

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

[X] Public or [] Non-public

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

Name of Principal Ms. Laura A. Heffernan

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

Official School Name Glenmont Elementary School

(As it should appear in the official records)

School Mailing Address 328 Route 9W

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

Glenmont City NY State 12077-0994 Zip Code+4 (9 digits total)

County Albany County

Telephone (518) 463-1154

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Web site/URL
https://www.bethlehemschools.org/glenmont/

E-mail lheffernan@bethlehemschools.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*Ms. Jody Monroe

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

District Name Bethlehem Central School District Tel. (518) 439-7098

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. Holly Dellenbaugh

(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):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 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	27	29	56
1	23	32	55
2	29	33	62
3	25	35	60
4	35	32	67
5	43	23	66
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	182	184	366

*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
 - 9 % Asian
 - 4 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % 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: 5%

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	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2017	357
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

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

Chinese, Bengali, Punjabi, Japanese, Arabic, Vietnamese, Twi, Cebuano, Afrikaans, Russian, Albanian, Romanian

7. Students eligible for free/reduced-priced meals: 15%
 Total number students who qualify: 54

8. Students receiving special education services: 16 %
59 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>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>20</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>24</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>2</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: 13
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.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 20:1

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	98%	97%	97%	97%	97%
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. 1989

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

The mission of Glenmont School is to foster a positive and collaborative learning environment where students can reach their highest potential academically, emotionally, and socially to become responsible global citizens and lifelong learners.

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

Glenmont Elementary School is one of five elementary schools in the Bethlehem Central School District. Our school, which provides a warm and nurturing environment for 366 students in grades K through 5, is located in upstate New York in a suburb of the state’s capital city of Albany.

For years, the land around the school was mostly farmland. Today, the county road on which the school is located has a variety of retail establishments with family-friendly suburban neighborhoods tucked behind them.

In addition to the landscape, the community’s demographics are changing as well. What had been a community of predominantly white middle-and upper-class families has an increasingly diverse student body. In the 2018-19 school year, the school’s population includes 20 percent children of color and 15 percent who qualify for the federal free and reduced lunch program. For the past few years, Glenmont has been one of two elementary schools providing culturally sensitive and supportive academic programming for the district’s English Language Learners (ELLs). In the 2018-19 school year, we have students from linguistically diverse families who speak Chinese, Bengali, Punjabi, Japanese, Arabic, Vietnamese, Twi, Cebuano, Afrikaans, Russian, Albanian and Romanian. This rich diversity of cultures, backgrounds, and experiences provides all students with a sense of the wider world.

Being so close to the New York’s capital, Glenmont is home to many state government employees. A number of institutions of higher learning also employ our students’ parents, including the University at Albany, Rensselaer Polytechnic Institute, and more. Our area, also known as “Tech Valley”, has attracted a growing number of technology companies employing Glenmont family members, such as biotech giant Regeneron and chip manufacturer Global Foundries. Contractors, doctors, nurses, retail workers, teachers, military members, lawyers, business people, police officers, and food service workers, to name just a few, round out the list of professions of those who call Glenmont home.

Glenmont School has served as a high-achieving, positive learning community for our students, staff, and families ever since the doors of our school first opened on April 29, 1957. Academically, the Bethlehem Central School District is consistently rated #1 in the Capital District. It also ranks in the top 10 among districts across upstate New York. Our school was a proud recipient of the Blue Ribbon Schools award 30 years ago in the 1989-90 school year.

The seven members of the Bethlehem Central Board of Education create policy for our district, as well as set a positive tone of collaboration, inclusiveness, and excellence. We are privileged to have engaged and supportive parents who value education and work hand-in-hand with us, resulting in a strong home-school connection. This is evident at Open House in the fall when we have close to 100 percent parent participation and in the spring when turnout for the school district’s annual budget vote is higher than nearly all 82 districts in the Capital Region. Our Parent Teacher Association (PTA) enhances our school’s programs through their gifts of volunteering, fundraising, and creative programming.

Within Glenmont School itself, the office staff sets a warm, welcoming tone for visitors, staff, and students alike. Our staff and faculty extend that sense of a safe and comfortable environment throughout every room of the school so that teachers feel supported to teach and students are ready to learn. In order for children to learn, they must first feel safe, comfortable, and connected to those around them. Relationships matter. If a student comes to school upset or angry, he needs an attentive ear to hear his frustrations before he can focus on fractions. At Glenmont School, we take pride in treating our students with respect, paying attention to all of their needs, and connecting with each child’s family to work together in support of the whole child.

