

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 308 Lincoln Avenue
(If address is P.O. Box, also include street address.)

City McClave State CO Zip Code+4 (9 digits total) 81057-0001

County Bent County

Telephone (719) 829-4517 Fax (719) 829-4430

Web site/URL <https://www.mcclaveschool.org> E-mail maggie.pacino@mcclaveschool.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Brianne Howe E-mail brianne.howe@mcclaveschool.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mc Clave School District Re-2 Tel. (719) 829-4517

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Teale Hemphill
(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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 1 K-12 schools

 - 1 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, 2022 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 Students
PreK	32
K	26
1	12
2	13
3	20
4	14
5	15
6	16
7	16
8	23
9	21
10	14
11	17
12 or higher	18
Total Students	257

*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
 - 0.4 % Asian
 - 1.5 % Black or African American
 - 27.2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70.9 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: ≤1%

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, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2021	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Spanish

English Language Learners (ELL) in the school: 2 %

5 Total number ELL

7. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 142

8. Students receiving special education services with an IEP: 12 %
Total number of students served 30

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>3</u> Autism	<u>2</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>5</u> Other Health Impaired
<u>3</u> Developmental Delay	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</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. Students receiving special education services with a 504: 1 %
Total number of students served: 2

10. Number of years the principal has been in the position at this school: 2

11. 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. 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 16:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	97%	95%	94%	95%
High school graduation rate	100%	100%	100%	100%	100%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

Mc Clave School District is dedicated to fostering the individual student's intellectual and emotional needs by developing self-esteem and self-awareness in a welcoming environment that is safe and secure. Students will develop a passion for learning, the mastery of basic skills, and the ability to solve problems in a more global nation while exploring new and challenging curricula. Mc Clave Schools will provide opportunities for students to attain their highest potential in reaching challenging goals and accomplishing achievements in their quest for success

17. Provide a URL link to the school's nondiscrimination policy.

<https://mcclaveschool.org/policies/>

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

Public school - n/a

PART III – SCHOOL OVERVIEW

The Mc Clave School District is a PreK-12 school located in rural southeast Colorado. Home of the Cardinals, our community is not only very rural, but our town is also extremely small. Therefore, the school is the hub of almost all our community events. Whether it is a family paint night, a basketball game, or a school concert our students are supported not just by their parents, but by extended family and community members who attend these events. Our district strives to stay true to our Four Core Values of Excellence, Honesty, Integrity and Respect as the base of all we do. All staff is part of molding and creating a community of learners not just in, but beyond the classroom. Teachers and aides, as well as other district staff work to bring new experiences and opportunities to our students who are sometimes stifled by our lack of choice of activities due to extreme travel distance and lessened local availability of things to do.

The Mc Clave School District operates on a four-day week. Our current student population of 257 students Pre-K through 12th grade includes approximately half of our students who chose to travel in from out of our district boundaries. Our ethnic breakdown is approximately 1% African American, 29% Hispanic and 70% white, although many of our families are mixed race and not all report as that. Our English Language Learner population is relatively small as well, however, the one area that is growing in our district is our Special Needs population. Even though it remains just under 15% in the district (including preschool numbers) it is a much higher percentage of our elementary breakdown, and the number has trended up exponentially the last three to five years.

Five years ago, our district was awarded a 21st Century Community Learning Center (CCLC) Grant which allowed for the creation of the Mc Clave Community Learning Center here in our building. The learning center has provided before and after school tutoring to students from kindergarten through twelfth grade. This support, especially during and post -COVID, has helped minimize the learning loss that has been felt in schools across the nation. CCLC funding has also provided additional technological support both in the purchase of multiple Chromebooks for student use for after school programs and homework as well as the sustainability of several web-based instructional programs used district wide. Additionally, CCLC funds have provided our students with educational trips to multiple places, such as the Cave of the Winds, and the Cheyenne Mountain Zoo. The grant has also provided the opportunity to bring in cultural experiences including The Missoula Children's Theater which has allowed our school to put on a K-12 performance the last three years. This funding has taken a solid foundation of excellent teachers and a community that wants the best for their kids and has provided increased instructional time and additional engaging activities for our entire community. As stated before, our community centers around the school, because other than the bank, post office, church and a handful of small businesses, the school is the only other large building in town, making us not only the best, but often the only place to hold community events.

