

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Cecelia E. Jones-Bowlding

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

Official School Name Glenarden Woods Elementary School

(As it should appear in the official records)

School Mailing Address 7801 Glenarden Parkway

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

Lanham MD 20706-1711
City State Zip Code+4 (9 digits total)

County Prince George's County

Telephone (301) 925-1300

Fax (301) 925-1304

Web site/URL
https://www.pgcps.org/glenardenwo
ods/

E-mail ceceliab@pgcps.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Monica Goldson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail ceo@pgcps.org

District Name Prince George'S County Public Schools District Tel. _____ (301) 925-6000

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 Dr. Alvin Thornton

(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

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 2019 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 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
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. 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

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 147 Elementary schools (includes K-8)
 - 26 Middle/Junior high schools
 - 33 High schools
 - 0 K-12 schools

206 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
- Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 60 | 56 | 116 |
| 3 | 55 | 66 | 121 |
| 4 | 43 | 78 | 121 |
| 5 | 48 | 80 | 128 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 206 | 280 | 486 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 71 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 8 % White
 - 9 % 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 2017 – 2018 school year: 6%

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, 2017 until the end of the 2017-2018 school year | 20 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year | 8 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 28 |
| (4) Total number of students in the school as of October 1, 2017 | 469 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.06 |
| (6) Amount in row (5) multiplied by 100 | 6 |

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

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Mandarin, Bakossi, Pashto

7. Students eligible for free/reduced-priced meals: 49%
Total number students who qualify: 240

8. Students receiving special education services: 1 %
4 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.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 14
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|------------------------|
| Administrators | 1 |
| Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 20 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc. | 9 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 1 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

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 17:1

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

| Required Information | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 97% | 96% | 96% | 95% |
| 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 2018.

| 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% |

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. 2006

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

Our mission statement defines the scope of our work to educate all of our students by implementing a highly effective Talented and Gifted instructional program with cognitive demands and differentiation. Our work will support and nurture our students through cognitive-intellectual and social-emotional developmental stages of life as they grow from grades 2, 3, 4, and 5.

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

Glenarden Woods Elementary is a specialty school of choice for TAG-identified students in grades 2 to 5. Glenarden Woods Elementary Dedicated Talented and Gifted (TAG) Center provides TAG identified students with full-day of advanced, enriched, accelerated educational experiences to meet the unique and specialized social, and emotional needs of gifted learners. In order to attend Glenarden Woods Elementary students must be TAG-identified, live within the designated attendance boundary of the school, and have completed the Specialty School Lottery Application. If the student is not yet identified as TAG, but is in the process of being screened, the parent/guardian may select TAG on the Lottery Application. Students must be identified and coded TAG before lottery placement occurs. Students are selected to attend Glenarden Woods Elementary on a space-available basis in accordance with the district's lottery guidelines and based on the family's address.

Screening and identification procedures for the Talented and Gifted Program Prince George's County are a multi-stepped process. All students from diverse (cultural, ethnic, populations with disabilities, linguistic and socio-economic) backgrounds have equal opportunity to access the gifted program if identified. Prince George's County has established multiple paths as well as alternative paths to TAG identification in order to serve all students in specific areas of giftedness. The development of alternative pathways ensures the inclusion of students with specific learning needs as well as other underrepresented populations. There are three models in Prince George's County's TAG Program, TAG in the Regular Classroom, TAG Pull Out, and the full day TAG Center Program. TAG identification consists of the following: nomination, screening, and identification. The screening and identification process occur before students attend Glenarden Woods Elementary.

PART III – SUMMARY

Glenarden Woods Elementary School is a Dedicated Talented and Gifted Center located in one of the oldest African-American townships in Prince George's County, Maryland. Glenarden Woods Elementary is a specialty school that continually attracts families who value having their child(ren) in a full day, enriched, and intensive instructional program that meets the unique specialized academic and socio-emotional needs of their identified talented and gifted child(ren). The school community is comprised of lower to middle socioeconomic levels. Forty nine percent of our families meet the criteria for their child(ren) to receive free and reduced meals. In 2013, Glenarden Woods became a Dedicated Talented and Gifted TAG Center. Due to the district boundary changes, 406 students were removed from the school and 80 students remained. The boundary changes pulled from 12 areas located within the beltway, many of these areas can be considered disenfranchised with many of our families economically and socially disadvantaged. Glenarden Woods Elementary continues to house a multi-ethnic population. The students are bused from 14 different areas within the school district. The school currently has 14 students who walk to school.

