

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Heathcote Elementary School
(As it should appear in the official records)

School Mailing Address 26 Palmer Avenue
(If address is P.O. Box, also include street address.)

City Scarsdale State NY Zip Code+4 (9 digits total) 10583-7129

County Westchester County

Telephone (914) 721-2760 Fax (914) 721-2777

Web site/URL https://www.scarsdaleschools.k12.ny.us/heathcote E-mail mstile@scarsdaleschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Thomas Hagerman E-mail thagerman@scarsdaleschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Scarsdale Union Free School District Tel. (914) 721-2400

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. Pamela Fuehrer
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	38	36	74
1	18	19	37
2	23	38	61
3	40	35	75
4	34	25	59
5	37	33	70
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	190	186	376

*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
 - 18.4 % Asian
 - 0.3 % Black or African American
 - 8.6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 67.2 % White
 - 5.5 % 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 2018 - 2019 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, 2018 until the end of the 2018-2019 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2018	381
(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. Specify each non-English language represented in the school (separate languages by commas):

French, Chinese, Japanese, Hebrew, Turkish, Portuguese, Russian, Swedish

English Language Learners (ELL) in the school: 3 %
13 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 9 %

34 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>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment |
| <u>1</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: 15

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
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.	16
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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.

At Heathcote School, we strive to cultivate a vibrant, collaborative learning community that meets the needs of all students and promotes the development of the whole child. Our mission is to foster a rich academic experience where students learn to think critically and creatively, communicate ideas, and see themselves as 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

Heathcote School is a kindergarten through fifth-grade elementary school with approximately 380 students. One of five elementary schools in the innovative Scarsdale Union Free School District, Heathcote's ultimate goal is to create a community of independent lifelong learners, critical thinkers with a reflective social conscience. Our Scarsdale Schools motto Non-Sibi, not for oneself, is a unifying thread that runs through each student's elementary to high school experience.

Heathcote is a model of the modern campus-style design that was coming into vogue when McCall's Magazine gave it national coverage in 1955. It was built as a translation of educational theory into architecture, based on a humanist approach. Constructed on a rolling hilltop of twenty-two acres, Heathcote dramatizes an indoor/outdoor relationship. Heathcote's unique features begin with a one-level structure that provides grade-specific classroom clusters with a little-schoolhouse atmosphere.

Our approach to teaching and learning is the direct result of a deep philosophical belief that all students are entitled to a rich and well-rounded education where all decisions are made in the best interest of students. With that in mind, we work diligently to ensure horizontal coherence and vertical alignment in our construction of curriculum and programming. We believe in professional development and growth. This can be seen in Heathcote's active partnership with the Teachers College Reading and Writing Project, our participation in Metamorphosis math training to complement our use of Primary Mathematics, and teacher attendance of Board of Cooperative Education Services (BOCES) Science 21 training towards meeting Next Generation science standards. In addition, all teachers have multiple technological resources at their disposal: iPads, Chromebooks, Google Suite for Education, and access to an on-site technology coordinator to help facilitate curriculum-based technology professional development.

Student voice is at the forefront of everything we do, as evidenced by student-created How-To books in kindergarten, to fourth and fifth-grade Ignite and TED Talks. Students are given their own blogs in third grade to authentically publish their work to a broad audience. Fifth-graders research passion projects and take it upon themselves to interview experts and visit locations outside of school. Student voice and choice is an essential aspect of our instructional practice. Student voices tell the stories, the narratives, of their learning experiences. What stories do students want to tell? How do students want to tell them? Learning at Heathcote is not about delivering curriculum instead, connecting students with the knowledge, and affording them opportunities to tell us what they have taken away from the experience.

A sense of community is nurtured across the grades and involves a strong home-school connection. We promote an understanding and respect for diversity through our many programs, classroom libraries, parent, and multicultural events. Teachers and students are encouraged to share and celebrate their unique cultural experiences to nurture awareness, understanding, and acceptance.

Heathcote community events include our beginning of the year activities such as the Annual Family Picnic, Meet the Teacher Open House, and a Newcomers Reception that welcomes families to our school community. In addition, families are invited to visit various classroom events throughout the year. An annual Lunar New Year dragon parade, publishing parties, a Colonial Day, rocketry launches, and a host of other student-centered events serve to draw parents and students together to celebrate learning.

At Heathcote, we believe social media and Twitter (@HeathcoteSchool), in particular, are excellent vehicles for providing a genuinely transparent learning community. Our teachers tweet actively throughout the day, sharing the great successes of our students.

