

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 [] Choice

Name of Principal Mr. David Kaplan

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

Official School Name Edith A. Bogert Elementary School

(As it should appear in the official records)

School Mailing Address 391 West Saddle River Road

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

Upper Saddle River NJ 07458-1622
City State Zip Code+4 (9 digits total)

County Bergen County

Telephone (201) 961-6350

Fax (201) 825-9101

Web site/URL
https://www.usrschoolsk8.com/bogert

E-mail dkaplan@usrschoolsk8.com

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Brad Siegel

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail bsiegel@usrschoolsk8.com

District Name Upper Saddle River School District Tel. (201) 961-6500

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. Jennifer Johnston

(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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. 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	0	0	0
3	58	55	113
4	62	68	130
5	69	70	139
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	189	193	382

*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
 - 19 % Asian
 - 2 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 66 % White
 - 4 % 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: 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, 2017 until the end of the 2017-2018 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2017	341
(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. English Language Learners (ELL) in the school: 1%
5 Total number ELL

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

Arabic, Chinese, Marathi, Swedish

7. Students eligible for free/reduced-priced meals: 0%
Total number students who qualify: 1

8. Students receiving special education services: 18 %
68 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>2</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>14</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>35</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>15</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: 16
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.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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 21:1

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

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 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.

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

To meet the unique needs of every child by providing rich curricula that develop our students' academic, emotional, and social needs, making our school a safe environment in which students can do their best learning.

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

PART III – SUMMARY

Edith A. Bogert Elementary School is a special place. Each morning, children enthusiastically enter the school, smiling, eager to learn and spend time with their teachers and peers. Visitors quickly notice the positive atmosphere and often remark on its observable warm culture. Walking down the hallways, it's easy to observe learning in action, as students and teachers interact in the classrooms or some of the unique learning spaces throughout the school. There's a vibrant hum of children learning together, both academically and socially. It's clear that Bogert is a busy place where children are growing.

Bogert is nestled in Upper Saddle River, a suburban community located in northern New Jersey, 25 miles outside of New York City. The five-square-mile town was once comprised of mostly farmland, and, although the farms no longer exist, the quaint beauty of the town has been preserved and is one of the many desirable aspects of Upper Saddle River. The schools, Borough Hall, police department, library, and fire department make up the geographic center of our town, which contributes to our sense of community. This tight-knit borough is not just attributed to its physical layout; the teachers, children, and parents work together to build a culture of kindness, making our school a safe environment in which students can do their best learning.

Immediately upon entering the school, you walk by a plaque of Ms. Bogert, one of the most influential educators in the history of Upper Saddle River and the person for whom the school is named. Ms. Bogert began teaching in 1939 in The Little Green Schoolhouse, a one room building located across the street from where Bogert now stands. Her teaching accomplishments and contributions to our town, as a teacher and later as the assistant principal, are still acknowledged today as the children recognize her birthday in a schoolwide celebration. The values she instilled in her students many decades ago are still practiced today.

Bogert works to meet the mission of the district by continuously designing, revising, and implementing strong educational programs. Students learn how to become lifelong learners through engaging, authentic experiences. Our goal is to teach students to become productive and informed citizens, and we are able to achieve this through well-rounded curricula that meet the needs of all learners. By focusing on the whole child, the teachers at Bogert are equipping them with the skills necessary to be successful in the 21st century.

In order to accomplish our learning goals, Bogert offers tiered support to students who struggle to meet grade level goals and offers enrichment for students who exceed grade-level expectations. The Basic Skills instructors push in to reinforce skills being taught in the classrooms and to support children in small group and one-to-one settings. Additionally, all students are offered the opportunity to enrich their educational experiences during lunch, after school, or during monthly math sessions. The enrichment teacher works with students to further their understanding of content that is above grade level and to develop their critical thinking skills.

Faculty members are provided with a tailored array of professional development opportunities. We believe a strong focus on professional development and growth leads to improved student outcomes. The amount of professional development faculty members receive far exceeds the number of hours required. We do this because we are committed to lifelong learning and wish to instill that belief in our students as well.

