

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 1800 South Indiana Street
(If address is P.O. Box, also include street address.)

City Superior State CO Zip Code+4 (9 digits total) 80027-8313

County Boulder

Telephone (720) 561-4100 Fax _____

Web site/URL https://sue.bvsd.org E-mail jonathan.stein@bvsd.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* Dr. Rob Anderson E-mail rob.anderson@bvsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Boulder Valley School District No. Re2 Tel. (303) 447-1010

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 Kathy Gebhardt
(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):
- 34 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 11 High schools
 - 2 K-12 schools
- 57 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	28	31	59
1	30	45	75
2	36	37	73
3	47	31	78
4	31	36	67
5	48	48	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	220	228	448

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 0 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 8 % 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: 3%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2020	417
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Arabic- 3, Chinese/Mandarin- 10, Standard German- 2, Hindi- 2, Hmong- 1, Marathi- 1, Russian- 4, Spanish- 1, Telugu- 1

English Language Learners (ELL) in the school: 6 %
25 Total number ELL

7. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 51

8. Students receiving special education services with an IEP or 504: 13 %
56 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>10</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. 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.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 24:1

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.

The Superior Elementary School community encourages all students to reach their individual potential by engaging them in challenging learning experiences. Our school will prepare students to think independently, logically, and creatively; to enjoy learning; to be respectful of others; and to act as responsible citizens. Our school vision includes: High academic standards and consistent expectations for all students; a safe, orderly, and respectful environment; teachers committed to being learners and leaders; parents and community involved in supporting the education of all children; and students engaged in expanding their knowledge of the world to be successful, lifelong learners.

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

<https://www.bvsd.org/about/board-of-education/policies/policy/~board/a-policies/post/ac-nondiscrimination-equal-opportunity>

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

Superior Elementary School (SES) opened as the first neighborhood school in Rock Creek in 1996. From day one, families and students embraced their neighborhood school and supported SES in numerous ways from volunteering in classrooms to creating outdoor spaces and gardens to collaborating on multi-disciplinary projects. Partnering together to support student success is a valued practice, and for many years, we have had 100% conference turnout as parents, teachers, and students come together to celebrate successes and set new learning and behavior goals.

During the pandemic, SES continued to be the heart of the neighborhood, and quickly pivoted to supporting students with at-home learning. Within days of shutting down in March 2020, hundreds of chromebooks and learning materials were distributed to families. On March 30th, successful virtual learning began with both teacher-created asynchronous video instruction and synchronous class meetings to support student's social emotional needs. During the 2020-21 year, SES maintained enrollment, and staff continued to provide instruction in a variety of ways to meet the needs of our families, with in-person learning for 27 weeks, hybrid instruction for students that wanted to be part of the classroom while learning from home and fully online instruction. This year, 448 students have returned to in-person learning. Staff and families have supported students by bringing back many long-held traditions such as Songbirds (after school choir), a fifth grade musical, ultimate games, the spelling bee, adventure course, Battle of the Books, Destination Imagination, Math Olympiads, Fun Run, variety shows, and service projects.

The December 30th Marshall Fire became another reminder of our strong school community. When sixteen families lost their homes and dozens of families were displaced, we came together to support them. The day after, SES staff called all the families who lost their homes, created a database of needs, and immediately began to provide temporary housing, transportation, food, snow gear, clothing, books, etc. so that students could return to school as soon as possible. At this time, our school has raised thousands of dollars to support our Marshall Fire families and all students have been able to stay at SES even though they live throughout the metro area.

SES teachers are high achieving, lifelong learners, who are actively engaged in improving their practice and committed to educating all students. Staff Professional Development (PD) is highly valued and teachers thoughtfully participate in Professional Learning Communities (PLC). Fifteen teachers have become Nationally Board Certified while teaching at SES. Grade level teams utilize weekly PLC time to participate in the Teaching and Learning Cycle. Staff participate in a variety of book studies, including *The Well-Managed Classroom* and *Launch: Using Design Thinking to Boost Creativity and Bring out the Maker in Every Student*. Teachers embrace and implement new programs with fidelity that are adopted by the Boulder Valley School District (BVSD) including: Fountas and Pinnell Literacy, Math Expressions, Foundations, etc.

Over the last five years, our staff, in conjunction with community stakeholders, chose to implement Science Technology Engineering Mathematical (STEM) Education and Project Based Learning (PBL) practices into our instruction. Staff collaborated with University of Colorado community members to adopt new practices that changed how learning looks. Teachers learned how to ensure that students were doing the work, being the creators, and solving the problems, all while using new technology and maker tools to boost engagement and provide real world connections. We broke down the barriers of teaching subjects in silos and capitalized on the interrelated, reciprocal nature of learning processes, so students are purposefully engaged in applying reading, writing, and mathematical thinking in the context of various integrated projects.

