

**U.S. Department of Education**  
**2022 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 201 Station Avenue  
(If address is P.O. Box, also include street address.)

City Glendora State NJ Zip Code+4 (9 digits total) 08029-1199

County Camden County

Telephone (856) 939-4704 Fax \_\_\_\_\_

Web site/URL

<https://www.gloucestertownshipschools.org/schools/glendora.jsp>

E-mail pmccarthy@gloucestertownshipschools.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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. John Bilodeau E-mail jbilodeau@gloucestertownshipschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gloucester Township Public School District Tel. (856) 227-1400

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.

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

Name of School Board  
President/Chairperson Mr. Anthony Marks  
(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.

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

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**

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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

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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):
- 8 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 11 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	0	0	0
K	19	21	40
1	21	21	42
2	12	17	29
3	13	19	32
4	24	15	39
5	14	24	38
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>	103	117	220

\*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):
- 0.5 % American Indian or Alaska Native
  - 0.5 % Asian
  - 5.9 % Black or African American
  - 14 % Hispanic or Latino
  - 0.5 % Native Hawaiian or Other Pacific Islander
  - 73.2 % White
  - 5.4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 7%

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	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1, 2020	230
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 54

8. Students receiving special education services with an IEP or 504: 11 %  
25 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>1</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>3</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>4</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>17</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: 1
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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
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 18:1

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	97%	97%	97%	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.

Glendora Elementary School is a Kindergarten through Grade Five building with a long tradition of service to the community. We promote a friendly and secure environment with an emphasis on academic achievement, high expectations for student behavior and citizenship, and close family involvement. The comfortable size of the school allows our staff to get to know families very well and work with them in a special way.

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

[https://www.gloucestertownshipschools.org/apps/pages/?uREC\\_ID=105186&type=d](https://www.gloucestertownshipschools.org/apps/pages/?uREC_ID=105186&type=d)

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

## **PART III – SCHOOL OVERVIEW**

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Glendora Elementary School staff and students are proud of their Little School with a Big Heart. In 1922, Glendora began as a four room brick schoolhouse. As the community grew over the years, so did our little school. A 1979 addition to the school preserved the original structure, which remains the cornerstone of our school. This year we are celebrating our centennial of academic success and community commitment. Many of our current families attended when they were children and remain active members of the Glendora community, with multiple generations attending the school. This is the very essence of Glendora's deep sense of community.

One hundred years after its founding, Glendora School enjoys a diverse student population, representing a wide range of socioeconomic, ethnic, and academic backgrounds. This diversity is a particular point of pride among our students, staff, and faculty. We continually strive for academic excellence but remain cognizant of the social and emotional needs of all learners. Our small size allows us to focus on our students and their individual needs, whether academic or emotional.

At Glendora School, we maintain a well-developed character education program. Monthly character education lessons and related activities encourage our students to develop a sense of community and academic success. Students earn tiger paws for positive behaviors that can be used for incentives at academic rallies and spirit days. We foster relationships within the student body by creating cross grade connections through reading and technology buddies. Our new social/emotional learning block has enhanced student engagement. This innovative daily lesson provides students with constructive and healthy strategies to deal with stress and peer interaction. In addition, students are trained in peer mediation techniques. Through this program, stakeholders learn to problem-solve, resolve conflict, and be accepting of other perspectives. Mentoring programs between teachers and socially or emotionally at-risk students provide a safe and nurturing relationship outside of the classroom. By promoting their emotional well-being, students are better able to focus on and achieve the high academic standards that our curriculum requires.

Our community at large supports the vitality of our school. Each year, our students participate in programs to collect donations for our local homeless shelter and animal adoption center. Our fifth grade safety patrol collects the items from each of the classrooms and teachers deliver them to the organizations. Our donation programs engender in our students a sense of community and the importance of giving back.

Our district has a rigorous curriculum that aims to challenge students while encouraging academic success. Being a small school allows staff the opportunity to foster communication, share ideas and resources, and provide effective tools and strategies for learning. For example, teachers are encouraged to participate in vertical articulation and observe other grade level lessons. As a result, we as educators are able to better understand the expectations and needs of the students before us and after they move on. Understanding a student's past, present, and future potential carry equal weight. Each day, we conduct an intervention block where students receive instruction tailored to their areas of weakness. Special area teachers work daily with students to provide additional support and we have continued this to compensate for the COVID-19-related disruptions. In addition, after school programs (CHAMPS) that foster interest in history, the arts, science, and citizenship enhance our daily curriculum and make learning fun. CHAMPS activities afford students the ability to be well-rounded, confident learners.

Needless to say, the COVID-19 pandemic proved to be a major challenge for schools. We are proud of our rapid response to the needs of remote and hybrid learning students. Our staff seamlessly transitioned to online learning. We used a variety of techniques and platforms based on the needs of our students. This was necessary to provide our students with the reliable, rigorous education our learners have come to expect. Expectations remained high and our students, staff, and families all rose to the occasion. Even though COVID-19 made face-to-face interactions nearly impossible, we nevertheless maintained strong relationships with our parents and students. Teachers went out of their way to connect with students and provide necessary materials to achieve success. It was amazing to observe the creative ways teachers were able to maintain excellence during this difficult time.