Heathcote students are immersed in vibrant, diverse arts programs. The programs include the visual arts, choral music, and instrumental music.

A celebration of musical work, including chorus, takes place during the Winter and Spring Concerts performed for fellow students and parents. In April, the entire school immerses itself in a study and celebration of poetry that includes a presentation of student work during our Poetry and Art Festival.

Students' environmental awareness is raised through recycling practices and the formation and use of a school garden. Beginning in 2013, garden consultants from Kaleidoscope Designs have been collaborating with Heathcote teachers to implement the garden curriculum. In addition, families are welcome to tend and visit the garden during the summer months so that they can continue to enjoy its bounty.

Building social skills is valued in Scarsdale Schools. At Heathcote, programs such as Circle of Friends, Peer Mediation, morning social skills groups, and our weekly recognition of Citizens of the Week aim to strengthen students and support a strong sense of community.

From kindergarten to fifth-grade, a vibrant sense of community and responsibility is nurtured among students and teachers.

With the extended school closure due to the COVID 19 outbreak, the Heathcote School community has been challenged, as have all schools, and, like never before, our school community has pulled together to face this challenge.

Our administrators have met tirelessly through Zoom meetings with district leaders and staff to quickly put a meaningful E-Learning plan in place. Our teachers have collaborated on grade levels with district administrators to outline curricular guidelines and expectations during the closure and to design creative daily assignments for students.

Our support and specials teams have also met both as district teams and with teachers to structure support for all learners. The Heathcote E-learning plan is a reflection of the commitment, expertise, and compassion of our teaching community. The plan also reflects our staff's ability to learn and utilize new technologies for remote learning quickly.

The school closure has presented our school community with an unprecedented challenge. Our response to this crisis reflects Heathcote's mission to strive to teach all learners with intelligence, innovation, kindness, and compassion, always with our commitment to putting students first.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Grade levels use common planning time and monthly grade-level meetings with Heathcote's administration to plan and create instruction and assessment. These opportunities allow us to collaborate as a team to share ideas and best practices.

As lifelong learners, teachers attend professional development to enhance their ability to teach at the highest level possible. In June, each grade team meets to reflect on the previous year in order to plan the next year's curriculum and to create grade-level curriculum maps. These maps outline teaching and assessments for the year and allow an overview for each month in terms of the units, topics, and concepts that will be taught.

Heathcote uses a balanced literacy approach to teach reading and writing. Our partnership with Teachers College Reading and Writing Project of Columbia University allows Heathcote to be at the forefront of cutting edge approaches of the reading and writing workshop models. Instruction is driven by assessments that enable teachers to assess growth in reading and writing.

The mathematics program utilized is Primary Mathematics. The foundation of this program is coherence, rigor, and focus. It is based on a problem-solving approach and concrete-pictorial-abstract pedagogy.

In social studies, all grades explore a theme through the concepts of history, culture, economics, civics, and geography. Students ask questions, make inferences, and connect these concepts to their own lives. Teachers choose different projects for students to exhibit an understanding of each topic.

For science, the BOCES Science 21 is the District curriculum. This program highlights cross-cutting concepts included in the NYS Next Generation standards. Using hands-on exploration, our students learn to ask questions and define problems. They develop and use models as well as plan and carry out investigations. Through analyzing and interpreting data that has been obtained and evaluated, they learn to construct explanations and design solutions.

1b. Reading/English language arts

We believe in fostering a community of lifelong readers, writers, and thinkers. The balanced literacy approach to teaching allows students to engage in a variety of authentic and innovative reading and writing experiences. Our ideologies are reflected in the workshop model, including lessons featuring a gradual release of responsibility with differentiated scaffolding.

As teachers and administrators, there is constant growth through ongoing professional development. There are ample opportunities to learn from one another through grade-level meetings, classroom visits, and common planning times. Additionally, there are close working relationships with Teachers College Reading and Writing Project's staff developers, and the opportunity to attend Calendar Days based on teacher personal interests and goals.

One component of our curriculum is the Reading Workshop. Reading Workshop helps build a community of readers by providing explicit instruction, small group opportunities, one-on-one conferring, collaboration with peers, and ample time for independent reading. Students are provided with their choice of reading materials and are encouraged to read across a wide variety of genres and formats. Classroom libraries are diverse, engaging, and modern. Both formal and informal reading assessments are given so that teachers can continue to provide multiple entry points into every lesson. Fountas and Pinnell reading assessments are used to collect the necessary data to support students and their goals.