Glenarden Woods is committed to ensuring that all students meet high academic standards and demonstrate significant academic growth. We continually accomplish our vision through providing students, parents, and staff with the following: a student-centered learning environment that supports all students having the ability to access the curriculum, strong instructional leadership, frequent monitoring of the teaching and learning environment that promotes reviewing students' work. We also provide pre and post assessments that target academic progress, providing opportunities for supplementary learning for struggling students and enrichment activities for advanced students. Glenarden Woods has well trained and certified TAG teachers in all disciplines. Their training supports the empowerment of families who assist in quality education for every student, a school climate conducive to building positive relationships, and a safe and orderly environment that fosters and enhances school pride.

Students are instructed using the Prince George's County Public School's Curriculum Framework which is aligned with Maryland College and Career Ready Standards. The curriculum is accelerated to meet and support the needs of the talented and gifted students in all content areas: English / Language Arts, Mathematics, Science, Social Studies, Health / Safety, Art, Physical Education, Vocal Music, Instrumental Music, Media, Technology, and International Cultures and Languages. The Master Schedule utilizes block scheduling that supports teachers' ability to differentiate instruction, provide students with flexible, small, and ability grouping to meet their academic needs. The schedule also provides all professional learning communities (Instructional Teams / Grade Levels) with 60 minutes of daily planning. The planning block provides the instructional leader time to meet with the professional learning community (PLC) /individual teachers monthly or as needed without interruption to instructional time. The schedule supports students meeting with the professional counselor to address their social and emotional needs.

Glenarden Woods has upheld a tradition of excellence as an elementary school for 59 years. The school has also been characterized as a community school with supportive parents who value their children receiving an education that stresses a strong skill base in reading, writing, and mathematics. Coupled with strong supportive parents and volunteerism, Glenarden Woods has maintained a culture of excellence. The Glenarden Woods teaching and learning community was honored that the United States Education Department took pause and recognized the outstanding work occurring at our school. However, SY 2013, was a year of enormous change for Glenarden Woods as the following occurred: the district changed boundaries and the school's blended population of comprehensive and TAG students were sent to other schools thus making Glenarden Woods a dedicated TAG Center. During SY 14 Glenarden Woods received approximately 400 new students. The district's TAG curriculum was changed to the Maryland College and Career Standards being delivered at an accelerated pace. Glenarden Woods Free and Reduced Meals (FARM's) population increased from 35% to over 50% and remained at that level for the following years, SY 14-18. For the current school year, SY 19, our FARM's population is at 49%. The staff and student body were moved to another facility while sharing the building with another school for three years (SY 15, 16, and 17). During this time, our school building was being totally renovated and received a new addition. The Glenarden Woods teaching and learning community experienced changes on every level; new families and students, new curriculum, school climate and culture (due to sharing a building with another school),

building the capacity of new teachers to understand how to deliver the TAG curriculum, providing sensitivity training for the staff to serve new students entering with high poverty and academic deficits in their broad skill-based knowledge, and engaging a community to understand the Talented and Gifted program. However, having the recognition as a National Blue Ribbon School provided the leverage we needed to support our parents' belief in the instructional leader, the TAG curriculum and the teachers who would be the force behind their children receiving an enriched and intensive instructional program, ultimately meeting their academic and socio-emotional strengths and weaknesses. Noting all of the changes, it was our National Blue Ribbon status that spoke volumes to our new and returning parents and they believed in the work.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The Prince George's County Public School Reading Program, Pre K-5, is based on the Maryland College and Career Standards as prepared by the Maryland State Department of Education (MSDE). The standards, goals, indicators, and objectives for reading and writing are aligned to Scott-Foresman and McGraw-Hill Reading and supplemental materials. Prince George's County balanced reading program is based on nationally researched observed best practices. The English Language Arts teachers compact the county's reading curriculum the first half of the school year. The county's curriculum is tailored using grades 2 to 6 instructional standards. (Note: Some of our students are instructed off grade level / accelerated due to their giftedness.) Technology is a vital component of the reading program and provides opportunities for advanced research reinforcement and language development for our identified English Language Learners (ELL). All students have their own chromebook which permits teachers to plan and differentiate activities that support all students, especially our students who are twice exceptional, and our English Language Learners. In conjunction with the PGCPs curriculum, we utilize the following TAG instructional strategies: tiered instruction, differentiated instruction, project-based research, blended learning, Junior Great Books, literature circles, William and Mary Language Arts curriculum, novel studies, independent studies, and centers to enhance instruction and provide opportunities for enrichment.

