

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

[X] Public or [] Non-public

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

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

Official School Name J Fithian Tatem Elementary School
(As it should appear in the official records)

School Mailing Address 1 Glover Avenue
(If address is P.O. Box, also include street address.)

City Haddonfield State NJ Zip Code+4 (9 digits total) 08033-1203

County Camden County

Telephone (856) 429-0902 Fax (856) 427-2844

Web site/URL <https://tatem.haddonfieldschools.org> E-mail dbeatty@haddonfield.k12.nj.us

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. Charles Klaus E-mail cklaus@haddonfield.k12.nj.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Haddonfield Public Schools Tel. (856) 429-7510

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

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
- 5 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	20
K	58
1	71
2	66
3	71
4	72
5	72
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	430

*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):
- 0.2 % American Indian or Alaska Native
 - 9 % Asian
 - 2 % Black or African American
 - 5 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 80.4 % White
 - 3 % 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: 4%

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	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2021	396
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Chinese, Vietnamese, Korean, Spanish, Russian

English Language Learners (ELL) in the school: 1 %
4 Total number ELL

7. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 10

8. Students receiving special education services with an IEP: 18 %
Total number of students served 77

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>13</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>13</u> Other Health Impaired
<u>12</u> Developmental Delay	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</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: 4 %
Total number of students served: 17

10. Number of years the principal has been in the position at this school: 1

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.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	23
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	22
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

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 23:1

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%	98%	97%	95%	95%
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 ☐ No ☒

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

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

J. Fithian Tatem Elementary School (in concert with the Haddonfield School District) nurtures, inspires, and empowers every learner. In collaboration with our community, we nurture unique abilities and foster a climate conducive to taking risks in pursuit of excellence. We inspire lifelong learners to excel in their endeavors. We empower each other to be inclusive, flexible, and critical thinkers in a global community.

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

<https://boe.haddonfieldschools.org/wp-content/uploads/2022/03/Policy-1550-Equal-Employment-Anti-Discrimination-Practices-M-Reg.pdf>

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

PART III – SCHOOL OVERVIEW

J. Fithian Tatem Elementary School sits near the edge of the historic, small town of Haddonfield, New Jersey, eight miles east of Philadelphia. It is one block from the tree-lined, brick sidewalks of downtown where there are over 200 quaint shops and restaurants and a special monument to the Hadrosaurus Foulkii that was found here; the first nearly complete dinosaur skeleton to be discovered intact anywhere in the world. Situated on a quiet residential street just behind the Colonial sites of Indian King Tavern (where New Jersey completed its transition from colony to state and the legislature adopted the Great Seal in 1777) and Greenfield Hall (the headquarters of the Historical Society of Haddonfield), it is nestled between houses and the natural history tree trail and bird sanctuary of Hopkins Pond and Pennypacker Park. The three-story, all brick home of the Tatem Tigers was proudly named in honor of lifelong Haddonfield resident Joseph Fithian Tatem, attorney, Spanish American War Navy veteran, and dedicated Haddonfield Board of Education member.

Tatem, one of three neighborhood preschool-to-fifth-grade elementary schools in Haddonfield, is proudly celebrating its centennial this year! Here, seventy-seven friendly and outgoing staff members warmly greet the 438 students who walk to school each day and encourage them to show their Tatem Tiger P.R.I.D.E. (persevere, respect, include, dream, and excel). Through an integrated social-emotional learning (SEL) program, the students learn to be their “best selves” while developing their emotional literacy skills using tools of the R.U.L.E.R. program (the five skills of emotional intelligence: recognizing, understanding, labeling, expressing, and regulating), adopted from the Yale Center for Emotional Intelligence. The students start each classroom’s Morning Meeting by identifying where they are on the Mood Meter. This type of self-awareness is later turned outward so that students can understand how their friends feel and learn to show empathy. It helps us sustain a positive climate where all stakeholders in the school feel empowered to be their best and do their best.

Maslow’s hierarchy of needs is fulfilled for our Tatem Tigers through a strong SEL program, and our school focuses next on the higher levels of Bloom’s taxonomy for a rigorous academic focus. Our language arts program is a balanced literacy initiative that encourages the creation of lifelong, independent readers and writers. To accelerate student literacy in reading we focus on foundational skills (i.e., decoding and fluency), close reading of quality, complex texts, and volume of reading on relevant topics to build vocabularies and knowledge. The writing program teaches sentence structure using graphic symbols to represent the sentence parts and how they function so that students learn to construct compound, complex sentences with accuracy and creativity. Our math curriculum enables students to develop conceptual understanding and procedural skills, communicate with peers about mathematics, develop perseverance as they practice mathematics, use teacher and peer feedback to learn from mistakes and use technology to support learning. In social studies, in addition to providing students with the basic elements of geography, history, civics, and economics, and introducing the three branches of the U.S. government, we highlight past civilizations and have our students reflect on how those societies have impacted our modern culture, politics, social norms and institutions. Through the usage of multiple perspectives and associations to the students’ lives, our teachers help students connect to the world around them while using inquiry-based projects and primary sources as they develop critical-thinking skills. Our investigation-based science program is built around firsthand exploration of phenomena. It integrates active investigation and multisensory learning so that students develop curiosity about the world around them. Our school garden program is a PTA-sponsored addition to the STEM program that is connected to our literacy initiatives.