During PLC time, teachers co-plan and reflect on these projects that promote inquiry, creativity, collaboration, and community. This extremely effective PD helps teachers professionally change and grow, all while empowering students to be more self-directed in their learning. Observing students share ideas, listen to each other, incorporate various ideas, while they are strategic, making improvements, and persevering all reaffirm our school's drive to change how learning looks, especially when we see some of our less engaged students become highly successful. Focusing on STEM and PBL in PLCs created a strong foundation for learning during the pandemic as teachers and students were familiar with the technology tools

necessary to make online learning successful.

SES utilizes a school-wide Positive Behavior Interventions and Support (PBIS) program. Our Climate Committee created and revised our PBIS Behavior Matrix to make it more culturally responsive and collected behavioral data to inform the positive behavior school-wide focus. SES piloted the Well Managed School (WMS) Program implementation, where teachers, custodians, paraeducators, and office staff trained in ways to develop positive relationships with students and support them to learn social skills, while utilizing the same vocabulary. SES provided WMS training and weekly tips for families to learn the same skills and language to be used at home to support and reinforce appropriate behaviors.

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:

SES's core curriculum addresses the Colorado State Standards, as well as the district scope and sequence, which is called the Year at a Glance (YAAG), and now includes the Next Generation Science Standards (NGSS). Through rigorous, intentional instruction in the areas of math, language arts, social studies, sciences, physical education, and the arts, SES's philosophy is to prepare students to be engaged lifelong learners, critical thinkers, prepared graduates, and productive members of society. The strength of our school is due to the dedication, hard work, and passion of our staff. SES teachers work collaboratively in grade level teams, capitalizing on the strengths of each member, as well as vertically across grade levels, to plan and implement instruction that meet the standards using best practices. Because of our staff's intentionality, there are no gaps in student learning. As lifelong learners, our staff utilizes professional development purposefully to learn innovative teaching methods that create opportunities for students to apply their voice and choice with meaningful projects.

This year, our staff embraced BVSD's new YAAG, which the district has given schools the option to use this year. As is often the case, our school is not only applying the YAAG with fidelity, but developing units that employ a variety of instructional approaches to meet the needs of learners. As leaders in the district, SES teams are sharing these units with other schools. Being flexible in design allows us to engage students in a variety of topics at differing levels. SES teachers strive to bring content to life and provide engaging, interactive learning experiences for students. In addition, SES teachers are reflective and constantly strive to improve lessons. Formative and summative data is used regularly so that teachers can determine student understanding, provide re-teaching as needed, and extend learning for students who are ready.

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

SES prepares students to be well rounded readers and authentic writers who read and write for a variety of purposes. Our teachers capitalize on the reciprocal nature of literacy processes so students are purposefully engaged in reading, writing, listening, speaking, and viewing in the context of integrated projects.

At the beginning of the school year, teachers assess students in reading to determine their strengths and areas for growth. This allows teachers to provide early interventions or extensions as needed. Teachers continue to analyze data to determine appropriate layered interventions to meet the needs of all students. Groupings are flexible, enabling students to access appropriate levels of instruction.

Our top priority is having a balanced literacy block incorporating all components including: reading mini lessons, guided reading, phonics and word study, interactive read alouds, shared reading, guided reading, book clubs, and independent reading. SES uses the Fountas & Pinnell literacy program to offer a rich, diverse variety of short texts and novel studies to support our teaching of theme, character analysis, summarizing, making inferences and connections, asking questions, and writing responses. We encourage students to use texts as windows and mirrors to explore their own identity as well as the world around them.

The thoughtful progression of developmentally appropriate lessons has led to success. Teachers measure progress through regular one-on-one conferences, running records, fluency checks, and more. SES utilizes the Benchmark Assessment System (BAS) and i-Ready as part of our formative and summative assessment of students. We are proud that students achieve growth scores that average 126%, which means that many students are making more than a year's worth of growth.

SES places importance on choice and voice in writing. We write for purpose and provide authentic audiences when possible. Students create interactive digital books, write screenplays for movies that they produce, develop websites for newly discovered imaginary animals, compose scripts for persuasive

commercials, and create dialogue for interactive podcasts. All students are motivated to work hard throughout the writing process knowing their writing will be shared and celebrated during our end of unit publishing parties.

