

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Aimee Bell

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

Official School Name Gallimore Elementary School

(As it should appear in the official records)

School Mailing Address 8375 North Sheldon Road

(If address is P.O. Box, also include street address.)

City Canton State MI Zip Code+4 (9 digits total) 48187-0000

County Wayne

Telephone (734) 416-3150

Fax \_\_\_\_\_

Web site/URL <https://www.pccsk12.com/our-schools/elementary-schools/gallimore>

E-mail aimee.bell@pccsk12.com

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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Monica Merritt E-mail monica.merritt@pccsk12.com

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Plymouth-Canton Community Schools Tel. (734) 416-2700

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Shawn Wilson

(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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**

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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

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**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):
- 14 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 23 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	0
K	0
1	0
2	0
3	77
4	100
5	142
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	319

\*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
  - 51 % Asian
  - 4 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 44 % 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: 2%

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	6
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2021	336
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Arabic, Bengali Bangla, Chinese Mandarin, German, Gujarati, Hindi, Hungarian, Kannada, Malayalam, Marathi, Nepali, Spanish, Tagalog, Tamil, Telugu, Turkish, Urdu, Vietnamese

English Language Learners (ELL) in the school: 4 %  
13 Total number ELL

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 20

8. Students receiving special education services with an IEP: 2 %  
Total number of students served 7

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>2</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %  
Total number of students served: 4

10. Number of years the principal has been in the position at this school: 8

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
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.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 27:1

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%	99%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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 X No

If yes, select the year in which your school received the award. 2017

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

Our school serves students by providing engaging and appropriately challenging curriculum and instruction. We are committed to facilitating learning opportunities that include collaborating, inquiring, creating, risk-taking, and reflection so that our students thrive both socially and academically.

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

<https://www.pccsk12.com/about-p-ccs/departments/legal-annual-notices/non-discrimination-policy>

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

Gallimore Elementary is a Talented and Gifted magnet school for 3rd through 5th-grade students who reside in the Plymouth-Canton Community Schools (P-CCS) school district. We use the NWEA (Northwest Evaluation Association) reading and math MAP (Measures of Academic Progress) tests as universal screening tools. All P-CCS students in grades K through 8 take these assessments twice a year. Beginning in 2nd grade, this data is reviewed to determine students that have gifted potential. If a student's math and reading NWEA scores meet the qualifying threshold, the student is nominated for the TAG program, and the student's family is notified. Families decide if they would like their child to participate in further testing to qualify for the TAG program. The CogAT (Cognitive Abilities Test) is used to determine which students are invited to join the TAG Program. If a student does not attend a P-CCS school but lives within the P-CCS school's boundaries, they may be a part of this screening process; however, in order to be considered, their parent/guardian would have to nominate them during a nomination window.

## PART III – SCHOOL OVERVIEW

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Gallimore Elementary School is a third through fifth-grade school located in Canton, Michigan, a suburb centrally located between Detroit and Ann Arbor. Our school is home to the district's Talented and Gifted Program. Our students have been identified, through nationally normed achievement and gifted aptitude tests, as students who would benefit from an alternative learning environment. We are committed to facilitating learning opportunities that include collaborating, inquiring, creating, risk-taking, reflection, and deep conversations so that our students thrive both socially and academically.

At our school, students are given the opportunity to explore grade level and above grade level standards at a pace that is appropriate for them. Often our students move at a faster pace through the curriculum, and the flexible time that this creates in the classroom is creatively structured so students are able to explore content at a deeper level. Our approach to learning experiences is to help students look at academic content through multiple lenses. We want our students to learn how to ask questions, contribute to conversations, and think critically. We do this by structuring lessons so that there is both depth and complexity. Depth refers to the layers of information within a topic of study, so students are exposed to rules, patterns, trends, language, and big ideas of a topic. Complexity refers to gaining a great understanding of the topic. How has the topic changed over time, what are the varying perspectives about the topic, and how does this topic connect to other disciplines?

