

**U.S. Department of Education**  
**2016 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 [ ] Magnet [X] Choice

Name of Principal Mrs. Sue Burkitt Clark

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

Official School Name Glendale Elementary School

(As it should appear in the official records)

School Mailing Address 800 Thompson Avenue

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

City Nashville State TN Zip Code+4 (9 digits total) 37204-4239

County Davidson County

Telephone (615) 279-7970 Fax \_\_\_\_\_

Web site/URL  
http://glendalees.mnps.org/pages/GlendaleES E-mail sue.clark@mnps.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

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

Name of Superintendent\*Mr. Chris Henson E-mail chris.henson@mnps.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Metro Nashville Public Schools Tel. (615) 259-4636

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. Sharon Gentry  
(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, write N/A in the space.*

## 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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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. 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.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 83 Elementary schools (includes K-8)
  - 49 Middle/Junior high schools
  - 12 High schools
  - 1 K-12 schools
- 145 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	11	11	22
<b>K</b>	43	49	92
<b>1</b>	42	46	88
<b>2</b>	51	32	83
<b>3</b>	42	31	73
<b>4</b>	28	41	69
<b>5</b>	0	0	0
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	217	210	427

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 6 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 86 % 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 2014 – 2015 school year: 0%

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, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2014	427
(5) Total transferred students in row (3) divided by total students in row (4)	0.005
(6) Amount in row (5) multiplied by 100	0

6. English Language Learners (ELL) in the school: 0 %  
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Arabic, Amharic, Spanish

7. Students eligible for free/reduced-priced meals: 11 %  
Total number students who qualify: 47

8. Students receiving special education services: 12 %  
37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 9 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 1 Hearing Impairment
- 0 Mental Retardation
- 1 Multiple Disabilities
- 0 Orthopedic Impairment
- 2 Other Health Impaired
- 0 Specific Learning Disability
- 11 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 2 Visual Impairment Including Blindness
- 15 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 12
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No

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

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

Through an emphasis on Spanish language and culture, students will meet academic standards, celebrate diversity and become productive members of our global society.

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

Students are chosen to attend Glendale Spanish Immersion Elementary through the district-wide lottery. All children who live in Davidson County and are eligible for Kindergarten may apply to this lottery.

## PART III – SUMMARY

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Glendale school was originally built in 1951. The school began as a neighborhood school serving children first through eighth grade. During the 1960's, Glendale became a middle school, serving children in the fifth and sixth grade. The school was closed from 2003 to 2004 for renovation and reopened for the 2004-2005 school year as a Spanish Immersion Elementary School. During this 4 million dollar renovation and the library was doubled and many rooms added including 12 new classrooms, one gym, one music room and one art room. Glendale was opened in the fall of 2004 as a choice elementary school with an emphasis in Spanish. At that point, parents could pick either a Spanish or English track for their child. Beginning in 2008, the English track was eliminated, making the school a full Spanish Immersion school. All math and science is taught completely in Spanish beginning in Kindergarten and continuing through 4th grade. All K-4 classroom teachers are bilingual in Spanish and English, and have spent time in Spanish-speaking countries. In addition, we have two preschool classrooms; one is an inclusion and the other a blended Pre-K room. Students come from all over Nashville, as entry to Glendale is based on a district-wide lottery. Many of the lottery spots go to children who live in the neighborhood or the Geographic Preference Zone (GPZ), but a portion is always held for students who live out of the GPZ.