Securing a full time K-12 counselor, with the help of the School Counselor Corps Grant (SCCG), has allowed for monthly bullying, and socio-emotional curriculum and lessons to be taught K-8. This awareness and common language and vocabulary has strengthened the voice of our youngest learners. Having and keeping a counselor in a small, rural district is a huge plus and these programs have positively affected both our school culture as well as our academic success. Continuing with the latest cohort of this grant, additional programs will be added allowing our counselor to focus on elementary and middle school college and career readiness and preparation. This will help the district to begin these programs at a much earlier age, which in turn will help students and parents understand the multitude of options available after high school graduation.

All of these programs and grant opportunities have helped our school to grow and given us the opportunity to be recognized as one of the 2021 Distinguished Schools for Colorado. However, the key to our success truly lies within our staff. As a small, rural district with approximately 50 total employees district-wide we rely heavily on the support and work ethic of this amazing group of professionals. They are our grant writers, our after school program directors, our tutors and our event organizers. They are the motivators, the guiding forces, and the educators that drive our students and school to any and all success achieved. Their passion for this school and community are what makes it great to be a Cardinal.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Previous to the 2022-23 school year the Mc Clave School District used the Wonders Reading and English curriculum through McGraw-Hill. However, the edition we were using was not included on the 2021 READ Act Instructional Programing list provided by the state of Colorado. After a year-long process our elementary staff chose to switch to the Core Knowledge Language Arts (CKLA) curriculum. This switch was initiated after reviewing several possible curricula, discussing options with our Early Literacy Grant (ELG) consultant, contacting several rural school districts in our area and across the region, and reviewing each curriculum to meet both our student needs as well as make sure the curriculum we chose was based on the latest information provided through the Science of Reading.

The CKLA curriculum is our core Reading/English language arts curriculum for all K-5 students and is taught in both whole and small groups, depending on the purpose and lesson. All grade levels also use small groupings, some of which are cooperative and some of which are leveled according to specific instructional need; for example phonemic awareness. Again, depending on the grade level; teachers utilize direct instruction, cooperative small groups, and leveled groups. In order to make this possible with our varied class sizes we combine some instructional groupings, especially in the K-2 grade levels. We also use a push-in or flooding model with paraprofessionals, our Reading Interventionist, and additional teaching staff during our reading blocks.

Supplementary materials used for our K-5 students are primarily SIPPs and Heggerty which are used both for whole group instruction in the lowest grades, as well as targeted groupings for upper elementary. These programs were selected through as part of the ELG we are currently participating in, and teachers received professional development in each of these programs.

Our primary Reading assessment K-5 is DIBELS, which we use for benchmark and progress monitoring purposes. We also utilize data from CKLA unit assessments, NWEA, I-Station, STAR Reading, and CMAS. Teachers track and discuss this data at monthly School Leadership Team (SLT) meetings. We have recently initiated the use of progress monitoring trackers for all teachers and students K-6 for DIBELS reading assessment scores. During data meeting sessions, we look at multiple things including specific areas of growth, obstacles, and trends we see across grade levels. This data and the discussions around it are used to form and rework both class level grouping for instruction as well as guide additional instruction groups to see our Reading Interventionist.

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

The Mc Clave Elementary School uses Saxon Math curriculum for grades K-6. The majority of our mathematics curriculum is taught in a whole group, grade leveled format. This curriculum was chosen several years ago because of the spiralized approach it has to mathematical concepts. Our teachers prefer the way that new topics are introduced as only a portion of the lesson, while independent practice also reviews several mathematical concepts and standards that students have previously been taught. In this format, students are consistently reviewing and building on their mathematical skills from previous years.

Struggling students are pulled into smaller groupings, typically during independent practice time to receive additional supports and supplementary review on topics. These small learning groups are led typically through paraprofessional support, but teachers also work with groupings in some grade levels. The majority of the supplemental math curriculum we use is provided through the Saxon curriculum.

Assessment is done primarily through unit tests, NWEA, STAR Math, and CMAS. Teachers utilize this data to determine lesson pacing, small group necessity and student comprehension and understanding. At this

point, mathematics data is not disseminated to the same degree reading data is, as it had not been a point of emphasis on our district Unified Improvement Plan (UIP) for the state of Colorado.

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

Mc Clave Elementary School is a school that places a strong emphasis on teaching science to its students. With a dedicated faculty and staff, Mc Clave Elementary School is committed to providing its students with a robust and engaging science education.

