

***U.S. Department of Education***  
***2022 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. Carrie Graves  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Armuchee Primary School  
(As it should appear in the official records)

School Mailing Address 5075 Martha Berry Highway  
(If address is P.O. Box, also include street address.)

City Rome State GA Zip Code+4 (9 digits total) 30165-8662

County Floyd County

Telephone (706) 236-1855 Fax (706) 802-6761

Web site/URL https://www.floydboe.net/Domain/10 E-mail cgraves@floydboe.net

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. Glenn White E-mail glennwhite@floydboe.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Floyd County School District Tel. (706) 234-1031

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Dr. Melinda Strickland  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

---

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

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

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the current school year (2021-2022) unless otherwise stated.

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

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

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	55	37	92
K	66	62	128
1	74	57	131
2	61	42	103
3	0	0	0
4	0	0	0
5	0	0	0
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
<b>Total Students</b>	256	198	454

\*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
  - 1 % Asian
  - 5 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 81 % White
  - 7 % 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 2020 - 2021 school year: 14%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1, 2020	451
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

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

Arabic, Spanish, Gujarati

English Language Learners (ELL) in the school: 2 %

11 Total number ELL

7. Students eligible for free/reduced-priced meals: 38 %

Total number students who qualify: 174

8. Students receiving special education services with an IEP or 504: 22 %  
101 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>8</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>2</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>4</u> Other Health Impaired                 |
| <u>47</u> Developmental Delay    | <u>3</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>37</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	18
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 23:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	97%	96%	96%	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 2021.

<b>Post-Secondary Status</b>	
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.

Glenwood Primary School's vision is to focus on supporting our students as they work toward the goal of graduation. By connecting with our students, we will establish their foundation as lifelong learners so they can experience success throughout their lives.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=4068&revid=cplusplusNF1yMafwFpHuslsh8P5a3A==&ptid=amIgtZiB9plushNjl6WXhfiOQ==&secid=ruE8yj8gaZHBkLjNHwMKZw==&PG=6&IRP=0>

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

Floyd County Schools is a charter system with schools operating as traditional schools within the system. In Georgia, charter systems operate under an agreement between the State Board of Education and the local school district, allowing for greater flexibility from certain state rules in exchange for greater accountability. This arrangement does not have any impact on student selectivity in the district or its schools; all students who live in the Glenwood attendance area are eligible to attend Glenwood without any application process.

## **PART III – SCHOOL OVERVIEW**

---

Glenwood School evolved from the consolidation of several nearby schools in 1927. A simple wood frame structure housed elementary through junior high school. In 1955, a new facility was completed on the current 12 acre site located on Old Dalton Road and served grades one through eight. Several additions to the school building have been completed since then with the last being finished in 2006. Located in the northern part of Floyd County, Glenwood is one of four schools in the Armuchee area and one of nine elementary schools in the Floyd County School System. A high number of out-of-district students from surrounding counties and school systems, including Chattooga, Gordon, Bartow, Polk, and Rome City, as well as other Floyd County attendance areas, apply to attend Glenwood each year. Glenwood Primary currently serves pre-kindergarten through second grade with an enrollment of 474 students. The population includes students from diverse backgrounds, including white, Hispanic, African American, multi-race, and Asian. Students represent families from all socioeconomic levels, with 38% of the population being economically disadvantaged.

The Armuchee/Glenwood community is a supportive one, composed of families who moved into the valley before the Civil War. Many of the students at Glenwood Primary are third and fourth generation families that have attended Glenwood School. Many of the teachers taught the parents of current students. Teacher turnover is very low with numerous teachers having taught most or all of their careers at Glenwood.

Glenwood most recently received a College and Career Ready Performance Index (CCRPI) score of 89.1 based on several state identified indicators. Glenwood has repeatedly been recognized as having a Five Star Climate Rating based on criteria consisting of parent and teacher/staff surveys along with state-reported data. Other recognitions include being an Operational Positive Behavioral Interventions and Supports School, as well as receiving the Common Sense Digital Citizenship School Recognition. Glenwood Primary received the Literacy for Learning, Living, and Leading Grant (L4GA) as the result of a districtwide collaborative effort. The grant funded schoolwide initiatives such as purchasing new reading and phonics curricula, providing professional development in the area of reading, enlarging classroom libraries, and increasing the number of reading intervention programs.

Glenwood Primary School's vision is to focus on supporting students as they work toward the goal of graduation. By connecting with students, teachers and staff will establish a foundation as lifelong learners so students can experience success throughout their lives. In order to achieve these goals, student growth and achievement is measured three times per year using an online assessment tool, Measure of Academic Progress (MAP), in kindergarten through second grade. Student data is used to set individualized goals for remediation or enrichment. Other local assessments are utilized in pre-kindergarten through second grade to guide instructional planning, to monitor student progress toward meeting grade-level essential standards, or to provide enrichment and acceleration opportunities for students performing above grade level.

Glenwood teachers recognize the importance relationships play in students' academic, social, and emotional growth and well-being. In 2017, teachers proposed a voluntary book study that took place after school hours. This led to the development of Tribe Time, a schoolwide enrichment model, including all pre-kindergarten through second grade students. Tribe Time provides monthly opportunities for students to participate in activities that they may not otherwise experience, such as sewing, photography, and gymnastics. The primary benefit of this program is the development of relationships among students from different grade levels and the sense of community that is consequentially fostered.