Provisions for rigorous interdisciplinary enrichment are incorporated in the Reading English Language Arts Program for our students. The William and Mary Language Arts program for the Gifted and Highly Abled student in grades 2 to 5 is fully implemented during the second semester. Junior Great Books enable students to analyze and evaluate rich, classic pieces of literature. During the fourth quarter students in grade 2 to 5 participate in an integrated language arts unit, centered on ancient cultures and other cultures of interest and incorporates fiction and non-fiction reading, writing for all purposes, high-level thinking skills, problem-solving and advanced research. The school-wide culminating event of this unit is a historical re-enactment of the end of the year symposium. The entire school becomes a museum created from the students' artifacts and research that provides visual models of the culture. The curriculum is unique to Glenarden Woods and was developed according to the renowned Renzulli enrichment model. During the End of the Year Symposium our students have the opportunity to demonstrate their talents and gifts as reader, writer, speaker, and listeners.

1b. Mathematics:

Mathematics instruction is based on the Maryland College and Career Ready Standards, which are incorporated in the Prince Georges Curriculum Framework. Students make real-life connections as they apply standards that deepen their understanding of mathematical concepts in solving real-world problems. Math concepts are presented in three phases. Students are taught strategies that transition from concrete manipulations to visual representation to the abstract presentation of problem-solving.

To meet students' needs, pre-assessments take place on an ongoing basis. Assessment results are analyzed and used to differentiate instruction. Students are taught to problem solve by using an investigative approach, considering various strategies to problem solve, and justifying their answers both orally and in their written responses. Student progress is monitored at all grade levels on a regular basis in order to accommodate learning styles, multiple intelligences, and interests. At the beginning of each school year, Glenarden students take a placement test to determine their level of skills and knowledge in math. Test results determine interventions needed for student deficits as well as the need for content-based acceleration.

Teachers of students in grades 2 to 5 use the results of assessments to drive instruction which enables them to craft instructional grade level activities (e.g., Problem of the Day, Skills-based projects by grade level, Independent Study, etc.) that build off students' strengths while acknowledging and addressing their weaknesses. Technology such as Khan's Academy, First in Math, and Pearson Realize is also infused in the

math program. These programs allow students to work at their own pace, allowing for enrichment, remediation or advanced study if needed.

Teachers work together, learning from each other. They participate in learning walks and collaborative planning that provides them an opportunity to discuss methods that utilize various instructional strategies (e.g.technology) in order to streamline and differentiate instruction, plan vertically discussing the strengths and weaknesses of students across all grade levels. Glenarden's math teachers are also provided the time necessary to observe master teacher's classroom management, pedagogical approaches, and classroom climate/culture.

In summary, Glenarden's math teachers provide students with the following: learning centers, project-based research, remediation, manipulatives, skills-based centers, independent study, and instructional strategies that require high-order thinking skills. Students can move in and out of short, flexible groups that are based on assessment results to enhance instruction and provide opportunities for students work at their own pace by exploring a variety of mathematical concepts (e.g. Khan's Academy, First in Math, Skills / Grade Level projects based on math concept or skill being taught, Independent Study, Math 24, etc.) and different strategies to problem solve.

1c. Science:

The Prince George's County Science Curriculum Framework is the primary document Glenarden Woods Elementary uses for instruction for the science program. The document is aligned with the Next Generation Science Standards (NGSS). Science is taught using an enriched multicultural approach emphasizing research and study skills that are infused with technology. The hands-on science program allows students to calculate hypotheses, perform purposeful investigations, work in cooperative groups, and communicate results. Glenarden Woods primary focus is ensuring that the curriculum and the NGSS are taught in a three-dimensional format. The three-dimensional format refers to the thoughtful and deliberate integration of three distinct dimensions: Scientific and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Cross-Cutting Concepts (CCCs) with an emphasis on the Arts. Students have opportunities to create artifacts that demonstrate what they have learned by drawing, creating, reproducing and developing 2D and 3D models through the use of technology.