In order to achieve well rounded writers, students complete all forms of writing: narrative, informational, opinion, and poetry. We model our own writing, analyze mentor texts, and study exemplars to set the bar high for writers. Instruction is scaffolded, and the writing process is emphasized at each grade level. Teachers offer specific feedback digitally, individually, and in small groups. Feedback varies and is tailored to the individual needs of the student and piece, meeting them where they are as writers, celebrating their strengths and guiding them towards growth. SES students understand the importance of the revision process, and they willingly accept feedback in order to improve their writing.

Teachers use engaging activities to build vocabulary and encourage students to use strong word choice in their writing. Finally, to ensure that students are able to convey their messages clearly, our school utilizes programs such as Foundations, Words Their Way, and Daily Language Instruction to teach phonics, grammar, spelling, and conventions.

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

SES uses Math Expressions, published by Houghton Mifflin Harcourt. We build a thorough understanding of inquiry-based mathematics, while promoting math fluency and deep thinking. This program connects students with real word problem solving and challenges them to be flexible with strategies and explanations of thinking. Students explore, question, and investigate strategies to solve problems efficiently.

As always, our goal is to differentiate for the wide range of needs and push students to their full potential. We utilize parent volunteers and support staff to give students a more individualized experience. We offer accelerated or advanced opportunities in order to keep students challenged. Teachers develop and access differentiated games and center activities, as well as classroom engagement warm-ups, number talks, and group investigations. For example, Three Act-Tasks is an effective whole group math task, which engages students of all abilities. This allows students to access math knowledge and participate successfully. Many students are also involved in Math Olympiads and Destination Imagination, which further extends and stretches their mathematical thinking.

Students' math skills build through this vertically aligned program that connects background knowledge to new concepts. The Math Expressions program provides pre-unit and post-unit assessments, as well as formative and summative assessments. Added support and/or intervention is provided to scaffold student learning. Grade levels have “Differentiated Instruction Cards” to add to daily lessons giving students opportunities to make models, play games, and investigate concepts in new ways. Our staff masterfully integrates additional lessons and activities to supplement and extend the Math Expressions program. For example, fourth grade relates math to everyday life through our Fraction Cafe activity. Teachers also engage students with manipulatives, interactive task cards, and songs.

In addition to the Math Expressions assessments, teachers also use the assessments, data collection and teaching tools from the Add+VantageMR (AVMR) program, to discover students’ current understanding of numeracy. The information gained in these screeners, allows educators to make data-driven instructional decisions about future differentiated activities and lessons. The foundational topics which are assessed are number words, numeral identification, structuring numbers, addition and subtraction, multiplication and division and place value, all of which are the building blocks of mathematics.

At SES, students are often engaged with intriguing hands-on projects in math and this hands-on, project-based approach continued with online learning during the pandemic. Third graders built models of tiny houses to demonstrate their knowledge of area, perimeter, and scale. Fourth graders modeled angles by creating snow angels. They created sidewalk art with chalk to label the different types of angles and triangles during their geometry unit. First graders demonstrated their learning of 3-D geometric shapes by using marshmallows and toothpicks to create cubes, rectangular prisms and pyramids. Kindergartners created Halloween shape monsters and celebrated the 100th day of school counting, grouping, and stringing

Fruit loops into patterns of 10's on a necklace.

In math, teachers combine real-life experience, oracy, mathematical thinking, written expression and utilizing exemplar problem-solving tasks. This hands-on approach provides opportunities for collaboration, discussion, and enhanced engagement.

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

Students at SES are always engaged when it comes to learning science. The scientific process is taught by offering hands-on exploration of the topics in our curriculum. Students are challenged to collaborate with their peers as they make hypotheses, ask questions, collect evidence, manipulate variables, and record their observations in their science notebooks and present their findings to others. We create curious and flexible thinking problem solvers at all grade levels.

All of our science lessons and activities are inquiry based. When you walk through our classrooms, you will see active investigating and hear students using accountable talk as they explore the three types of science: Life, Physical and Earth Sciences. In kindergarten, classes hatch baby chicks to learn about life cycles. In first grade, students track their shadows on the blacktop to discover that patterns of motion of the sun, moon and stars in the sky can be observed, described and predicted as part of their light unit. In fourth grade, students release marbles down the track of their constructed slope to understand height energy and energy transfer while third grade students apply their knowledge of gravity, friction and motion by designing roller coasters using Keva Planks and ping pong balls. In testing gravity and air resistance, fifth grade students design vessels to successfully drop an egg from the school rooftop without breaking the egg.

