizens who give back to the community in a positive way.

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

For the past eight years we have used Houghton Mifflin's Journeys curriculum for our English Language Arts (ELA) instruction. This curriculum has been used in all grades kindergarten through fifth grade. This curriculum has provided teachers with instructional tools for the 5 components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We are provided with mentor texts for core instruction as well as leveled readers for small groups to focus on different standards each week. Our teachers have relied on this Journeys curriculum for summative assessments that serve as a baseline for student grades and frequent checks for understanding. However, our primary assessment tools for formative assessments are DIBELS and STAR Reading. By following the recommended assessment schedules, our teachers have been able to use frequent data collection to drive differentiated instruction within the Journeys curriculum. In addition to our scheduled ELA block, we have 30 minutes in our daily schedule for a "What I Need" (WIN) time. This time block has been a great opportunity for teachers to better differentiate for standards that students need outside of what the core curriculum provides during our regular ELA block. This time is used to implement Tier 2 and Tier 3 interventions for students on READ plans and Individualized Educational Plans (IEPs) as well as enrichment opportunities for our students who are identified as gifted and talented (G/T).

A common practice seen among teachers at Galeton Elementary is the ability to reflect on teaching practices. Teachers are often seen communicating with one another to determine if certain strategies and teaching practices are effective. We have worked hard over the last three years to create a positive culture based around reflective teaching practices where teachers can be open, honest, and reflective. We have implemented book studies and professional development as a team that have helped us become comfortable being vulnerable and putting our pride away for the benefit of our students. This teamwork has been especially important for us with our language arts curriculum throughout the pandemic. Our district typically reviews curriculum every six years, however, due to the COVID-19 crisis, we were unable to do so for an extra two years. In order for us to keep our rigor high for our students, we relied on each other to continue to implement high expectations. We have started to implement research from the "science of reading", which our current curriculum does not include. We are relying heavily on push-in support from interventionists and paraprofessionals to meet the needs of students in the classroom. We strive to follow what research continues to tell us what works best for students.

Reflect on new practices, for example, no popcorn reading; Is it a conversation that we've had as a whole

staff and agreed it's not something we're doing? Is it something that has contributed to our success or is it an example of some of the research we are adjusting to; and Some new practices over the past few years I can think of are targeted instruction of skills, testing once a month, reviewing data after test, and push in. I know you talk about this at other times.

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

Our school currently utilizes two math curriculums. Our K-2 students are using Bridges in Mathematics by The Math Learning Center, and our 3-5 students are using Pearson's enVision 2.0 Math. The decision to use two math curriculums came to accommodate two other elementary schools in town that are split between K-2 and 3-5. To help make two different curriculums more cohesive, we use the Bridges Interventions Kindergarten through 5th grade for extra support and enrichment. We have worked to incorporate an extra 30 minutes on to our current core instruction block as an intervention and enrichment opportunity to help students with extra skills. This has been a useful opportunity to ensure that students can easily transition between the two curriculums. Even though our teachers are using different curriculums, it has not stopped us from having the same goal of implementing rigor and understanding of math concepts to all of our students. We understand the importance of teaching "why" behind our math targets to better help our students understand the end goal. Our teachers also work to teach important vocabulary and other reading strategies, especially to our struggling readers and ELL population. Teachers work with each other to help bridge the gap in vocabulary between the two math programs. Other resources we use are MobyMax which gives another way to assess and then meet students where they are in math skills and create interactive classes. Teachers also access Khan Academy for advance and gifted and talented students. Students can work at their own pace, which allows them the space to move at a quicker pace. Kindergarten, 1st, 2nd, and 3rd grades use Prodigy. Teachers select the standards that need mastered and then Prodigy creates challenging math games for students to navigate. These resources were used during our online learning from COVID-19 and we were able to see how beneficial they were to continue using in the classroom. Teachers were able to assign standards and skills and then meet in Zoom rooms as small groups to talk about parts students were struggling with.