Despite the massive challenges of the past two years, Glendora, the Little School with the Big Heart, showed that it was also the Little School That Could.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

The mission of Gloucester Township Schools is to provide an educational program for all students in order to build a strong foundation of knowledge, problem solving, and interpersonal skills. We endeavor to provide students with the skills necessary to meet the demands of the twenty-first century. We maintain a student-centered philosophy across all subjects. Teachers and administrators reflect on needs and continually make improvements and adjustments. Our principal has given us the flexibility to modify and create lessons based on needs. Our goal is to always make decisions in the best interest of the students and wider community. Our teachers feel strongly that all students should have common skills and knowledge that an educated society requires. Each and every student is afforded the best possible educational environment we can provide. We work to forge strong teacher–student relationships so learners feel safe and ready to learn. We believe that a holistic approach to understanding the individual student is paramount to achieving the high expectations that education requires today. We strive to give our learners the necessary tools to become contributing citizens.

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

The reading and English language arts (ELA) curriculum reflects the Core Curriculum Content Standards. Teachers instruct in literacy and writing in 105 minute blocks daily. Based on the needs evident in our STAR testing data, a committee of educators and supervisors researched various programs and felt that Superkids and Wit and Wisdom would best serve our population.

Superkids focuses on phonemic awareness, phonics instruction, and decoding skills for kindergarten through second grade learners. Instruction includes both the whole class and small group. STAR results and program driven assessments are used to create flexible grouping where we provide differentiated instruction. In addition to phonics, students are exposed to leveled readers, both fiction and nonfiction, that give students a platform to practice learned skills based on their individual needs.

While Superkids focuses on learning to read, our third to fifth grade students read to learn. Wit and Wisdom is a novel-based program containing authentic literature. Readers are exposed to a variety of fiction and nonfiction. Through the upper elementary grade levels, students are exposed to nonfiction topics immersed in science and social studies. Fiction novels expose the students to such topics as cultural diversity. Students are taught to write in a way that will help them achieve success as they move into the upper grades. For example, students learn to write narratives as well as explanatory and compare and contrast essays. Through modification and accommodation, we are able to support our most struggling learners. Teachers work diligently to provide differentiation and scaffolding within the writing and reading block.

After analyzing and reflecting on our standardized test results, we saw a need for more comprehensive writing across all grade levels. We realized that our learners needed to be more confident, proficient writers, a skill that would certainly benefit them as they move through their academic career. To address this need we developed and implemented a supplemental writing initiative. As a school, we collaborated to identify standard based needs. Through vertical articulation, we developed writing rubrics and goals for each grade level. Individual student portfolios would follow and track student progress throughout the years. The same prompt, Why is School Important?, is given at the beginning and end of each year. Students are asked to respond to this prompt both at the beginning of the school year, and then again at the end. On a yearly basis, students and teachers work together to analyze their writing against the rubric. We are able to identify areas of improvement and provide an opportunity for leveled grouping to help writers learn and excel. We further enriched this initiative with assemblies by authors, writing presenters, and staff professional development. Students take ownership and pride in their progress because they have access to view previous writing samples. As a result of this initiative, we have witnessed exponential gains in writing.

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

The My Math program is taught in all grade levels at our school for 60 minutes each day. My Math enhances student engagement by using real-world applications while keeping up with rigorous state standards. Manipulatives are included to provide hands-on opportunities for problem solving. My Math has a digital component that helps teachers plan and deliver intuitive lessons, and also allows students accessibility to instruction and practice at home. The online component, especially online assessments, were crucial to success during remote learning.

In addition to the My Math program, we use Math Boxes and daily fluency practice to supplement and enhance instruction. Math Boxes deliver a spiral review and daily reinforcement of present and past skills. They also provide a preview of upcoming skills to challenge our more advanced learners and expose all students to future content. Completion of Math Boxes gives teachers a picture of students' overall ability to help them target specific needs and provide enrichment where needed. We have discovered that daily fluency practice is crucial to student success. We employ programs such as Rocket Math, Mad Minutes, and Xtra Math to motivate students to increase their fluency. Certificates and prizes celebrate student success in these programs. Teachers greet their students at the door in the morning with a math fact to start their day.

STAR benchmark testing is used to monitor student progress in math and identify students who are not meeting grade level standards. These tests also highlight students who excel in mathematics. The at-risk students receive additional support from their teachers or interventionists during the FIRM block (intervention/enrichment). Our related arts teachers serve as additional support during the FIRM block and pull small groups to reteach and review skills as needed. They also provide small group enrichment for the students performing above grade level.