Students participate in fine arts programs each week through art and music classes, as well as physical education to promote appreciation in the arts and to develop awareness of healthy habits. Other opportunities both during and after the instructional day include Teach Me Tennis, a gymnastics club, sport stacking competitions, student art exhibits, student musical performances at community events, a STEM/Innovation lab, and a student-led news program.

The Armuchee/Glenwood community has been affected by the COVID-19 pandemic over the past two years. Student mobility rates have increased as socioeconomically disadvantaged families have moved in

and out of the area due to financial burdens. Daily student attendance rates show the impact of COVID-19 cases and quarantines since March 2020. Glenwood Primary is focused on identifying and addressing the academic, socio-emotional, and physical needs of students as the school navigates the aftermath of the pandemic and its effects on student growth and achievement.

Floyd County Schools has been proactive in identifying ways to maximize the budget by closing older school buildings throughout the school system. As a result, at the end of the 2021-2022 school year, Glenwood Primary will move into a different building located on Highway 27 North.

The school will have a new name, Armuchee Primary, but will have the same administration, teachers and staff, student body, grade bands, and zoning. Most importantly, it will continue its mission and vision towards building a tribe of lifelong learners.

## **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:**

Glenwood Primary School’s philosophy is to connect with students and to establish their foundation as lifelong learners so they can experience success throughout their lives. The school places high emphasis on relationship building and connecting. Relationships are built through morning greetings, calling students by name, and sharing common experiences such as the schoolwide enrichment model (Tribe Time). School administrators and activity teachers (art, music, physical education) know each child by name and are stationed at each entrance and exit to provide a point of personal connection.

Glenwood Primary School’s curriculum focuses on the Georgia Standards of Excellence (GSE). Establishing an educational foundation is vital to the growth and development of each learner, and students at Glenwood Primary are engaged in the learning process through developmentally appropriate materials such as manipulatives, sight word and sound cards, the frequent use of visuals, hands-on lab experiences, novel studies, and lesson hooks. Teachers utilize an instructional framework that includes a common lesson plan template and the workshop model for all content areas. These plans are developed through weekly professional learning community (PLC) meetings and follow the scope and sequence of the school district’s curriculum maps.

Celebrating the success of students at Glenwood Primary establishes a love for learning and helps promote a positive school culture. Students are celebrated by Tribe Reports (student recognitions that include a good news phone call from the principal or assistant principal), student of the month (a child chosen from each classroom that exemplifies the month’s character education focus), and being King or Queen of the day for modeling hard work and exceeding positive behavioral expectations over time. Teachers, staff, and administrators are committed to teaching the whole child through relevant and engaging instruction to meet the needs of all students.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

Glenwood Primary utilizes Reading Wonders, Saxon Phonics and Spelling, and Strategic Writing through Genre Instruction to guide core instruction in the areas of Reading and Language Arts in grades K-2. Each program aligns with the Georgia Standards of Excellence. Reading Wonders is an evidence and standards-based ELA program that provides instruction in comprehension strategies and skills, vocabulary, close reading, grammar, structural analysis, and mechanics. Components of the ELA instructional block include a success starter, a mini-lesson, student work time, differentiated small groups, and a lesson closer. Differentiated groups are formed using data from NWEA MAP Growth and Acadience Reading assessments, which are administered three times per school year, along with weekly reading and phonics assessments. Reading interventions and enrichment opportunities are provided within these differentiated groups. Enrichment opportunities incorporate higher order thinking skills with close reading passages, introductions to expanded vocabulary, and novel studies. Teachers collaborate weekly, during team and grade-level PLC meetings, to discuss student progress in order to provide flexibility in grouping according to student needs. Teachers support student growth using Read Naturally, The Six-minute Solution: A Reading Fluency Program, WonderWorks, and running records. Pathblazer is an online resource used to promote student growth with data imported from the MAP assessment to prescribe learning activities for individual students. Weekly reports provide valuable information for teachers as they plan their instruction.

The Saxon Phonics and Spelling program targets phonics and spelling concepts based on foundational research in the sciences of reading and cognition. Schoolwide data has shown an increase in early literacy skill acquisition since implementing this program. Teachers engage students in phonics with visuals, say and sound cards, songs, multimodality activities, and daily practice. Glenwood Primary teachers have developed creative and interactive slideshows that align with lessons to raise student interest in a practice that often

becomes routine. These slideshows include teacher bitmojis and elements of fun such as animation and sound effects.

Glenwood Primary understands the importance of developing strong writers. Teachers utilize the Strategic Writing through Genre Instruction program developed by Dr. Zoi Philippakos. The school participated in the research study for this program and worked directly with Dr. Philippakos. Students are taught to work through the strategic writing ladder to plan, draft, evaluate to revise, edit, and publish writing. Students focus on PIECE of PIE (Persuade, Inform, and Entertain/Convey an Experience) to understand the author's purpose in writing. Each genre is taught at least three times within the school year to complement the reading program. Glenwood students participate in the Young Georgia Authors Competition yearly. For the past two years, Glenwood students have been selected as Floyd County representatives to compete in the Regional Educational Service Agency (RESA) writing competition.