Our students have many opportunities to explore things that they are personally passionate about, to make choices about their learning, and to share their voices in the classroom and throughout the school. Each day you might see students filling leadership roles as a natural part of the school community. Students might be leading the morning announcements, creating posters about upcoming events at school, supporting other students during lunch and recess, or working together to generate ways that we can increase our ecological consciousness as a school community. You may also see students working in the hallway or another private area creating projects (board games, experiments, songs, and videos) that match their talents and interests. The products are varied, but the outcomes are similar, students show what they have learned in a creative and often innovative way.

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Gallimore is a 2017 recipient of the National Blue Ribbon School award. This award provided recognition for our school community as well as the entire Plymouth-Canton Community School District as the students at Gallimore represent each of our 13 elementary schools. The award is the reflection of the hard work of the Gallimore team, but also of the dedication and advocacy of the kindergarten, first, and second-grade teachers that worked with our students. Receiving this reward has been powerful for our school as it has reinforced that a magnet school like ours is able to provide a learning community where all students learn and thrive.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Our English Language Arts (ELA) Units of Study are based on grade-level Michigan ELA Standards. We use a Reading Workshop framework to support our learners in a variety of ways. The workshop model includes a whole group mini-lesson, an opportunity for independent reading and application of reading strategies, small group instruction, and one on one conferencing with the teacher or a peer. Independent reading and small group instruction opportunities allow students to grow as readers because the teacher is able to differentiate assignments based on student needs. Instruction in reading focuses on discussion and creates a forum where students can engage in discourse that promotes higher-level thinking and reflection. One of our school improvement goals is to support students by creating meaningful opportunities to talk about the text with partners. We create opportunities for students to use accountable talk to extend the conversation with their peers about what they are reading.

We use the Benchmark Assessment Systems (BAS) to determine a student's independent and instructional reading levels. Teachers use this data along with classroom observations, and NWEA (Northwest Evaluation Association) Reading data, to make informed decisions that connect assessment to instruction.

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

Our Mathematics curriculum is aligned with the Michigan Curriculum Framework standards and benchmarks as well as the National Council of Teachers of Mathematics standards. Students have many opportunities to be engaged in mathematics that reflect real-world applications. The math resource that we use embodies the eight Mathematical practices: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, and look for and make use of structure. Math learning experiences give students the opportunity to explore mathematics through visual learning, collaboration, active listening, and engagement during number talks, whole-group instruction, and small-group discussions. Students meaningfully connect with the learning through the use of choice boards, projects that allow them to dive deeper into a topic, and differentiated learning activities. Online tools such as IXL and Khan Academy are used for further differentiation. We believe that it's important that our students are able to do more than just perform computation and complete math assignments and strive for them to understand the relevance of this learning in the real world.

As a school, we use curriculum compacting and curriculum telescoping to meet the needs of our mathematicians. Teachers often pre-assess students before a unit begins to determine what skills in the unit have already been mastered by students and what skills need to be taught and explored further. This data are used to inform classroom instruction and support decisions to provide our learners with the instruction they need to grow. Our school has worked closely with our P-CCS (Plymouth-Canton Community School) curriculum team to develop a structure that enables our students to accelerate through more than a year's worth of curriculum. In one year, our 3rd graders study a combination of 3rd and 4th-grade standards. Our 4th graders study a combination of 4th and 5th grade standards and our 5th graders study 6th grade standards. Formative assessment tools like classroom observations during whole and small group instruction, daily work, and exit slips are used to support decisions about what students need next as mathematicians. Summative assessments like end-of-unit assessments, district-wide benchmark assessments, NWEA Mathematics (Northwest Evaluation Association), and M-STEP (Michigan Student Test of Educational Progress) are used to review schoolwide progress as well as areas of strength and opportunity within grade levels.

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

Our science curriculum follows district-created Units of Study that are based on grade-level Michigan Science Standards and Next Generation Science Standards. All the units begin with an opening phenomenon and driving questions that are revisited throughout the unit. Students engage in science and engineering practices to explore the phenomenon, gather data, answer questions, and build an understanding of the concepts. Students use science notebooks to record their thinking and whole-class learning is displayed on shared charts. During most units, students read various nonfiction texts at their reading levels to gather information. The focus of each unit is on doing science and applying knowledge, not just learning information. The units have a general structure and sequence, but the exact lessons may vary based on what students notice, wonder, and want to explore about the concept. For example, as one classroom was learning about Earth Systems, the Earth and its layers, they explored erosion by creating their own beachfront erosion models. This extension opportunity allows us to follow the grade level standards but differentiate the product to meet the interests and the needs of our advanced learners.