Our faculty is smart, creative, and supportive of all learners. The teachers love what they do and it shows. We integrate technology throughout our school programs in meaningful ways thanks to our district’s one-to-one Chromebook program for students in grades 2-5. Glenmont teachers also play an instrumental role in developing curriculum, hiring new faculty, and guiding the school’s programming.

Our students receive instruction and support in our district's core values so they learn to "Be Kind, Be Respectful, and Be Responsible." We also focus on teaching our students the importance of doing good works in the world. Over the past 20 years, Glenmont has consistently been one of the top earning Hoops for Heart schools for its size nationwide in support of the American Heart Association. We have also participated in fundraisers for the Ronald McDonald House, the South End Children's Cafe in Albany, numerous natural disaster relief programs, and programs in support of the US Armed Forces. Our faculty donates to high school scholarships and prepares dinners for a local homeless shelter. Local businesses generously offer funds and goods for school events as well, further demonstrating that Glenmont School is a true community-based school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Glenmont teachers implement the district's English language arts (ELA) curriculum which is aligned with the NYS Next Generation Learning Standards. Curricular decisions are made by our district ELA Cabinet consisting of the K-12 ELA supervisor and teacher representatives.

Ours is a workshop model. The heart of the program is the Units of Study in Reading and Writing from the Columbia University Teachers College Reading and Writing Project. These rich resources form the basis of our program, inviting students to learn the crafts of both reading and writing from model texts. Teachers help the children identify how published children's authors use craft moves, for example, in an opening to get the reader's attention or set the mood of a story, and how non-fiction authors use text features like captions to support their written communication. Reading and writing instruction are interwoven, so the children learn to identify a craft move in their reading one day and then apply it in their own writing the next. This year, Glenmont K and 1 teachers are piloting the new Units of Study in Phonics as well to supplement phonics instruction.

Our teachers begin their reading instruction by assessing each child's current skills using Fountas & Pinnell running records as well as iReady reading benchmarks. Teachers then guide children to texts they can read with 95% accuracy and solid comprehension. Children are provided with time for independent reading while primary teachers run small guided reading groups to focus on specific skills and intermediate teachers lead students in book groups. All students experience daily read-alouds of high-quality texts. Writing instruction involves a mini-lesson followed by independent writing time during which the teacher conferences with students, or students may engage in peer conferencing. Glenmont students in grades 3-5 take the NYS ELA assessment in the spring of each year as a further measure of their progress. Struggling students are provided with additional small group reading instruction with a certified reading teacher in a Response to Intervention program.

1b. Mathematics:

Glenmont School's math curriculum is based on the NYS Next Generation Learning Standards in mathematics. Over the past ten years, we have been using Pearson's enVision math series as the main instructional component, although teachers are encouraged to supplement the series with other materials, hands-on activities, etc. We offer a sixth-grade accelerated math program to a select portion of fifth graders who have demonstrated through multiple measures that they are prepared to move ahead.

Our district's elementary Math Cabinet consisting of a K-12 math supervisor and teacher representatives from the five elementary schools is considering adopting a new math series, Ready Mathematics. Glenmont teachers in grades K and 2 are piloting the program this year to see if it better meets our needs.

We rely on a variety of math assessments to guide our instruction and provide students with feedback to help them grow mathematically. Assessments include iReady benchmarking on Chromebooks, teacher observation, exit tickets, collection of student work, and unit tests in the older grades. Students in grades 3-5 participate in the NYS Math Assessment each spring as a formative means of assessing their performance and evaluating our program. Students who struggle are provided with additional small-group math instruction in a Response to Intervention program.

Teachers utilize anchor tasks and student inquiry in their math instruction to help students gain problem-solving skills and a more thorough understanding of how math works rather than rote memorization of algorithms. Students are expected to find multiple ways to solve the same problem and to be able to express their mathematical thinking both orally and in writing.

Last year we were thrilled to have math mastery expert Dr. Yeap Ban Har from Singapore provide a professional development workshop to the district's elementary teachers. Dr. Yeap also met with families the same evening to help demystify the "new math" about which some parents have expressed confusion.