Reading opportunities are developed across grade levels in a variety of ways. Pre-K students partner with second grade students as reading buddies to encourage a love of reading and to build relationships. The school promotes community and family involvement through book fairs and family reading events. Glenwood participates in CAREing Paws, a program which uses therapy dogs to help struggling readers and provides emotional support for identified students in need.

### **1c. Mathematics curriculum content, instruction, and assessment:**

Glenwood Primary's core math curriculum is based on the Georgia Standards of Excellence. Each grade level focuses on specific standards that are aligned with common core and mathematical practice standards. The chosen curriculum encourages the use of manipulatives and actively engages students in the understanding and application of mathematics. Teachers use interactive slideshows to provide instruction to students during whole group lessons. Students are encouraged to work both independently and cooperatively with an emphasis on real world application of mathematical skills.

Math instruction at Glenwood Primary is delivered using Eureka Math: A Story of Units. Math standards are taught within modules that follow the districtwide curriculum map. Teachers follow the school system's instructional framework to introduce the learning target, engage students through a success starter, deliver a mini lesson, provide student work time, and close the lesson by reviewing content. Teachers administer pretests consistently at the beginning of each module in order to differentiate instruction to support academic growth. Students are engaged in a variety of hands-on activities that are student centered and inquiry based. All classroom instruction pivots around a standards wall with learning targets posted to reference throughout each module.

Students who are identified as 'at risk' based on MAP scores and classroom performance work with an interventionist three to five days per week. The Junior Assessment of Mathematics (JAM) is used in conjunction with The Numeracy Project to target missing skills and to provide intervention activities for students performing below grade level. The Numeracy Project focuses on number sense and the ability to use numbers to solve problems.

Students demonstrating high achievement on MAP testing and/or scoring at 80% or higher on module pretests participate in an enrichment block to accelerate learning. Areas of focus for acceleration are identified using the MAP Learning Continuum which determines specific standards a student is ready to learn. MAP Skills and Edgenuity Pathblazer are used to check for understanding and measure mastery in areas of focus. MAP Skills is an accompanying platform used with NWEA MAP Growth that offers lessons for acceleration using Khan Academy as an extension (online platform). Edgenuity Pathblazer is an online scaffolding resource that leverages MAP growth reports and delivers individualized instruction for students to help close learning gaps or accelerate learning. Zearn is an online platform that complements Eureka math and can be used to remediate or accelerate learning in a digital format.

Teachers attend weekly PLC meetings in order to collaborate with other teachers in each content area. Teachers work together to analyze data and share ideas about how to provide quality instruction in order to close gaps, promote achievement, and create a positive learning experience. Floyd County Schools' math  
NBRS 2022

coach spends time in classrooms on a regular basis and offers support and training for teachers, as well as provides a monthly resource in the form of a digital document. Math teachers meet three or four times per year with other math teachers from across the district to collaborate to better serve all students.

#### **1d. Science curriculum content, instruction, and assessment:**

The Georgia Standards of Excellence drive the science curriculum at Glenwood Primary. The curriculum, which is integrated in the Reading Wonders Program, encourages students' sense of inquiry and curiosity as students explore concepts in the fields of life, earth, and physical science. Student learning is enhanced through the science processes. Students are encouraged to question and investigate science phenomena through a variety of hands-on, student-centered, and inquiry-based approaches to learning. Pre-K students have monthly science center rotations that focus on topics including simple machines and characteristics of living things. Kindergarten, first, and second grade students participate in a variety of activities throughout the year to support instruction in grade-level science standards. For example, kindergarten students create a windsock to show the direction of the wind while learning about weather. First grade students make a cloud in a jar when learning about the water cycle. Second grade students become the curators of a matter museum as they learn about states of matter. All students explore life cycles as they observe caterpillars spin chrysalises and emerge as butterflies. Butterfly kits are donated each year by International Paper. All of these activities give students an opportunity to explore science as it relates to their everyday lives. Learning is reinforced through online programs like BrainPOP Jr., Mystery Science, and PebbleGo. STEM lab activities provide hands-on opportunities to put learning into practice. Field trips to the ECO Center, Lake Arrowhead, Tennessee Aquarium, Chattanooga Zoo, and the Tellus Museum move learning outside of the classroom and make connections to the real world.

#### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Glenwood Primary uses the Georgia Standards of Excellence (GSE) to effectively drive instruction and encourage students' understanding of the past and how it shapes the future. Social Studies is embedded in the school's literacy instruction and prioritizes history, civics, geography, and economics. Teachers provide engaging hands-on and project-based lessons. Second grade students culminate a Georgia history unit by creating a model of the regions of Georgia on a large sugar cookie. Students integrate writing and social studies when researching and writing about presidents, favorite community helpers, and historical places. BrainPOP Jr. and PebbleGo are online platforms that are used to introduce new concepts and to provide resources and research materials.