Teachers bring learning to life through varied educational environments that provide students with authentic opportunities and experiences. The Upper Saddle River Education Foundation (USREF) and Upper Saddle River Parent Teacher Organization (PTO) support an abundance of grants that have led to the many programs and initiatives that enhance the students' overall learning. Each classroom is equipped with Smartboards, document cameras, diverse classroom libraries, and Chromebooks for each student. STEM labs, a newly built outdoor team-building course, and learning habitat are also part of the campus available for enriching learning experiences. Additional programs such as an annual Wellness Day, Kids Heart Challenge, Author Day, One School One Book, curriculum-related assembly programs, and field trips all offer our students the opportunity to invest in their personal growth and development.

Character education is an integral aspect of our culture at Bogert. Students who exemplify the Six Pillars of Character (trustworthiness, citizenship, responsibility, fairness, caring, and respect), are recognized each month. Our teachers also implement Second Step, a research-based character education program that focuses on social competencies. Whereby, the character education program emphasizes the treatment of others, our students participate in a bi-weekly yoga program that reinforces the need for awareness and self care. As a result of our commitment to the whole child, Bogert was named as both a New Jersey School of Character and a National School of Character in 2016, an achievement of which we are very proud.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The instructional methodology at Edith A. Bogert follows a balanced literacy approach and a workshop structure for reading and writing. Teachers are committed to providing a foundation for lifelong learning that extends across all disciplines. After years of intense and systemic professional development, teachers are able to adapt and integrate a wealth of professional knowledge to meet the needs of our students.

Using a variety of formal and informal assessments, teachers are able to determine their students' proficiency in the current unit of study. Based on the collection and analysis of data, teachers create lessons that promote growth. Throughout the unit, teachers use varied strategies such as small groups and conferences to target individual needs. Progress monitoring is also used to track retention of the skills and concepts taught. At the end of each unit of study, post-assessments are administered to determine student mastery as well as areas in further need of development.

Through mini lessons, students acquire skills that allow them to exercise both choice and the use of their voice. Literature that is inclusive of diverse backgrounds, cultures, and experiences, as well as student interest, is highly valued. Classroom libraries are stocked with books that vary by levels, genres, and interests, from which students can choose to read. Teachers also read mentor texts aloud during each unit of study, which the students use to facilitate and support the work that they do when reading their independent books. Our writing workshop allows children the exciting opportunity to write across different genres while using their voice to express their personal beliefs and ideas. Whether it be drafting an essay about reducing our carbon footprint or writing a letter to the town mayor requesting that a local ordinance be changed, our children know that their voices matter. We believe that by allowing children the opportunity to choose writing topics, students are more engaged with learning and are able to share their beliefs with a greater audience. Our word study program is uniquely designed by the marriage of ideas that derive from the work of Donald Bear (*Words Their Way*) and Orton Gillingham. Students in our school receive highly differentiated spelling instruction along with vocabulary instruction in a multi-sensory approach.

1b. Mathematics:

Bogert's teachers create a mathematical environment in which students are encouraged to take risks and persevere while interacting with rich, engaging tasks. The students learn to think critically by participating in exploratory activities in our Everyday Math program. These prompts provide students with concrete experiences that gradually guide students toward more abstract thinking while instilling a strong number sense.

The mathematical content in third through fifth grade is based on the New Jersey Student Learning Standards and focuses mostly on numerical operations and application of those skills. Starting in third grade, students learn a basic understanding of fractions, multiplication and division, analyzing two-dimensional shapes, and using rectangular arrays to understand area. In fourth grade, those skills are spiraled by using multi-digit numbers and applying operations across all mathematical areas. The progression continues in fifth grade, and students are expected to be fluent in their operational computations as well as solve more complex problems that require an understanding of multiple standards.

Through the use of primary, supplemental, and customized resources, teachers seek to create a daily balance of conceptual understanding and procedural fluency. Strategic experiences help students derive algorithms with a strong understanding of how and why they work. Long-term understanding is prioritized with strong emphasis on the standards for mathematical practice. Throughout all lessons and units, students are required to think across multiple representations, solve problems in more than one way, and explain their mathematical thinking. These core priorities are highly visible in daily lessons, on assessments, and through

classroom discussions.