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

Our school district adopted the Smithsonian Science for the Classroom starting in the 2019-2020 school year. This curriculum meets the Colorado State Standards and the Next Generation Science Standards. Smithsonian science gives students a plethora of hands-on activities and lessons as well as cross-curriculum opportunities for students to be engaged. Students practice reading, writing, and math in every lesson, which is a great way to bring real world problems to the classroom to be solved. Students solve problems such as how a water treatment system cleans water and why that is important for all living creatures. This curriculum gives teachers plenty of lessons and activities that engage every type of learner as well as useful assessments that teachers can use to drive instruction. In addition, lessons are differentiated for enrichment and support, which is a factor that teachers at Galeton value and utilize in their classrooms. Science and Social Studies share a 30-45 minute block in the daily schedule which is why teachers also integrate social studies and science concepts and skills into their ELA time in addition to having separate social studies and science time. In addition to, and to further help with the science concepts and skills, we do STEM labs that utilize kindergarten through 5th grade standards.

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

Galeton Elementary uses a variety of resources to teach social studies during a daily 30-45 minute block for instruction. Our district adopted the Macmillan/McGraw-Hill- Timelinks 7 years ago. Since then, standards have changed, which has required teachers to bring standards in through different sources. While this curriculum is still being utilized, it is being supplemented with Studies Weekly and Shell Education resources. The teachers at Galeton Elementary value the importance of social studies standards, and they work to implement these targets within their English Language Arts blocks. We are fortunate that our Journey's ELA curriculum offers opportunities to further enrich knowledge into social studies standards. Oftentimes, stories provided for the whole class and small groups are fiction or non-fiction texts that support common grade level standards. In addition, we are knowledgeable of the standards that need to be taught,

and utilize backwards design to create lessons and assessments accordingly. Teachers have also worked to implement current research-based practices such as project-based learning where students can creatively apply their knowledge to hands-on assignments. These have proven effective as they are engaging and help to motivate students to think outside the box. For example, every year, our fourth grade teacher assigns a Colorado History project to her students that meets their Civics standards. Students have to read, do research, and write a biography of an important person to Colorado history. They are also required to present their projects to the class and families in the community during literacy night. This is an example of a cross-curricular project that teachers are using to engage their students and community members as well as meet academic standards.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Galeton Elementary offers students at all grade levels several opportunities in other curriculum areas to support student learning and acquisition of skills and knowledge. One of those opportunities is a Visual Arts education once a week for 45 minutes. Our plan next year to support this program further, is to add a second 45 minute block for each grade level per week. This will support additional time to increase literacy and cultural content. Currently, lessons are formulated using the four state art standards. These standards are used to develop and assess students in the following skills; Observe and Learn to Comprehend, Envision and Critique to Reflect, Invent and Discover to Create and Relate and Connect to Transfer. These skills are taught throughout different mediums and projects using the two main areas in Art Education; elements and principles. The students are encouraged to follow the Recipes of Art using a variety of materials. Lessons revolve around a variety of cultures, literature, and classical art examples.

Currently, our Physical Education program offers all grade levels 45 minute lessons, two days a week. Although there is not a set curriculum, lessons are planned and based on the overall state standards and skills for grade levels. Students receive lessons that support learning and the vocabulary of body systems, changes over time and cause and effect. Students build skills for physical development, large motor skills, and endurance. The physical education lessons also focus on team sports, rules, and sportsmanship. Students learn respect for themselves, others and equipment as well.

Along with these programs, Galeton offers scheduled time for all grade levels to receive instruction in technology; including coding and keyboarding to support their abilities to use these resources in the classroom as well. The lessons are delivered in the classroom, using the student's Chromebook, using Google Suites. Our media department offers students lessons in library skills and access to books to support research for projects at their grade level.

Students at Galeton are given multiple lessons and daily support in their social and emotional learning. The main source of these lessons come from the Leader In Me program. Weekly lessons are explicitly co-taught by the classroom teacher and one or two students. The Seven Habits are then integrated into all other curriculum areas. Our school counselors team up to deliver 20 minute weekly lessons appropriate to each grade level. The lessons support learning in the classroom through Growth Mindset, GRIT and empathy.