Our teachers and students have lots of support to aid them in fostering the growth of the whole child. There are numerous educational assistants, as well as a full-time counselor, nurse, language arts specialist and science lab teacher. We also have intervention specialists and a Gifted-and-Talented teacher who collaborate with teachers and provide instructional support and enrichment to students in math and language arts. Our inclusive classrooms have special education teachers who co-teach with the general education teacher. Our Child Study Team is supplemented with an Intervention and Referral Services problem-solving team for Tier II support. Additionally, our students receive immersive Spanish, choral music, art, library science, physical education, and health during each six-day cycle. All students in grades 2 to 5 have a 1:1 device, and PreK to first-graders have shared access to Chromebooks as well as iPads. Digital learning is

fostered through the usage of Promethean boards in all classrooms.

Outside of the classroom our students have a plethora of choices for extracurricular activities (both during and after school) in our quest to build well-rounded learners. We offer Chorus, Band, Orchestra, Safety Patrol, Student Voice, Peer Leaders, Environmental Club, Reflections Art program, Battle of the Books, Student Council, Talent Show, Yearbook, Future Chef, Yoga, Lego Robotics, Karate, Vets in Training, Young Engineers, Chess, Art Goes to School, Girls on the Run, Boys on the Run, and Recess Runners. From SEL to hands-on, differentiated instruction to various clubs, our students have an enormous number of ways to succeed that reflect their diverse aptitudes and interests.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Here at Tatem Elementary School we strive to shape students into life-long readers and strong writers. We are confident that when our Tigers leave they will have all the foundational knowledge they need to be successful in years to come.

We believe that a strong foundation in phonemic awareness and phonics is essential to the development of proficient readers and writers. To support this development, Tatem utilizes a structured literacy approach when teaching foundational skills, instructing in a systematic and explicit manner that allows students to make greater gains in skills. Teachers in kindergarten through third grade use the multisensory program, Foundations, to facilitate student learning.

Using the New Jersey Student Learning Standards as our guide, Tatem teachers instruct students in reading through a workshop model. To help facilitate this learning, we use Lucy Calkins Reading Units of Study in kindergarten through fifth grade. When you walk into a classroom during reading you will see students engaged in whole class lessons where the teacher explicitly teaches strategies that students will use not only that day, but whenever they need them. After the mini-lesson, we devote a significant amount of time to supporting small group work and conferencing with students. Students are encouraged to think about the text but also to think beyond the text to make connections to the outside world. In addition, students participate in a variety of instructional activities such as shared reading, book clubs, guided reading, and interactive read-alouds. Assessments such as DIBELS, Fountas and Pinnell Benchmark Assessments, and LinkIt! are used to assess student learning throughout the year. The Language Arts Specialist and classroom teachers work together to analyze data and plan for targeted instruction.

Along with the Lucy Calkins reading program, Tatem has implemented the Lucy Calkins Units of Study writing program in all grade levels. Beginning with our youngest learners, students begin to see themselves as writers and develop a sense of pride when they “publish” their writing pieces. Throughout the year students develop narrative, informational, and argumentative/opinion pieces for a variety of purposes and audiences. Students use mentor texts as a means to learn and understand different forms of writing and to improve their own writing pieces. Teachers hold writing conferences with students to provide targeted feedback and meet with small groups of students to reinforce skills and/or extend student learning.

Just recently, we’ve added the writing program Framing Your Thoughts to supplement areas that needed more attention. Every general and special education teacher has been thoroughly trained in and has begun implementing this program. Framing Your Thoughts allows students to learn sentence structure in a systematic, sequential, and creative manner.

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

As you walk into a math class at Tatem Elementary, you will see confident, creative, and courageous students! Math at Tatem takes on a whole new level of fun and learning because of the drive of our students. Students’ math time often starts with a number talk, a new way to look at numbers, problems, or real-life situations. These number talks challenge even our highest level math learners to push their thinking.

Math continues with guided practice from our masterful teachers. Through the use of strategy sheets, anchor charts, notes pages, and exploration, our youngest students learn new skills such as 3D shapes, patterns, and subitizing numbers, while our fifth graders learn multiplication of decimals, long division, and converting measurements. From guided practice, students then transition into independent practice. Depending on classrooms, this independent time may involve students in math centers, small groups, game practice, partner activities, and technology practice using an application such as Reflex, Frax or IXL.