In addition to the Everyday Math materials, teachers use additional resources to provide students with more opportunities to improve their problem solving. Open response problems from Illustrative Mathematics and National Council of Teachers of Mathematics (NCTM) publications are used to compliment each unit of study. Systematic (LinkIt!) benchmarking is done throughout all grades multiple times a year, which allows teachers to identify skill deficits and target small group instruction. In addition to the formative assessments provided by LinkIt!, teachers at Bogert have also created progress monitoring assessments that focus on the major content standards for ELA and math.

1c. Science:

The science program at Bogert reflects our belief that students learn best by becoming scientists who develop their own hypotheses, actively experiment, and draw conclusions based on careful observations. The foundation and principles of a STEM-based curriculum guide students' learning and support complex experiences that result in significant learning opportunities.

Using science leadership teams, teachers create units that allow for logical sequencing while finding natural connections across other disciplines. For example, the core ideas in the Earth's Systems science unit strategically align with the learning goals outlined in the Natural Resources social studies unit. Aligning these units and creating an integrated unit called "The Social Science of Water," allows students to make powerful connections rooted in critical science and social studies standards. Using this learning, students become scientists, seeking ways to study their own lives and actively making positive changes in their homes and community.

Throughout all science units, students use the Science and Engineering Practices to identify problems and to design solutions. Students formulate questions and conduct investigations to gather data and continually test and revise theories to elaborate on their findings.

Students demonstrate their understanding of learned concepts through performance-based assessments instead of more traditional, paper-based methods. For example, in fourth grade, students research the internal and external structures of animals and how those structures have special functions that allow the animals to survive. At the end of the unit, students are asked to apply their knowledge of animal structures and functions by adapting their animals for survival in a different habitat. When students are asked to explain and support those adaptations, the teacher can assess their ability to transfer knowledge. The use of rubrics also allows teachers to accurately measure student growth and understanding.

In order to support our students and teachers, our educational foundation renovated our science labs to make them more suitable for interactive and dynamic learning experiences. The new STEM labs incorporate modular furniture to enable students to easily conduct larger experiments and activities. A variety of technology helps to support student observations and data collection so that students can learn and share their knowledge in real-time. Additional equipment, such as an augmented sandbox, virtual reality goggles, and hydroponic carts allow for meaningful simulations that help teachers bring the performance expectations to life.

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

Social studies is a fundamentally interdisciplinary field of study involving critical engagement of systems of knowledge – civics, economics, geography, and history. In order to foster informed thinking and action in a culturally diverse, democratic society and interdependent world, we encourage our students to think critically with a healthy skepticism of often-accepted truths. Moreover, akin to life, social studies as a field, draws upon countless perspectives, multiple answers to every question, and several solutions to every problem. It is our hope that students realize life is made up of a confounding number of choices and information in a complex world.

Our social studies curriculum does not simply focus on historical events, but rather on how history has

affected, and continues to affect, our daily lives. For example, in fifth grade, the students study how geography influences where and how we live. More specifically, they learn how the Ancient Egyptians built an entire civilization in the middle of the desert because of the Nile River. To further that understanding, they visit the Metropolitan Museum of Art to provide them with a historical reference of how an entire civilization was influenced by this geographical region. This unit culminates with the entire fifth grade wing transformed into Ancient Egypt, where students spend the day making history come alive.

Fourth grade students are provided with hands-on learning experiences, such as the Economics Unit, in which students explore the principles of a market economy without using textbooks. Instead, teams of students learn through first-hand experience how to develop and market a product. Students eagerly take on the roles necessary to develop a concept, produce a product, and create a successful marketing strategy that will result in the highest sales possible. The unit culminates with each team creating a “pop-up” sales table based on the product theme. The entire student body is encouraged to purchase the product of their choice, as the student accountants tally the total profit for each team. All money is donated to a charity chosen by the team with the highest profit. This student event is eagerly awaited by the entire student body and is often cited as the highlight of fourth grade.

Assessment in social studies often consists of tasks that ask students to take a position on an issue, that involve critical thinking, or that require an application of skills through the transfer of knowledge. There is a de-emphasis on the rote memorization of facts and dates and an observable shift towards requiring students to take a position and justify their thinking. Rubrics guide students towards proficiency and allow teachers to accurately assess students’ progress and skills. Rather than memorize information, the core belief of those who teach and assess social studies at Bogert is to give students opportunities to view historical events from multiple perspectives and to give students authentic experiences that emulate how history has impacted our global society.