1c. Science:

New York State adopted a modified version of the Next Generation Science Standards (NGSS) in December 2016 with full implementation expected by August 2021. Glenmont began transitioning to the new curriculum in August 2017 using the Smithsonian Science for the Classroom kits, research-based kits that were developed around the NGSS standards. These lessons incorporate three-dimensional, hands-on learning in every science investigation. For example, at a local wildlife preserve, our fourth graders used the kits to test water quality based on the macroinvertebrates collected from a stream.

Smithsonian Science for the Classroom kits allow equity and access to all populations of students. All special education students and ELL students attend regular education science classes and participate successfully in the three-dimensional philosophy. Glenmont has selected to use the Engineering Design kit at each level it is offered to expose students to the addition of Engineering Practices and Engineering Design Performance Expectations.

Glenmont works with a local STEM education company, CreositySpace, to expose students to the latest technology through partnerships with young entrepreneurs. For example, fourth graders worked with an entrepreneur involved with drone technology. Students completed activities on breadboards to make circuits and then tested that they worked with buzzers, propellers and LED lights. Some students have completed a unit with an entrepreneur, learning about solar energy and PV cells, and others have made a solar cooker in their classroom.

Formative rubrics with indicators of success or difficulty are used early in the unit, and then students are summatively assessed multiple times at the end of units with three-point rubrics. Students are frequently asked to present their work, create models of their understanding of concepts, and support their predictions and explanations with data and evidence. Students are also assessed by New York State in grade 4 on both a performance and written exam on which our students have historically performed exceptionally well.

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

Glenmont's Integrated K-5 Social Studies/English Language Arts Program was developed by teachers to provide structure and resources to the complexities within the new NYS Social Studies Framework. It is a web-based curriculum that is available to all teachers and staff within the district, including classroom teachers, librarians, and special education teachers, so all can incorporate social studies concepts and content into teaching across the curriculum.

The NYS Social Studies Framework forms the basis of unit development and focuses on continuous improvement by updating and revising the curriculum annually. Its lessons are standards-based and full of project-based learning opportunities all aligned to the key ideas, conceptual understandings, content specifications, and social studies practices found in the Framework. It incorporates the language arts through reading, writing, speaking about, and listening to informational texts.

There is a comprehensive and spiral approach to historical contextualization and geographic reasoning. From kindergarten through fifth grade, students are expected to engage in collaborative learning, conduct research, use data, and engage in higher-level thinking. Examples of units include first graders focusing on the topic of "My Family and Other Families, Now and Long Ago" while fourth graders turn their attention to "New York State and Local History and Government." There is an emphasis on incorporating fun learning opportunities which include numerous means of delivering information, such as videos, hyper-doc activities, primary and secondary sources, histories, perspectives, images, etc.

In order to assess students, teachers use observation, rubrics for written work and other media produced by students, exit tickets, conferencing, and unit tests in the upper grades.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Glenmont School offers a robust visual arts program in a dedicated art classroom with a certified art teacher. Classes for all students K-5 meet weekly for 40 minutes. The art classroom with new art tables and stools is a bright and inviting space with instructional posters, a functioning kiln, interactive whiteboard, and document camera.

The art curriculum, centered on New York State's new Media Arts and Visual Arts standards, introduces students to the use of creative problem-solving to resolve artistic challenges. Students are encouraged to experiment with art materials and use their own experiences and knowledge to create visual solutions to creative prompts. Student artwork is choice-based and allows for students to develop artistic vocabulary and skills that will serve as a foundation for artistic expression in their further studies in arts education.

Student artwork is displayed throughout the school year in our school's hallways. Each spring the art department hosts an evening Art Show for Glenmont families in which every child has a mounted piece or sculpture displayed. In addition, art teachers submit selected student pieces for regional and state art displays every year.

K-5 students participate in music instruction for 30-40 minutes each week in which they sing, dance, play instruments, learn basic music notation, explore different types of music, and experience the joy of creating music together. Third graders learn to play the recorder. Fourth and fifth graders participate in an additional weekly class period for choir. Fourth and fifth graders can also elect to take string lessons and join our orchestra that meets before school, while fifth graders are invited to take band lessons and participate in the band. We invite parents to winter and spring concerts showcasing performances of our choir, band, and orchestra. Each year the district hosts a music festival with a guest conductor involving all fourth and fifth grade band, string, or choral students on a rotating basis. Students and staff benefit greatly from the Bethlehem Music Association, a parent-led booster program in the district, which provides enrichment programs, extensive access to instruments for all, and much more.