Within our balanced literacy approach, word study is crucial to the development of strong foundational

phonics skills. Our program incorporates a tactile approach to learning that taps into multiple intelligences. In the primary grades, explicit phonics instruction is provided through Foundations and Teacher's College Units of Study in Phonics. Grades three through five focus on the Words Their Way, program which includes vocabulary, complex spelling patterns, and fluency. All the above is meant to ensure the transference of word work into reading and writing.

Writing Workshop is a time where students are encouraged to find their voice and creativity. At Heathcote, student writers are encouraged to take risks and share. Writing Workshop allows for student choice, skill development, self-reflection, and feedback from teachers and peers. We provide multiple opportunities for students to share and refine their thinking through partner discussions, conferences, and shared writing. Students generate a wide variety of writing genres across grade levels. Students are encouraged to independently reflect and assess using differentiated rubrics and checklists. These classroom tools, in addition to teacher assessment and observations, help to monitor the development of student skills. The use of on-demand writing assessments at the beginning and end of each unit allows for the determination of strengths and instructional goals for each student while gauging progress throughout the unit. This process provides several opportunities for student-led instruction.

At the core of our English Language Arts teaching is the belief that to support and foster the growth of students by giving them opportunities to take ownership of their learning, is to prepare them for success in an ever-changing global society.

1c. Mathematics

Heathcote School's math curriculum strives to cultivate a rich mathematical experience where students learn to think critically and creatively, communicate mathematical concepts effectively, and live their lives as mathematicians by applying concepts to solve real-world problems. The utilization of the Primary Mathematics Common Core Edition is the foundation for math instruction. The program, which is vertically aligned, and promotes common language across grade levels, emphasizes problem-solving and the development of numeracy. The concrete - pictorial - abstract approach allows us to explicitly teach concepts conceptually, and foster conversations that focus on the why not just the how. We are invested in having students communicate multiple solution methods, promoting an environment where students take risks, and see themselves as real-world mathematicians.

We are also given flexibility in adapting the curriculum to include other math curricula, such as Context For Learning, Mindset Mathematics, various Marilyn Burns resources, and Mentoring Mathematical Minds. All these materials create rich problem-solving experiences for students, with the goal of developing growth mindsets so that students see themselves as capable and confident mathematicians.

Our district pacing guide, which is aligned with the New York State Next Generation Standards, is a living document, which defines the scope and sequence of Heathcote mathematical instruction. There is collaboration in grade-level teams to discuss best practices around instructional approaches. Differentiation is accomplished through the use of thoughtfully designed problems. This process allows students to access different materials in the construction of understanding, which then results in varied student products. The way in which students are questioned, and content is delivered, is also differentiated based on the current needs of individual students.

Intervention is continuously occurring in our classrooms. A variety of methods are used that include thoughtful peer partnerships, teacher coaching within mini-lessons, independent work, individual conferences to reinforce concepts, small group instruction if needed, and specialized work with learning resource teachers. Additionally, modification of assignments is used to give students who need more academic support the opportunities to demonstrate what they know, while also providing enrichment to students who are ready for more challenges.

Assessment across Heathcote is complex and varies developmentally. For instance, in a kindergarten classroom, observing how a child adds numbers can be a window into whether a child can subitize or count onward. On the other hand, in a fifth-grade classroom, observing the way that a child multiplies fractions

can indicate whether that child has a procedural versus a conceptual understanding. Formative assessments reveal how students approach tasks and allow for remediation of misconceptions. Decisions are then made regarding whether a concept needs to be retaught, using a different approach, or how to devise a question that helps to move student thinking forward. There are also other methods to assess students, which range from classroom number routines to exit slips after a lesson to more formal summative assessments such as the end of unit tests, STAR, and the New York State Mathematical Examination. Data from these assessments help to identify and remediate student performance.

1d. Science

Heathcote School has adopted the BOCES Science 21 curriculum, which is strongly aligned with the NYS Next Generation Science Standards. The curriculum envisions elementary classrooms as learning environments where all students learn the practices, core ideas, and crosscutting concepts of science and engineering to become independent and collaborative problem-solvers. It is a student-driven, inquiry-based investigative curriculum which has always been the core of teaching science at Heathcote. The units and investigations in each grade look different, but the skills that are embedded are universal throughout our school. Students take on the role of scientists and engineers as they ask questions, develop models, and carry out investigations. The school-wide focus is on making thinking visible through documentation utilizing technology, photographs, data analysis, and written reflection.

Additionally, Heathcote's science program includes a robust Maker Space that provides curriculum extensions with mobile maker carts available to all grades, an annual HEXPO STEAM Maker Fair supporting the STEAM curriculum, and robotics instruction with our technology educator.