Many formative assessments are used throughout the units to determine what to review or teach next. We use summative assessments at the end of units and our students take the science M-STEP (Michigan Student Test of Educational Progress ) in the spring of 5th grade.

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

Our social studies curriculum follows district-created Units of Study based on grade-level Michigan Standards for Social Studies. In grades 3 through 5, students learn about Michigan history and then American history while exploring government, civil rights, and civic responsibilities. Students frequently create projects, often from a choice board or menu of options, as they learn about these topics. These projects allow our learners to further explore areas of interest. For example, this year as students were learning about the 5 Themes of Geography the students created Pure Michigan videos similar to the advertisements that many Michiganders are familiar with. The students had the opportunity to learn more about an animal, body of water, or another landform that is unique to Michigan. They then created videos inviting people to explore these areas of Michigan. We find that offering choices and creating projects helps students make personal connections to the topics and helps them explore more deeply. This allows us to differentiate the grade-level curriculum for our advanced learners.

Many formative assessments are used throughout the units to determine what to review or teach next. We use summative assessments at the end of units. Students take the social studies M-STEP (Michigan Student Test of Educational Progress) in the spring of 5th grade.

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

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

### **2. Other Curriculum Areas:**

#### **2a. Arts (visual and/or performing)**

The music curriculum at Gallimore encompasses essential skills such as singing, instrument technique, reading and writing music notation, analysis, working with others, and critical thinking. Additionally, our teacher intentionally helps students to make a connection between music and all areas of our school's curriculum. The five social and emotional competencies are explored throughout music class as students work together to create music and also build meaning. Students learn that music is everywhere. For example, it is found in social studies (the study of musicology), ELA (comparing the language of music to the spoken word/poetry as lyrics), science (the science of sound), math (measuring beats and rhythms), and

even in public speaking (performance skills). Our Gallimore musicians compose, perform, play a variety of instruments, and work together to bring beauty into this world through music.

## **2b. Physical education/health/nutrition**

Our physical education curriculum gives students the opportunity to strengthen their large motor muscles through organized skills development. Foundational skills taught are skipping, running, balance, flexibility, throwing, and kicking a ball. Students learn and apply the five social and emotional learning competencies through teamwork, cooperation, and self-reflection as they play a variety of games and activities. The teacher will often start the day with an opportunity for students to share something about themselves. This helps students to see the teacher as another supportive adult in the school. The teacher also gives students an opportunity, at the end of class, to debrief and reflect on how they engaged during group activities. The physical education teacher also is an integral part of the school community as he teaches school rules for recess games such as Ga-Ga Ball and four square so that students have a common understanding of how to play together. This has been extremely helpful in setting students up for success at the start of the school year and in creating a school environment where we have shared expectations.

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

## **2d. Technology/library/media**

Our media class focuses on information and digital literacy. Lessons focus on developing library and research skills. Each class period the teacher gives students time to work on structured projects that integrate the use of these skills. Students might be researching an author, learning more about a culture that is different than their own, or learning more about coding and digital topics. Additionally, lessons focus on digital literacy.

Each of the structured projects introduces students to a tool that students can use to create, gather information, or design a presentation. The curriculum not only exposes students to a variety of digital tools but also teaches students about how to be responsible digital citizens. Furthermore, as a part of our media classes, students learn to code robots and explore STEAM by interacting with an assortment of materials. Our media specialist creates a learning environment that encourages a lifelong love of reading by exposing children to a wide variety of books. Students engage in relevant and respectful conversations, making meaning from what they hear by questioning, reflecting, responding, and evaluating pieces of literature. The library is a welcoming environment in which students are respected and their growth as readers and learners is supported.