One of the ways that Mc Clave Elementary School teaches science is through hands-on experiments and projects. Students are encouraged to explore and discover scientific concepts through experimentation and observation. This approach to learning helps students to develop critical thinking skills and a deeper understanding of the scientific method.

Another key aspect of Mc Clave Elementary School's science curriculum is the integration of technology. Students use a variety of digital tools, such as computer simulations and interactive apps, to explore scientific concepts and conduct virtual experiments. This approach to learning helps to keep students engaged and excited about science, while also preparing them for the technology-driven world of the future.

In addition to these innovative teaching methods, Mc Clave Elementary School also emphasizes the importance of environmental education. Students learn about the natural world and the impact that humans have on the environment, as well as ways to protect and preserve our planet.

Overall, Mc Clave Elementary School's approach to teaching science is designed to inspire and engage students, while also providing them with the knowledge and skills they need to succeed in the 21st century. With its strong focus on hands-on learning, technology integration, and environmental education, Mc Clave Elementary School is helping to prepare its students to become the next generation of scientific innovators and leaders.

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

The school's social studies curriculum is designed to provide students with a thorough understanding of the world around them and their place in it.

The social studies program at Mc Clave Elementary School is taught through a variety of hands-on and interactive methods that encourage students to actively engage with the material. The curriculum covers a wide range of topics, including geography, history, economics, and government.

In the lower grades, students learn about their local community and the world beyond through the study of maps, landmarks, and cultures. As they progress, they delve deeper into historical events and the impact they have had on society, such as the American Revolution, the Civil War, and the Civil Rights Movement.

Teachers at Mc Clave Elementary School use a variety of instructional techniques to make social studies engaging and relevant to students. These techniques include reading historical literature, watching historical documentaries, and participating in role-playing activities.

The social studies curriculum at Mc Clave Elementary School also emphasizes critical thinking and analysis. Students are encouraged to think deeply about the causes and consequences of historical events, as well as their impact on society. They also learn about the different perspectives that exist on a given topic and are taught to consider multiple points of view when forming their own opinions.

Overall, the social studies program at Mc Clave Elementary School provides students with a rich and diverse education that prepares them to be informed and engaged citizens in the world around them. By combining hands-on learning with critical thinking and analysis, students are equipped with the skills and knowledge they need to be successful both in and out of the classroom.

1e. For schools that serve grades 7-12:

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

The Mc Clave Preschool focuses on kindergarten readiness for all our students in both the three and four year old program. The program director and group leaders use Creative Curriculum to design the majority of their academic and social emotional learning activities. In order to align to our current kindergarten curriculum and standards, they utilize the preschool version of Heggerty to help teach phonics and phonemic awareness. They also utilize ZooPhonics to teach both letters and sounds. The four-year old class also uses I-Station daily to work on both reading and math, as well as StarFall math, and Dream Box reading programs for students as they advance to kindergarten readiness.

Preschool and elementary staff being in the same building allows for great communication as students are preparing to transition between programs. Kindergarten readiness is examined through meeting goals in TS Gold as well as our own district readiness checklist. The vast majority of kindergarteners who come from our district preschool program enter with letter and sound knowledge, basic shapes, basic counting and number identification skills, and can write their first name. This knowledge base makes for a seamless transition to kindergarten math and reading skills.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All Mc Clave Elementary students, K-6 participate in music class for 30 minutes daily. They also receive art for 30 minutes each week. Students greatly benefit from each of these additional curriculum areas. Our music teacher, in addition to the normal school concerts, also has students participate in other musical events for our community throughout the year including singing the National Anthem and performing songs at high school sporting events. This year, one of the K-5 performance nights combined dribbling basketballs and showing off basketball skills learned in physical education to a song from "The Greatest Showman."

2b. Physical education/health/nutrition

Mc Clave Elementary provides all K-6th grade students one half hour of Physical Education class daily. The majority of that curriculum is activity and game based, getting students up and moving for the entire 30 minute period. Students learn multiple sports and games, as well as some basic health and nutrition. Each February, students also participate in Jump Rope for Heart and have a big event that promotes heart health awareness.

2c. Foreign language(s), if offered (if not offered, leave blank)

Students at Mc Clave Elementary participate in Spanish class once each week for 30 minutes. This class is part of our 'specials' rotation and allows for students to begin to learn basic vocabulary from another language. As part of this class, they also look into the culture of Spanish speaking countries and learn about traditions, holidays and other special celebrations.