School assemblies have included guest scientists like nationally known Steve Spangler and wild animal conservationist and photographer Perry Conway, to present highly engaging, interactive, and entertaining lessons to help make science come alive. Shifting gears during the pandemic, SES teachers utilized programs such as Denver Museum of Nature and Science virtual events. Fifth grade students interacted with experts, live, during the Scientists in the Sky program where they learned about space and weather predictions.

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

SES students often remark that some of their best memories are related to Social Studies units. Our teachers are masterful at bringing history to life. First graders board a “plane” with passports in hand and head to Japan and Mexico to immerse themselves in their rich cultures. Second graders transform into historical figures with their Living History Museum. Fourth graders dress the part and role play during a pioneer school day and also learn how to pass a bill through a government simulation.

We use our content to teach cause and effect relationships, multiple perspectives, and the connections between past and present. Fifth graders study Colonial America and the events leading to the American Revolution, they create digital, interactive timelines to highlight cause and effect as well as perspectives during the time period.

Through the Junior Achievement program, led by community business volunteers, students participate in hands-on activities to learn skills and strategies necessary to have economic success in financial literacy, entrepreneurship, and work readiness. Third graders create cities and learn about taxes, different payment methods, and how businesses meet the citizens' needs. Students participate in a real life simulation using the Mini-Society curriculum where students produce goods and services to market and sell to classmates. They learn about supply and demand, scarcity, bartering, advertising, methods of manufacturing, how to create business plans and measure profit margins.

Students demonstrate their learning in a variety of ways. Fourth graders choose a notable Coloradan to research. Then, they write a script and create podcasts to share what they learned. After studying regions, third graders use WeVideo to create a commercial persuading people to visit. Fifth graders research a colony

so they can educate and persuade settlers to immigrate there by creating a commercial addressing the: demographics, resources, economy, housing, religion, education, and reasons for settling specific colonies.

1f. For secondary schools:

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

2. Other Curriculum Areas:

SES believes that daily instruction of art, music and PE is critical to the development of the whole child. These studies promote the growth of multiple intelligences, increase creativity, and develop problem solving, critical thinking, motor, and visual-spatial skills. Students participate in one of these classes daily for 50 minutes on a rotating basis.

In music, all students participate in lessons which encompass singing and playing musical instruments. They read, listen, compose, and arrange music, in addition to self-assessing their performances and improvising world studies of music. Every student performs in concerts for families and fifth graders participate in an annual musical. A volunteer choir is open to all intermediate students, who meet after school and perform for the community.

In art, students study the elements and meaning of visual art. This is demonstrated through various mediums in a variety of world cultures. Students create personal masterpieces, which can then be purchased as part of a school fundraiser and also helps to build self esteem and creativity. A fifth grade tradition is to design ceramic tiles, which are permanently mounted in our school atrium; it is a reminder that every student is valued and part of the SES legacy.

In PE, students participate in structured learning experiences, which contribute to the positive school culture while helping students develop their intrapersonal and interpersonal skills. In addition to the rigorous curriculum, SES students have the unique opportunity, before school, to participate in Ultimate Games, Running Club and Jump Rope Club. These programs allow children to work both in team and individual sports, all while building conflict resolution skills and successful relationships. SES is also a Special Olympics Unified Champion School as we strive to create inclusive sporting opportunities for all students.

The Teacher Librarian, along with grade level teams, plan and co-teach weekly lessons, which integrate grade level curriculum/standards with technology in innovative ways. A flexible library schedule allows students to visit the library at least once a week for 60 minutes to engage in these lessons, read and enjoy books, study authors and also check out. Students are empowered to be self-directed in their learning as they engage in the engineering design process, write screenplays using video and green screen technology, produce persuasive commercials, research Colorado trailblazers and record podcasts, program and code robots, etc. They learn about digital citizenship, media literacy, and essential 21st century skills.

Grade level teams collaborate with specialists to plan and integrate curriculum to maximize learning and connections for students. Examples include studying the science of sound in music, while studying light and sound in the first grade, listening to music by famous musicians in music while reading biographies of musicians in fifth grade classrooms, and making terracotta warriors in art when studying China in second grade.

Our students' specialist curriculum is extended and enriched beyond the walls of our building. For example, their artwork is displayed in local coffee shops and they have even had the opportunity to sing the National Anthem at a Colorado Rockies game.

3. Academic Supports

3a. Students performing below grade level:

SES staff collaborate and communicate to brainstorm ways to support student needs. Grade level teams regularly meet to analyze data and discuss students who may be below or above grade level using the Multi-Tiered Support System (MTSS) process. When students are below grade level, SES teachers immediately implement appropriate interventions and progress-monitor often to make instructional decisions.