Glenwood Primary students are provided multiple opportunities beyond the classroom to experience historical landmarks, civic learning, historical figures, and career exploration. Some of these experiences include field trips to tour the city of Rome where students meet the City Manager and tour other city operations like the police and fire stations, the Chieftains Museum (the home of prominent Cherokee Indian leader Major Ridge), Oak Hill Museum (the home of Martha Berry), and the Booth Western Art Museum (a Smithsonian affiliate dedicated to Western art, culture, and American heritage). Glenwood students are inspired to explore careers through biannual Career Days. Community members and parents from various business and job fields come and present their professions. Glenwood has hosted bakery owners, law enforcement, medical professionals, construction workers, farmers, city officials and many other community helpers. Glenwood Primary celebrates Veterans Day every November by inviting community members who are veterans to a parade and reception. All students are given the opportunity to create posters and wave flags as they honor local veterans.

#### **1f. For secondary schools:**

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

Glenwood Primary serves 66 regular education students through Georgia's Pre-Kindergarten Program and 23 special education preschool students in six classrooms with the goal of academic success in kindergarten

and beyond. The program follows a continuum of learning standards by assessing personal, social, and early language development skills in the areas of literacy, math, science, social studies, creative play, and physical development. Glenwood Primary uses Georgia Early Learning and Development Standards (GELDS) for Georgia's Pre-Kindergarten Program, which supports the growth of the whole child from birth to age 5.

The district has paired the We Can Early Learning curriculum with GELDS, which allows teachers to plan lessons that provide multiple opportunities for teachers to observe students, identify individual needs, and monitor progress. Purposeful play is incorporated daily, coupled with rich open-ended questioning and problem solving experiences. Students are provided with engaging content and interactive, multi-sensory learning activities in whole group and small group settings. Through the use of the We Can Early Learning program, teachers provide instruction to promote and support learning in all early childhood domains: oral language and vocabulary development; literacy; phonological awareness; fine arts; physical development, health, and safety; mathematics; technology; science; social studies; and social and emotional learning.

One of the primary goals of the pre-kindergarten program at Glenwood Primary is to establish a strong foundation in phonological awareness to prepare students for future academic success. Teachers and paraprofessionals collaborate weekly with a pre-K literacy coach for ongoing professional learning. Teachers and paraprofessionals are trained in the Lindamood Phoneme Sequencing Program (LiPS), which teaches students to discover and label the oral-motor movements of phonemes leading to the ability to sequence sounds in words. Brief lessons are provided daily through Heggerty Phonological and Phonemic Awareness, which focuses on eight phonemic awareness skills. Students who attend the pre-K program at Glenwood enter kindergarten with the prerequisite skills necessary to meet grade level essential standards and become beginning readers.

## **2. Other Curriculum Areas:**

At Glenwood Primary, all students attend activity classes including art, music, physical education, and library on a three-day or weekly rotation. Teachers focus on integrating the core curriculum into their lessons, use GSE to guide their instruction, and collaborate to plan schoolwide events. Fifties Day is celebrated on the 50th day of school with rotations that include learning the hand jive and how to hula hoop. Glenwood Field Days have included themes such as superheroes, camping, Dr. Seuss, and Where the Wild Things Are.

In art, students create three-dimensional art using a 3D printer, common objects, and even cardboard boxes. Students use acrylic paints, oil pastels, watercolors, and chalk. Showcasing student artwork happens through Square 1 Art, the Framed Art Show, and community art shows. Glenwood students have received awards for their artwork submitted to the Coosa Valley Fair and the local YMCA who chose a student's artwork to be included in their mural.

The music program at Glenwood allows students to explore a variety of musical endeavors both in class and in the community. Students learn basic concepts such as reading musical notation, playing simple melodies on an array of instruments like keyboard and ukulele, and keeping rhythm and time. Grade-level performances occur throughout the year at community events such as Tribefest, an annual fall festival, and the annual Christmas tree lighting ceremony at the neighboring high school. Students are exposed to many cultures through unit studies and have opportunities to explore workstations which reinforce concepts and skills learned during other class times. Differentiating for students with different needs and abilities makes music accessible to all.

Glenwood's physical education classes give students the foundation they need to live a healthy and active lifestyle. This is accomplished through age-appropriate locomotor and non-locomotor skills-based lessons and fitness activities developed from the GSE. Assessment is ongoing and lessons are differentiated for each learner. Standards from across the curriculum are integrated through stations and games. Students use dice to determine their turn and next physical activity, exercises for each letter of the alphabet to spell sight words, Dr. Seuss stations based on different Dr. Seuss books, and math dribbling to find factors of numbers. Students work on balance, coordination, flexibility, responsible personal and social behavior, sportsmanship, agility and strength by participating in activities such as Cardio Drumming, Cosmic Bowling, Speedstacks,

yoga, gymnastics club, Teach Me Tennis, Hoops for Heart, parachute cooperative play, team games, sports units, and field day.

Glenwood Primary's school counselor provides monthly interactive guidance lessons that include topics of personal safety, hygiene, making healthy choices, self-control, and career exploration. The counselor also provides needs-based small group counseling including social skills, families in transition, and grief. Glenwood Primary participates in systemwide initiatives such as Red Ribbon Week, which focuses on drug awareness and prevention through making healthy choices. Collaborating with community partners helps reduce barriers to academic achievement by providing food through backpack buddies, referrals for parent aides, financial assistance, mentorship programs, holiday meals, Christmas gift assistance, clothing and shoes, transportation, and medical care.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Glenwood educators use multiple research-based interventions in the content areas of reading and math to meet the needs of at-risk learners. During weekly PLC meetings student growth data is analyzed to make upcoming instructional plans for reteaching and interventions. Individual and small group instruction is provided to all students within the classroom and some students additionally receive instruction from a math or reading interventionist. After-school tutorial and summer school opportunities are provided for students who are not meeting identified essential standards.