3. Academic Supports

3a. Students performing below grade level:

Galeton Elementary School has a plethora of resources that we have been fortunate enough to utilize for our students performing below grade level. For many years, teachers and previous administration staff have

worked diligently to bring in a variety of interventions to have available. In recent years, our team of teachers, support staff, and administration have worked closely together to communicate the needs of our students with each other. We have been able to implement interventions and utilize them with fidelity for appropriate populations according to their needs that we determine through data analysis. For our students on READ plans, which we would consider Tier 2 ELA support, we have utilized state-approved interventions such Lexia Core 5 Reading, Wilson Fundations and Wilson Reading System, and Amplify mCLASS. In addition to their Tier 1 core instruction as well as Tier 2 support, we have been able to offer other interventions such as the Lindamood Phoneme Sequencing (LiPS) Program and The Barton Reading and Spelling System, which are both Orton-Gillingham influenced curriculums that support the new initiative to follow the Science of Reading per the Colorado Department of the Education. We also utilize Making Connections (by Educators Publishing Service), Handwriting Without Tears (by Learning Without Tears). For our math standards, we utilize the interventions and academic supports from our core curriculums, Bridges in Mathematics and enVision 2.0 Math. We are able to implement these interventions through the use of two licensed support staff positions- one "Literacy Specialist" and one "Interventionist". Although our licensed staff are the ones required to provide Tier 2 support through state-approved interventions, we are able to use our paraprofessionals to give extra support through our other resources. We have spent the last 3 years tweaking our master schedule to best accommodate each teacher through the use of our support staff pushing into classrooms to work with students on all of these support strategies and curriculums we have available.

3b. Students performing above grade level:

Our teachers differentiate and give enrichment support in every subject for students that are performing above grade level. We have resources within our curriculums that help give teachers strategies and opportunities to enrich their students' academic careers. We believe that providing enrichment opportunities should focus on depth of knowledge of a concept. This doesn't necessarily mean reaching for standards at the next grade level, rather exploring a deeper meaning and understanding of something. Students at Galeton are often seen doing this by working on special "passion projects", which implores a project-based learning approach geared towards the current standards that the class is learning during their core instruction.

In addition to our enrichment opportunities, our school has a Gifted and Talented Coordinator that helps identify students that are Gifted and Talented (G/T). This identification process takes place each Spring when the 2nd grade class takes the CogAT test, which is a basic screener to identify G/T students. We also utilize the Scale for Identifying Gifted Students (SIGS) as well as our MTSS process to identify students. If students become identified as G/T, they are given an Advanced Learning Plan (ALP) that brings together the teacher, the student, and their family to make goals and create a plan to ensure personalized enrichment opportunities. We feel that it is important for our students that are identified as G/T to have push-in support in the classrooms just as we would provide for our students performing below grade level to ensure an equitable education for all students. This is typically done during our WIN and math enrichment blocks when we have available paraprofessionals to work with individuals and/or small groups. Several of our teachers also utilize parent volunteers as another opportunity for students to receive support on an assignment or project.

3c. Special education:

We currently have 11 students with Individualized Education Plans (IEPs) at Galeton Elementary School. Each of these students has a unique plan that caters to their specific needs. Our special education teacher works diligently with specialists at CBOCES, which is our district's consortium office that provides speech and language therapy, audiology, deaf and hard of hearing support, occupational therapy, physical therapy, social work and psychological support. Together, this team provides services to students as well as resources to classroom teachers.

In addition to core instruction that classroom teachers provide, our special education teacher provides a Free and Appropriate Public Education (FAPE) by developing and implementing individualized plans and Tier 3 instruction to ensure that all students' individual needs are being met to the same extent that non-disabled students are met. Service times provided by the special education teacher are based on students' areas of

need. The amount of time spent with each student weekly directly or indirectly is determined by a team of specialists who analyze student data and evaluate the advantages and disadvantages of each placement. Our top priority is to keep students in the general education setting as much as possible while still providing students with their Least Restrictive Environment (LRE). Our special education teacher collaborates with the general education teacher to create student based goals in each area of need determined by norm-referenced based standardized assessments. Para professionals provide push-in support within the general education setting, as well as pull small groups under the direct supervision of the special education teacher. Our program sets high expectations for educators as well as students to foster creativity and growth while providing a support system for students as they navigate through learning and find their purpose in the world.