2d. Technology/library/media

Students in our elementary school receive 30 minutes of computer time daily. This time is typically centered around reading two days a week and math the other two days. The reading portion of their technology and computer time is spent on I-Station, and the math is on Dream Box. Students engage in content area activities and games that build both their skill in reading and math as well as their computer literacy and competency.

Library time is also offered once a week. We have a licensed librarian that works with students to help them choose books of both high interest and books that will challenge them at their Lexile level. In addition to the time to access books once a week, she is open school days for an additional hour so students can read, work on homework, or access other library resources. She also works with students on library, reading, writing and basic resource skills needed for all students to be successful in the 21st century.

2e. Any other interesting or innovative curriculum programs you would like to share

The latest addition to our specials and other curriculum area is one half hour in our Maker Space each week. Our Maker Space program was initiated by our Librarian last year and has grown to include multiple work space areas, STEM activities and games (including basic programmable robotic mice), and a 3-D printer. This thirty minutes each week has become a student favorite because of the ability to create and explore. The librarian meets monthly with teachers to plan for activities that support and enhance their curriculum and the students' current learning. This not only gives students another creative outlet and extends their learning, but allows classroom teacher to focus their time on instruction and planning.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level on district level assessments in math and reading are identified and placed into specific small groups. These students will receive either small group and/or one-on-one help from the classroom teacher, paraprofessional and/or the Intervention teacher depending on the need. Students are tiered into above benchmark, benchmark or proficient, below benchmark or partially proficient and intensive need. Students are tested in additional supplemental programs and given direct instruction and repetition of skill to help close the achievement gap. Additionally, these students are recommended to attend the after school Power Hour time for more tutoring and intensive support outside of the school day.

3b. Students performing above grade level:

Students performing above grade level are also identified and teachers utilize both individualized learning techniques as well as small group enrichment activities that may include, but are not limited to higher level reading passages and Lexiles, higher level writing passages, adjusting for quicker pacing in curriculum, and higher level thinking questions and skill based activities.

Our Gifted and Talented Director also works with many of these students identified and in our 'talent pool' to make sure that they are being continually recognized and challenged. She has purchased and secured high interest based online and other curriculum with their guidance and buy in to help teachers engage and push these students to meet or exceed growth.

3c. Students with disabilities:

The needs of students with disabilities are all met as their individual education plans are designed. For the majority of this student population receives service through a BOCES (Board of Cooperative Educational Service) provider such as a speech pathologist or occupational therapist once a week or as designed. Additionally, these students all meet with our Special Education teacher a minimum of 20 minutes each day for either individualized or small group instruction. The special education teacher meets regularly with the teachers to monitor needs and growth of these shared students. Most of her time with students with disabilities is spent supplementing classroom instruction, but she also uses similar curriculum for reteaching and preteaching of lessons for specific kids. Many of these students are also seen by our Interventionist, so communication between all teachers is vital for growth for these students.

3d. English Language Learners:

As stated earlier, our English Language Learner population is very small. However, we do have a small group of students who receive additional time with our part time ELL teacher once a week. All of the

students we have currently in our elementary are proficient speakers, which accounts for this lesser time. The majority of time with this resource is spent with vocabulary review and academic vocabulary work.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Mc Clave School District continues to engage, motivate and provide students with a positive environment in a myriad of ways. We celebrate success. When we received our 2021 Distinguished School Award from the Colorado Department of Education, not only did we have a large assembly, we also took our students to one of the closest movie theaters, twenty miles away, and treated them to an afternoon off. For some of our youngest elementary students this was the first or second time they had been to an actual movie theater. We share data in a way that is encouraging and challenging with students so overall they are motivated and want to achieve. Again, much of this goes back to the Four Core Values of Excellence, Honesty, Integrity and Respect that are mentioned daily in some form to our students. These are values that not only our students believe and strive to attain, but are a large focus of our district, board of education, administration and staff.