Glenmont students participate in physical education (PE) classes twice weekly ranging from 30 minutes for the kindergarteners to 45 minutes for fifth graders. Curricular units focus on skill development as the children learn a variety of different sports and activities including volleyball, basketball, gymnastics, dance, etc. In every unit, our certified PE teachers instruct the children on the importance of lifelong exercise and physical health in fun and supportive games and activities. PE classes take place in our gymnasium or extensive green fields behind our school. Fourth and fifth graders are also invited to participate in intramural sports before school in programs run by the PE teachers.

Health education, including nutrition, is taught by classroom teachers using the HealthSmart curricular series that aligns with the NYS Health Education Standards. Our PTA organizes a fall Farm to You Fest to promote healthy eating from local sources as well as a Healthy Kids Week in the spring focusing on eating well and exercising.

All K-5 students participate in a weekly fixed schedule for library instruction in our library media center. We have a full-time, certified library media specialist who reads to the students, teaches them how libraries are organized, introduces databases, and models how to conduct research, as well as advises students during book selection time. Over the past few years, library instruction has evolved to include coding instruction as well as digital citizenship lessons to support students in being safe and savvy consumers of digital media.

In 2017, our school district implemented "The Power of One" program which provides a Chromebook to
NBRS 2019

every student in grades 2-5 to be used in school. Children in grades K&1 have access to a shared cart of touchscreen Chromebooks as well as classroom sets of iPads. Teachers and students utilize a variety of software including the Google's G Suite for Schools and Seesaw, a secure method for students to share photos and videos of their learning with their parents. All classrooms are outfitted with interactive whiteboards and document cameras. A district technology coach offers professional development workshops and one-to-one sessions with teachers to support their use of technology.

3. Special Populations:

Our district's Special Education and Student Services department offers a full range of services ranging from the least restrictive environment to self-contained programs, including speech language therapy, occupational therapy (OT), physical therapy (PT), social work, academic and social communication resource room services, and co-taught classes.

Students may receive related services such as OT in the therapy room, or a therapist may push into the regular education classroom. In an effort to better support speech students with articulation needs, Glenmont's speech teacher meets with students daily for five-minute sessions rather than a single weekly 30-minute session. This allows her to drill students on particular sounds and help them exit the speech program at a faster rate.

The district offers co-taught classes consisting of approximately six students with fairly involved Individualized Education Programs (IEPs) together with regular education students who learn side-by-side. For half the day, a special education teacher teaches in coordination with a full-day regular education teacher and aide. The two teachers implement instruction together, often alternating who is the lead teacher of a mini-lesson, for example, and then providing targeted small-group instruction. This year Glenmont School has a co-taught class at the fourth grade.

Our school houses the district's 4th/5th grade self-contained skills class in which 12 students with more extensive needs engage in individualized ELA and math instruction in a classroom with a special education teacher. As a part of this program, these students join their regular education peers for recess and lunch and are part of the regular education classrooms for art, music, science and sometimes social studies.

Glenmont School is one of two elementary schools in the district that hosts English Language Learners. Approximately two dozen English Language Learners (ELLs) hail from around the world with Chinese being the most common language spoken by our ELL families. We also have students who speak Russian, Japanese, Bengali, Twi, Punjabi, Afrikaans, Romanian, Vietnamese, Cebuano, Albanian, and Arabic. Students receive integrated or stand-alone English as a New Language (ENL) services from 180 to 360 minutes per week, depending upon their level of fluency. This is determined annually according to each student's performance on the NYS English as a Second Language Achievement Test (NYSESLAT).

Our ENL teacher not only teaches the children reading, writing, listening and speaking skills in English, but she also serves as a liaison for the students and their families. She reaches out to families, ensures school information is translated as needed, arranges for interpreters to accompany them to Open House and parent/teacher conferences, etc. She also assists in organizing two ENL Family Nights for the district to help develop a strong home-school connection for our ENL families.