In order to promote growth in the area of social and emotional as well as behavioral, our special education team works relentlessly in developing a strong foundation of trust and respect between teachers, staff, and parents through relationships. For high active students, behavior/crisis plans are developed with the aid of a behavior specialist and the special education teacher. All direct contact staff are then trained by the special education teacher to ensure that plans are implemented with fidelity for a minimum of 6-8 weeks. We believe that teaming with parents, specialized staff, and the general education teacher is a vital component to creating best outcomes for students. Our number one priority is to keep students and staff safe while maintaining a proactive and fun learning environment for all students.

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

Galeton Elementary teachers are currently giving support to 18 students that are identified as English Language Learners (ELLs). At the beginning of each school year, teachers are made aware of their ELL caseload and are given students' WIDA scores and information from our school's ELL teacher. It is our teachers' responsibility to provide Tier 1 instruction to our ELL students while being mindful of their individual needs. Recently, teachers have been required to take an allotted number of hours of training for ELL support through the Colorado Department of Education. We are also provided with many opportunities for professional development through our district and CBOCES each year to help give current, research-based strategies to work with ELLs in the classroom.

We are aware that there is a growing need for ELL support in our community, and we have been working to create an effective ELL program at Galeton Elementary that supports students in the classroom. We believe that being identified as an ELL is not a long-term solution, and we work to help exit students from their Language Acquisition Plans through the use of our ELL teacher, which provides Tier 2 instruction to these students. The position of our ELL teacher is combined as the Literacy Specialist. Each day, this teacher pushes into classrooms to provide Tier 2 support. Sometimes, this comes in the form of a structured curriculum, but other times, it comes in the form of extra support in students' core instructional blocks. We have used Santillana's Spotlight on English for our non-English proficient students (NEPs). For our limited English proficiency students (LEPs), we have been able to pair the Tier 2 literacy curriculums alongside the ELL components of our core curriculums.

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

Our staff here at Galeton Elementary care deeply about the social emotional wellbeing of our students. We understand that our students have needs outside of the classroom that need to be taken care of before we consider making academic growth a priority. Our school has two licensed counselors who work with individual students and their families on a weekly basis. These counselors are also available to teach character development lessons in each classroom once a week. Our teachers partner with the counselors as a proactive approach to help students succeed. It is a regular practice for teachers to seek strategies and help from the counselors as a step before seeking help from the MTSS team. We believe that having a social emotional aspect will help us teach and intervene with the whole child.

Our classroom mantra has been "we teach reading." This impacted classroom and online instruction. Small group reading opportunities and differentiation is based on level. These opportunities were supported with independent practice through the use of AR and targeted students Zone of Proximal Development (ZPD) to

maximize reading achievement.

Parent involvement: a book went home every night with a log and students were always encouraged to read to an adult to a sibling or a family member– a stuff animal or a pet

PROVIDING OPPORTUNITIES FOR KIDS TO READ WITH COACHING

Writing–We kept a portfolio to send home to families with art. Opportunities for journaling was provided every single day.

Online– AR was a priority. We gave announcements and shared progress. We included parents in the process and dropped books off at houses. The family component was HUGE. our technology and Google Docs was a huge asset and Google Classroom and Nearpod for instruction and assessment was used.

Group meetings and individual meetings were done daily.