Glendale has been a high-performing school for a number of years, earning reward status 5 years in a row. Our teachers plan weekly and spend time in the summer writing units and fine tuning the scope and sequence. We focus on multiple data sources as we track our students' progress, and use this information to inform our instruction. In addition to delivering math and science instruction in Spanish, we also focus on the culture of Spanish speaking countries. This happens across the disciplines as interdisciplinary units on various countries are taught, Hispanic and Latin American artists studies and traditional songs sung. We have a strong, close-knit community with little turnover among students and staff. Parents are highly engaged and support the teachers and staff throughout the year through their actions and donations. Overall, Glendale is a school that strives for high academic achievement, while still maintaining a focus on the whole child.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

At Glendale, we use the Tennessee State Standards to guide our instruction. These standards have been organized into a scope and sequence for each 9-week grading period that teachers use to guide planning. In addition to these standards, we have goals for children regarding their knowledge of and use of the Spanish language. Even though we deliver all math and science instruction in Spanish, we still follow the same state standards as other schools in our district.

Our general approach to ELA at Glendale Spanish Immersion School is based on the Readers Workshop model. In this model, teachers use whole group and small group instruction coupled with long chunks of independent reading time. This individual reading time is essential to teach our students to become successful and independent readers. During independent reading time, students read from their book boxes. This structure is used beginning in Kindergarten, with children having book boxes early in the school year. These books have been specifically selected for the students (by the child and the teacher) to be appropriately challenging texts that the child is interested in reading. While the period of independent reading time is fairly short in Kindergarten, throughout the year, and over the course of their time at Glendale, this time is increased. Research has shown that children need long periods of sustained silent reading in order to become stronger readers. We make sure these chunks of time are available to students, but also make sure that students are getting specific explicit instruction and are using this time to engage with their texts in ways that support becoming active, engaged readers. For example, in a second grade classroom yesterday, a teacher led the students in a whole class close reading of the book “That Is Not a Good Idea!” by Mo Willems with a focus on describing characters. After engaging in activities about the characters in this book, students were asked to begin reading independently with books from their book boxes. Children were given the task of filling out a graphic organizer about the characters in their book box books. While the children worked independently, the teacher worked with two guided reading groups. With one group, the focus was on using context to understand vocabulary words, and the other group’s focus was on summarizing after reading. At the end of the reader’s workshop time, the class was brought together and children shared information about their independent reading time with a partner. We use a similar approach for our writing instruction, using the Writers Workshop approach. Mini-lessons begin each day, with a focus on a variety of topics such as word choice, conventions, sentence fluency, organization and more. These mini-lessons are followed by guided practice and then independent writing time. Classes are regularly publishing books and hosting author events to celebrate the writing done in the classroom.

We base our mathematics instruction on explicit whole group instruction led by teachers, followed by extensive application and practice with manipulatives in small groups, centers and independent work time. All mathematics instruction is delivered in Spanish, and children are encouraged to speak in Spanish during math time. The majority of our teachers have been trained in Debbie Dillard’s math centers, and use these hands on centers regularly. Teachers work to integrate mathematics instruction in science as applicable, and also strive to focus on offering authentic task-based activities that challenge all of our students. This year, we have focused Professional Development on questioning strategies, specifically asking more open-ended questions during math time. In addition, teachers have worked to incorporate mathematical tasks that are low entry, but have high ceilings so that all children can engage based on their own abilities.

In order to engage and motivate children to learn science, we use hands-on science kits. These kits offer materials and lessons that guide teacher and students through science lessons that allow for inquiry, exploration and learning. For example, our third graders have just finished a unit on rocks and minerals that included a variety of rocks and minerals for students to explore. Children went through a series of guided explorations in which they recorded the properties of the rocks and minerals and created their own understandings. Because our science instruction is delivered in Spanish, much attention is focused on the vocabulary and content specific to each standard. Teachers use hands on materials, videos, repetition, and real life experiences to reinforce the key concepts and the Spanish vocabulary.

In an effort to meet the state standards in Social Studies, while also incorporating the culture of our school, each grade level has created interdisciplinary units that focus on Spanish speaking countries. Our bilingual teachers have all spent time traveling and living in other countries. We have capitalized on this knowledge as the teachers write units on countries they know. While these units incorporate social studies content, they also integrate reading, writing and math standards. For example, in a 1st grade unit on Guatemala, children are exposed to information about the culture of Guatemala through books and videos. Children use graphic organizers to record their learning, and organize this information. In addition, they use Venn diagrams to compare and contrast the our Glendale community with that of Guatemala. Finally, children work together to create a mural of a Chicken Bus, which is native to Guatemala through the creation of artifacts and written text explaining their creations.