Teachers use fluency reading passages, leveled reader companions, Read Naturally, Stepping Stones, Road to the Code, The Six-minute Solution: A Reading Fluency Program, Wonderworks, Sound Partners, Orton Gillingham, Saxon re-teach, and Differentiated Reading Instruction as intervention tools for students who need additional support. Pathblazer and Prodigy are online intervention platforms that engage students through technology.

Summative and formative reading assessments help teachers determine the specific need for intervention. These assessments include Acadience Reading, running records, phonological awareness, and MAP. Acadience Reading and MAP are given three times per year for grades kindergarten through second grade to determine the acquisition of basic literacy skills, as well as to progress monitor students and make instructional decisions. Data from the MAP assessment is used to plan whole group and small group instruction. Phonological awareness assessments are given monthly to kindergarten students to assess their phonological awareness skills. Running records are given monthly to track oral reading fluency, comprehension, and error patterns in reading.

In math, students are identified at-risk by their classroom performance on math snapshots and Glenwood teachers use the JAM to determine a student's deficit in grade-level mathematics. The Numeracy Project is a hands-on program used by teachers and interventionists to provide individual and small group intervention. Technology programs used to meet the needs of students that are below grade level and need additional support in math are Pathblazer, Prodigy, and Zearn.

#### **3b. Students performing above grade level:**

Glenwood has a significant population of high-achieving students who perform above grade level. Twenty-eight percent of students scored in the 81st to 99th percentile in reading on the most recent MAP assessment, while thirty-three percent of students scored in the 81st to 99th percentile in math on the same assessment.

At Glenwood, 56% of classroom teachers have earned their gifted endorsement. Gifted students meet once per week in a resource setting with a gifted education teacher. Instruction is focused on thematic units aligned with the state and system standards for gifted learners. These students attend various educational field trips throughout the year. The gifted program also partners with Georgia Highlands College to allow students to engage in hands-on learning activities that are designed to develop critical thinking skills. Opportunities are available to attend Berry College for a summer camp to explore their interests and

advance their academic development.

Teachers use differentiated instruction across all subject areas to meet individual needs in the classroom. High-achieving students receive opportunities to accelerate learning. Pre-testing is used in both spelling and math to determine if students are ready for advanced content. Teachers use choice boards for self-selected learning activities. In addition, student-led research and inquiry projects, presentations, novel studies, and cross grade-level enrichment are ways that teachers enhance learning for students. Eureka Math, which is rigorous by design, allows advanced students to work independently or within groups to acquire new and challenging skills. For math enrichment, additional differentiated software, including Zearn, Prodigy, and Xtramath is used to challenge students above their current grade level. MAP reports are analyzed to target beyond grade-level standards to ensure growth. Edgenuity Pathblazer is another program used to differentiate and target advanced standards and areas of growth for individual students.

### **3c. Special education:**

Glenwood Primary School's mission statement of building lifelong learners applies to all students regardless of their ability or disability. Twenty-two percent of the student population receives special education services, including speech only services. Two resource/inclusion classrooms serve all grade levels and subject areas. Six self-contained special education classrooms serve students from all Floyd County Schools' attendance areas. The special education team at Glenwood Primary is composed of resource/inclusion teachers, paraprofessionals, speech-language pathologists, and occupational and physical therapists who work collectively to meet the needs of all students with disabilities (SWDs). Individualized Education Plans (IEPs) are developed with IEP team members to provide goals and student supports to challenge and meet students' needs at their present levels. Results from assessments, such as Acadience Reading, MAP, and JAM are instrumental in developing goals that are measurable and attainable. Glenwood's special education teachers are highly trained to use both academic and social-emotional strategies. For example, the Orton-Gillingham multisensory structured approach is used to build phonics skills that have not been obtained through the core curriculum. Special education pre-K teachers are trained in LiPS, a program that teaches students to discover and label the oral movements of phonemes that builds a strong foundation for phonological awareness. The Numeracy Project provides assessment and instructional pieces to fill missing gaps in mathematical thinking. Social emotional growth is emphasized through the use of social stories, role play, and direct instruction. Depending upon ability, some SWDs receive approaching-level weekly assessments and materials, highlighted notes, and additional manipulatives and visual supports. Special education teachers at Glenwood are a continual resource for the entire teaching staff and frequently share instructional strategies and innovative solutions to educational roadblocks. Glenwood's most recent Teacher of the Year is a special education teacher who advanced to win Floyd County's Elementary Teacher of the Year. Accounting for all SWDs at Glenwood who were assessed using MAP, 58% of them met or exceeded MAP growth expectations in math and 42% did in reading.