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

Our school has a new class offered to all students in grades K through 5 called Innovation. Innovation is a class that creates a unique experience for students by integrating lessons on social and emotional learning, growth mindset, and perseverance with hands-on activities that require students to work through the engineering design process. The class focuses on three main concepts: Who I Am as a Learner, Collaborating with Others, and Design Thinking Challenges. Recently, all grade levels participated in a themed Cardboard Challenge project. Third-grade students were encouraged to create sports equipment made out of cardboard and 4th graders created buildings in our community. The student creations were displayed in the hallway for all students and staff to view. Fifth graders created cardboard arcade games. Students from all classrooms were invited to the Innovation Room to play the games that students designed.

## **3. Academic Supports**

### **3a. Students performing below grade level:**

### **3b. Students performing above grade level:**

The majority of the students in the Talented and Gifted Program are performing above grade level; therefore, they are often given opportunities for extension and exploration in core content areas. Curriculum compacting allows us to move faster through grade-level standards so that students have the opportunity to explore additional topics related to the curriculum that are of interest to them. Curriculum compacting often happens in the areas of English Language Arts, Social Studies, and Science. We also use curriculum telescoping as a way to provide above-grade-level instruction in mathematics. Our staff worked closely with our Curriculum and Instruction team to design an accelerated learning experience for students in mathematics that did not create learning gaps for our students while allowing them to study the standards of two grade levels during one school year. Finally, our students are given the daily opportunity to collaborate with their peers. The design of our magnet program puts students together with other high-performing students, giving them a unique opportunity to challenge one another and build new meaning together.

### **3c. Students with disabilities:**

Our school provides students with disabilities with the support that has been identified through an Individualized Education Plan (IEP), a 504 plan, or a building-level plan. Plans often focus on academic or behavioral needs, and the specific services and supports provided are determined based on a review of student data. In some cases, a resource room teacher may provide direct instruction in academic or behavioral areas. This might include small group instruction, one on one instruction, or support in the classroom during a whole group lesson or independent work time. Students may also be supported through classroom accommodations or additional staff members in the school (social worker, psychologist, behavior specialist, etc.). Our support team works collaboratively to ensure that our students with disabilities are provided with what they need to be successful.

### **3d. English Language Learners:**

English Language Learners are supported primarily during writing workshop because this is the area of greatest need for our English Language Learners. Depending on the needs of the students in the classroom, the EL teacher provides small group instruction or co-teaches lessons with the classroom teacher. Often times these lessons expand a previous lesson, but give students an opportunity to explore the skill or content in a different way. For instance, students may be learning how to edit and proofread an essay and the EL teacher will give them visual support tools that help them to notice grammatical mistakes or remember how to use tricky words like their, there, and they're. In addition to hiring an EL teacher who supports English Language Learners we have also invested in providing staff members with professional learning opportunities focused on the Sheltered Instruction Observation Protocol (SIOP) Model. This is a research-based and validated instructional model that has proven effective in addressing the academic needs of English Language Learners throughout the United States.

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

Our school provides a variety of support to students so that they can realize their fullest potential. With gifted learners, it is essential that their social and emotional needs are met as well as their academic needs. In addition to using the district-wide SEL (Social Emotional Learning) resource to support learning and exploration of the five social and emotional learning competencies, we also focus on growth mindset, grit, perseverance, goal setting, and reflection. We teach these concepts directly and we embed them throughout our school and classroom communities. Students see these messages in their classrooms, discuss them during class meetings, and hear them reinforced during school-wide morning announcements. Our school uses classroom observations and data from a district-wide social and emotional learning survey to create small group learning opportunities as well as individual coaching sessions. These experiences are led by our behavior specialist. She selects session topics based on student needs. Some topics often covered are emotion management, perfectionism, executive functioning skills, and managing anxiety.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