Currently, 13% of students are performing below grade level in reading and 10% are performing below grade level in math. Teachers utilize formative and summative assessments so they can determine student understanding, provide re-teaching as needed, and extend learning for students as needed. Students are assessed using the Benchmark Assessment System (BAS), i-Ready, one-on-one conferences, running records, writing tasks, district math screeners, and pre-unit and post-unit assessments. Students performing below grade level are aided in multiple ways, depending on their specific needs.

SES teachers are highly qualified to differentiate instruction based on student need and provide appropriate layered interventions. Groupings are flexible, enabling students to access appropriate levels of instruction. Teachers and other support staff meet with students performing below grade level daily to ensure learning and continued growth.

When more intervention is needed in math and literacy, teachers also utilize our paraeducators who are well equipped to support students. Paraeducators work with individuals and small groups to reteach a specific skill and help reinforce concepts. Additionally, SES utilizes parent volunteers to give students a more individualized experience.

Students who score in the yellow and are performing significantly below grade level on the i-Ready assessment need more interventions. Our Literacy Specialist instructs these students in grades K-3. Students receiving literacy intervention support benefit from a double dose of instruction targeting phonemic awareness, decoding and comprehension strategies through Leveled Literacy Intervention (LLI). LLI is a short-term, supplementary intervention system by Fountas and Pinnell.

3b. Students performing above grade level:

Currently, SES's percentage of students performing above grade level in reading is 43% and in math, it is 25%. As always, our goal is to offer accelerated and/or advanced opportunities to push students to their full potential. Teachers develop and provide differentiated games and center extensions, as well as open-ended passion projects that allow for student voice and choice, to challenge students who have met grade level standards.

Our Gifted and Talented (GT) Advisor works with grades 3-5, specifically students identified as GT. Paraeducators are also utilized to challenge students that are not formally identified as GT. Support staff provide students with enrichment opportunities that consistently challenge them in meaningful ways in both literacy and math.

Based on assessment data, fourth graders participate in a 4/5 compacted math class, and fifth graders can test into a 6th grade math class. SES teachers encourage students to use out-of-the-box problem solving strategies, fostering mathematical creativity and ingenuity. Many students are also involved in Math Olympiads and Destination Imagination, which further extends and stretches their mathematical thinking.

Students consistently performing above grade level need meaningful extensions upon completion of work. At SES, we have one to one Chromebooks and students can access a variety of computer based programs. These programs include i-Ready lessons, Raz-Kids, and DreamBox and allow students to be self-paced, teach targeted skills and provide interesting learning opportunities.

To meet the needs of students who are reading above grade level, SES teachers utilize many structures and strategies including: student choice, comprehension discussion groups, book analysis of mentor texts, and more. Every year, over 100 students participate in the Battle of the Book competition as a way to apply their

love of reading to compete academically. Two SES students qualified to participate in the National Scripps Spelling Bee in Washington DC representing Colorado.

3c. Special education:

Our MTSS provides a meaningful system to determine students that need additional support in the classroom. After providing general education interventions and meeting multiple times with our Student Support Team, students that continue to make limited or no progress are considered for Special Education.

Our school has many special educators that coach teachers through the MTSS process, complete evaluations, and provide specialized instruction to students in special education. Our occupational therapist (OT), school psychologist, speech-language pathologist (SLP), special education teachers, and board certified behavior analysts (BCBA) are highly collaborative and work together to support all students.

Once students have been identified, an Individual Education Plan (IEP) is put into place. Teachers, parents, and our special education team work closely together to determine appropriate instruction and specific annual goals and accommodations. Our school has students with IEPs with numerous educational diagnoses including autism spectrum disorder, other health impairment, specific learning disorder, speech-language impairment, and developmental delay. Students may receive pull-out intervention in a small group, or push-in services where the service provider co-teaches with the classroom teacher.

In addition to our resource level special education students, our school has a center-based program with specially designed programming for autistic students. This program has a lead special education teacher and a team of paraeducators, in addition to an OT, SLP, and BCBA and focuses on learning functional communication skills, independence, social skills, life skills, and academics.

Special education staff are trained in specialized programs such as the Wilson Reading System, Susan Barton Reading and Spelling System, Orton-Gillingham, Leveled Literacy Intervention by Fountas and Pinnell. Our entire special education team is trained in Crisis Prevention Intervention.

Our special education teachers and SLP provide coaching, consultation, and training to general education and school staff. Our whole team works to ensure the success and equity for each student.

