



A Culture Of Universal Achievement



Our one goal is that every student will be proficient or advanced in ELA and Math, no excuses! We can do this with the belief that “All of our kids, are all of our kids.”

- We believe in doing what is best for kids comes first.
- We believe that each child is capable of meeting academic standards in ELA and Math.
- We believe in high standards and expectations for students in both academics and behavior.
- We believe in and are committed to providing high quality differentiated instructional practices to target ELA and Math skills.
- We believe in the use of data to guide decisions.
- We believe it is our duty to provide a culturally responsive, safe and caring environment for students, staff and our community.
- We believe in the value of relationships and showing empathy, support, and respect for others.

This Culture of Universal Achievement defines who we are and what we stand for.



What do we believe?	Why is it important?	How do we “do” it?
<ul style="list-style-type: none"> ● We believe in doing what is best for kids comes first. ● We believe that each child is capable of meeting academic standards in ELA and Math. ● We believe in high standards and expectations for students in both academics and behavior. ● We believe in and are committed to providing, high quality differentiated instructional practices to target ELA and Math skills. ● We believe in the use of data to guide decisions. ● We believe it is our duty to provide a culturally responsive, safe and caring environment for students, staff and our community. ● We believe in the value of relationships and showing empathy, support, and respect for others. 	<ul style="list-style-type: none"> ● Doing what’s best for students will yield the most learning. We are here for the students. ● You must believe in the potential of each student for all students to succeed. ● Students will meet the standards you set. If you want results you have to set high standards. ● The data points out the weaknesses and strengths. It gives us the understanding of where to go with our instruction. Data eliminates bias. ● Students need an environment safe to take risks and grow as a learner. They also need trusted adults they can talk to. ● The greater the students’ needs, the more important our work becomes. ● Each and every student counts. With students of poverty, every second counts. ● Caring about students personally is the motivational foundation for student performance and success. ● Our students need the skills to ensure a future with higher wage careers. ● The success of our students and their future leads to a more successful society. 	<ul style="list-style-type: none"> ● Data drives our decision making and targeted instruction daily. ● We meet students at their level. Challenge those that are ready and reinforce those that need extra support. ● We put student needs first with everything the adults do. ● We set high standards for students and adults with a growth mindset. ● We provide a safe learning and teaching environment. ● We foster safe and trusting relationships for students putting their needs above the adults. ● We set high expectations and hold students and staff accountable for those expectations. ● We use differentiation and repetition to build fluency. ● We use CHAMPS, Capturing Kids Hearts, social contracts and student check-in’s to keep our behavior standards and level of support high. ● We focus on tightly aligned practices among teams and vertically aligned instruction across grade levels ● We have regular data meetings and regroup students often within differentiated groups. ● We believe that all of our kids are all of our kids. We will treat students equitably. ● We start talking to students about going to college in kindergarten or before on a regular basis so that attending college is expected.



Our Commitment: The Gildo Rey Way



Since the early 2000's, the staff at Gildo Rey Elementary School began to make measurable changes in the way we conducted our work. We focus on intentional collaboration, problem solving and doing what it takes for every student. We are committed to the idea that "All of our kids, are all of our kids." We believe it is our paramount duty to ensure our students have success in their future. At Gildo Rey, we value the uniqueness of each child and we hold the strong belief and expectation that with the appropriate support and instruction, each child can achieve a year or more growth every year. **Our one goal is that every student will be proficient or advanced in ELA and Math, no excuses.**

As a school community, doing what is best for kids comes first! We believe that the best way to fulfill our commitment is to create a Culture of Universal Achievement and develop Exceptional Systems that are strategically aligned to our school improvement plan. Much more than words, charts, and pictures, this document describes in detail how we will go about implementing this culture and creating these exceptional systems. We believe in our consistent adherence to these agreed upon practices (establishing classroom and school wide routines that foster a positive school culture) and this document acts as a guide that continuously helps us to keep moving in the same direction. This work is continuously reviewed and updated each year.