We believe that academic success is just one part of a student's overall growth and development and we work hard to support their social and emotional growth as well. One specific way we do this, that has been successful in our elementary classes, is through our "Caught You" stamp. If a student is observed by a staff member going out of their way to do something kind, helpful or exemplifying a core value they are awarded a stamp. The stamp gives the student a positive trip to the office to see the counselor, principal or superintendent. There the administrator or counselor will ask them how they earned the stamp and give them specific, immediate verbal praise. The student may also choose a small prize and then be entered into a drawing for a larger quarterly prize. Celebrating these small daily good deeds has had an immediate impact on our daily culture and the overall positive culture of our building. Another new activity we have added this year is our "Cardinal Crew". This engagement activity pairs a younger, elementary buddy with an older, junior high school or high school student. These buddies meet quarterly for a fun activity creating a bond between our younger and older students. This is a low-cost, low-maintenance change to the culture that has connected our kids and given our younger kids another role model in the building. Sample activities include going to the Pep Rally together, eating breakfast together on Valentines Day and exchanging cards.

Overall, these small things have made a big impact in students wanting to be here, and wanting to achieve. The connections they are able to make with staff and other students, through these basic activities drive them toward success.

2. Engaging Families and Community:

Communication has been one of the largest keys to successful family and community engagement at Mc Clave School District. We utilize multiple forms of communication for parents for each and every event and notice we have. Teachers use classroom folders, Class Dojo or Google Classroom. The District uses the School Messenger App, our website that includes a Google calendar, our school app, which links to the calendar and other information on the website as well as Facebook in order to try and reach parents in each and every way we possibly can. Our parents are true partners in educating the children at Mc Clave.

The culture that has been established through this constant communication and invitation makes our school a comfortable, safe place for students and parents to be. Our School Board and Accountability Committee both work tirelessly with the administration and staff to have a give and take relationship that creates bonds of trust and accountability.

The Mc Clave Learning Center, established from the aforementioned CCLC grant, has been the partnership that has driven the district to the excellence it is now experiencing. This provides for Power Hour which not only allows for additional tutoring and study time for our students, but also extends library hours. It provides the funding for multiple family events each year including our Cardinal Cookout for parents and community during field day each spring. It has provided for an ice cream social event that is now part of our fall registration each year. All these events, and so many more, open the doors to our building and allow for student, parent, and teacher relationships to be built in a natural, comfortable arena so that when the business

of learning takes place a trusted, established relationship exists and students can flourish and make yearly academic gains.

3. Creating Professional Culture:

At our school, we believe that creating an environment where teachers feel valued and supported is essential to the success of our students. We understand that teacher satisfaction and morale are critical factors in their ability to effectively teach and engage with students in the classroom.

One of the most important aspects of this effort is our commitment to providing ongoing professional development opportunities for our staff. To support this, our district allows for all instructional staff to choose much of their own professional development, which we fund at \$800 per year. We firmly believe that continuing education and training are key to keeping our teachers up-to-date with current teaching methods, technology, and best practices.

Our professional development program includes regular workshops, many of which are supported through the Early Literacy Grant we are currently apart of as well as our quarterly BOCES trainings. We also seek opportunities for peer-to-peer learning and collaboration and encourage our teachers to pursue advanced degrees and certifications by providing financial assistance, flex-time, and other support services as stated above.

We understand that teaching can be a challenging profession and that teachers need a supportive network of colleagues to share their experiences, challenges, and successes. Therefore, we have established a robust support system that promotes collaboration, mentorship, and professional growth. Our approach is based on the belief that everyone has something to learn and something to teach, and that through sharing knowledge and experience, we can all improve our practice.

The impact of our efforts to support and value our teachers has been significant. We have seen an increase in staff retention, job satisfaction, and teacher effectiveness, which has in turn led to improved student outcomes. Teachers report feeling more engaged, supported, and invested in their work, which translates into better relationships with students and a more positive school culture overall.

In terms of capacity, we have invested in resources and infrastructure that enable our teachers to do their best work. This includes access to the latest educational technology, classroom resources, and support staff such as instructional assistants, librarians, and technology directors.

Overall, our school's approach to supporting and valuing our teachers is rooted in a deep understanding of the critical role they play in the success of our students. We believe that by investing in their professional development, providing a supportive network, and acknowledging their individual needs and concerns, we can create an environment where teachers feel valued, supported, and empowered to do their best work.

4. School Leadership:

Mc Clave is led by an administrative team consisting of our K-12 Principal and Superintendent. They are both committed to fostering a positive and nurturing learning environment that supports the growth and development of all students. The principal is responsible for overseeing the day-to-day operations of the school, including managing the faculty and staff, ensuring compliance with district and state policies, and working closely with parents and community members to address any concerns or issues that may arise.