At Glendale Spanish Immersion Elementary, we have two preschool classrooms. Each classroom has students with special needs; in the inclusion class, all students have Individual Education Plans (IEPs), and in the blended class, half of the students have IEPs. The preschool follows the Creative Curriculum, which is a comprehensive curriculum that utilizes best practices in developmentally appropriate ways. Much of the work done in the preschool classrooms is determined by the goals of each child's IEP. Before children enter Kindergarten, Early Childhood Outcomes (ECO) are assessed to help measure children's school readiness and progress toward minimizing the achievement gap for students with disabilities.

## 2. Other Curriculum Areas:

All students, K-4, at Glendale Spanish Immersion Elementary participate in related arts for an hour every day. These related arts include Art, Music, P.E. and Technology (2nd through 4h grade).

All K-4 students go to Art class for one hour once a week. Glendale's art program believes in the premise that every child is an artist. It is the teacher's job to provide the tools, instruction and confidence for the child to realize it. In the Art room students make decisions, grow creatively, think critically and learn about the world through art. Art education at Glendale uses artists' work as mentor texts to teach and inspire children. Artists whose work is on display at local museums and gardens are regularly studied, and field trips taken to see the art in person. This fall, the whole school learned about the Spanish artist Jaume Plensa whose work was on display at the Cheekwood Botanical Gardens. Then, there was a special night at Cheekwood for families to picnic and explore Plensa's work. Art and math are regularly integrated into art classes as students write about art, and analyze geometrical aspects of art work.

Music at Glendale meets the National Standards of Music Education through a great variety of activities and performance opportunities. Students are reading the treble clef notes with ease by the time they graduate from the fourth grade. Band and String directors at the middle schools our students attend are delighted with the preparation and readiness of beginning band and string players from Glendale. Many Glendale children participate in extracurricular music program including the Nashville Childrens Choir. In music class, students sing, move, play instruments, create, play singing games, and learn to listen to music for its form and recognition of various instrument timbres. There is also a piano lab available for use. Students at Glendale have the opportunity to perform in some type of grade level program at least once a year. All students are encouraged to participate in Music class to the best of his/her ability. At Glendale we firmly believe that the study of Arts Education helps children to develop as a whole person.

The Physical Education department at Glendale strives to develop appropriate activities that create multiple opportunities for the development of skills, knowledge, health-related fitness and, ultimately, the confidence to enjoy an active, healthy lifestyle. The various skills taught are often reinforced in game situations that encourage teamwork and cooperation. The Physical Education department also plays an active role in Walk to School Day, Jump Rope for Heart, Field Day and training for the Country Music Kids Marathon. In addition, we participate in the Coordinated School Health program that works to educate children about living healthy with regards to eating, exercises and positive life choices.

Second, third, and fourth grade Glendale students visit the computer lab weekly for one hour for a technology class. During their lab visits, students focus on building 21st Century technology skills. Students learn internet skills, digital citizenship, internet safety, as well as Microsoft Office applications. Appropriate

and safe use of the internet for research and knowledge is stressed. The students have opportunities to gain experience in typing and varied software programs which enhance critical thinking and problem solving skills.

In addition to these scheduled related arts classes, our media specialist offers lessons on a regular basis connecting to thematic studies or specific content as requested by each grade level. For example, in February lessons were offered focusing on Abraham Lincoln, supporting a project on various South American countries, and an introducing books that have been nominated for Volunteer State Book awards. On average, all classes go to a library lesson at least once a month, and most classes come two or three times per month.