The maker carts contain curriculum support for force in motion, simple machines, electrical circuits, and robotics. Our science curriculum also includes a bountiful school garden. It utilizes a vertical curriculum where children are engaged in every aspect of planting, composting, and harvesting. They study life cycles, energy, and the garden as a living environment. It is a year-long study that culminates with a harvest celebration.

Our science assessments are focused on learning, process, and crosscutting concepts. Students have a choice in how they demonstrate their knowledge and understanding. They are assessed through written reflection, oral communication, and modeling using a variety of materials and diagramming. Students also engage in debates, using evidence to explain their thinking and support their design models. Technology plays a vital role as a documentation tool to assess individual learning and understanding.

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

Our social studies units are designed to examine major understandings and essential questions through an inquiry lens. We understand that according to the NYS framework, content is important; however, we take pride in and recognize the importance of inquiry. The theme of cultural universals is weaved throughout grades kindergarten through five, and used as a framework to explore different cultures. Cultural universals are common to all cultures across place and time. These include social aspects, cultural arts, economics, beliefs, and politics. We have worked together to develop a social studies curriculum that follows the NYS standards. This curriculum allows us to have room for inquiry, meet the needs of our diverse student body, and plan activities that enrich their understanding of communities, culture, and history.

We look closely at the integration of social studies with our reading and writing work, through the Teachers College Reading and Writing Project. We recognize the importance of the literature connections and how students can learn through diverse texts, that not just act as mirrors, but windows into the lives of other cultures and communities. Keeping the texts up to date, relevant, and closely connected to the demographics of our students is crucial to their understanding of others, and to the investment into their frames of reference.

Being part of a community is a central understanding. Kindergarten through second-grade students look closely at themselves and their identity, to their needs vs. wants, and what makes a person unique. As they

grow older, the focus turns to their families and the broader community. The third, through fifth-grade curriculums, build on the notion that we are part of a global community and the importance of knowing and appreciating different cultures.

The use of technology is highly valued at Heathcote within our work in social studies. The culture of project-based learning allows students to engage in research endeavors and display learning through various platforms. Across the grade levels, our curriculum focuses on assisting our students to become democratic citizens who make informed decisions and take action to benefit the common good.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Heathcote students develop an understanding of art and design through explorations of media, critique, history, and aesthetics. Students attend classes once in a six-day cycle. Art historical/aesthetic visual discussions invite students to hone their skills of observation and communication. Students are encouraged to become risk-takers as they begin thinking, speaking, and making choices supporting their artistic processes. The art room supports flexibility, and students are encouraged to be themselves developing at their own pace. Learning is relevant and interdisciplinary, focusing on collaboration and teamwork.

In the general music classroom, kindergarten through fifth-grade students attend classes twice in a six-day cycle. They are engaged in exploring music as creative learners and thinkers. With their voices as the primary instrument along with percussion and Orff instruments, students learn songs and the elements of music through singing, playing, movement, and composition. They explore many genres of music. Building literacy skills and the integration of technology are also vital ingredients. In grades three through five, students keep journals and record their work. iPads serve as a regular tool to enhance learning. Fourth and fifth-grade students also have choral experience and build their skills as singers in an ensemble by exploring a diverse repertoire of songs and performing two concerts annually.

A robust instrumental music program is part of our curriculum. All third-grade students explore violin, cello, clarinet, and baritone horn for a full school year. Fourth and fifth-grade students participate in group lessons and play in either a full band or string orchestra once in a six-day cycle. Students perform in several concerts during the year and often share their skills in lunchtime musical cafes and other events, making Heathcote a vibrant musical community. Many Heathcote students participate in the NYSSMA festival, and our orchestra has received a rating of "Gold with Distinction" several times at the NYSSMA majors festival.

The physical education program ensures that all students have the opportunity to participate in developmentally appropriate activities and lessons to acquire physical, cognitive, and social skills in a fun, safe, and encouraging manner. Students attend classes at least twice in a six-day cycle. A fitness workout of the day usually opens each class. Planned activities for developing skills include literacy and math topics, character education, and sportsmanship. Favorite activities include rope swinging, "Secret Agent" tag, an obstacle course, and a trip to the local curling club.

The elementary Spanish curriculum is an academically stimulating and enriching program for developing oral proficiency in Spanish. Students enter the program in second grade and continue through fifth grade. They attend a forty-minute class and two twenty minutes classes in a six-day cycle. Through exposure to a world language, students develop the necessary skills to communicate in Spanish at a young age and to respect other cultures in our world. Heathcote's instructional model promotes an almost exclusive use of Spanish during class time. In a variety of settings, students focus on learning cultures of Spanish speaking countries.