The integration of technology and math allows our students various avenues in which to practice their facts and skills. Students in grades 2 through 5 utilize a game-based application called Reflex Math in order to review facts. This game-based practice continues as students get exposure to fractions in the connected Frax application. In addition, teachers utilize IXL in order to evaluate, practice, and quiz students on various skills.

To help every student grow, there are many math programs implemented at Tatem Elementary School. The most frequently used is the Everyday Math program. This program uses a spiral curriculum supported by the New Jersey State Learning Standards. Alongside this program, teachers utilize Touch Math and DIBELS to support our students who require Tier II Intervention.

Touch Math is an evidenced based, multi-sensory approach to teaching students important math concepts. With the use of manipulatives and visual aids, students are first introduced to basic concepts and then build upon them using the strategies learned to achieve higher-level skills. The program allows students to hear, touch, see, and say numbers and arithmetic-related words. Using tactile manipulatives our visual learners are more likely to retain these practices to memory.

In addition to the math support programs, Tatem Elementary has two math interventionists to support our teachers and students. They coach teachers in implementing programs in an authentic and meaningful way. In addition, they work with individuals and groups of students based on their needs and goals.

Data supports every avenue of our math implementation. The use of common assessments within the schools allows teachers to set specific goals for their students and class. Students take LinkIt! benchmark assessments throughout the year to provide targeted instruction for our students. In addition, teachers use formative assessments in the forms of exit tickets, IXL quizzes, white board practice, and games to constantly evaluate a student's level of understanding.

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

Steven Hawking once said, “Scientists have become the bearers of the torch of discovery in our quest for knowledge.” As our students grow as scientists, their flame grows brighter and stronger as they discover all they can about space, the environment, electricity, hydroponics, and more. Tatem students aim to understand, question, learn, explore, and experiment within all of the various areas of science.

As you enter the science lab at Tatem Elementary, you will see students working together at lab tables, learning through guided discovery, and using hands-on materials. They work with beakers, thermometers, test tubes, heat lamps, microscopes, magnets, electric circuits, and more in order to gain true understanding of science through exploration.

In fifth-grade science, students study the planets and stars. Through collaboration, students use their engineering skills and creativity to bring our solar system to the classroom. During this unit, students create planet game boards. After learning about the stars in our sky, students select a constellation to study and then combine their research skills with their design skills to create websites to teach others about their star grouping. Later they visit the planetarium, taking their learning beyond the classroom.

Second-graders at Tatem are presented with volcanic rocks and are encouraged to examine their physical and chemical properties. Teachers encourage engagement and discovery with books, slides, and games. This multi-media aspect to instruction helps all learners relate to the topics and acquire information.

Project-Based Learning and S.T.E.A.M. programs lift our science curriculum to new heights at Tatem. Grade levels work to create hands-on research projects. Third-graders study hydroponics and grow plants without soil. In our S.T.E.A.M. lab, keva blocks, gizmos, bristlebots, bloxels, sphereos, and legos allow students to create, design, construct, collaborate, think critically, and understand the real-world applications of S.T.E.A.M.

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

Imagine you're an immigrant leaving your home country for the promise of a better life in America: what would your struggles be like, how would you feel? These are the questions that students at Tatem Elementary address throughout our Social Studies curriculum. Fourth-grade students are challenged to become the people of the past during their immigration unit, writing journal entries from the perspective of an immigrant traveling to America. As a learner, it is important to adopt these roles to learn about other cultures and perspectives.

Understanding different cultures is a primary element of the social studies curriculum throughout the grades. In fifth grade, as they study Native American cultures, students learn about “winter counts,” a series of pictographs that tribes such as the Lakota used to help document community history. Students then create their own personal winter counts using pictures and symbols as the Lakota did. This experience allows students to apply some understanding of Native American culture to their own lives.

Our social studies units go beyond the classroom and into the real world by means of field trips associated with our curriculum. Students have traveled to the Indian King Tavern, American Revolutionary Museum, Greenfield Hall, and even to naturalization ceremonies for modern-day immigrants. These trips give students hands-on experiences to connect with peoples of different times and cultures.

Students' understanding is further expanded with the addition of project-based learning where they are challenged to complete various projects that reflect real-world scenarios. For example, after fifth-graders study the exploration of the New World, students complete a STEM project in which they create sailing ships. Students then blow air through straws to race their ships to the "New World." Our Social Studies curriculum dives deep into the understanding of myriad people, places, and times to help students become more worldly learners!

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

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

Our youngest learners are greeted with friendly smiles and high fives as they enter the brightly colored classroom that is the first step in their journey as Tatem Tigers.