Grades 2 to 5 have a science lab that allows the teachers and students the space needed to conduct investigations. Students also have access to additional space, the STEAM Lab (Science, Technology, Engineering, Art, and Math), which permits the teachers and students free range to move about and explore using various manipulatives and equipment, on a larger scale. Our newly renovated building supports the Environmental Science Program. Glenarden Woods is a LEED school or Green School. The students in grades 2 to 5 run the Glenarden Woods Recycling Program and follow the building usage of energy of using the Green Building Dashboard. They maintain the school grounds and building as litter free, and participate in the Prince George's County Recycling Program.

Embedded in the primary (grades 2 to 3) and intermediate (grade 4 to 5) science curriculum are learning opportunities at the Owens Science Center a Prince George's County Public Schools (PGCPS) system's facility. Annually the fifth graders participate in an overnight field trip to the William Schmidt Outdoor Education Center (another PGCPS facility) that provides students an outdoor experience that enhances as well as reinforces skills learned in the classroom. The fifth graders also participate in a 5-day, 4-night camping trip at NorthBay Environmental Learning Center in North East, Maryland.

1d. Social studies/history/civic learning and engagement

Glenarden Woods Elementary follows the Prince George's County K -12 Social Studies Program which is an interdisciplinary exploration of the social sciences and humanities, including civics,history, economics, and geography, in order to develop responsible, informed, and engaged citizens and to foster civic, global, historical, geographic, and economic literacy. The ultimate goal for students enrolled in Social Studies is to study civics, economics, geography, and history content to become active and engaged citizens in the 21st century.

Glenarden Woods Elementary follows the Prince George's County Public Schools System's Elementary Social Studies curriculum (the different aspects of US History) that has embedded resources for each grade level grade and that sets the tone for an integrated approach to instruction. The curriculum examines primary sources by focusing on the person, the object, text, and image. The lesson resources support the elementary literacy skills that assist students in transferring English Language Arts skill-sets to informational text. Our students can use the six different questioning levels of Bloom's Taxonomy and evidence-based terms to write responses to questions providing the evidence that supports their thinking. All students are assigned short and long-term projects that require research (William and Mary Gifted curriculum) and the creation of artifacts that demonstrate the learning that has taken place. The students participate in school-wide culminating events that showcase their work in Social Studies. Annually the students' research supports: exploration of countries' languages and cultures, which in turn, supports the Latino / Hispanic Heritage Night and the Asian Pacific Heritage Night culminating events The End of the Year Symposium for grades 2 to 5 students have researched Native Americans, West Africa, Greece, India, the West Indies and Coming to America. The staff, students and parent volunteers turned the entire school into a living museum. The Integrated Arts Program comes alive in the school; our students demonstrate their skills as play-writes, authors, costume designers, artists, sculptors, dancers, speakers, listeners, docents, greeters, and choreographers.

1e. For secondary schools:

N/A

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

N/A

2. Other Curriculum Areas:

Glenarden Woods Elementary mission of creating a learning environment characterized by rigor and challenge is clearly evident in the foreign language program. Glenarden Woods is one of eight elementary schools in Prince George's county offering foreign language. Students in grades 2 to 5 receive 60 minutes of instruction per week. ICAL (International Culture and Language) Program is designed to introduce students to various languages and cultures, especially Spanish, French, Italian, Chinese, Russian, and Japanese languages and cultures. In addition, the history and development of languages are also studied and English/Reading skills are reinforced as part of the total course. The William and Mary English Language Arts program is augmented with the research component. Students in grade 2 to 5 are required to research the cultures and languages studied and create artifacts as a representation of what they have learned. Grades 2 and 3 are required to do written reports (Chinese and Japan) and grades 4 and 5 are also required to do written reports (Spanish speaking countries) and demonstrate their knowledge about how to cite credible sources in their written reports.

The Glenarden Woods Technology Program began in August of 2013. Initially, it was developed in order to adequately prepare students for the technological hurdles of online testing, specifically the PARCC assessment. For this assessment, students need to be able to type out their responses to PCRs, as well as navigate through the assessment using its built-in tools and accommodations. Since the program has expanded, students are now instructed on topics that include: Keyboarding/Touch Typing, Digital Citizenship, Coding, Lego Robotics, Digital Research, and Digital Art & Design/Printing (2D and 3D). The various resources used to instruct students provide each child with a fun, safe and effective experience. Programs such as Typing.com, the Common Sense Media curriculum, Code.org/Scratch, Lego WeDo Robotics (1.0, 2.0 and Mindstorm), the Prince George's County's Destiny Research Database (Britannica Elementary, Trueflix, Culturegram, etc.), and the Pixlr app, as well as a plethora of other resources are used by students at Glenarden Woods. Students visit the Technology Lab once per week for an hour of instruction using desktop computers and iPads. Students also have access to technology in their classrooms. Each class is equipped with a Chromebook cart, which allows students to have 1:1 access, as well as an Epson projection and sound system.