As a district, Scarsdale Public Schools understands the importance of not just technology for education but instruction infused with technology. At Heathcote, we take that notion to heart. Technology is not a separate subject, but rather a co-teaching experience where the computer teacher and classroom teacher plan lessons

and projects together. Using the iMac lab, iPads, or Chromebooks, technology is fully integrated with the curriculum, and the curriculum is enhanced by the technology. It is seamless and transparent, with the ultimate goal being that all students have an understanding of the power of technology alongside the importance of curriculum.

The library is a center for individual reading and research. The school librarian works collaboratively with each classroom teacher to allow for the authentic teaching of literature, information fluency skills, and strategies. Students attend library classes once in a six-day cycle. Instruction, designed around an inquiry framework, generates active learning and the formation of new understandings. Heathcote students build upon their library skills as is developmentally appropriate. From kindergarten to fifth grade, this results in a true understanding and ability to utilize the library for their own independent study and edification. Their love of reading is nurtured and built through a thorough exploration of literary genres, fiction and nonfiction, and a variety of reading experiences utilizing music, technology, games, etc. Our students are enabled to succeed in an ever-expanding, information-rich world.

Social-emotional learning (SEL) opportunities are weaved throughout school activities and in every class. The school psychologist teaches social skills and character-building lessons in all grades. Sexual abuse prevention is taught in fourth grade. Early morning SEL clubs are available to all students at every grade level. Fourth and fifth-grade students have the opportunity to be trained as peer mediators. Our entire school community annually participates in the Great Kindness Challenge.

3. Academic Supports:

3a. Students performing below grade level

We understand and appreciate that students are diverse learners. Students who require additional support are offered a multi-tiered approach. This collaborative process involves administrators, teachers, students, and parents.

Our reading specialist provides supplemental instruction to students from kindergarten through second grade. Daily small-group instruction is provided to striving for students working towards grade level expectations. Leveled Literacy Intervention (LLI) is an instructional tool that helps lift the level of achievement. Our reading specialist provides explicit instruction in phonemic awareness, phonics, comprehension, writing, vocabulary, and fluency. Ongoing assessments and data are used to monitor student progress and instructional needs.

Our Response to Intervention (RTI) program is designed to ensure that all students benefit from standards-based curriculum, high-quality instruction, appropriate interventions, and close monitoring of progress. The Child Study Team (CST) meets weekly to discuss, identify, and review student data.

Our Learning Resource Center (LRC) teachers provide direct instruction in small groups. The LRC reading and writing program consists of a sequenced, structured, and multi-sensory approach to literacy. Math support is a combination of remediation and classroom curriculum. We also provide assistance in organization and study skills. Assessment and the development of an educational plan are designed to meet students' academic needs and learning styles. The LRC teachers consult with classroom teachers on a regular basis. Communication with parents concerning students' needs and progress is an essential component of this program.

If a student still requires support after Tier 2 intervention, we make a referral to the Committee on Special Education for a complete initial educational evaluation.

We measure growth with assessments, which include formal, systemic, and standardized measures, as well as informal assessments. Our assessments include a universal screener for reading and math (STAR), Fountas and Pinnell Benchmark Assessment System for reading, the Diagnostic Achievement Battery (DAB), teacher and district assessments, and New York State tests.

Our technology resources build and reinforce student skills at school and at home. These resources include Lexia, RAZ Kids, IXL, Reflex Math, and Learning Ally.

When delivering support to diverse learners, we strive for congruence and continuity of educational services. The intervention approaches we provide at Heathcote are achieved through a trusting and collaborative process.

3b. Students performing above grade level

The flexible structure of our curricula, workshop models, small groups, and differentiated instruction support intellectual curiosity and the expression of diverse modalities and strengths. Heathcote's English Language Arts (ELA) program, which incorporates the reading and writing workshop models, provides learners with opportunities to grow their skills through rich discourse and the exchange of ideas at multiple levels. Heathcote teachers provide differentiated instruction with rich mentor texts and expansive classroom libraries. In addition, the school's library supports classroom teaching through ever-growing traditional and digital literacy resources that offer our strong readers and writers meaningful opportunities to expand and express their higher-level understandings of text, of themselves, their peers, and the world around them. Writing workshops promote student choice and allow our students to develop their writing skills in a creative and intellectually stimulating environment. Strong writers thrive in this environment and are empowered to express their voices and exchange their ideas in supportive writing partnerships.