At Gallimore, our entire staff works to create a positive atmosphere for students. We strive to make our school a place where students are engaged and motivated in their academics as well as their social and emotional growth. Social-emotional learning is directly taught in each classroom each day. Students study topics such as self-awareness, social awareness, self-management, relationship skills, and responsible decision-making during classroom morning meetings. Teachers use authentic, real-life, scenarios to reinforce these concepts and help students understand how to apply these skills throughout their daily lives. We work to create a comfortable learning environment in which all students feel supported and seen. To achieve this goal, we provide many flexible-seating choices for students and a variety of learning opportunities. Students can often choose to work in a small group, with a partner, or on their own during an assignment. We give students many opportunities to make choices and share their learning in ways that build on their strengths and support their needs. You will see this in the way that students present the information they have learned, the topics they are exploring, the ways that their work is displayed in the classroom, and the many ways that students are invited to bring their voices and themselves into the classroom and into each assignment. Some examples of this in the classroom are the way that students presented what they have learned about a science topic. Student-created posters, videos, podcasts, poems, essays, and 3-D models may all be the result of studying the same content, but students have choices to freely express themselves. Examples of student voice and choice outside of the classroom are student-initiated lunch and recess clubs such as Creativity Club, which gives students time to code and create, and Green Warriors, which focuses on taking environmentally-friendly actions.

Gallimore also has a student-led morning announcement group that produces video announcements for the school. Our student leadership committee, with student representatives from each classroom, plans and promotes school-wide initiatives such as spirit days, collections for charities, and school-wide projects. Ultimately at Gallimore, we believe that if every student feels free to express themselves and be who they are, we will have a positive learning environment that supports academic, social, and emotional growth for all. When students feel valued, seen, and safe, they can achieve their greatest potential.

### **2. Engaging Families and Community:**

Being a magnet school, students come to Gallimore from all of our district's elementary schools and many of the charter schools in the community. Our students might attend our school for up to three years, but some students are here for as little as one year. This means that we have to make intentional efforts to create a strong school community. We do this by publishing a school newsletter each week. The newsletter includes ways families can support students, shares images of what is happening at our school, and gives families the information they need so that they can know what is happening in our school and the P-CCS Community. We find that including visuals, and clearly organized information helps our families to feel connected and informed.

Our PFO (Parent Faculty Organization) also supports our efforts to create a school community that is connected and informed. They have created a PFO website and online directory that helps families connect with one another outside of school. Also, in their quest to bring families together, our PFO runs many family-oriented school events. Each summer, our PFO coordinates informal playground meet-ups where students and families can meet each other as soon as they join the program. As the school year gets closer, they coordinate grade-level-specific playground meet-ups so that students can start to get to know the names and faces of the students in their grade level. Our PFO also organizes a back-to-school bonfire that brings families together during the first few weeks of school. Other events such as Family Game Night, Maker Night, and our Fun Fair bring families together so that they can continue to get to know each other and connect.

In addition to the many efforts made by our PFO, our school staff takes the lead in bringing community partnership opportunities to our school to benefit our students. A Gallimore staff member leads a school-

based robotics club for 4th and 5th graders so students can get to know and work with peers from different classrooms and grade levels. Parent volunteers, many of whom have STEM careers, help to coach these teams. Another staff member organizes a school-wide STEAM Fair Open House that gives students and families the opportunity to collaborate on STEAM-focused projects. Over 100 students participate in this fair and hundreds of families visit the Open House to celebrate the work of our students. Another teacher works with our YMCA to host after-school Girls on the Run program for our students. This program allows our students to prepare for and participate in a 5K while learning core lessons about growing up and developing a strong character. Additionally, we have another staff member who partners with a local credit union to provide our 4th graders with the opportunity to run a credit union for their peers. At Gallimore, we make intentional choices to support local charities in their efforts to provide for the people who live in our community. This year, we ran a schoolwide sock collection with Detroit Socks, a local organization that provides socks to those in need. We also partnered with a local Girl Scout to collect new and gently used books for a school in an area in need, and we partnered with a group that collects toiletries for communities in need.