In terms of leadership philosophy, the school values collaboration, communication, and continuous improvement. Leaders at all levels are encouraged to work together to identify areas for growth and development, and to implement strategies and programs that support student success. This collaborative approach ensures that everyone has a voice in the decision-making process and that all stakeholders are invested in the success of the school.

The school's organizational structure is designed to support this collaborative approach. Teachers,

administrators, and support staff work together to create a positive and supportive learning environment that meets the needs of all students. Instructional assistants and technology specialists are available to provide additional support and resources to teachers, while librarians help to promote literacy and a love of reading among students.

The principal and superintendent both play a critical role in ensuring that policies, programs, relationships, and resources focus on student achievement. This includes setting clear academic goals and objectives, aligning curriculum and instruction with state standards and best practices, and providing targeted support to students who are struggling academically or socially. The principal also works closely with teachers and other leaders to monitor student progress and to adjust programming as needed to ensure that all students have access to high-quality education.

Other leaders and stakeholders also play important roles in supporting student achievement. Parents and community members are encouraged to get involved in school activities and to provide feedback on school policies and programs. Teachers are encouraged to engage in ongoing professional development to ensure that they are up to date on the latest teaching strategies and techniques. And students are provided with a range of extracurricular activities and support programs to help them succeed academically and socially.

Overall, the school's leadership philosophy and structure are designed to support collaboration, communication, and continuous improvement. The principal plays a critical role in ensuring that policies, programs, relationships, and resources focus on student achievement, while other leaders and stakeholders also play important roles in supporting student success. By working together, the school creates a positive and supportive learning environment that ensures that all students have access to high-quality education.

5. Culturally Responsive Teaching and Learning:

At our school, we recognize and celebrate the diversity of our students, families, and staff. We believe that every student has unique needs and learning styles, and it is our responsibility to create a safe and inclusive environment where all students can thrive.

To address the diverse needs of our community, we have implemented several initiatives and programs that have been listed and include our family engagement nights among many other events.. Firstly, we have a dedicated counselor who provides individualized support to students who may be experiencing any difficulties. This team helps to identify any barriers to learning and works with teachers to develop strategies to support students' needs. Additionally, we offer after-school tutoring programs and academic support sessions to ensure that every student receives the help they need to succeed.

We also have an active Accountability Committee and Booster Club that are involved in school activities and provides feedback on school policies and programs. This allows us to maintain open lines of communication and ensure that our policies and programs are sensitive to the cultural and language needs of our diverse families.

In terms of promoting equality, cultural awareness, and respect in the classroom and school, we have created a curriculum that is inclusive of all cultures and perspectives. Our teachers are trained to deliver culturally responsive teaching practices that embrace the diversity of our student body. Furthermore, we organize cultural events and celebrations throughout the year to promote cross-cultural understanding and appreciation.

The Mc Clave School District is committed to ensuring that our school is a safe, inclusive, and supportive environment for all students, families, and staff. By embracing diversity and creating meaningful partnerships between home and school, we are able to provide the necessary supports to meet the diverse needs of our community.

PART VI - STRATEGY FOR EXCELLENCE

Certainly, school culture plays a vital role in the success of any educational institution. A positive school culture fosters an environment that is conducive to learning, growth, and development for both students and staff. When schools have a strong sense of community, shared values, and a clear vision for their future, they are better equipped to provide high-quality education and support to their students. This is most definitely the case at Mc Clave.

One important aspect of our school culture is the implementation of our CCLC Grant. This grant has provided additional resources and personnel to help students who are struggling academically. By offering targeted tutoring services, schools can assist students in overcoming any challenges they may be facing and ensure that they are able to reach their full potential.

Power Hour, has allowed our school to hire qualified teachers as afterschool tutors who can provide specialized instruction and support to students. These professionals work one-on-one or in small groups with students to address specific academic needs, such as reading comprehension, math skills, or study habits. Additionally, this program helps foster a sense of connection and trust between students and teachers, which can lead to improved academic performance and a more positive school culture overall.

Furthermore, it has allowed our district to implement innovative instructional practices, such as blended learning or project-based learning. This can help engage students in meaningful, hands-on activities that are designed to promote critical thinking, collaboration, and problem-solving skills. Overall, the implementation of the 21st Century Learning Center Grant has been an instrumental factor in the success of our students and our school. A positive school culture, coupled with targeted academic support, helps ensure that all students receive the opportunity to achieve their full potential.