Heathcote's approach to mathematics and its math program, Primary Mathematics, allows for individual student growth and development. The program is designed to build a strong understanding of mathematical concepts, as well as critical thinking skills. Differentiated small group math instruction provides strong math learners with varied opportunities to thrive. Heathcote also offers students who demonstrate a strong aptitude and love of mathematics, opportunities for creative mathematical experiences through lunchtime Math Olympiads and varied mathematical explorations.

In other disciplines, project-based social studies and science curricula are examples of how students are provided with authentic experiences in research and experimentation. Creative and stimulating projects, such as rocketry and immigration study, allow learners at all levels to express their interests and strengths in diverse ways. Heathcote's Maker Space and STEAM school events, such as our Heathcote Maker Faire (HEXPO), provide students who have particular aptitude in technology and engineering opportunities to experiment and invent.

The decisions made in curricula and co-curricular programs impact all students and allow all students to grow and share their unique strengths and talents.

3c. Special education

Heathcote School supports the various needs of a diverse population of learners. Through ongoing formative assessment, teachers identify and monitor student needs and progress. Child Study Team meetings allow educators to collaborate on intervention strategies and closely monitor students' response to interventions to determine their level of need, as well as what type of program best meets those needs. Students move through a tiered plan that provides increasingly diversified levels of support. We offer students special education services, including guidance services, speech, and language therapy, physical therapy, and occupational therapy. When students require an Individual Educational Plan (IEP) to address the unique needs of the individual learner, they may be placed in a variety of programs. Students who require academic support while still being part of a general education program will attend the Learning Resource Center (LRC) or an Integrated Co-Taught (ICT) classroom depending upon the students' individual needs.

All of our interventions are also provided to students identified as at-risk. Both formal and informal screeners and assessments are used to identify our at-risk population. These and all students receiving services are monitored and reviewed at weekly Child Study Team meetings. When a student makes progress, interventions are reduced or ended. If at-risk students continue to struggle, they are recommended

for a special education review.

In the LRC, the teacher consults with the student's mainstream teacher and the parents and assesses the academic needs of each child. The LRC is staffed with two Special Education teachers and a teacher aide. The LRC team works with children in small groups, using a research-based specialized program to support and reinforce classroom learning. For example, we use Preventing Academic Failure (PAF), and Wilson, to assist students in gaining access to the general education curriculum.

The Heathcote Integrated Co-Taught (ICT) Model is a full inclusion language-based program. Identified students are educated with their general education peers. They receive the support of a special education teacher for all academic subjects. With co-teaching, the general education and special education teachers work in tandem to plan together to address the needs of students. In an ICT class, instruction is provided using the co-taught models to lower the teacher-student ratio to allow for differentiated instruction, as well as enrichment. Individualized accommodations are provided for students to access the general education curriculum. They include visual charts, access to manipulatives, iPads, and recording devices, as well as specialized programs.

3d. ELLs, if a special program or intervention is offered

Due to the small number of English Language Learner (ELL) students, Heathcote shares a part-time English as a New Language (ENL) teacher with other schools in the district. This ENL teacher collaborates with classroom teachers and with specialists to support content, reading, speech, and social skills. ELLs benefit from small group instruction, where classes range from one to four students. We work to teach and expand each child's basic and academic vocabulary, and to provide comprehensive instruction in basic skills and concepts. By identifying and targeting knowledge gaps between ELLs and their peers, students are positioned for academic success. Entrance and exit tests are given to determine the proper group placement. We also work to share unique cultures within our classrooms and help students transition to the Heathcote community.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

From the moment students arrive each day at Heathcote, they are immersed in positive energy and a sense of belonging. Our students love entering our warm, nurturing environment.

Student engagement is fostered through programs and initiatives, including Book of the Month, Buddies, Circle of Friends, spirit days, school trips, student community service projects, annual grade level traditions, and events.

Students are inspired by our "Book of the Month" program. Every month, a picture book is shared with the school community. The topics and gentle messages are wide and varied. Recommendations from students, teachers, and parents are welcome. Sharing one story helps unite our school community, and sends a common message.

Teachers select student responses to share on the Book of the Month bulletin board. Our interactive bulletin boards display a deep level of engagement and connection modeled in our classrooms and school.

Another treasured program is our buddy program. Classes are paired with a buddy class and engage in activities throughout the year. Kindergarten through second students look up to their third-fifth grade buddies and relish every interaction. In addition to the collaborative in-class activities, buddies engage in, they also participate in "Mix it Up Lunch" days. Buddies sit together at lunch and play together at recess.