1e. For secondary schools:

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

2. Other Curriculum Areas:

The visual and performing arts program allows students to develop a unique set of skills and to make important connections and realizations. During a recent third grade concert, one student told the audience, “Music inspires me to be myself and lets me know it’s okay to be unique.” Bogert offers students a diverse musical opportunity to participate in three elective programs: chorus, band, and orchestra. While still in its infancy, the new strings program is flourishing and attracting more students every year. Of our 268 fourth and fifth grade students, 172 choose to be involved in band or orchestra. Chorus is comprised of 146 students, 13 of whom were recently accepted into the New Jersey All State Elementary Honors Choir. Recognizing the value of performing for our community, students play and sing at a variety of events in our town. These events include performances at the Christmas Tree Lighting, the Menorah Lighting, and the local nursing home. These offerings support a rich performing arts curriculum that develops students’ musical knowledge, skills, and an appreciation for how music enhances both their lives and the lives of those around them.

Our Visual Arts department offers a variety of opportunities for budding artists. Students who feel passionate about the visual arts attend electives during lunch and after school. Students participate in a schoolwide art show to which the community is invited to observe the art. Unlike most art shows, parents and community guests interactively participate in activities related to skills embedded in the students’ work that is on display. In the Visual Arts program, students create and build with a variety of media to get a better understanding of the artistic world around them.

Our Physical Education department focuses on the physical development, health, and wellness of each child. We provide family and community events that help expand and communicate our definition of health and wellness. The teachers involve our parents in health and wellness initiatives, such as our family yoga night, while also extending our efforts beyond our community with our yearly participation in the American Heart Association's Kids Heart Challenge. Our local and regional Health and Wellness Committees help monitor and assess district progress toward district and department wellness goals. Our physical education program includes an outdoor team building course and indoor rock wall that help students learn teamwork and communication while building confidence. These courses allow students to work together to problem solve and reach a common goal. Recognizing that physical education, health, and wellness are all interrelated, we integrate those programs throughout the year.

Our World Language program immerses students in the Spanish culture and language. When children are in Spanish class, it's as if they are in a different country, speaking a different language, and learning about a different culture. Students learn vocabulary and practice conversational fluency while also celebrating holidays and exploring Spanish speaking countries. Our fourth grade participates in an authentic experience by visiting a Spanish restaurant. On the bus, students participate in a scavenger hunt using only Spanish vocabulary. In the restaurant, students are given conversation prompts to assist them with ordering food and conversing with their friends. The principle of immersion is a driving force in acquiring the target language. Students look forward to using Google Expeditions and virtual reality goggles to "travel" to other countries to experience famous landmarks and cultural sites in their own classroom.

The Bogert Media Center is vital in promoting a love of reading for all students and providing a strong foundation in digital citizenship. In order to maintain its status as the central hub of learning, it is currently involved in a two-year redesign process. With the support of our Educational Foundation, we will renovate the space to further enhance the opportunities for students to explore, share, research, read, and create. In preparing for renovation, we surveyed students and formed a student committee that evaluated ways to enhance the space and functionality.

Our computer literacy curriculum focuses on digital citizenship, research, and computer applications. With access to individual chromebooks, students use apps to collaborate, share, and enhance learning. We participate annually in the Hour of Code initiative and practice coding with OzoBots. Our digital citizenship lessons present real life situations to teach students how to be active, contributing members of a digital community. Students address topics such as internet safety, properly citing online sources, understanding video and image manipulation, and ways to use the internet to make a positive change in the world.

Bogert's character education program is essential to our school culture and to the development of the whole child. We teach lessons from the Second Step program to support our initiatives in wellness and character. All of our students participate in Care to Share in fourth grade. Through our Care to Share program, our students pair up with a local nursing home and visit on a bi-monthly basis. While at the nursing home, students closely interact with seniors to develop an understanding of community and respect among the generations through singing songs, creating crafts, and playing games. Our classrooms participate in morning meetings and our teachers and staff ensure a level of respect and support to create strong bonds with our students. The school counselor, in addition to meeting the emergent needs of the students, surveys the students twice a year, looking for trends that can be proactively addressed. This reactive and proactive approach to character education allows us to thoroughly meet the needs of our students.