### **3d. English Language Learners, if a special program or intervention is offered:**

Currently, Glenwood Primary has no migrant children enrolled. Two percent of the school population is eligible for English Language Learner (ELL) support services. Each year, an ELL facilitator uses a collection of tests known as Assessing Comprehension and Communication in English State-to-State (ACCESS) to determine student eligibility as outlined by the state of Georgia. There are eleven students, with three languages (Arabic, Spanish, and Gujarati) represented, that benefit from this program. These students are either served in the regular classroom through inclusion services or pulled into small groups provided by an ESOL Facilitator. Next year, all identified ELL students will be directly served in the regular education classroom by an ESOL Facilitator.

Thirty percent of Glenwood teachers have an ESOL endorsement. As a result, these teachers provide language-rich environments that are conducive to the natural acquisition of social and academic language. Teachers support ELL students by modeling learning tasks, using visuals that support auditory directions, pre-teaching vocabulary, and peer mentoring. Not all students found eligible for services may require additional support through accommodations and modifications. However, if it is determined that an eligible student does need additional support, general education teachers will use the Allowable Accommodations

Checklist for ELL to determine the accommodations or modifications needed for the student to be successful. Additional training is provided for all teachers each year with a strong focus on using WIDA Can-Do-Descriptors to support best strategies for students at each level of language development. This training, as well as access to an online collection of resources provided by the district ESOL Instructional Coach, equips teachers to best support the ELL population. At the mid-year benchmark, 60% of ELL students met or exceeded their growth goal on MAP reading and math assessments, confirming the success of the ELL program at Glenwood Primary.

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

Students are identified for the Georgia Gifted Program through a process that includes four categories for assessment and specific performance standards that must be achieved to receive gifted education services. Students may be nominated by a teacher, a parent, an administrator, or a peer. Students may also be self-nominated or automatically referred based on locally established scores on a systemwide norm-referenced test. Testing occurs every January for first and second grade students and each April for kindergarten students. Students are assessed in areas of mental ability, achievement, creativity, and motivation. Primary testing measures include the Cognitive Abilities Test (CogAT), MAP, and Gifted Rating Scales for creativity and motivation. Secondary measures include the Naglieri Nonverbal Ability Test (NNAT), the Otis-Lennon School Ability Test (OLSAT), the Iowa Test of Basic Skills (ITBS), the Torrance Test of Creativity, and a motivation portfolio. Qualifying students are served one day per week in the gifted resource classroom.

Currently, 13% of first and second grade students receive gifted education services. Strategies for learning within the gifted classroom include unit-based research projects as well as critical and creative thinking activities. The curriculum incorporates math, reading, science, social studies, art, and technology through interdisciplinary enrichment units, including Sherlock Holmes Global Mystery Studies, Legal Eagles Law Studies, the Road to the White House Election/Presidents Studies, Build-it Architecture Studies, Math Quest Studies, Caravans Geography and Culture Studies, and What a Find! Archaeology Studies. Students learn Greek and Latin root words to enhance vocabulary. Math skills are addressed through VersaTile Math activities and the Hands-on Equations Learning System. Students use Google Classroom to collaborate with their peers on assignments and projects. Other learning extensions include participation in the Young Georgia Authors writing competition and an after-school gifted camp provided by gifted endorsed teachers.

## **PART V – SCHOOL CLIMATE AND CULTURE**

---

### **1. Engaging Students:**

Glenwood Primary supports a positive and academically challenging learning environment with an emphasis on building relationships and creating lifelong learners. As relationships are developed between students and teachers, behaviors improve because students feel valued and have a desire to attend school.

Glenwood Primary participates in a character word of the month program to promote positive character traits. Students who consistently demonstrate these positive characteristics are nominated each month for recognition on Glenwood’s morning news show. Students observed making good choices may receive a Tribe Report, a positive call home from an administrator.

At Glenwood Primary, teachers use a common language and practice of modeling expectations through our PBIS program. Students are held accountable for schoolwide expectations or “CARE” (Come ready, Act responsibly, Respect others, Everyday). Teachers use PBIS rewards such as CARE cash for individual incentives and CARE bears for classroom rewards. CARE cash can be spent on various items from the CARE store, such as spending time with a favorite teacher, attending a party with the counselor, or being crowned king or queen for the day. CARE bears are collected throughout the year by classes and once specific goals are reached, bears can be redeemed for extra recess, a theme day, a pizza party, or other incentives. When a class receives 100 bears, it is rewarded with a special activity, such as visiting a local park to enjoy ice cream, going to the local movie theater, renting an inflatable gym, or having a snow cone truck come to the school.

Glenwood Primary offers a variety of schoolwide events to engage students including Tribefest (a community Fall Festival), field day, Fifties Day, Red Ribbon Week, Read Across America, World Read Aloud Day, a storybook character parade, and a schoolwide enrichment opportunity called Tribe Time.

During the school closure due to COVID-19 in March of 2020, Glenwood Primary recognized the importance of reaching out to students and keeping them engaged and connected. The school media specialist contacted Glenwood families and asked students to record a segment of Glenwood’s morning news show from their homes. Students were excited to help continue production and broadcasting of the morning show through Google Classroom. Administrators made birthday calls to students each day and sent out video messages through Blackboard. Teachers uploaded video messages and lessons to Google Classroom for student access. Chromebooks were made available for students who were in need of technology and teachers put together math manipulative kits and workbook packets for students.