Gifted math students in grades 3 and 4 are identified objectively through high scores on two standardized tests. Those who qualify participate in our pull-out Challenge program to engage in enrichment activities twice a week. As noted above, fifth graders who demonstrate a high level of math proficiency through multiple measures can participate in a sixth grade math acceleration program.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Be Kind, Be Respectful, Be Responsible. These are the three core values that we are teaching our Glenmont students as the basis of our Response to Intervention (RtI) Behavior program. Our goal is to explicitly teach our students how to behave and then provide additional supports for those who struggle.

This Positive Behavioral Intervention and Supports (PBIS)-based program began in September as the children watched and then discussed fun videos. The videos starred our own faculty members hamming it up as they demonstrated both the right and wrong ways to behave on the playground, in the cafeteria, in the hallways, and in the bathroom.

Students can earn Glenmont Gold awards from any adult in the school for positive behaviors. Those who earn a Gold award gain entry into a weekly drawing to determine the Glenmont Gold winner in each grade. We have implemented school-wide scripts, so if a student encounters a problem, for example, we ask, “Is this a big deal, little deal, or a glitch?” In addition, we have a school-wide voice level chart. Having this common language throughout the school helps students understand the expectations more clearly. In addition, our school counselor leads whole class lessons at least four times a year to teach social skills, often coordinating the specific topics with the classroom teacher in order to tailor the instruction to the needs of that particular group of children.

For those children who need extra behavioral help, we have a Coordinated Care Team consisting of a social worker, school counselor, and school psychologist who can meet with small groups of students on specific needs such as a leadership group for girls, or individually on a case-by-case basis. Students can even refer themselves to the school counselor by filling out a slip on her door. Banana Splits provides support for students of divided families. Friendship Groups are available for students who struggle with social skills and New Student Groups help newcomers feel instantly connected to the school.

Teachers, who are greatly valued by the principal, central administration, students, and families alike, have great autonomy in their classrooms. They are treated like the professionals they are, serving on committees and cabinets to make curricular decisions and playing a vital role in school programming and planning. The teacher union representatives meet frequently with the principal to proactively address any potential areas of concern. Our PTA offers our teachers grants for additional classroom supplies and holds a Staff Appreciation Luncheon every year to thank them for all they do.

2. Engaging Families and Community:

Our school has a very active Parent Teacher Association (PTA) group that brings exciting activities and programs to our school. The PTA organizes most of the school social events outside of the regular school day including the Fall Family Picnic, Halloween Ball, Winter Carnival, and Lip Sync. In addition, the group underwrites educational programming including an annual author visit to the school, an environmental educator program for all classes, cultural assemblies such as the NYC Harambee Dance Company in April 2018, and the 1000 Book Project, just to name a few. Their focus on promoting school and community spirit includes creating a family directory, yearbook, Roots & Wings service projects, spirit wear sales program, and Field Day refreshment offerings. Parents and teachers come together for many of these programs at Glenmont School in support of our students and our school community.

In addition, parents also volunteer on an individual basis, most notably in our school library, assisting the librarian with checking books out for students, reshelving materials, etc. We also have parent volunteers at special events such as Field Day in June. Teachers invite parents into the classrooms for holiday celebrations, learning lunches, breakfasts, and class picnics. Kindergarten classrooms are thrilled to have parent “mystery readers” arrive during story hour to engage and entertain them.

Our school website provides families and the community with updates about what is happening in the

school. We also post photos of events on social media including Facebook and Twitter. Parents and community members can sign up for email or text messages through our School News Notifier and School Messenger services. Continuing Education classes for town residents are held at the school enabling community members to see what is happening by perusing our bulletin boards and hallways. Community members are specifically invited to our Winter Carnival and Spring Craft Fair.

Parents are kept apprised of their child's progress through our Aspen Parent Portal, report cards, annual parent-teacher conferences, additional parent conferences upon request, phone calls, emails, and notes home. In addition, our faculty makes full use of technology to communicate via teacher websites, blogs, online photo sharing services, and video programs such as Seesaw in which parents can view photos and videos posted by their child and the teacher in a safe environment.

3. Professional Development:

As a part of the teachers union contract, teachers are able to apply for grants from the district in support of professional development of their own choosing. Three times a year, a joint committee of administrators and teachers decides how to award this annual budget of \$50,000. Over the past few years, multiple Glenmont teachers have been able to attend all-expense-paid workshops for reading, math, music, and more.