Our preschool is a half-day, five-days-per-week inclusive program that includes students both with and without special needs. Inclusive learning environments are beneficial for all developmental styles as they help develop positive self-images, friendship and social skills, problem-solving skills, and respect for others. Most young children have not yet been exposed to stereotypes attached to people with visible and invisible disabilities. Thus, an inclusive classroom provides opportunities for children to practice acceptance and understanding. Children learn how their classmates with different learning styles and abilities are similar to each other, as well as how they do things in different ways.

The teacher incorporates creative instruction that uses play to help children learn and actively engage in the lessons. Handwriting is taught in a multisensory fashion using Play-Doh, shaving cream, and wooden pieces. Additionally, students begin to recognize key words and start to develop their linguistic skills.

Occupational and physical therapists are on hand to help students learn fine and gross motor skills. Students may navigate an obstacle course while others work on “big play” to act out feelings and practice social interactions. Tatem’s speech and language pathologist plays a major role in the classroom, teaching a unique social skills group once a week in which they learn to be flexible, to give personal space, and to take turns. Students who need extra speech support are pulled into 1:1 and group settings.

Our families are not left at the door. They are invited into the classroom to participate in parties, to be mystery readers, and to participate in school milestones. We firmly believe that partnering with families supports a positive educational experience.

Our preschool students are enveloped in a nurturing environment to help them develop the skills they will need as they progress through their school years including emotional management, social skills, Foundations (phonemic and phonetics program), and Handwriting Without Tears.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Our arts program focuses on the students' emerging creative spirits and provides innovative outlets for self-expression. From chorus to studio art to band and orchestra, our students are surrounded by the creative arts. They attend forty-five-minute classes in each area once every six-day cycle. Beginning in kindergarten, students explore the arts through music, design, and performance.

Our rich music program engages each student with instrumental and choral music instruction and games. Band and orchestra students may play various instruments and explore different genres of music. At the spring concert, they showcase skills that reflect the essence of the Harlem Renaissance movement, for example. Performances help build confidence in our budding artists. Tatem band members participate in Band Buddies, a group that performs at our local football games and parades, and chorus students perform at local venues such as the Wells Fargo Center.

The visual arts department brings an array of mediums for each student to explore, including printmaking, drawing, clay, and painting in our year-long program. Art Expo Night showcases student artwork to community members who enjoy seeing the work of our future Kahlos, Picassos, and Calders. We also participate in a yearly Art Goes to School program. This initiative is an immersive experience for students to explore art throughout the ages and vote for what piece of artwork will appear in the hallways of Tatem.

2b. Physical education/health/nutrition

Our Physical Education (PE) program creates an inclusive, diverse, and safe way for students to build self-esteem while participating in age-appropriate, challenging physical activities. They participate twice per six-day cycle. Sports are broken down into learning and mastering the basic skills, followed by learning the rules and strategies of the game. Students are encouraged to develop a lifelong love for individual fitness and a deeper understanding of team sports.

For many students, the highlight of the school year is Field Day, a culminating PE activity that emphasizes sportsmanship, sense of community, and friendly competition. Field Day games (including some created by the students!) reflect the skills the students have acquired throughout the year.

Our Health curriculum, delivered once per six-day cycle, places an emphasis on making real-world connections to the concepts taught in class. Media and technology are used to supplement lessons and engage students on topics such as bike and vehicle safety, drug and alcohol abuse, first aid, health and nutrition, sleep habits, and managing stress. Certain lessons taught in health incorporate information provided by community agencies, such as the Police Department, exposing students to real-world examples and first-hand experiences related to classroom topics.

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

Tatem Elementary students in kindergarten through fifth grade participate in a Spanish program with a native Spanish-speaking teacher as their leader. Students are immersed in the Spanish language from the minute Spanish class begins. Each forty-five minute lesson once in every six day cycle is designed using the communicative approach and directed to the visual, kinesthetic, tactile and auditory learner. Thematic units are designed to give students important vocabulary that will turn them into lifelong Spanish speakers. Classroom teachers are encouraged to incorporate the Spanish vocabulary by displaying Spanish labels next to items or places around the classroom. For example, including a sign labeling the bathroom in English as

well as Spanish.

Tatem students have shined in our state's elementary Spanish-speaking competitions winning multiple state awards for video submissions. The students impressed judges by placing first and second in the elementary categories. During the competition students performed several skits using conversation among friends including topics of weather, clothes, and descriptions of their city while speaking Spanish to one another. Our prestigious Spanish teacher was also recognized as a New Jersey All-Star Teacher for best teaching practices. Learners are encouraged to acquire and produce meaningful communications in Spanish that can be used for real life situations, not only in the school setting, but in our global society.

2d. Technology/library/media

Students in grades kindergarten thru fifth visit the library/media center once a week. Kindergarten students receive a thirty-minute lesson, and first- through fifth-graders receive a forty-five minute lesson from our library media specialist who was recently named Support Staff Teacher of the Year.