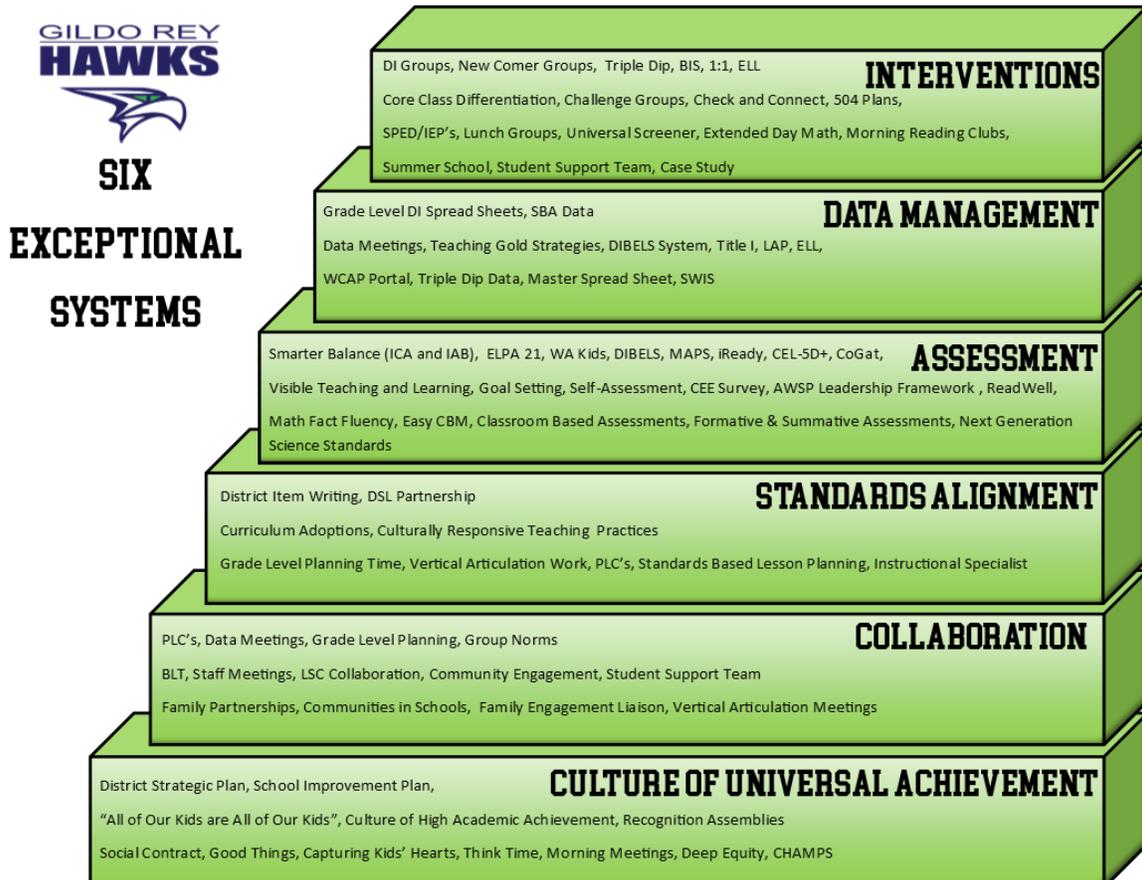


Exceptional Systems

In order to promote systematic results as a school, our work is based on a concept of exceptional systems. Exceptional systems are:

1. Unique solutions to important challenges.
2. Created through formal and highly collaborative process.
3. Developed with substantial consensus around results.
4. Documented and reviewed annually.

While there are many exceptional systems in place at our school, the bulk of our work is focused around six core exceptional systems. These systems are culture of universal achievement, collaboration, standards alignment, a formal assessment plan, data analysis, and finally a system of interventions. The exceptional system staircase below defines the need for every system to build upon each other. This progression guides each step as we seek to achieve our one goal as a school.





Culture of Universal Achievement

School Improvement Plan	We believe in the intentional development and implementation of our school improvement plan.
2019-2020 SIP on a Page	Planning calendar; SIP on a page; critical timelines
School Code of Conduct	
Staff Social Contract	
Think Time Forms	For the 2019.2020 school year, teams will continue to use the forms established by grade level teams. During this year, the culture team will review forms and create a proposal for a universal "Think Time" form for Gildo Rey
Classroom Management	We believe in our consistent adherence to agreed upon practices, establishing classroom and school wide routines fostering a positive school culture.
CHAMPS	Classroom Videos Individual PPT presentations are linked in the first 25 days of school document.
Capturing Kids Hearts	If you have a child's heart, you have their mind. - Flip Flippen
Intervention Model	Academic and Behavior
Morning Meetings	Building a Community of Learners The First 25 Days of School