Our "Circle of Friends" program is reflective of Heathcote's core values; respect, care, and acceptance of everyone. The school year begins with a "Circle of Friends" assembly. We welcome back students, welcome new students, and incoming kindergarteners into our "Circle of Friends." New faculty are also introduced.

The program continues throughout the year. Students are rewarded for demonstrating random acts of kindness and good deeds with a "Circle of Friends" sticker to wear proudly throughout the day. After earning this sticker, a student is officially called a "Citizen of the Week." As a weekly acknowledgment of these positive actions, our "Citizens of the Week" are invited to recite the Pledge of Allegiance over the loudspeaker to the entire school with the Principal each Friday morning.

Spirit days occur throughout the year and end with a final spirit day lunch recess dance party to usher in the PTA annual carnival.

Students participate in community service events such as collecting new pajamas for children in foster care, singing at local nursing homes, and donating books and school supplies to schools in need.

Annual events such as visiting authors, the Halloween costume parade, fifth-grade Halloween dance, teachers vs. fifth-grade volleyball game, fourth-grade colonial day, kindergarten dragon parade, and second-grade singalongs all engage our students. They foster strong personal connections, which make students feel unique and valued members of our school community.

2. Engaging Families and Community:

Children learn and grow best when the significant adults in their lives (parents, teachers, and community members) work together to encourage and support them. A sense of community is nurtured across grades and involves a strong home-school partnership.

Building connections between families and school starts when we open our doors to incoming kindergarten students and new families. We have orientation and classroom visits in the spring for kindergarteners to acquaint them with our school and host a New Family Night, and Kindergarten Family Social in September. In addition, there is a school-wide welcome back picnic and an evening meet the teacher open house.

Throughout the year, there are opportunities for families and faculty to work together. There are evening activities that include a book fair, math night, and a STEAM Night. The PTA sponsors weekend events such as the school-wide play and carnival. Parents volunteer during the school day, to teach disabilities awareness, art appreciation programs, and participate in Colonial Day. They serve pizza lunches, are class parents, accompany classes on trips, and organize a robust after-school program. They also participate in class and grade-specific activities such as birthday shares, holiday activities, and community service events. They enjoy celebrating their children's work with our Poetry and Art festival, publishing celebrations, Readers' Theater, rocketry launch, and Capstone Museum. Parents serving on the PTA executive board meet regularly with the administration at the building and district levels to ensure that their voices are heard and that they are active participants in decision making.

We communicate with parents using the following: individual web pages, Remind app, weekly email newsletters from the PTA, twitter (#Heathcotepride), parent-teacher conferences, report cards, emails, and phone conversations. Teachers and administration provide parents with follow-up activities for lessons and special school-wide projects such as the Book of the Month and the Great Kindness Challenge. Parent coffees, as well as book clubs, are offered on a variety of topics throughout the year, help parents gain greater insight into their children's experiences.

Community connections are fostered through sharing facilities with the Scarsdale Recreation Department, and the Southwest Consortium. The local fire and police departments visit with students. Classes visit the local community recycling center and the Weinberg Nature Center. Heathcote is closely connected to the Middle and High schools through class trips to their buildings to attend performances. Some high school seniors return to serve as interns each spring, while others share their experiences with our students throughout the year.

Heathcote's partnership with teachers, parents, and community is the foundation upon which the success of our school is built.

3. Creating Professional Culture:

Teacher input is valued and used to enact positive change in our learning community. For example, teachers may serve on several in-house committees, composed of teachers and administration. Examples of these committees include the ELA and Math Committees. Collaboration among teachers and administration has resulted in the development of school mission statements, adoption of word study programs, school-wide events such as the Art and Poetry Festival, and Hundred Day math activities. Monthly faculty meetings are yet another opportunity to explore curricular topics that help to unite Heathcote's common vision.

Many professional development opportunities also serve to empower teachers to assume leadership roles. A teacher may serve as a formal yearlong mentor either for a new recruit or for a veteran teacher switching to a new grade. Many teachers also facilitate professional courses for their colleagues at the Scarsdale Teachers Institute. There are also opportunities to teach others in our larger community by offering Friday Parent Coffees on varied topics (e.g., "Executive Functioning Skills;" "Hablamos Espanol- Heathcote Spanish Language Program").

Heathcote teachers also benefit from the support and dialogue by working with outside consultants. Two consultants from Teachers College Reading and Writing Project currently meet with grade-level teams. Teams decide on the focus of these sessions, which may take the form of lesson planning, analysis of student work, or in-class instruction. Many of our teachers also engage as math facilitators, working with a Metamorphosis Master Coach and our District Math Curriculum Coordinator to build their mathematical content area and pedagogy.