The success of these programs is a result of a combination of collaborative planning, implementation, and higher-level learning that takes place each and every day. The volunteers, and active PTA, dedicated administration, staff, students, and parents ensure the continued high academic achievement is in place for all students.

3. Special Populations:

The special population at Glenarden Woods subgroups consist of: three percent Twice Exceptional students, annually the school receives 20-30 students identified as English Language Learners (the school currently has about 150 students who have participated in the ESOL (English Speakers of Other Languages) program, which is about 4%, and over 50% FARMS students. Glenarden Woods' teachers weekly assess students' levels of knowledge and development, analyze assessment data, prescribe specific instruction based on the data, provide support and assistance, and reassess on a continuous basis student achievement in order to determine mastery. Instructional methods used embrace the diversity of the learning styles of students. A multi-sensory learning environment provides differentiated instruction that encompasses flexible grouping and scheduling. The scaffolding of instruction allows teachers to compact curriculum and accelerate highly able students as well as remediate at-risk students and provide the documentation needed to employ special education services. Instructional learning walks and walkthroughs provide administration and the leadership team with the data needed to provide feedback to teachers to improve and support the delivery of instruction.

The Special Education resource teacher and ESOL teacher are trained to modify the county's reading and mathematics programs to meet the goals of the twice exceptional students outlined in Individual Learning Plans. Our program at Glenarden Woods is two-tiered, utilizing both the pull-out and inclusion models. Based on the assessments, the reading and math chairpersons provide supplemental in-services that support academic progress. In addition, the TAG Coordinator, Special Education resource teacher and the Professional School Counselor work with Twice Exceptional students (TAG students with learning needs) to enable them to meet with academic success.

Glenarden Woods received 20 to 30 new grade 2 students who are identified as English Language Learners (ELL), 95% of the students test out of the program by the end of the school year. Those students who do not assess out of the program continue to receive support from the itinerant ELL teacher employed by the school. These students are monitored and provided additional services needed to assist them meeting with academic success. One hundred percent of the ELL students test out of the program by the end of the first quarter of the third grade.

The classroom teachers use cooperative learning, centers, reciprocal teaching, hands-on experiences, and technology across all disciplines. Interdisciplinary thematic units are encouraged and widely used to further student understanding. Specialists provide content links to complement core curricular activities via art, vocal and instrumental music, physical education, and library studies. Students are provided extended learning opportunities in the before and after school tutoring programs. Extracurricular activities including, but not limited to, Chess Club, Drama Club, Makerspace, Destination Imagination, Student Government Association enhance and extend students' real world experiences. The extensive range of instructional methods used at Glenarden Woods has maintained a high level of student achievement.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Improving school climate to support student success is critical at Glenarden Woods Elementary and proved to be a primary key for our success of meeting the needs of our students and the retention of teachers. Providing our students with a safe and orderly environment is first. When the district changed the attendance boundaries for Glenarden Woods the FARM population increased from 39% to 55%. The focus of the work had to change because more than 50% of our families lived in disenfranchised areas of Prince George's County and income levels were at or below the poverty level. Our students had to feel that they were welcomed and accepted in this new environment. Many of the TAG students come to us wounded and traumatized. As the instructional leader of the school, a new focus was to sensitize the teachers and support staff of the new highly-able students entering Glenarden Woods with academic deficits, physical and physiological needs. The differentiation of instruction would be critical to meeting the academic needs of our students. All staff was in-serviced to read between the lines and hear need, listening for keywords that raised a red flag of possible homelessness, difficulty in getting school supplies, noticing improper clothing for the weather, change in the family's financial status, need for extended learning opportunities and the realization that homework would not be a priority for some students due to their environment at home. There are four areas Glenarden Woods had to address to meet the needs of our students: 1. assessing students' early (the first week of school) to reveal reading and math skill deficits, physical and physiological needs, 2. developing and implementing events and activities that build trust to support school and classroom positive relationships, 3. school/classroom environment that cultivate diversity, and 4. to ensure that all students would experience a caring, orderly, safe and purposeful teaching and learning environment that supported students' academic and socio-emotional growth.