Tier 1: K-12 online platform, Tier 1: Making connections, Wilson, AR, Reflex math facts.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

When we received the news that students and teachers would move to online learning in March 2020, all teachers at GES had the mentality that we did not want this to impact students' education for the future. This mentality has not changed and we have continued to fight for our students to make sure their futures are not impacted by this situation that is beyond students' control. We have thought outside of the box to meet students' needs. We recognized that this was not ideal, but refused to let it be an excuse for a lack of student engagement and achievement. Teachers agreed that we needed to focus on standards and ensure that we were balancing computer work with tangible, hands-on work. To increase motivation during online learning, teachers created schedules that were easy for parents and students to follow to ensure that they were staying on task. Families were regularly contacted by both classroom teachers as well as specials teachers and administration. Teachers were creative in their lessons, adding real life projects that were connected with standards. Some projects included bread making and going on ecosystem scavenger hunts. Furthermore, teachers found ways to reward students by dropping prizes in students' mailboxes. One teacher contacted an author of the book they were reading for read aloud to ask permission to record YouTube videos for the chapters. The students were very excited about this read aloud so it ensured they were able to finish it even though they were online. Teachers held morning meetings every day to help students get started with the day in a positive manner. This also gave teachers an idea of who they needed to call to check in on. As a district, we found a way to provide food for families who were struggling with feeding their families.

This resilience has continued even when we came back to in person learning. We have encouraged students to fight for their education by sharing data and making goals. We continue to host morning meetings, allowing students the opportunity to share about their day and set goals. This building of classroom community ensures that all students' voices are being heard

Our school supports students in their failures and teaches them how to overcome them. By teaching students how to have grit and persevere through difficult situations, our students are prepared for any college or career that they choose. In the upper grades, we also bring in parents and family members to talk about their jobs and what education and character qualities they need to work in this job.

2. Engaging Families and Community:

Parents and families are an integral part to Galeton Elementary's success. We believe that students, teachers, and families all play a role in students' success. Student-led, versus teacher-led conferences, occur encouraging students, teachers, and families to work together to problem solve and plan for student growth. Our parent teacher-student conference attendance this past session was 98%. Teachers are proactive with their communication with parents and prioritize contacting parents for both positive conversations as well as conversations regarding student struggles. Teachers also send positive postcards home to families throughout the year for encouragement. We encourage parents to volunteer in the classroom, be guest speakers for the class, support the school and their goals, and support the students at home with homework. Parents have so much to offer and we value their expertise and involvement in everything.

Staff members at Galeton Elementary work closely with the parent organization, Booster Club. For example, staff members attend meetings throughout the year and work together on fundraisers. The parent organization works very hard to support teacher needs by purchasing items such as new books, reading intervention programs, behavior programs, supplies, and other small requests teachers may have.

Galeton Elementary partners with different organizations to address students and families' financial and work needs. Specifically around the holidays, we partner with Santa Cops through Weld County Sheriff's Department and Eaton Police Department to make sure students and families have presents and coats to help around the holidays. We also participate in a canned food drive with Eaton High School's Future Farmers of America (FFA) club to gather and then redistribute food for families in our community in need. We have

an on-site Boys and Girls Club that provides economical after school care from 3:15-6:30pm. We offer a healthy breakfast and lunch program, as well as work with Weld Food Bank who offers a weekend backpack program. Last year due to COVID protocols, we were not able to have volunteers come into the classroom, but this year we have partnered with Eaton High School and many of our parents to bring in volunteers to the classroom

Galeton Elementary has also partnered with universities to increase the number of student teachers we've hosted from the University of Northern Colorado and Montana State University Billings. Student teachers bring fresh, new ideas and eyes to a school and often have great insights on areas of improvement.

3. Creating Professional Culture:

Our school provides professional development for teachers and administrators that is focused around our needs and goals. For example, last year our school goal was to try to close the gap created by school moving to online learning. Because of this, we had personalized professional development. Once a month, we would work on a skill or strategy we were focusing on. The principal would provide ideas and resources for us to look at, but in the end, we chose what we needed to work on. This was very effective because last year was so different compared to other years of instruction.

This year we are working with MindSpark to rethink how we set up spaces, deliver instruction, and run daily school. The company's mission is to make the invisible visible. Teachers will learn to integrate equitable and accessible methods - building empathetic bridges, not just safety nets. We attended a workshop in the fall that was built around the idea of having empathy when creating lessons. For instance, we were asked to make a drawing of the perfect classroom. Most teachers build that classroom according to how they perceived a great learning environment should look like. However, different scenarios showed that teachers did not think of all the needs; a student in a wheelchair, one who was hearing impaired, one with high anxiety and so on. The methods learned through MindSpark are adding to the success at Galeton.