3. Special Populations:

We hold a core belief that all students are capable of learning and succeeding.

Bogert fits the needs of diverse learners by implementing a variety of interventions driven by results of various assessments. These assessments include systematic benchmark testing in ELA and Math at least three times a year. In addition, teachers continue to progress monitor throughout the year to ensure that gaps are being filled and enrichment is being provided for those who exceed grade level standards. Our Enrichment Specialist provides both push-in and pull-out experiences to students who are in need of additional challenges and also provides building-wide experiences for all students.

Students academically at risk receive various levels of intervention ranging from small group instruction within the classroom to individualized 1:1 support from an intervention specialist. The team of Basic Skills instructors also infuses push-in support to help bridge the gap and model instructional strategies for general education teachers. Ongoing attention is given to assessment results; the intervention team continually reviews data for each student and makes adjustments to each level of instruction as needed. This creates a very fluid system of support for all students and ensures that individual students are progressing throughout the year.

Additional assessments are provided for English language learners to determine eligibility for additional programming needs. The ELL Specialist provides professional development district wide. ELL programming consists of daily pull out instruction for those students that require services. In addition, modeling and continuous teacher collaboration occur at length for all students to ensure that there are generalization of skills for all students. The ELL Specialist bridges the gap between home and school by engaging in continuous communication with parents.

The Special Education program consists of pull out replacement classes, co-teaching models, and additional multi-sensory instruction for reading for those students that are eligible. Teachers are provided with continuous professional development to create and maintain various structures for co-teaching. General and special education teachers attend professional development opportunities where multi-sensory instruction is the focus. Close analysis of data reveals that our special education students underperform in comparison to our general education population, though data shows that they are growing at a very strong rate, especially when compared to like districts. Benchmark assessments and progress monitoring allow for more focused work to continue throughout the year to ensure that students are progressing towards grade level expectations. Professional development helps teachers assess their core materials to maintain high expectations for student learning. When modifying, general education curricula are targeted while using various resources to fill the academic gaps.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The principal recently wrote in the monthly newsletter, *The Bogert Bulletin*, “We are so fortunate to have outstanding educators, dedicated parents, and thoughtful community groups who all share a common goal: the success of our students. With everyone's collaborative efforts, we find ourselves immersed in a very special school community.” We strive to promote an environment where students feel safe and comfortable while learning, and we believe there is a strong connection between a nurturing environment and student achievement.

Our core values encompass the Six Pillars of Character. Staff, students, and parents utilize this common language throughout all aspects of school life. As a reminder for children, all six are displayed in our student planners, on the school website, in our hallways, and on the walls of the school. Students are recognized for showing positive character and can be selected as a “Bobcat of the Month.”

The Buddy Up Club significantly supports the social and emotional needs of students. The purpose of this club is to make all students feel included throughout the day, but particularly during lunch and recess. It also celebrates inclusion by sponsoring The Great Kindness Challenge.

Climate surveys are administered to students twice per year, and the results are thoroughly analyzed to find trends as well as areas of both strength and need. Our 2018 Fall School Climate Survey shows that 93% of all students feel that the adults in school care about them. One fifth grade student shared, “I know someone is going to be by my side, even if it is a friend or a teacher, they will always be there.” For students who may feel anxious at times, strategies are implemented to address their needs.

Supplemental programs are aimed at the whole child and attend to those students who need tools for wellness. For example, our yoga program provides teachers and students with guided resources to make self-awareness an integral part of their lives. Teachers utilize mindfulness practices throughout the day, including prior to assessments, as both students and staff continue to notice academic and emotional benefits. In addition to these learned skills, each classroom has a calming basket filled with a variety of coping tools and strategy cards, all of which were introduced by the school counselor in the fall.

Teachers and administrators collaborate on a variety of committees to voice perspectives and share intellectual strengths in order to support a culture of collaborative decision-making. For example, Bogert is currently exploring changes to its master schedule, including a shift to a departmentalized model. Teachers are working with the principal to visit other schools, form a vision, and develop a two-year transition plan. The principal recognizes and values teacher input and leadership in all aspects of the operation of the school.