### **2. Engaging Families and Community:**

Glenwood Primary School is deeply immersed in the Armuchee community, where parent involvement and community relationships are essential to student success. Stakeholders and parents are actively involved in school throughout the year. Some community partnerships include the Armuchee Ruritan Club, the Armuchee Glenwood Education Foundation (AGEF), Armuchee Food Lion, Armuchee McDonalds, the Sweet Artist Bakery, Race Trac, Party City, Selman’s Country Store, Northside Church, Pleasant Valley Baptist Church, Legacy Church, the Floyd County Sheriff’s Office, International Paper, and Communities in Schools (CIS) of Rome-Floyd County. These community relationships aid in providing incentives, food, and materials/resources for teaching and learning, as well as daily living necessities for students.

Through the CIS program, Glenwood has a large number of school volunteers participate in training opportunities each year. Parents and community members volunteer for schoolwide events, such as book fairs, picture day, field day, and Veterans Day. In conjunction, the Glenwood Parent Teacher Organization utilizes volunteers to assist teachers, provide incentives, and help organize various holiday events, like the Santa Shop designed to allow students to purchase affordable gifts for their families. Families are invited to attend events such as musical performances/plays, the Framed Art Show, Pre-K’s Fairy Tale Ball, Grandparents Day, and the Armuchee High School senior reception.

Parents and community members participate in Glenwood's Local School Governance Team (LSGT) through an application and election process. Members serve a two-year term to offer perspective as community and parent stakeholders in school planning and decision making. This team meets at least six times each year with the principal and teacher representatives to discuss school initiatives, review data, and make recommendations regarding the School Improvement Plan.

Parental communication is vital in forming partnerships to promote student success. Prior to the first day of school, families are invited to an open house to tour the school and meet teachers and staff. Parents are invited to conferences after each summative assessment cycle. Teachers communicate student progress regularly by sending home weekly assessment folders, benchmark testing results, report cards each grading period, and daily reports on behaviors needed for success at school. Information regarding school activities is shared through the use of Blackboard Communications, social media, school websites, and classroom newsletters.

Glenwood partners with several schools of education each year to supervise practicum students and student teachers, including Shorter University, Berry College, University of West Georgia, and Dalton State College. A high percentage of Glenwood teachers have been hired after completing their student teaching at Glenwood Primary and some have stayed until retirement.

### **3. Creating Professional Culture:**

Teachers at Glenwood Primary value continuous learning and strive to be lifelong learners. Teachers and administrators meet weekly for PLC meetings. These meetings are data-driven as teachers analyze student progress and effectively plan instruction. Glenwood teachers have participated in several book studies including *Teach Like a Pirate* by Dave Burgess, *Teaching in the Fast Lane* by Suzy Pepper Rollins, *Developing Strategic Writers through Genre Instruction* by Dr. Zoi Philippakos, and *Schoolwide Enrichment Model* by Joseph Renzulli.

Glenwood teachers participate in districtwide collaborative meetings where teachers from all Floyd County schools meet to collaborate with grade-level and content peers. The focus of these meetings are typically content specific with a focus on common curriculum and assessments throughout the system. Teachers redeliver training to their school colleagues, building their professional capacity.

In March of 2020, Glenwood and Floyd County Schools responded to the immediate need to adapt instructional delivery models. Teachers were provided online training in Google Classroom to use a flipped classroom model incorporating videos, online platforms, and written assignments. Video tutorials showed teachers how to use Screencastify and other digital tools to enhance virtual learning opportunities. These strategies were used during the 2020-2021 school year to deliver instruction to quarantined students in virtual classrooms.

At Glenwood Primary, new curriculum training is offered through in-person training, webinars, or Google Meet sessions. Teachers have been trained on Reading Wonders, Saxon Phonics, Eureka Math, *Developing Strategic Writers through Genre Instruction*, LiPS, and other programs. Teachers are encouraged to add a variety of endorsements to their teaching certificate through yearlong cohorts. These endorsements include gifted education, ESOL, reading, and math.

All first year and new teachers to Glenwood Primary are paired with a mentor teacher who is available to address questions and concerns as well as offer support and encouragement. These same teachers meet together monthly with administrators and veteran teachers for an induction program. During these meetings, veteran teachers share different topics such as communication with parents, building relationships, classroom management, rigor and engagement, social learning, and making learning fun.

Glenwood teachers celebrate one another through Top Performer awards. These awards are handwritten notes that recognize faculty members going beyond expectations by serving their students or peers

exceptionally. Top Performer awards are read aloud at monthly staff celebrations called Pow Wows. These meetings create a positive school culture and a sense of community among staff members.

#### **4. School Leadership:**

Glenwood Primary's school leadership provides an environment that supports all faculty, staff, and students, building a relationship of trust and respect throughout the community. The principal and assistant principal have made it their mission to nurture a positive school culture in which everyone feels valued. The school's leaders welcome students to school every morning, calling each one by name. Administrators are visible throughout the school day as they visit classrooms, interact with students in the hallways, and leave their office doors open for anyone to come in with questions or concerns. The principal and assistant principal encourage all faculty to actively participate in team building and professional learning opportunities throughout the year. Both administrators model the importance of being a lifelong learner by leading and taking part in professional learning opportunities as well as attending PLC meetings. Leading by example, both professionally and relationally, builds teacher confidence which impacts academic success for all students.