Our library is home to thousands of books to engage children in a variety of different topics, writing styles, and cultures. All students are introduced to developmentally appropriate texts that reflect diverse characters and experiences. Students in the upper grades are exposed to materials that encourage deeper discussions.

The Haddonfield School District has had a 1:1 Chromebook program for many years, and today furnishes devices for every student in grades 3 to 12. All Tatem students participate in age-appropriate digital citizenship lessons, that provide exposure to and direct instruction on the skills, strategies, and appropriate use of technology. Students are introduced to coding and create their own website using the skills they have learned. Looking for a 3D printer? Just check the Tatem Library! Students have the opportunity to design and print their own creations here.

All year long, Tatem students look forward to celebrating reading during Read Across America week wherein they are engaged in classroom, home, and community activities. Some highlights include home reading logs to share beloved books with their families, a book swap night led by Student Council, a used book collection drive for those in need, and a whole school "Drop Everything and Read" period, where students and staff gather together in the hallways for some uninterrupted reading time.

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

A terrific Tatem environment not only encompasses learning in the classroom but also activities that support a community spirit, a sense of well-being and social acceptance.

Tatem participates in a One Book One School program, which creates a reading schedule in which all families, students and staff may participate. Once the book is completed, parents and others are invited to come into school for a community celebration.

Additionally, the Haddonfield School District has invested in the RULER program, a district-wide Social-Emotional Learning initiative. RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating emotions) includes the Class Charter, created by the entire class to determine how students want to feel in the classroom and the behaviors that can help them achieve that goal; and The Mood Meter, a visual aid that identifies their current emotional state and helps them plan a way to shift that mood, if needed. RULER Tools are incorporated into daily routines and procedures throughout the entire school.

Finally, from the Garden Club, to sensory paths, to our extensive after-school programs, student learning does not end in the classroom, but continues through the halls and fields of Tatem Elementary School.

3. Academic Supports

3a. Students performing below grade level:

A variety of strategies are used to address the needs of our struggling students. Teachers provide small group Tier I interventions in their classrooms based on each student's individual needs in all content areas. Our teachers and staff also provide any necessary modifications and accommodations to ensure all students are successful. Throughout the school year, benchmark assessments are given in reading and math to monitor student growth and progress. Based on these assessments, students may also qualify for a Tier II intervention with the Language Arts Specialist or Math Specialist. These small group interventions are designed to remediate any areas of weakness students may be experiencing. Moreover, the ELA and Math Specialists also push in to teacher's classrooms to offer co-teaching and small group instruction.

Teachers and students also have the support of Tatem's Intervention and Referral Services team. This team meets monthly and is composed of teachers and specialists whose aim is to provide classroom teachers with intervention strategies to support students who may be experiencing difficulties in school that they have not been able to address in the classroom with Tier I strategies and supports. Through this process, the team brainstorms and creates specific goals for students based on their unique needs. Students then receive the appropriate interventions, and their progress is monitored and recorded. After four to six weeks, the data from the intervention(s) is evaluated and modifications are made as needed to ensure that the student is making progress.

3b. Students performing above grade level:

Gifted and Talented (G&T) students at Tatem are identified using a multifactor identification test. Kindergarten through second grade students are assessed with nonverbal analogies, while students in grades 3-5 work on analogies, social studies, math, and science. Perception, behavior, and a student's classwork are also taken into consideration when determining eligibility.

Once students are identified as gifted learners, they are exposed to various experiences that will help them hone their skills and sharpen their intellectual reasoning. Students in kindergarten through second grade are placed on a watch list, and classroom teachers tailor lessons to foster their progression in identified areas. Students in third through fifth grade receive pull-out services with the G&T teacher and participate in activities ranging from creating narratives, to inventing tools to help society, to building a city of the future.

Third-grade students create their own Native American "pourquoi tales," and fourth-graders write their own Old Norse-Icelandic and Old English kennings. Other students use real-time NASA resources to design their own Mars colony. G&T students take deep dives into texts concerning equity in schools and environmental needs, helping them develop as future leaders and problem-solvers. Our fifth-grade learners compare and contrast the Yellow Fever epidemic to the COVID-19 pandemic and build "reverse time capsules" for their younger selves. Budding stock brokers are taught how to play the stock market by investing "funds" in companies and building a stock portfolio. They learn strategies for investment, follow the market's ebbs and flows, and develop an understanding of the current world economy.

At the end of the school year, G&T learners display their digital work and physical models in a "Gifted Gallery." Community members come to view the student's final projects that show how students bloom when they are given opportunities to expand their intellectual horizons in a challenging yet supportive environment.