As a staff, we participate in a number of social celebrations to maintain our high morale and foster staff bonding. We hold the belief that when personal relationships are strong, professional relationships bloom. Additionally, student and staff birthdays are announced each morning and celebrated in various ways. A few times a year, the principal organizes a teacher appreciation luncheon, which includes brief chair massages from a certified massage therapist to provide a relaxing opportunity for teachers. The Bogert Sunshine Committee arranges weekly bagel breakfasts, sends cards and flowers to individual staff members during difficult times, and organizes showers and celebrations. Finally, there is a dedicated opportunity at faculty meetings for the principal and teachers to offer positive “shout outs” to colleagues.

2. Engaging Families and Community:

Bogert School effectively runs with the support and collaboration of the community members and families. Our Parent Teacher Organization (PTO) plays a vital role in providing a number of resources and activities for our students. We work with the PTO to host assemblies, cultural programs, and evening activities for students and families. Additionally, the PTO offers students additional recess opportunities through our

BLAST program and funds school improvements like the newly redesigned playground.

We actively work with the USREF to raise money and provide grants. Through our collaboration, we constructed an outdoor Learning Habitat, created two STEM labs, and raised funds for a variety of resources from document cameras to schoolwide programs. Recently, we have started working with the USREF to renovate our Media Center.

Our Youth Guidance Council (YGC), which encompasses community and school members, is responsible for the fifth grade DARE program. Bogert supports the Special Olympics by participating in the Torch Run, sponsored by the YGC. One of our most well attended community events is our annual “Books vs Badges” basketball game, in which the teachers play a charity game against the Upper Saddle River police officers in order to raise money for student wellness programs.

In order to foster a love of reading, once a year we transform the gym into a “Read-A-Latte Cafe,” where students, family, and community members read together. Last year, we enhanced the experience by incorporating the One School, One Book (OSOB) program. OSOB is designed to engage all students, families, and staff in reading the same book, with specific chapters to read and discuss each night.

Community Technology Night (CTN) is a student-driven event where the community members learn directly from students about numerous projects such as video editing on Chromebooks and programming code with LEGOs. Events like CTN provide parents and community members with a hands-on glimpse of student learning and progress. After every community event we host, we make it a priority to receive feedback from all parents and guests. We review the data gained from the surveys to continually adapt and improve each event.

Bogert actively includes and encourages parents to keep informed of school events and programs. We communicate through the “virtual backpack” on our school website, monthly newsletters and bulletins from the principal and teachers. We are also in constant contact with organizations like the PTO, USREF, and YGC so that they can share information and promote educational events.

Discovery Day and Field Day are two events that involve many community members, as well as parent volunteers. Discovery Day is an annual schoolwide enrichment event that celebrates discoveries and passions. Community members volunteer their time and share various areas of expertise with our students for this special day. Themes have included Hobby Day, International Day, and Environmental Day. Field Day is a fun event with athletic activities and stations. Parent volunteers are an essential piece in making the day run smoothly as they are leading stations and assisting students with various tasks.

3. Professional Development:

Professional development is vital to ensure that all student needs are met and that both the teachers and students can grow. All first year staff members take part in a multi-year New Teacher Mentor Program. This program starts with a bus tour of the district to familiarize the staff on the neighborhood and what makes Upper Saddle River special. As the staff progresses through the program, they have in-depth meetings with administrators and other teachers, covering topics that range from meeting the individual needs of students to navigating instructional challenges. By the end of the mentor program, all teachers create a brief “year in review” reflection video to showcase their highlights of the year, as well as ways in which teachers can grow in the profession.

Bogert encourages educators to further their knowledge and provides consultants to coach teachers based on the specific needs of the students within their classrooms. We work with a variety of specialists that assist us in core content areas and address the needs of the special education population. When a large number of staff members are interested in a given topic, administrators provide in-school workshops to foster professional learning. Workshops may also be led by Bogert teachers who are recognized as experts in a particular content area, which allows the teachers to build a collaborative learning community.

and assessment. By having the time to meet together, teachers are able to identify areas of strength, as well as any existing gaps in the curriculum in order to revise and strengthen the learning experience for all students. Furthermore, teachers use this time to research and apply best practices to their teaching in the different content areas. Taking the time to work together allows for teachers to enhance instruction, curriculum, and assessment, ultimately leading to improved student outcomes.