Our district has an Elementary Technology Coach who offers professional development sessions in each school before or after school on specific topics including Seesaw and Newsela, as well as scheduled one-on-one sessions upon request. She will even come into the classroom during the instructional day and co-teach with a classroom teacher who wants support trying something new with her students. She sends out frequent "how-to" videos and maintains an extensive website illustrating instructional technology ideas and helpful links.

Teachers are often provided with professional development embedded into the instructional day by the district in support of district curricula. For example, our kindergarten and second grade teachers piloting the new math series Ready Mathematics have had four different half-day sessions with a trainer this year, and the assistant superintendent of instruction has also provided model teaching demonstrations in each of their classrooms. The district's librarians have attended full-day workshops on digital citizenship, RtI math teachers have attended related trainings, and all faculty had the option of attending a two-day Google Summit for educators to gain skills in our Google G Suite for Education. These programs were all funded by the school district.

In addition, teachers can also receive a professional development stipend for up to 13 hours for any conferences or workshops they participate in outside of the school day. Offerings from local and regional organizations are emailed to teachers and posted on the staff Google site. This year on March 22, all staff are invited to participate in a Superintendent's Conference Day including keynote and breakout sessions related to the district's priorities in school equity and inclusiveness, wellness, technology integration, pedagogy, and content curricula.

4. School Leadership:

Our principal often offers new teachers some important advice on their first day: make friends with the school secretary and custodian because they are the people who really make the school run on a daily basis. It is with this philosophy — recognizing the significant role played by each person in the school — that Glenmont School has achieved success.

To begin, it is important to note that Glenmont School relies greatly on the support of the district leadership team, including the members of the Board of Education as well as the offices of the superintendent, assistant superintendent of instruction, and chief business and financial officer. In addition, K-12 supervisors housed at the high school guide our instructional program, and the Special Education and Student Services Department provides support for our students with special needs. The school also benefits from the hard-working individuals in the Operations & Maintenance Department, the Transportation

Department, the Technology Department, and the Food Services Department.

Within Glenmont School itself, our staff sets high expectations for themselves and for one another. Teachers arrive early, stay late, and come in on weekends, often in teams, because they are so dedicated. Staff members take the initiative to offer a helping hand. Everyone works as a team; individuals may have specific students in their classes or on their caseloads, but all of the students are “our kids.”

Glenmont’s sole administrator, the principal, sees her job as collaborator and facilitator. She first must hire highly qualified and dedicated individuals for all of these positions and then provide the resources and support they each need to get their jobs done at the highest level. The principal ensures the building is safe and orderly for adults and children alike. She observes individuals in their positions to see if their talents are being best utilized and they are engaged in productive work. Together with teachers, she reviews test data and curricula. She is a cheerleader for students when they are successful and a guiding hand for when they struggle. She is a point of contact for parents and a communicator to the entire community of all the wonderful things happening in the school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The Glenmont School secretary shows a new family she cares when they are greeted at the school for the first time with a warm welcome and a big smile. A first grade teacher shows a former student she cares when she checks in on him even after he has moved on to second grade, engaging him in brief chats to encourage positive behavior. A third grade teacher shows her second grade colleagues she cares when she emails them in October to thank them for the amazing work they did with their young charges the year prior. The community shows the school it cares when it generates more than \$6,000 to fund a scholarship in memory of a teacher who died of a brain tumor.

Our school counselor explains, “At Glenmont School, everyone truly cares about each other and the students. There is such a personal investment for happiness and success. When a student is struggling in any way, teachers pull out all the stops and look for and try anything that might help.” A fifth grade teacher adds, “I feel like Glenmont is a close community, not just a school. It is a place where all the staff love their jobs and share laughs and hard work. Glenmont is also filled with families and students who are extremely supportive and open. If there is a problem, Glenmont always is there to support you.”

A quick internet search turns up a host of both scholarly and mainstream articles touting the myriad benefits of relationship building in education. When adults in a school know and care for the students, the students acquire more positive academic attitudes, feel more satisfaction with school, and are more engaged in their learning. Positive relationships work in a similar manner with adults. One kind act begets another. Better teaching and learning happen as a result, all to the benefit of our students. All of this leads to increased academic success.

It truly is the positive relationships we have nurtured among the people at Glenmont — whether teachers, staff, students, families, or the larger community — that make our school the wonderful place it is. Glenmont cares.