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

Students at our school opt out of the English Language Development (ELD) program, as this program is offered at the other neighborhood school in the area. However we have many students who are English Language Learners (ELLs) here at SES. Students are assessed using ACCESS testing for second language learners. If students are identified as needing extra English language support, we have a highly qualified ELD specialist who regularly comes to our school to co-teach with classroom teachers and coaches teachers on how to provide scaffolds and assistance for ELLs.

Teachers utilize many ELD strategies, many of which are best practices for all students, to better help students with language needs. Additionally, staff regularly discuss our ELLs during the MTSS process and work with our ELD specialist to provide extra support when basic language support is not enough. Paraeducators work with ELLs in small groups to pre-teach and reinforce concepts. ELLs are assessed in ways that are obtainable to them and that provide teachers with the best insight into students' understanding and areas of need.

Both our math and literacy curriculum have recommendations for each lesson to support ELLs, and teachers use these strategies. SES teachers also utilize a variety of technology tools to support our second language learners. Often, these tools allow for differentiation so that ELLs can access the same content with text-to-speech options and picture clues to support content specific vocabulary. Teachers work closely with the families to ensure that first language development is valued and families are encouraged to maintain their primary language skills.

Teachers at SES understand the importance of culture and strive to not only support ELLs academically, but to also bring students' language and cultural background into the classroom. Students are eagerly welcomed into the classroom community and celebrated for their differences.

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

These populations are not significantly represented in our school.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

All SES staff recognize students as individuals in social, emotional, and academic areas. Our shared goal is to differentiate to meet the needs of every student at their level, in order to help build a solid foundation.

We believe that engaging and motivating students starts by building strong relationships with each child and their family. SES has long valued creating an environment where relationships are prioritized in the classroom. Additionally, we believe that strong relationships with families set the stage to support academic, social, and emotional growth. During the pandemic, these ongoing partnerships between home and school were clearly evident and helped increase student success during online and hybrid learning. For example, teachers made personal deliveries to students' homes and were present at materials distributions to make eye contact, wave, and show love for families. Also, teachers read books online, created shared birthday tributes for students, and met online to play games and eat lunch to continue to provide "real" connections during the pandemic.

During the pandemic, teachers quickly ramped up their knowledge of new technology to continue to have meaningful engagement and interaction with children through multiple forums: break out groups, Padlet, Jamboard, Pear Deck, Flipgrid and SeeSaw. These tools increased student connections and allowed children to share thinking and also feel less isolated in their learning.

SES teachers also utilized performance tasks to assess student learning even more during the pandemic. Students demonstrated their knowledge by constructing answers, producing products, and performing activities. These performance tasks allowed students to play an active role in the assessment process, which increased engagement and, in turn, enhanced their learning. Performance tasks were appealing because it allowed students to take ownership of their learning, tailoring to their interests and strengths.

Students are also engaged beyond the classroom through leadership opportunities. Hug-N-Go is a voluntary program open to fourth and fifth graders, who help direct traffic at school. Buddies is a schoolwide initiative that connects students from younger and older grades to meet regularly and share learning. Student film crews are responsible to script, film, and edit our video morning announcements to broadcast school news daily. Classes look for ways to provide service to the community and work together to complete shared service projects including collecting toys and books for Share a Gift, cleaning up trash in the neighborhood, working in our school garden, and creating a spreading kindness initiative with simple ideas that are shared daily.

2. Engaging Families and Community:

At SES, we believe that open and frequent communication between parents and teachers regarding the academic and social-emotional strengths and areas of need is critical to student success. In addition to regular correspondence such as weekly newsletters, teachers develop strong partnerships with families through in-person meetings, phone, conversations, emails, and messaging apps, which support trusted and respected relationships. When families are valued and involved, they reciprocate and value education.

Families are actively engaged as volunteers in and out of classrooms. Parents help with one-on-one support, small group lessons, centers, field trips, annual musicals, and crossing guard duties. Many community members are experts in various fields of study and share their knowledge with our school.

We capitalize on our proximity to University of Colorado, Boulder utilizing opportunities to engage content experts to teach engaging lessons. CU Professors also support and coach SES teachers as we bring STEM activities to our classrooms.

Business leaders volunteer to lead Junior Achievement economic and financial literacy lessons to students. In addition, our highly qualified experienced teachers are recruited to mentor student teachers, CU Teach

students, as well as the local High School Teacher Cadet program.

Our broader community supports our students by opening their doors to our school. Our town mayor hosts students to watch the inner workings of local government at City Hall. Classes also visit our local historical museum to learn about our rich mining history. First responders visit to engage students in safety skills. Google hosted our staff to learn about technology use in education. This valuable partnership led to our Parent Teacher Association (PTA) funding innovative devices and maker tools for all students.