4. School Leadership:

“Successful people have discovered what they are good at. Successful leaders have discovered what others are good at.” John Maxwell. A core leadership philosophy in Bogert is to encourage and foster all staff to excel in their profession. By including teachers in leadership roles, encouraging risk-taking, or collaborating between principals and administrators, the school leadership focuses on promoting student achievement through developing a highly effective and motivated staff.

There is no shortage of leadership opportunities for teachers. They serve as grade-level chairs, lead teacher-based committees, serve on advisory panels, and are encouraged to be risk-takers. The principal encourages staff to pursue their passions in education and, through graduate programs, guides several teacher leader interns each year. These interns assume leadership roles outside of the classroom learning about aspects from scheduling, to forming and leading committees.

The building principal works with district administrators regularly to review progress on student achievement and wellness. While structured, monthly Administrative Council meetings provide an open forum for the principal to meet with all district leaders to share feedback and ideas on initiatives and events, such as the recent OSOB and Digital Citizenship Night events. The principal is actively involved in the state’s principal and supervisor association, serving in a leadership capacity on its council.

Additionally, the principal meets with the Curriculum Coordinator, Superintendent, and other building principals to review data from assessments such as PARCC, Cognitive Abilities Tests, LinkIt! benchmarks, and more. The data guides teacher professional development. Whether bringing in an outside consultant, sending staff to off-site professional development, co-teaching, or more, the principal understands that the best way to implement positive change is a multi-faceted approach.

Our wellness initiative is one example of a recent positive change. Based on data gathered from our Wellness Committee, we recognized a need to lower student anxiety and to enhance coping and social skills. A professor from Rutgers University recently provided the guidance counselor, teachers, and members of the Child Study Team with several workshops, focusing on how to manage and improve this area of wellness. We are also hosting five parent wellness informational sessions to involve the community in the process.

In order to continually grow and excel as educators, we encourage our teachers to take risks. Rather than being formally observed in class, highly effective teachers may choose to do a Self Directed Growth Plan (SDGP) which enables them to focus on a specific area of interest. Teachers who decide to do this will meet with the administrators throughout the year for support, reflection, and planning. Towards the end of the year, teachers will share their findings to a panel in order to recognize and reflect on the growth. Two educators who have opted to do this SDGP are focusing on mindfulness and student wellness. Through this unique evaluation model, we promote leadership opportunities by offering teachers the chance to teach and lead each other.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Upon reflection of the numerous successful practices at Edith A. Bogert that are offered as an educational model, one enduring theme emerged: children are central to all decisions. While sometimes regarded as a cliché phrase, the ultimate success of any school can be best measured by its commitment and dedication to the children it serves.

At Bogert, the practice of ensuring all decisions are fundamentally centered around students is woven and visible throughout every aspect of the school; it is evident that children are at the heart of our decision-making. In fact, oftentimes, children are a direct and integral part of those processes. Students are frequently surveyed to ensure that our programs and curricula are constantly evolving to meet their needs. A recent example of keeping children central to the vision and direction of the school is our student Media Center Redesign Committee. Students from each grade-level were invited to design, draw, and create a theme for the upcoming renovation of that facility. It is our belief that the students ought to be key stakeholders and have significant influence in what they want the Media Center to look like and how they feel it should function in order to meet their needs.

In circumstances when it is not possible to directly involve students, teachers focus their efforts on how to maximize learning opportunities. One such example is our quarterly “Tea With Teachers” program. During these meetings, classroom teachers and support staff meet to discuss both individual students’ needs and greater trends of student performance. Staff members identify potentially struggling students, analyze various measures of performance, and create a plan in order to support them through a multifaceted approach. The ownership for all students at Bogert is shared, akin to the motto, “It takes a village to raise a child.” Grade-level teachers are given dedicated time to work together to identify performance trends, share strategies, and collaboratively write lessons. Specialists and support staff routinely join grade-level meetings to share their perspectives on how students can be engaged and how they perform outside of the classroom. By placing the students’ needs above all else, every child benefits, and our formative and summative data supports this finding.

In the Bogert Main Office hangs a framed sign that reads, “One hundred years from now, it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove, but the world may be different because I was important in the eyes of a child.” The practice of ensuring that, at the heart of every decision, teachers carefully and deliberately consider the impact on students is, unquestionably, the single practice that has been most instrumental in the school’s success.