Glenarden Woods Elementary School does not experience teacher turn over. Teachers who leave Glenarden Woods are promoted, decide to retire, move out of the district, or suffer from a long-term illness. The Vanderbilt VALED Survey reflects that teachers feel that they are valued because they are expected to be participants in the decision-making process in moving our school forward. The teachers know and understand the areas that are negotiable, non-negotiable and untouchable. The teachers are provided the time, resources and space to effectively carry out their responsibilities and duties to their colleagues and their students. The teachers are provided with a snapshot of the district code of conduct, Prince George's County Education Association (PGCEA) Negotiated Agreement, and Glenarden Woods Elementary School Staff Handbook. All staff is in-serviced on these documents and provided the support in understanding the necessity in knowing the language of these documents. The communication between the faculty and administration is on-going. Glenarden Woods has an open door policy that provides the teachers with easy access to instructional leaders. The faculty has formal and informal access to principal and members of the leadership team. To build morale, the staff is celebrated during monthly meetings; they receive shout outs, certificates, small trinkets, acknowledgment during morning and afternoon announcements for a job well done. The instructional leader attends award ceremonies for teachers who have been recognized by the district for a job well done. The teachers feel valued because the administration takes pause to support, commend, defend and celebrate the work that they do day in and day out.

2. Engaging Families and Community:

Glenarden Woods maintains its commitment to the students, family, and community by communicating student progress in a variety of ways. Parents, teachers and community members receive invitations to monthly PTA meetings. Parents are encouraged to become members of the PTA and to volunteer. Grandparents are also encouraged to volunteer and have an active role in their grandchild's education. Many of our grandparents are the legal guardians of their grandchild(ren).

A critical component of engaging our families is in-servicing our parents with the various home/school communication resources that support instantaneous access to their child's teacher and the school. Our parents are shown how to access the Prince George's County Public Schools (PGCPS) and Glenarden Woods school website to allow them to follow their child(ren) academic and social progress. This supports

outstanding home/school communication. Our parents are now able to have our newsletters, informational flyers, reminders, and updates that keep them informed of the day to day and monthly activities in the palm of their hands.

Staff members conference with each parent/guardian at least once a year. Conferences are held with all students, to discuss their lagging (state administered assessments) and leading (district, unit, and teacher created assessments) data assisting the teacher and the students to establish short and long term academic and social goals. These conferences, allow teachers to communicate individual student progress by reviewing individual benchmark data as well as data gained from daily classroom performances. Parents are updated by visiting the PGCPs Family Portal to review their child's progress. Teachers also use approved websites (Edmodo and Google Classroom) that support parents with the daily classroom work and homework assignments, projects, school-wide activities and updates about field trips.

Glenarden Woods school provides annual activities in partnership with the Glenarden Woods PTA that includes the community's attendance with events like Math PI Night and Grandparents Day. Glenarden Woods partnership with First Baptist Church of Glenarden supports our schools Back to School Nights and invites our families to the church's Back to School Night and provides every student who attends with a backpack with school supplies.

Glenarden Woods partnerships with the Township of Glenarden, Bowie State University's Education Department, and First Baptist of Glenarden to support the multi-sensory learning program. The Township provides the school with an alternative space in case of an emergency to house students in need of a safe environment. First Baptist of Glenarden Church monetarily supports the Principal Sponsored Activity Fund that allows principal to assist with the immediate needs of staff, students, families, and school. Bowie State University sends its university students, enrolled in foundation classes, to Glenarden Woods to complete their field experience. These partnerships are valuable in creating an environment that supports our students with the understanding that the education of a student involves parents, businesses, faith-based organizations, and the community to make a difference in a child's life.

3. Professional Development:

Glenarden Wood's professional development program is a vital part of Prince George's County Public School's school improvement process, Data Wise. Staff members are acutely aware of the research-based trends in gifted education and realize that continued professional growth impacts their effectiveness and student achievement. Data Wise school improvement process permits the school to tailor professional developments based on the data results of students' assessments, teachers' reflective practice and examining instruction. Training for all mathematics and reading teachers is held on a monthly basis to review assessments, disperse pertinent information, provide instructional strategies and review curriculum goals.

Our professional development program addresses a variety of needs of our staff members. An extensive survey is completed by the staff to identify topics and skills requiring further training. Teachers also use student achievement data to determine areas in which they need to grow professionally in order to more effectively instruct the students. Workshops, courses, and conferences at the school, county, state, and national level are highly encouraged. The learning continues as those attending these professional development opportunities train and co-teach one another.