Another place where learning occurs outside of the regular classroom is the Glendale Garden. Supported by our parents, this green space (complete with raised beds for planting fruits and vegetables, fig trees, a compost pile, a rainwater barrel and an outdoor classroom) is used regularly by our students. Teachers often use this space as a place for writing activities, snack times and read alouds. Also, parents offer lessons on various topics throughout the year including composting, worms, planting seeds, bees and pollination and more. Children are regularly involved in planting, tending for and harvesting in the garden.

### 3. Instructional Methods and Interventions:

Throughout the day, regardless of which types of students teachers are working with, we strive to utilize a variety of instructional techniques. We have found that by utilizing a variety of methods, students interests are met and we can accommodate for different learning styles. For instance, whole group lessons might include teacher modeling and think aloud, explicit instruction, or close reading. Our teachers also work with small groups of students on a daily basis, and have students frequently working with peers in partners or small groups. Using Response to Instruction and Intervention (RTII) as our guide, all students receive two 30 minute blocks of personal learning time every day (for both math and reading). In this time, students who struggle receive research-based interventions delivered in small groups or one-on-one. We also have enrichment activities for students who have mastered the standards being taught in the classroom. Finally, there are students who are digging deeper in the standards, as they work to master that content. For our upper grades (2-4), this means that students switch classes two times a day in order to receive the instruction that best meets their needs. In 3rd grade, for example, one teacher takes the enrichment group, two teachers split the students still mastering the standards, and the last teacher works with a small group of students who need extra help in math. This allows students to receive the specific supports they need while also utilizing our teachers' skill sets. At Glendale Spanish Immersion Elementary School, we have a large population of gifted students. Of our 427 students, 186 qualified for our Gifted and Talented Program, Encore. Because of this, we work to differentiate instruction for all levels, not just students needing extra support. We strive to use a high percentage of open-ended activities, focus discussion and instruction on concepts that transfer across disciplines, provide challenging tasks and complex ideas.

### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Assessment is used regularly to guide instruction to best support our students. Schoolwide we have implemented a Response to Instruction and Intervention (RTII) program to ensure that all students' needs are being met. Three times a year, a diagnostic assessment is administered to all K-4 students in the areas of reading, writing and numeracy. Using these results and along with other student data, teachers and school staff work to place students in groups to receive personalized instruction in both math and reading. Students who score below the 25th percentile nationally are placed in small groups to receive daily interventions using research-based instructional strategies and materials. For the students receiving specific interventions, parents are notified and given progress reports every 6 weeks. Students who do not respond to the intervention are then referred to the Special Education team for possible testing.

As a part of our balanced literacy approach, we assess children's reading levels formally three times a year using the Fountas & Pinnell Benchmark Assessment System. This thorough assessment guides the teacher to consider a child's fluency, accuracy and comprehension when assigning an instructional reading level. These levels are then used to track children's reading progress throughout the year. In addition, teachers use

these instructional reading levels to create guided reading groups. Informal running records are taken throughout the year as needed to modify students' placement in guided reading groups. Children's instructional reading levels are shared with parents at conferences so that parents can best support children's reading efforts at home.

Each nine weeks, report cards are sent home for parents to see the progress of the students. A progress report is also sent home in the middle of each nine week period. Additional information about specific children's progress is communicated through notes, emails, phone calls and conferences. State standardized assessments are administered in the spring each year. Individual results are typically sent home as soon as they are available, which is often the beginning of the following school year. School wide results are published on the state website, and can be accessed through our school website.

Glendale Spanish Immersion School is a high achieving school. In order to maintain this status, and to continue to grow, we strive to maintain the effective practices that have such positive outcomes. For example, in order to maintain an effective readers workshop, the book room is stocked with a variety of books and refreshed yearly with newer titles. In addition, the library is open for checkout throughout the day so that children can check out new books as needed. We work to train new teachers in these effective practices, and continue to grow and learn with professional development opportunities throughout the year.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