Heathcote teachers and administrators have the good fortune of being able to attend and may lead workshops at professional conferences such as the National Council of Teachers of English (NCTE), National Council of Teaching of Mathematics (NCTM) Annual Meeting, Learning Forward, International Society of Technology (ISTE). Exposure to current research and practices allows us to enhance our work

further.

Social media, particularly Twitter, is used to create a professional culture at Heathcote. Teachers use our school's hashtag, "#HeathcotePride," when tweeting out class and school happenings. This method of communication enables anyone in our school community, other teachers, administration, parents, to easily see all of the wonderful events happening across the grades and across the day. This window into our Heathcote classrooms exemplifies the spirit of collaboration and transparency that our school embraces.

4. School Leadership:

A shared leadership model is in place at Heathcote. The principal and assistant principal work alongside teacher leaders to facilitate professional growth. This shared commitment promotes the continuous development of teaching skills and advances learning. Faculty members are encouraged to follow their passions and are fully supported by the school administration. The Maker Lab, School STEAM Fair, World Maths Days, Twitter, student blogs are all teacher-led initiatives. It is Heathcote's experience that the best ideas come from educators who are passionate about their work in the classroom.

The principal and assistant principal divide responsibilities to allow for the best use of the instructional day. Cabinet meetings start the day, with agendas that focus on daily management and long term planning while maintaining an emphasis on creating a forward-looking, rigorous, and supportive school environment. Working together as a team to explore curriculum challenges, analyze assessment data, and review personnel or student issues is pivotal to the thoughtful, innovative, and professional operation of Heathcote School.

While our teachers are engaged in multiple professional development opportunities, the leadership team also continues their professional growth. School administrators participate in the Tri-State Consortia (Scarsdale School District's vehicle for accreditation) and attend national conferences such as the Association for Supervision and Curriculum Development, National Council of Teachers of Mathematics, Learning Forward and National Council of Teachers of English. The principal also attends a study group at Teachers College Reading and Writing Project, as it is essential to understand current research and advancements in pedagogy. Attendance at these programs often leads to faculty professional book groups on current trends in education and provides support for initiatives.

Teacher leadership capacity is developed in multiple ways. Teachers' participation in grade-level meetings, involvement in subject area committees, June planning days, and the Child Study Team enhance their leadership capacities. Teacher aide growth is supervised by the assistant principal. Monthly meetings focus on students' academic development and ways to provide emotional support for students in the classroom.

The Compact Committee, a joint committee of administrators, parents, and teachers, identifies school needs and works together to address issues. This year the focus was in the area of social-emotional learning, and the committee designed a school-wide kindness program.

Classroom doors are always open at Heathcote. Teachers visit each others' rooms formally and informally. This past year the focus of these visits was understanding the new special education instructional model that was being implemented in kindergarten classrooms.

The work that occurs in these structures engages everyone and is foundational work. All Heathcote voices are heard as part of our shared decision-making process.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The guiding principle at the heart of Heathcote School is that all decisions are made in the best interest of our students. This principle is the driving force that motivates us to be trailblazers. We are all learners, and when inspired by our learning, we are excited to do something novel, that honors what exists, while integrating the new to invigorate the old.

Most importantly, the faculty feels empowered to innovate and implement what is best for Heathcote students. We are eager to explore new ideas and use professional development opportunities as launching points. This philosophy encourages and supports growth for teachers and provides enrichment for students. Heathcote's strength is that the faculty is a community of joyous learners. Teachers see themselves as facilitators, not as experts to embed knowledge into our students. Whether we are learning or teaching, alongside our students, or with each other, it is a collaborative effort. Our teachers participate in the Scarsdale Teachers Institute, building level, and District-wide cohorts for our professional growth.

Teachers and administrators have invested much time and effort in the creation of programs that are unique and diverse for our students in order for them to become lifelong learners. Both have developed homegrown opportunities of innovation that run the gamut from tactile analog to digital creation, from working in the school garden to our Hexpo STEAM Maker Fair. Our students have the opportunity to engage in learning across different modalities, which heightens their curiosity as they grow. This focus allows students to become risk-takers, problem solvers, and critical thinkers, not just of the world around them, but of their own place within it.

We believe that these decisions will have a lasting impact on our students. It will enhance their ability to become independent thinkers who can make purposeful choices, and make the most of the opportunities that they will encounter throughout their lives. Our school aims to shape future global leaders who will be prepared to participate in issues of the future and make a positive difference in our interdependent world.

Both faculty and administrators are confident that each and every decision that has been made and will be made at Heathcote School places our students first.