SES encourages community involvement and stewardship by partnering with organizations such as Dependable Cleaners Coat Drive, and Share-a-Gift for their annual toy and bike drive, as well as involvement with environmental organizations such as Ecocycle.

The recent devastation of the Marshall Fire brought our community even closer and illustrated the strength of community support. Our staff immediately organized a system to meet the basic needs of SES families who lost their homes or were displaced. We partnered with the local Lions Club, church groups, and Conscious Alliance to coordinate the purchase and distribution of clothing and other basic necessities. BVSD supported SES with counselors for mental health support. By meeting these immediate needs, students were able to refocus on their learning and move towards recovery with their families.

3. Creating Professional Culture:

SES is a close knit family. School leadership and the community have long demonstrated their value of teachers, and the understanding that supporting teachers ultimately pays off in long term dividends to its students. Staff consistently feel trusted, cared for and respected. From day one of hire, new employees are first introduced to staff by email. In response, staff members reach out to the new employee with an introductory welcome email. This creates an immediate connection and sense of belonging.

New teachers participate in an induction program, while established teachers who are new to our staff are assigned a building mentor. Unity, collaboration, and teamwork are woven throughout everyday interactions. Vertical articulation meetings, PLC meetings, and fidelity to the curriculum allow for dedicated discussion and planning. Teachers are given time to meet regularly and brainstorm best strategies to meet students' needs. Autonomy in managing individual professional learning plans allows teachers at SES to shine through choice, planning, executing, and reflecting. The support and collaboration of both teammates and leadership promotes teacher risk-taking in their learning and innovation in the classroom. Teaching as a craft rather than top down implementation is consistently valued and encouraged.

Staff felt extremely supported with the transition to online learning. District and school leadership provided transparent and consistent communication about physical and emotional needs. The outcome was targeted PD about engagement tools for online learning, as well as specifically developed resources for teachers to utilize and tweak while adapting to online teaching. PD courses supported teachers to target the ever changing needs of their students, while honoring the delicate balance of time.

As the district quickly shifted to hybrid learning, the staff was provided REVAS (Remote Education Video Audio System) cameras, tripods and monitors, along with the training and support to use these tools. Mental health support was also offered to all staff. "We LOVE our Superior Staff" yard signs were personally delivered to every school staff member's house.

Teachers felt strongly about returning to in-person learning. The foundation of our job is creating a positive and productive learning environment with human interaction. However, taking into account families' varying views of the pandemic, it was an important discussion of how and what a hybrid model would look like. Having a voice in the decision making promoted firm buy-in with colleagues and allowed our school to formulate a successful model that was best for our school and community.

4. School Leadership:

At SES, the leadership philosophy is predicated on building a foundation of meaningful relationships with all stakeholders: community members, staff, parents, and students, which is critical to the success of our school. For example, at the beginning of the year, leadership arranged for staff to participate in a ropes course to build trust and form new partnerships. Leadership also hosted regular coffee chats at different times of the day to actively listen to parents. Another example is the principal visits classrooms daily to work with students and learn all 448 names early in the school year. In the last few years with the pandemic and the Marshall Fire, our leadership philosophy has prioritized social emotional support and growth even more than in past years. This focus has ensured that students' social emotional needs are met so that students feel safe, heard, and ready to learn. Leadership has provided the resources and time for the counselor and classroom teachers to co-teach social emotional lessons that address growth mindset, conflict resolution, coping strategies, and regulating emotions. Additionally, the counselor and interventionist meet with individual students and small groups to provide explicit instruction regarding executive functioning, making friends, changing family situations, etc. SES Leadership has also prioritized student choice and voice where students are engaged and motivated with hands-on, project based learning. Not only does this philosophy increase student excitement and joy within school, it provides a forum for students to be creative, have fun, take risks, and apply their talents in authentic ways. In addition, grade level teams and specialists are thriving as they collaborate and iterate to create and refine meaningful, integrated projects.

At SES, the principal utilizes a shared leadership approach. Each grade level and specialist team has a representative, which meets regularly with our school administration to discuss various school wide topics. Team leaders bring forth items to be discussed by the committee, including creating our school-wide improvement goals, determining priorities for communicating student progress to families, and mapping out the yearly calendar. We share teaching methods, practices and assessment data which is then shared with individual teams to keep all staff informed. Using this consensus decision making model when our school needs to make collaborative decisions that impact the entire school community, allows for all stakeholders to have a voice and provides school-wide consistency.