### **3. Creating Professional Culture:**

Just as we value students' voices, our school culture encourages and values each staff member's voice in all conversations. When staff members bring an idea forward, it is heard and considered by staff and the school administration. Often when ideas are shared during a staff meeting, other ideas are generated or solutions are uncovered during the conversation. Our school culture focuses on collaboration. We work together on many initiatives and use an approach in which we create shared expectations that we all agree to support. Staff members are frequently asked for input before decisions are put into practice so there is a clear understanding of the why behind the idea. This also gives all stakeholders a voice in the development. After new ideas are implemented, we plan time to debrief about what is working and what the staff needs to continue to grow in their implementation or execution of the agreed-upon plan. For example, we recently reviewed our school improvement plan and noted that we had too many initiatives in place. Staff shared that it was difficult to implement the strategies with fidelity. With this in mind, we looked at our core values and streamlined our goals so that our strategies were integrated and we could feel successful in our implementation. The results we have noticed this year are more consistent conversations about our school goals, deepening conversation, and supporting the social and emotional needs of our students. Our staff meeting topics this year have been streamlined to focus on our goal areas. This has allowed us to share more resources with one another and have more conversations about successes and challenges.

Professional development opportunities are a part of our staff meetings. This might be in the form of an interactive presentation, an article read, or a cross-grade level discussion. Each month, staff have two or more opportunities to meet as grade-level teams to collaborate on topics that impact their students. Staff members might review recent assessment data, share resources that help to support student growth or plan for future lessons. Professional development opportunities are also embedded in the school culture. Our building-level instructional coach shares professional articles, infographics, and learning videos with staff each week in our staff newsletter. Our coach is also a valuable resource as she supports individuals and teams in a variety of ways. This year she has supported Professional Learning Community (PLC) conversations, data discussions, gathering resources, and individual classroom instruction. In addition to supporting staff through sharing resources, our instructional coach supports staff by leading professional development experiences during staff meetings and dedicated learning days. Our school district provides staff with several professional learning days throughout the school year where teachers can choose virtual learning topics based on their individual needs and interests. Teachers feel valued and supported with this form of professional development because it allows them to choose the professional development that is right for them and it gives them resources they can use in their classroom right away.

### **4. School Leadership:**

Since the school came together in 2015, the school leadership has led with the idea that all students can succeed and that it is our responsibility as a school community to help them do so. In some cases, student success means finding ways for students to lead and take initiative in their own school community. In other situations, it is finding ways to provide small group and one-on-one coaching for students who need support

with executive functioning, perfectionism, or emotion management. At Gallimore, we work to find a way to provide students with whatever supports and resources they need to achieve their fullest potential.

This vision applies not only to our student body but extends to all of our faculty and stakeholders. The principal leads in a way that is solutions-minded and supportive of the needs of all individuals in our community. For example, if a new curriculum is implemented, the principal frequently asks staff what is working, what they need more or less of, and how support can be provided. The principal typically does not say no to an idea but rather asks, "How can I help?" or asks the person to share more so that the idea can be better understood. This leadership style allows all stakeholders to feel they are valued and that their input is essential to the growth and success of the school community.

Because our school staff is smaller in size, all our teachers lead in a variety of ways. Shared leadership is a key component of our school's success. Teachers lead each day by organizing information for their team, coordinating a field trip, or adding to/sharing resources for an upcoming unit. For example, this year we made adjustments to recess procedures to better support our youngest students. The classroom teachers proposed changes based on the experiences that their students consistently have on the playground, especially at the start of the school year. To help these learners, we phased in some of the playground games, created grade-level-specific days for playing certain games, and even provided a designated area for students in our lowest grade level. These shifts were small, but they are an example of teachers leading and advocating for what is best for students. During the COVID-19 Pandemic, our Learning Design Team was instrumental in communicating about changes and brainstorming ways we can support students and staff. Since things were sometimes unpredictable, this team was flexible with their time and worked collaboratively with building and district level leadership to make decisions that would keep students safe and classroom learning environments comfortable and productive.

In addition to teachers sharing leadership in the school, we have key staff members such as our behavior specialist, school secretary, and paraprofessionals who lead in many ways throughout the school day. Each of these staff members has a different perspective of the school and so their ideas and input are essential. Frequently, these staff members lead by suggesting improvements needed to systems within the school or by stepping in when a situation needs additional support.