Anytime we have a new curriculum, our district and school provide professional development for staff members so we can deliver effective instruction even with the new curriculum. New curriculum is essential to ensure students are receiving quality, research based instruction. Teachers feel supported when they are given the collaboration time and resources to do it well, which in turn has a positive effect on the students.

We have also received professional development about our MTSS team and how to use that effectively. Our MTSS team supports teachers and students by providing a different set of eyes on data, brainstorming ideas to help students who are struggling academically or behaviorally, and scheduling intentional times to talk to all stakeholders about how students are growing. This team approach is one of the reasons Galeton Elementary is able to meet the needs of students with varying educational and behavioral needs.

One of the teachers from our building provided professional development about how to use Google Classroom to switch from in person learning to online learning. We were able to provide in person instruction for the majority of the 2020-2021 school year with only a few students or classes having to work remotely. External webcams were purchased for all teachers with desktops so students could join classes virtually.

Even when students or classes transitioned to online learning, all specialists and counselors still met with students for their scheduled time. This support was essential for students who were already struggling. Many of our students see counselors so it has been extremely important for us to ensure those students still are able to progress emotionally and socially as well as academically even if they were moved to online school.

4. School Leadership:

The leadership at Galeton Elementary is best described as distributive leadership. Each staff member is responsible for their own classroom but fills in where needed. For example, all staff are either on our Academics Team or our Leadership Team. From the Academics Team comes MTSS, our data team, our

curriculum council representative, and school, staff, and student goals. The Leadership Team focuses on family communication and connection, common language, Kids Lead Team which is a group of students with two representatives from each class, and Booster Club which is our parent organization. The staff members on these teams also represent Galeton Elementary at the district level on a variety of different committees.

Our principal supports these teams by providing scheduled time for us to meet. The MTSS team meets once a week, and the Academics and Leadership teams meet once a month. This consistent meeting time holds staff members accountable for ensuring communication happens as the work continues.

The distributive leadership at Galeton, introduced by our principal, has resulted in a number of positive changes. Staff members feel as if we are free to take risks and when we fail, we are not reprimanded, but rather the principal comes alongside and supports us as we adjust to changes. The principal is consistent with how she treats people and it makes it predictable on how the day is going to go. Her open door policy creates a culture where staff members feel safe to share ideas and concerns and know that even if the principal does not use what was brought to her, we know that she gave it a lot of consideration.

Another thing our staff has worked on that is a result of the leadership at Galeton is that staff view other staff member's successes as strengthening the school as a whole rather than a competition between staff or "someone doing that makes me look bad". We understand that success comes from our whole team working together and being honest with each other rather than one or two exceptional teachers. This same vulnerability results in teachers being willing to ask other colleagues or the principal for help in areas they are struggling with. For example, our principal will come in and co-teach with us if there is a lesson we, or the students are struggling with. We've also had teachers observe each other so they can get a second set of eyes and opinions about effective instruction.

We have made huge progress and are continuing to work towards being able to have constructive conflict with fellow staff members. Balancing consideration for our colleagues' ideas and feelings while having courage to speak towards what we know is necessary or what we know would be helpful in a situation, is a work in progress. One example of this was switching from our previous way of running differentiated reading groups to the way we run them now. Before, we used to group students together based on reading level and would read novels and essentially run a book study. Some teachers were doing a good job at looking at data and then targeting needed skills within that book to meet students needs, but it wasn't the norm. We had some tough conversations revolving around the way things had "been in the past" leading to research that supported a different way of running things. After some positive discourse, we were able to define what our differentiated reading groups should look like. The end result was groups with targeted reading skills and intervention groups. The principal comes in and co-teaches a lesson if we are struggling with something; staff members go to each other when they have a question and need help and when they have a conflict with each other, communication is the means to problem solving.