3c. Students with disabilities:

Teamwork is one of the biggest strengths of Tatem Elementary School. One of the best examples is the co-teaching between and teamwork among the Special Education and General Education teachers. From kindergarten to fifth grade, teams of teachers work together to build an environment that supports and promotes the growth of all students. It is this collaboration of teachers that builds a foundation for great learning, great growth, and great camaraderie within the school.

The Special Education department is an extremely dedicated group of people who ensure that all students' needs are met. Our model of inclusion allows for our students to be fully immersed in the general education curriculum in the general education classroom, while also receiving the accommodations/modifications, and

specially designed learning that they need to be successful.

Meeting the needs of students involves parallel teaching, team co-teaching, meeting mandates, inclusion teaching, developing curriculum, creating graphic organizers, modifying tests, benchmarking students, and more. Our Special Education Department gracefully completes their tasks diligently, confidently, and skillfully while moving among different classrooms and within different grade levels. For even our youngest learners, teachers will design a new curriculum that will enable them to reach their goals. When meeting with our special education teachers, you will hear them discuss Wilson, Sonday, DIBELS, Just Words, Project Read, Framing Your Thoughts, and Let's Play Learn. These teachers masterfully work with groups of students to steadily help them grow. Here at Tatem, we are truly delivering the best education to all students.

Home and school partnerships are a big part of how teamwork makes the dream work for our neurodiverse students. Staff and parents/caregivers work together in IEP and 504 meetings to discuss accommodations that will bring positive results as they discuss how to best meet the various needs of our learners. True collaboration is the key to constructing education plans that will meet the students where they are and allow them to gain access to the same content and standards as their peers.

3d. English Language Learners:

Up until the Ukraine-Russia war, Tatem did not have any Multilingual learners (MLs). We now have a student population that includes one student from Ukraine and three from Vietnam. Due to our small ML numbers, we provide a state-approved English Services program. Our individualized English language services are designed to improve English reading, writing, speaking and listening skills for MLs.

After being tested with the WIDA Screener to determine their language proficiency, the students begin receiving pull-out services two to three times per week with our ELA Interventionist. Students receive one-on-one lessons that are designed to meet the students where they are in order to foster additional growth in the four language domains. During the rest of the school day, our dedicated general education teachers use language-specific accommodations as well as general best practices to aid the MLs in comprehending the work presented in class. This enables them to access classroom content while they acclimate to an English language learning environment.

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

Tatem has an Intervention and Referral Services (I&RS) program designed to meet the Tier II needs of its students in a multi-tiered system of supports. I&RS is an interdisciplinary team consisting of ELA and math interventionists, general and special education teachers, the school counselor, the Child Study Team manager, and the principal. They come together monthly throughout the school year to formulate coordinated services and systems to address student learning, behavior, social skills, and health problems in the general education program, as well as for students who might be in need of special education programs and services. The goal of the program is to see measurable student improvement in the identified, targeted areas of deficiency as recognized by the classroom teacher.

Staff members refer students to the I&RS committee who then advise the parents of the referral. Next, the committee develops an action plan containing goals, interventions, and a timeline. A multidisciplinary approach with a well-articulated system of supportive activities and services is provided to staff who have identified student difficulties and also to those who will be involved in the amelioration of identified concerns. After the development of the action plan and four to six weeks of targeted interventions, the team meets to evaluate the data and determine if the plan is working or needs additional modifications.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

P.R.I.D.E.: Persevere, Respect, Include, Dream, and Excel. When you hear Tatem Tigers talking about “Tiger pride,” this is what they mean. This proud mantra is recited by all at monthly community meetings.

Creating a school and classroom community where students feel safe, respected, and valued is the highest priority of Tatem staff. The foundational pieces designed to build and maintain a supportive school culture begin with Universal School Rules (Take Care of Yourself, Take Care of Others, Take Care of Our School) and continue with the daily use of Responsive Classroom and RULER program techniques. Morning Meetings promote connections with classmates, and the development of Class Charters creates a clear understanding of how students want to feel in class and how to make sure that this occurs. A focus on growth mindset, being your Best Self, and conflict-resolution strategies through the use of the Blueprint Model are integral to creating a positive school culture. Monthly Community Meetings provide an opportunity for the entire school to come together to celebrate student achievements and to encourage the sense of belonging to the Tatem Tiger family.

At Tatem, students are provided with a variety of opportunities to collaborate and engage with peers. Fifth-graders welcome students and staff each day reading the morning announcements and a daily inspirational message. Students may choose to become fifth-grade safeties or to join fourth-grade Peer Leaders, Student Voice groups, or Student Council as they take their first steps toward community leadership. Various in-school and after-school clubs, including Battle of the Books, Girls on the Run, Orchestra, Chorus, Young Engineers, Karate, and Vets-in-Training provide students the opportunities to connect with others with similar interests as they develop their own talents and skills. Students may join a Lunch Bunch with the school counselor, where they work on relationship-building and prosocial skills. “Buddy classes,” in which older students are paired with younger children, bring students together for academics and fun ... and often result in unexpected friendships! Students participate in various “kindness” projects such as kindness bookmarks for the school library, kindness-grams for their younger buddies, and special thank-you-messages for staff members who have positively impacted their lives.