## **5. Culturally Responsive Teaching and Learning:**

Our school community is very diverse and it is essential that our students are able to celebrate who they are each day. To support this goal, we start at the beginning of the school year by building an awareness of our individual identities and sharing parts of these with others during class meetings and activities. In many classrooms, teachers invite students to bring family pictures to display throughout the classroom. Teachers also focus on learning how to properly say the names of students, and we have created a school culture in which we encourage students to expect that their names will be pronounced correctly. We began this school year with a school-wide activity that invited students to embrace what makes them unique. The principal read the book, *Just Ask* by Sonya Sotomayor, to all students. While our students all have been identified as gifted, they are not the same. They have different cultural backgrounds, different strengths, and different things that are valuable to them. The book shares that we all have things that make us unique and similar just like the flowers in a garden. Students created a flower by tracing their hands, and we created a school-wide garden that represents all students and their similarities and uniqueness.

This year, our school goals in the area of diversity, equity, and inclusion focused on helping students feel seen, supporting families, and helping our students learn more about their peers and other cultures around the world. To help students feel seen, we developed a recognition program that celebrates the many positive things that students do to contribute to our school community. We also implemented a system called "Teacher +1." This system paired teachers with individual students outside of their classroom so that the students have an ally outside of their classroom. Finally, to grow our understanding of our community members, we utilized our student-led announcement team to share new learning and information with our student body each week. The student-led announcement team recognizes and explains a variety of holidays, heritage months, and awareness months throughout the year. For example, this year students created presentations about Holi, Ramadan, Lunar New Year, diabetes, Down Syndrome, autism, Black History

Month, Arab-American Month, etc., with the goal of helping their classmates learn more about these things.

In addition to creating a school environment where we all know and honor one another, we also focus a great deal on social-emotional learning. We do this because we have seen that our students respond positively to consistent and deep instruction around the five Social and Emotional Learning (SEL) Competencies. We support our families in their understanding of social-emotional learning by sharing and highlighting resources each month in our school newsletter. We have also developed a parent resource library that is reflective of the needs of our school community. The resource library includes many books focused on SEL topics, perfectionism, anxiety, organization, and gifted children. Families can check these books out for home use by completing a Google Form. To encourage the use of this resource, we feature these books and possible home connections in our newsletter as well.

In both classroom libraries and the school media center, we work to build collections that represent the diversity in both our school and the world. We highlight many of our diverse books in a display case that supports the messaging in the morning announcements that month. For instance, when it was Women's History Month, the display case was full of books written by female authors. Our school media specialist regularly gives book talks to each class. These book talks help students to learn about the diverse authors and books in our school collection and help them to get excited about what they might read next.



## **PART VI - STRATEGY FOR EXCELLENCE**

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At Gallimore Elementary School, our entire staff believes that all students have gifts and talents and that our primary work is to help them to embrace their unique gifts, talents, challenges, and personalities. Our commitment to working alongside students and families to help students realize their fullest potential is unwavering. Our strength is our collaborative, student-centered approach to supporting students as they become the best versions of themselves that they can be. When students are struggling in an academic or social-emotional area, we have many steps that we take to support them through our MTSS (Multi-tiered System of Support) process. When a teacher notices that a student is struggling, we have a small-group meeting with the teacher, principal, and the school's behavior specialist. We learn more about what is happening for the student, and we collectively decide what is needed next. Often this can be an observation by another adult, data collection by the teacher, or a specific intervention. When a course of action is determined, our small team monitors student progress and meets again in about six weeks, sooner if needed, to discuss student progress. If there is very little progress, we set a meeting to discuss the student with our larger support team: school social worker, psychologist, resource room teacher, principal, behavior specialist, and classroom teacher. During this meeting, we review what interventions have been tried, the data that have been gathered, what progress has been made, and what is still a concern or a struggle for a student. This process continues until we find supports that help the student experience more success. We are always focused on learning more about our students and how we can support them. In many instances, this involves staff reading new books, reaching out to staff members in other buildings, and asking people who are experts in the field for additional ideas and information. Our school's mission is truly reflective of why we are successful: "At Gallimore, we work together every day to achieve our greatest potential."