5. Culturally Responsive Teaching and Learning:

As teachers we model treating students with love, respect, and honor. We don't shy away from hard conversations, but bring it back to having a classroom culture of supporting and encouraging one another. We are a Leader In Me School which means that we actively teach and encourage students to learn and live out the 7 Habits of Highly Effective People. These seven habits are powerful in that they bridge many cultural gaps because they focus on teaching students skills that help them understand that leadership is a choice. For Leader In Me students, leadership choices are demonstrated most clearly through self-discipline. Negative interactions with peers and incidents of poor self-control in the classroom often arise from a lack of self discipline. Students throughout Leader In Me schools learn the skills of personal and interpersonal leadership and, consequently, their self-discipline increases while school wide discipline referrals inevitably decline. These habits are beneficial for all, regardless of their cultural or economic background.

As the adults in our world have struggled with having respectful conversations about current events, we have also seen our students struggle with these same situations. Galeton works hard to have tough

conversations with students while also teaching them that it's acceptable for other students to have different opinions than them. Teachers and students have multiple conversations about the importance of different opinions and how that makes us stronger. Teachers address the situation by asking students to write letters about how they are feeling. This allows students to be able to express their feelings and for teachers to know where they are coming from. Teachers do address current events in an age appropriate manner. They do not share their personal beliefs or opinions about the events, but rather teach students to ask critical questions and to research for more information as needed.

The teachers at Galeton continually communicate with and involve the counselors. We are proactive in our approach to counseling where we see our mental health professionals as the key to helping students work through struggles first so they can access their education with tools in place to help them be successful. Because we are such a small school, we have to share our counselors with two other elementary schools in our district, which provides some challenges. We wanted all of our students to feel comfortable talking to either of the two counselors, so we made a schedule that changes every month so both counselors have a chance to teach character education to all K-5 grade classes. While it is inconvenient to have schedule changes, we have found the benefit to far outweigh the costs because all of our students feel comfortable with both counselors.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Progress monitoring is the key strategy towards achieving academic success. At Galeton Elementary, students partake in benchmark testing during the second week of the start of the school year, second week in December, and the first week of May. Testing platforms at Galeton Elementary include Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR Reading, and STAR Math. Kindergarten uses DIBELS and STAR Reading. First through third grade utilize DIBELS, STAR Reading, and STAR Math. Grades four through five take part in STAR Reading and STAR Math. Between benchmark windows, students are progress monitored weekly to monthly, depending on their benchmark scores. Students scoring below benchmark, or below the 25th percentile rank, are progress monitored weekly. If students score between the 25th to 50th percentile rank, progress monitoring takes place bi-weekly. Monthly progress monitoring occurs for students who score at grade level, or the 50th percentile rank and above. A progress monitoring schedule is then created collaboratively as a staff, with staff members diligently following the schedule put in place.

At the end of every six week period, classroom teachers collaborate with interventionists to discuss data and make instructional decisions. Students are not placed in reading and math groups based on their ability levels, but rather by analyzing the data presented. Then, small group instruction is determined by targeted skill sets that further need support. When navigating instruction, paraprofessionals are utilized for push in tier one instruction. This may include materials from our Journey's (by Houghton Mifflin), Bridges (by The Math Learning Center), or Envisions 2.0 (by Pearson) curriculum. Interventionists and classroom teachers operate Tier 2 interventions.

As part of our collaborative meetings, the Multi Tiered System of Supports (MTSS) team provides an accessible data sheet for all teachers. During meetings, teachers and interventionists fill out the data sheet to maintain communication on types of interventions in place, support provided in the classroom, classroom accommodations, and plans written for students (for example, Language Acquisition Plans, Reading to Ensure Academic Development Plans, 504 Plans, behavior plans, and Individualized Education Plans).

Once progress monitoring strategies were implemented and consistent data discussions were held, Galeton Elementary witnessed an increase in academic achievement and growth. Subsequently, through frequent progress monitoring, social emotional needs were unexpectedly brought to light as well. Through observing testing data and behavioral patterns, occasional circumstances outside of the school environment presented themselves, allowing us to additionally reach the students' social emotional learning.