At Glendale Spanish Immersion Elementary, we create a positive and engaging environment by building relationships with students and their families, and through the use of positive behavior systems. Using the Responsive Classroom program, we implement practices such as Morning Meeting to offer opportunities to build relationships with and among children and to create safe spaces where concerns can be discussed. In addition, positive behavior systems such as token economies and whole class rewards are utilized to encourage positive behaviors across the school. Logical consequences are used for inappropriate behavior, and behavior charts created as needed to help minimize negative behaviors and increase positive behaviors for individual students. Every week a different character word is focused on during the morning announcements. At the end of the week students who have exhibited this character trait are awarded a certificate. Parents, teachers and students engage in a variety of projects throughout the year to help others. For example, we are one of the top fundraisers in the state for the American Heart Association through the Jump Rope for Heart program, we are always collecting gently used school uniforms to share with students in need, and every 3rd grade student does a project in which their task is to simply "Make a Difference". By working together to help others, students also feel connected to Glendale and our community.

In addition to a focus on building relationships and positive behavior systems, at Glendale we also explore Spanish culture through the interdisciplinary units on Spanish speaking countries such as Argentina, Peru, Ecuador, Guatemala, and Costa Rica. This content builds directly on the fact that we are a Spanish immersion school, and students use the Spanish language for almost half of their school day. By learning about the cultures and communities of other countries, many students are highly engaged and motivated in their learning.

Our teachers feel valued and supported at Glendale. According to data from the TELL (Teaching, Empowering, Leading and Learning) survey administered in the spring of 2015, the teachers reported over 90% satisfaction in all areas including professional development, access to resources and materials, and time to do their job efficiently. Teachers are supported professionally by the administration and the PTO in that there are opportunities to attend state and national conferences on topics including immersion schools, behavior management, and literacy. The PTO sent 5 teachers to a national conference on language immersion schools this fall. The PTO also pays for international speakers to come to Glendale to do trainings on writing, math centers, and immersion. There are also funds set aside for teachers to request specific materials for the classroom. Materials purchased are varied, but have included iPads, curriculum in Spanish, leveled books for the book room, fidget seats for children, and extra notebooks for students to use. There is also a culture of supporting our teachers in other ways throughout the year. Staff meetings regularly include celebration of milestones as well as team building activities that allow staff members to build relationships and positive morale. For example, in January, the staff participated in a marshmallow tower building activity and had a baby shower for a classroom teacher. The teachers are also valued and supported by the parents in various appreciation activities. For example, monthly lunches provided by parents help the teachers feel valued and supported and give them that extra push throughout the year.

### 2. Engaging Families and Community:

At Glendale Spanish Immersion School, we have an extremely low mobility rate. Since most families stay at Glendale for 5 years, this makes for a very settled community and culture. In general, most families feel involved and connected at Glendale. This is extremely important, as families that are connected to their school typically have students who are more engaged and motivated in the classroom. Also, it is helpful to build on these existing relationships when there are problems or concerns from either parents or teachers. Last year, the district asked parents to complete a survey evaluating their children's schools. The feedback Glendale received was extremely positive with regards to the communication from the school and the overall culture of the school. There are many social events that allow families to connect with Glendale and with one another throughout the year including Sneak Peak Popsicle Party, Back to School Picnic, Story Night, Pie Night and Book Fair, and Grandparent Tea. There are also PTO organized events that

many families participate in including a fund-raising party and a live-band karaoke night. All of these opportunities help to create a positive, close knit community among the parents of Glendale students.

Another successful way to involve many families is through volunteering. Parents volunteer in the classrooms, the library and in the school garden on a daily basis. There are also special volunteer days where families work to clean the school grounds and garden or tackle areas around the building that need a little extra attention. Parents also enjoy chaperoning field trips and planning classroom celebrations.

Glendale is located in Nashville, Tennessee where there are many institutes of higher education. We have relationships with many of these organizations and have student teachers, observers and more on a regular basis. Every fall semester, we host a Child Development class that meets in the cafeteria before going to work one on one with some of our lower students. It is important to build on the expertise of these institutions and strive to have relationships with them. Not only do we benefit from this relationship, but we often recruit teachers that have graduated from these institutions.