Collaborative teams initiate the appraisal process for teachers' professional goals. At instructional team meetings, teachers are encouraged to focus on the following questions: What is it that I want my students to know? How can I assist the team with knowing what my students have learned? What strategies are available to me to challenge the divergent thinker? The plan provides teachers with the knowledge to better understand the students learning styles, to differentiate instruction, to utilize instructional strategies to meet the needs of all students. The result is an instructional program that is effective, creative, rigorous and focused on student achievement.

4. School Leadership:

The Principal believes that every student who enters Glenarden Wood's doors deserves a quality education regardless of their family's income and education or place of residence. Everyone is valued and their set of skills are embraced to moving our school forward. The Principal has created a vision that builds the capacity of leadership that mobilizes leadership expertise of the staff, parents, and students. The Principal's implementation of distributive leadership developed leadership practices with the staff, parents, and students that continually builds the capacity for change and improvement on every level of the school.

The Glenarden Woods Learning Community shares the belief that all leadership, administrative, curricular, extra-curricular decisions are made with the best interest of the staff and students. The administration and the leadership teams believe that continual staff development is necessary on every level to promote a professional and knowledgeable staff that ensures that highest standards are being met. And thus meeting the expectations that support both a positive teaching and learning environment and maintains a safe, orderly and caring environment for all students.

The leadership team (Principal, Talented and Gifted (TAG) Coordinator, Professional School Counselor, Special Education Resource Teacher, IT Teacher, Instructional Lead Teacher, English Language Arts Chair and Mathematics Chair, Building Supervisor) meets weekly or as needed to discuss updates of administrative policies and procedures, instructional initiatives, upcoming professional developments, and events or activities in the building that may impact the master schedule. The instructional grade levels 2, 3, 4, and 5, and specialist teams meet bi-weekly working collaboratively to ensure the success of Glenarden Woods for the students, parents, and staff.

The Administrative and Leadership Teams and Parent Teacher Association (PTA) are also collaborative teams. The Principal meets with the PTA Executive Board monthly, and staff members and parents are encouraged to attend to discuss and collaborate about the budget and allocation of funds, schoolhouse procedures, policies, practices, protocols, curriculum, and special events for our students. The Principal attends and encourages staff members to attend to the monthly PTA General Meetings. The Administration and Leadership Teams value the roles of parents, guardians, and partnerships. The TAG Coordinator and Professional School Counselor act as the liaison between parents, and the community ensuring that their voice will be heard in administrative and instructional decisions that promote moving our school forward to meet the highest academic achievement for all students.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Glenarden Woods consistently uses the models of intervention programs that assist all students in meeting with academic growth and success. There are five models: Response to Intervention, School Intervention Team, 504 Plan Team, Student Support Team, and the Individualized Education Plan Team. The functionalities of these teams assist all students toward optimal health, personal, interpersonal, academic and socio-emotional development. Staff/teacher observations and data are critical pieces in the decision making process when addressing the needs of students. The administrative policies, procedures, protocols, and practices are all connected to what occurs with teaching and learning. Teacher and student attendance is a significant factor that is discussed when analyzing data. The socio-emotional status of individual students is the primary concern when addressing observations of drastic change in students' behavior, academic performance, assessment results, and grades. Parents and guardians are immediately contacted to support the staff and teachers when a change in a student's socio-emotional demeanor is noted. Teachers are in-serviced at the start of the school year on how to refer students to the intervention programs. Bi-weekly collaborative planning support discussions with teachers sharing their concerns about their students academic and social progress. The school administrator attends these meetings and assists teachers in making the appropriate intervention referrals. Glenarden Woods is noted for identifying children who are inappropriately placed in a gifted center that cannot serve their needs. Providing a teaching and learning environment that meets the needs of teachers and students is critical to a school's success.

Successfully implementing the Response to Intervention and School Intervention Teams are instrumental in identifying our students with significant reading and math skill gaps and the primary factor in our school meeting with success. Early identification of these students has been the key to addressing the skill gaps in reading and math that permits the leadership team and instructional teams to develop educational plans for these identified students the first six weeks of school. This process supports the classroom teachers with involving parents in addressing the skills at home. Our students who do not have parental support, receive the skill support during the instructional day and/or attend the extended day before and after school tutoring program.