2. Engaging Families and Community:

It’s 8:15 AM and you are passing by J.F. Tatem Elementary School. You notice school staff greeting students and families as they walk, ride bikes, or are driven to school. The fifth-grade safety patrol help students find their way to their class line-up locations. This is all par for the course. But you will also see something that is not evident at all other schools; namely the special connection that school faculty, students, and families have with one another. Neighbors, students, and staff alike are smiling, laughing, and conversing about their mornings. The sense of community begins even before students enter the building. At dismissal, the sense of community continues as students and families choose to spend time on the fields or playground to enjoy that special connection.

Tatem School events frequently become “standing room only” as they are so well-attended by families and community members. From Back-to-School night and Open House/Art Night to Community Meetings, book swap nights, and classroom celebrations, the sense of engagement and pride in the Tatem community is tangible. Parents/guardians volunteer each day to supervise lunch, recess, and field trips. The annual Field Day wouldn’t be possible without their volunteer support, as well.

One Book, One School brings the whole Tatem community together to read the same book on the same schedule. In Art Goes to School, local volunteers lead interactive art appreciation lessons. The Tatem PTA actively develops community engagement through events such as playground meet-ups, back-to-school movie nights, the Tatem Talent Show, Family Multicultural / Book Fair night, Boosterthon Fun Run, Spaghetti Bingo, and the much anticipated Tatem Fair.

Tatem initiatives spread beyond the walls of our school. A local coffee shop supplies coffee sleeves

displaying kind messages written by Tatem students. Collectible “kindness” rocks designed by Tatem students and their families are scattered throughout the town. Students and families contribute non-perishable food items as part of our Student Council-led “Soup-erbow!” each February. Community sock drives, book drives, and toy drives are hosted throughout the school year, frequently as part of school-wide spirit weeks (Week of Respect, Peace Week, Random Acts of Kindness Week, etc.).

Communication is essential for maintaining the connection between home and school. Teachers and administrators use ParentSquare to disseminate pertinent information direct to families’ phones and emails. The weekly Tatem Tribune is the principal’s school-wide newsletter, and teachers communicate with families through other classroom-specific newsletters. Critical information and newsy stories are also shared on Twitter or the Haddonfield School District Facebook page!

3. Creating Professional Culture:

“Tatem Family” is how staff members lovingly refer to coworkers at J.F. Tatem Elementary School. Our Staff Charter, created collaboratively as a faculty and refined each year, outlines how our staff strives to feel each day at school and, most importantly, what actions we can take to build an environment that allows us to feel this way. Faculty meetings provide an opportunity for staff to come together each month to share ideas, learn from one another, and celebrate each other’s accomplishments. Staff members pass along the “Tiger of the Month” as recognition of a co-workers dedication and commitment to their profession. Tatem is also proud to support a very active Sunshine Committee that plans fun events for staff with high levels of participation as an opportunity to further build our staff community. You can catch Tatem staff enjoying themselves in various outings including Phillies games, karaoke nights, monthly happy hour events, and various holiday, birthday, and retirement celebrations throughout the year.

Haddonfield School District’s vision for professional development (PD) is collaborative and inclusive. The Local Professional Development Committee (LPDC) is made up of grade-level and departmental representatives from every school building in the district. This committee ensures that PD opportunities are meaningful by soliciting direct feedback from all staff members regarding their needs. The district taps into the expertise of our own staff members, with many professional development sessions led by our own teachers and staff.

Along with two-hour delay mornings and full day PD days in the winter and spring, the school district has incorporated a unique three-day “PD week” in November that allows staff members the opportunity to attend sessions that are most helpful to them. In recent years, one of these days has been dedicated entirely to staff wellness. Staff may also obtain approval for “self-designed” courses where they can collaborate with other like-minded professionals on special initiatives or curriculum development. The district also encourages collaboration across buildings with regularly scheduled grade level/departmental meetings hosted by teacher leaders who are also members of the LPDC.

4. School Leadership:

Encouraging, supporting and rewarding shared leadership is what has allowed Tatem to create a safe, equitable, engaging and high quality school climate. Our teachers, staff, parents, students, and principal collaborate to solve problems. We work together to create an exciting school atmosphere that accelerates student learning. The principal values the knowledge and expertise of all of the constituents in the Tiger community and encourages personal initiative. She relies on everyone to help create a school that is full of caring and empowered people who strive not only to improve student achievement but to create a sense of belonging.