### 3. Professional Development:

Our professional development is organized by our Instructional Coach, with support from the Principal. Our district has allowed for inservice days at the beginning and end of the year, with a few sprinkled throughout the year. On these days, longer Professional Development (PD) sessions are held. This year we have had sessions on managing difficult behaviors, Spanish Immersion best practices, and Writing Strategies. In addition, every Tuesday during teachers' planning time, team meetings are held. During these meetings, our Instructional Coach often presents mini-PD's geared towards specific grade-level needs. For example, last month she engaged K and 1st teachers in activities focused on planning guided writing lessons, while the 2nd through 4th grade teachers worked on ways to work one on one with children during readers workshop. Also, the PTO funds grade level teams to plan together for one or two days every summer. This gives teachers the opportunity to create the interdisciplinary units based on Spanish speaking countries, and to do more long term planning with the scope and sequence of our standards. By doing this, our teachers have the time and focus to create quality plans and authentic, in-depth assessments.

Overall, the focus of our professional development is to meet the needs of our teachers and students. In order to do this, surveys are completed throughout the year about teachers' interests and needs, and professional development activities are planned with that information in mind. Also, assessment data is analyzed for areas that may be concerning. For example, many teachers have requested more support with the new math textbook adopted by the district, so our Instructional Coach has offered short PDs during team meetings on Tuesday with specific resources from the new math series, as well as facilitated planning sessions using the math series as resource. Other PDs have included a focus on questioning techniques in math, changing closed problems to open problems, and ways to integrate more math talk among children in Spanish. Since learning in Spanish is so important to our school, we focus time and money on Professional Development on Spanish Immersion. Sometimes this takes the form of refresher grammar courses or opportunities for teachers to practice their Spanish with other adults; while other times the focus is on strategies to encourage children to speak in Spanish and finding resources in Spanish to support the math and science standards that we follow.

### 4. School Leadership:

At Glendale Spanish Immersion Elementary, we have a school leadership team led by our Instructional Coach and closely monitored by the Principal. Staff, classroom teachers, parents and community members are also part of this team. The team works together to create a School Improvement Plan, which outlines the strengths and needs at our school. In the School Improvement Plan, goals are set for our school that focus ultimately on student achievement. We monitor our progress on each goal every 9 weeks to make sure that we are on track to meet this goal. Our progress is shared with the whole staff at faculty meetings, and celebrated when goals are met. It is important that all teachers and staff see their part in making this school the best it can be. By working together on the School Improvement Plan, and sharing it with the whole school, everyone can see their part.

Overall our leadership at Glendale focuses on working as a team. We have created professional norms that we strive to adhere to during meetings in order to be the most efficient and effective that we can be. Ultimately, our focus is on creating an environment where students are successful, both academically and in life. We strive to create well-educated global citizens.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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The fact that we are a Spanish Immersion Elementary school is the factor that makes us so successful. We use Spanish as a vehicle for teaching all of the math and science. Classroom teachers are bilingual in Spanish and English, and students are encouraged to engage in Spanish during math and science times. In addition, units of study on Spanish-speaking countries occur throughout the year and across the grades, exposing children to cultures different from ours here in Nashville, Tennessee. Research has shown that learning a second language has a positive impact on both social and academic facets of our students' lives. As children learn a second language, their cognitive ability improves and they become more globally aware and open-minded. At Glendale, we have seen an increase in both ELA and math scores when the school transitioned to all Spanish Immersion. Not only are children learning Spanish as a second language, but they are also being exposed to the culture of various Spanish-speaking countries during throughout their time at Glendale. This focus on other cultures helps to create students who are more globally aware and open-minded to differences. Our mission at Glendale is for our students to meet academic standards, celebrate diversity and become productive members of our society. The fact that we are a Spanish Immersion Elementary allows us to do that and more with our students.