The school leadership team includes representatives from each grade-level and support staff members. The team meets once a month to address relevant school operations, events, and concerns. The team also meets during the summer to participate in a day-long leadership retreat to discuss the upcoming school year, instructional goals, practices and procedures, and scheduling. The leadership team plays a significant role in the decision-making responsibilities of the school.

Community stakeholder involvement in leadership is vital to the success of Glenwood Primary. Two primary examples are the Local School Governance Team (LSGT) and the Glenwood Parent Teacher Organization (PTO). Both are involved in supporting teachers and students in ways that focus on student achievement directly and indirectly. The LSGT meets six times per year to discuss personnel, budget, school data, and operations as they relate to instructional initiatives and programs. The Glenwood PTO supports teachers and students throughout the year by providing rewards and incentives, volunteering in the school, and helping with schoolwide events.

There are many opportunities for staff members to serve in a leadership capacity within the school environment. Teachers meet monthly for a team building activity and to celebrate successes. The Sunshine Committee supports faculty and staff during times of personal celebration or difficulty. The PBIS team meets monthly to discuss school climate, analyze discipline data, and brainstorm ideas for addressing behavioral trends. This team's purpose is to establish a positive school climate and culture that fosters an environment conducive to learning.

#### **5. Culturally Responsive Teaching and Learning:**

Glenwood Primary is committed to meeting the diverse needs of all students, families, and staff. The school has a growing population of low-income students with a significant number living in a nearby mobile home community. Some of the supports in place for low-income students include after-school tutoring, weekend food bags, special transportation, Christmas assistance, parent aides, camp scholarships, help from Harbor House (sexual abuse education and counseling), and resourcing families with essential needs like shampoo, clothing, and shoes that reduce barriers to academic achievement for families in crisis.

Glenwood Primary celebrates all cultures through academics, special events, classroom literature, play centers, music, and art. The Reading Wonders curriculum supports a culturally responsive approach which can be seen in the selection of texts, and represents a range of cultures and backgrounds. Pre-kindergarten GELDS address an emerging awareness of students' own culture and ethnicity, as well as the culture and ethnicity of others in their community. The GSE social studies standards are taught in grades K-2. Kindergarten standards include a study of national holidays, the people they describe, and/or the events celebrated (Juneteenth National Independence Day, Martin Luther King, Jr. Day). Instruction includes lessons about the diversity of American culture by explaining the customs and celebrations of various families and communities. First grade standards include examining the life of historical figures in American

history such as Sacagawea, George Washington Carver, and Ruby Bridges, and how each was influenced by his or her time and place. Students also consider how each historical figure displayed positive character traits such as fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment. In second grade, students continue learning about historical figures (Tomochichi, Mary Musgrove, Sequoyah, Jackie Robinson, and Martin Luther King, Jr.) and how they demonstrated positive citizenship traits such as honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion. Second grade students also study Georgia Creek and Cherokee cultures. In art class, students become familiar with artists and their work from many different backgrounds. In music, students are asked to perform and respond to music from various historical periods and cultures. Christmas Around the World is a schoolwide PBIS event in which all students rotate through stations to learn how children from other countries celebrate during the holiday season. Students are encouraged to share their own cultural backgrounds and experiences in their classrooms through writing, show and tell, and presentations.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

---

Building relationships with students, families, and the community is a top priority at Glenwood Primary and has been instrumental in the school's success. Glenwood Primary is well known in the community as a school that cares about the success and well-being of all students, past, present, and future. Students are greeted daily by school personnel, creating a strong sense of community. Knowing all students by name is a top priority of teachers and administrators, who frequently attend events that support their students.

While the school provides multiple opportunities to build relationships, one of the most successful has been the implementation of the Schoolwide Enrichment Model, called Tribe Time. Tribe Time provides a rich learning experience for all students with three essential goals: building schoolwide community, providing a broad range of experiences, and offering opportunities based on students' strengths and interests. Tribe Time allows students to explore individual interests, based on a student survey, and participate with students from other classes and grade levels.

Faculty, staff, and community members choose an activity about which they are enthusiastic and knowledgeable to share with students. Community members, which have included school board members, retired teachers, local business people, and family members, are invited to lead groups or to co-lead with teachers and staff. In order to keep engagement high and group numbers low, a large range of topics are offered such as computer coding, fitness, scrapbooking, photography, baking, STEM activities, book clubs, video production, line and ballroom dancing, 3-D art, drumming, calligraphy, flower arranging, latch hook, woodworking, creative movement and dance, gymnastics, cheerleading, cultures around the world, gardening, painting, and more. Each semester, students select a new group to join. Students meet monthly for ninety minutes to learn more about their chosen topic.

Students look forward to Tribe Time each month and it has become an integral part of the school culture at Glenwood Primary. Student friendships and teacher/student mentorships have been established across grade levels. Students are able to develop relationships with others who share common interests and who they may not have had the opportunity to know otherwise. Students discover areas of strength and talent by trying new things. Students who struggle academically feel a sense of success and accomplishment that transfers into the classroom. Tribe Time has created an environment where relationships grow and learning exists outside of the traditional classroom.