Our school’s PTA is an integral part of our school leadership team; this year we have even partnered to become part of the National PTA School of Excellence program. The PTA takes the lead on creating fun activities for parents and students to bring us all together during the day and after school. They pack the calendar with favorite events and programs while adding new opportunities to strengthen family engagement, promote diversity/equity/inclusion and enrich our community. Moreover, they serve as a source of inspiration, support, and information for all students, staff and families.

Our staff takes the reins on various initiatives. Many of our teachers create and present workshops for district professional development options. They serve on steering committees, are essential to curriculum research / adoption committees, participate in the principal selection process, and often provide creative ideas and solutions for issues within the school.

Our students play a major role in school leadership as well. Fourth- and fifth-grade Peer Leaders help out during recess, sponsor clothing and food drives, assist the PTA with events, and help out at the annual Tatem Fair. Members of Student Voice groups brainstorm and promote ways to bring positive change that will benefit all students, and aim to influence school policies by sharing their findings with school policymakers. Our Student Council sponsors service-oriented projects and plans special school events that promote school pride, spirit, and morale. The fifth-grade Safety Patrol students assist with the morning lineup and dismissal, take younger students to aftercare, and supervise at recess and lunch.

Finally, all of our students are involved in buddy classes. The older students guide the younger students and feel the pride of supportive leadership. The younger students are reminded again that they are part of a community that engages them, supports them, and contributes to their success.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching and learning has been at the forefront of Haddonfield School District's strategic planning goals. This includes a recent partnership with the Center for Access, Success, & Equity (CASE) program at Rowan University focusing on staff professional development, communication and sharing of work, curriculum, community outreach, and policy and practice. At the elementary level, this work has included a Community Partners for Equity and Inclusion committee made up of staff and community members.

Teachers implement interdisciplinary Harlem Renaissance units of study for all grade levels. The spring music concert incorporated music from the Harlem Renaissance, and students studied art from this time period in art classes. This multidisciplinary approach allowed students to see and experience the Harlem Renaissance in a variety of ways to gain true understanding.

Fourth-graders at Tatem participate in the RED ("Respect Every Difference") Trunk Project, a cultural initiative that allows children to connect with people and cultures in distant parts of the world. The RED trunk brings artifacts of the Oaxaca Tribe (Mexico) that bring their homelife, school, work, and religion to life.

Diversity lessons are incorporated each trimester through literature and celebrations of National Heritage months. Lessons are intentionally designed and range in topics from identity, background, privilege, stereotypes, and understanding and accepting people of all identities and abilities. To support this learning, the district specifically provides funds to staff to build diverse classroom libraries and to incorporate cultural and diverse content across subject matter.

The Tatem School PTA is also committed to culturally responsive practices and has developed their own diversity and equity committee, who work to create events for our school community. The PTA's Multicultural Night provides parents and families the opportunity to share their cultural traditions, customs, and cuisine.

PART VI - STRATEGY FOR EXCELLENCE

A strategy for excellence is something that will transcend time and administrators and will continue as students graduate and teachers retire. The plan will involve the heart of the school and be omnipresent: in every classroom, with every teacher, with every adult in the building, and beating in the hearts of every student. At Tatem Elementary School, our strategy for excellence is the practice of Responsive Classroom. Responsive Classroom creates a true sense of community, making Tatem the home it is to so many.

Responsive classroom starts the minute students enter Tatem Elementary. They are greeted by their teachers and peers, and this immediately sets the tone for the day. Students start their day with Morning Meeting, during which the class gathers to greet each other, share with one another, participate in a community-building activity, and read the daily morning message. As teachers throughout Tatem start their Morning Meetings, students feel safe, joyful, thoughtfully engaged in their classroom communities, and ready to learn and excel throughout the day.

As students progress through their years at Tatem, they will experience the elements of Responsive Classroom in a new and engaging way. Each September, teachers collaborate with their classes to establish classroom expectations that support our Universal School Rules: Take Care of Yourself, Take Care of Others, and Take Care of Our School. They incorporate student-centered, active teaching strategies such as role-playing, group projects, think-pair-share, and debates to involve all learners in the curriculum. Students become familiar with these strategies for learning because they are incorporated in each classroom from Pre-K to fifth grade. As a result, we see confident students who feel safe in their learning and take academic risks.

Responsive Classroom provides the guidelines to create a positive school climate, but it is the people who are the driving force behind its success. Because of the dedication to Responsive Classroom, students, families, and faculty share a sense of place, ownership, and connection to Tatem. Buddy classes, community meetings, and the use of common language for expectations and rules combine to create a strong sense of community. Tatem has added its own flavor to these practices. From the Tatem tiger's "roar" at our community meeting to Mystery Readers in classes, Tatem's sense of community blossoms each and every day.

Responsive Classroom helps Tatem achieve excellence as it brings us all together under the ideals of respect, responsibility, and pride.