SES also employs a distributed leadership approach when it comes to PD. We capitalize on our highly qualified staff, who share and lead their specific areas of expertise. For example, our speech language teacher is an expert on neurodivergent thinkers and leads PD for our staff. The topics presented give strategies to create an inclusive culture of acceptance, as well as resources to address the needs of a variety of thinkers.

As a staff, we determined the need for student data analysis and our principal allocated funds to each grade level team for release days. These data days were led by school and district leadership to discuss grade level specific assessment data, which informed next steps for instruction and continued our goals for improved academic achievement.

Our School Accountability Committee works collaboratively with representatives of parents, teachers, community members and school administration. This team monitors our school-wide improvement goal(s) and are responsible for ensuring that programs meet the needs at SES.

Our PTA committee, comprised of parents, teachers, school leadership, and community members, meets monthly to plan for community building events, some of which financially support activities and programs to improve student achievement. In addition they host guest speakers to support community interests, such as executive functioning strategies and provide services to aid families impacted by the Marshall Fire.

5. Culturally Responsive Teaching and Learning:

SES is extremely mindful of cultural and social differences. We integrate appropriate current events into our school culture. We are open minded, accepting and inclusive of all students, staff and families. When situations of 'otherness' arise, we strive as a school to make sure those affected feel incorporated in the school community by creating safe spaces to maintain a strong sense of community.

Teachers understand the importance of strong classroom communities and work hard each year to create a warm and inviting environment. Students are connected with one another and know the importance of being

kind to all. We have a full time counselor who comes to each classroom bi-weekly to teach social-emotional lessons. She also runs small groups with students to practice social emotional skills.

As a school, we have steered our curriculum towards more inclusivity that ensures a wide representation of all groups. We adopted a new literacy program that is culturally responsive and allows for opportunities to explore cultures outside of what we may see in our classroom. Our mentor texts and guided reading books include people of all races, ethnicities, and social dynamics. Texts bring current events into the classroom in an age-appropriate way. Lessons across all grades include exploring culture and traditions around the world. Math problems include names from all over the world. Students are encouraged to bring their culture into the classroom and differences are celebrated.

In the 2018-19 school year, we opened a center-based program for students with autism and other severe disabilities. Not only are the students in our program an integral part of our school, adding this program opened our eyes to ways we could be more diverse and inclusive. We have adapted many of our school rules and expectations to align with neurodiversity, and we recognize how powerful small changes in wording make. We design our curriculum in a way that will reach all students and be relevant and relatable to each student. Students in general education classrooms are taught how students may look, communicate, and learn in different ways and what being a friend to someone who is different might look like. Our students have embraced the diversity of our school and are true advocates for each other. Here at SES, we have worked hard to create a strong community and a safe space. Our motto is “All are welcome here”, as displayed on the t-shirts we wear on spirit days.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Many staff members have been at SES for decades, some even since our opening in 1996. We are invested in our school community. Staff members have often brought their own children to SES and many live in the neighborhood. As a staff, we have many shared priorities that make us a cohesive unit. Our number one priority has always been creating an environment where students are welcome, valued, and set up for success. During the 26 year history of SES, education has changed dramatically and so have students' needs. Staff are life-long learners who work closely together and continue to stay current on best practices. One of the things that makes our school so successful is we practice what we preach. Over the last five years, we have taught students the importance of iterating through the engineering design process, and our staff uses this same process with our instruction. We ask questions, brainstorm lessons, reflect on what's working and areas for improvement. We research to further our learning, we experiment and fail, we improve, and share successes. Taking risks as a staff and creating a safe environment to iterate and improve creates an incredible environment to thrive as educators.

For example, the third grade team collaborated with the Teacher Librarian to create a PBL/STEM challenge: Develop simple models that mimic the function of animals in dispersing seeds and pollinating plants. As this group of third graders have more PBL experiences, their ability to utilize the four C's of 21st Century Skills: Critical Thinking, Creativity, Collaboration, and Communication improves. When the team reflected on earlier PBL experiences, they observed that students struggled to know where to start, asked for help from adults, encountered group conflict, and got frustrated when something didn't work initially. The team improved their approach by creating integrated PBL experiences with every unit. With this particular challenge, teachers observed students who now embrace solving problems and no longer worry about being "right." They handle frustration and failure and immediately reflect and problem solve together. Every student was engaged and many requested additional time to improve their project. Projects were more creative, sophisticated and diverse than earlier.

Our evolution as educators continues and after returning to in-person learning and implementing a new YAAG, teachers are iterating new units, reflecting on our practices, and improving approaches to best meet all students' needs. Our commitment to excellence and success continues to drive our passion.