Math is infused throughout the day to show students how it is an essential part of everyday life. Outside the rigidity of the specific grade-level standards, teachers expose students to a variety of skills including, but not limited to, coin counting, tallies, calendar, weather, counting by ones, fives, and tens, addition, subtraction, multiplication, division, time, and place value. If we notice an overall weakness in the school, it is all hands on deck. All staff join in to help students achieve success. Our librarian teaches decimals using the Dewey Decimal System. Measurement and time are reinforced in physical education class through a variety of activities. Our computer teacher has incorporated word problems into lessons and geometry skills are fortified in art class. You will even see the principal holding flash cards in the lunchroom to improve fluency! All staff join in to help students achieve success.

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

Our science curriculum was selected based on the recommendations of a committee of administrators and teachers while keeping the Next Generation Science Standards and STEAM (Science technology, engineering, arts, math) concepts as the core concept. TCI was selected as an interactive, standards-aligned learning experience to meet the rigorous Next Generation Science Standards. Teachers also worked collaboratively to adapt STEAM lessons to be used throughout the curriculum to enhance student learning. Teachers worked together to make a list of interactive and engaging read alouds to enhance the learning and create a cross-curricular experience for all students.

Our science curriculum is designed to allow students to use inquiry-based learning while conducting experiments and using engineering practices to meet the rigorous standards. Students conduct research using various modes of resources including books, online research, videos, virtual field trips, and tours. Students complete projects both at home and in the classroom. Students enjoy presenting their projects to their peers.

Many assessments are based on student work and project outcomes. There are also formal assessments provided with TCI. Each grade level has a special long-term science project they can be proud of, such as weather graphing, raising butterflies, growing plants, and hatching eggs. The teachers work together to plan field trips that coincide with the overall themes and concepts being taught.

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

Our teacher and administrator curriculum committee also selected the standards based Teacher Created Instruction (TCI) as our social studies curriculum. TCI uses the same inquiry based approach for social studies as it does for science. Students are immersed in their learning environment. Topics include community, history, culture, human rights, government, civics, and economics. The platform provides an online component as well as inquiry-based studies and projects.

To enhance the social studies curriculum, students take a deep dive into the rich history of Glendora. Our young historians explore local landmarks like Ashbrook burial ground and Gabriel Davies Tavern, which are two Revolutionary War era sites in our town. These enriching opportunities make for memorable and meaningful learning experiences where students create cross curricular projects.

It is important to us to infuse our social studies themes into all content areas. Many of the stories our students read and discuss during ELA enhance our social studies curriculum. Teachers put an emphasis on incorporating engaging read aloud activities into the day. Field trips are also planned around social studies themes. The school takes pride in having thematic units focusing on historical figures therefore immersing the themes throughout the curriculum.

Students are assessed using curriculum-provided assessments as well as project-based rubrics.

**1f. For secondary schools:**

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

**2. Other Curriculum Areas:**

Glendora School operates on a six day related arts cycle. Students in kindergarten through fifth grade receive instruction in the areas of library, music, computers, Spanish, art, and physical education. These classes allow students to explore different avenues of learning and experience success outside of the classroom.

We have a state-certified library media specialist who provides literacy, STEAM, library skills, and digital citizenship lessons. Interactive read aloud activities are enjoyed at every grade level and our library houses over 7,000 books. It also includes a fully stocked STEAM Station that is available to the entire school community. Our amazing librarian fosters excitement for reading by coordinating literacy programs such as author visits, book fairs, Barnes & Noble community nights, One School One Book program, Read Across America, and Summer Reading Rocks.

The elementary music curriculum at our school encourages active student participation through the use of imitation, experimentation, and problem solving. The goal is to develop within the students an appreciation of music and an understanding of music's role in helping them become well rounded individuals and global learners. Students are offered many opportunities to learn instruments. In fact, all our fifth graders learn how to read music and play the recorder. Throughout the year, they perform at academic rallies, community events, and an end of year talent show.

Our computer/technology curriculum includes a vast array of learning opportunities across many different technology-based areas. Throughout each cycle, students work to broaden their knowledge of basic computers, hone their skills within both the Google and Microsoft domains, and use various websites and applications to enhance their understanding of various topics and/or skills. Coding, digital citizenship, and keyboarding are key areas that are addressed and practiced regularly and carried over into their daily classroom activities.

The Spanish program at Glendora promotes basic comprehension and acquisition of the Spanish language

and culture by utilizing three primary learning styles: auditory, visual, and kinesthetic. Students build vocabulary and develop skills through songs, storytelling, interactive games, culture in context, and reading and writing activities. Our Spanish teacher also serves as a translator for Spanish-speaking families during parent-teacher conferences. This is crucial in helping us maintain positive parent/teacher relationships.

Our art program strives to honor the natural artist in every child. Students are guided on the use and application of a wide variety of media and processes. They are given the opportunity to experiment and create on their own which promotes self-confidence and develops problem-solving skills. Students are also exposed to various artists, craftspeople, and cultures of the world to spur creativity. This gives children the chance to increase their empathy, look at the world from different perspectives, and develop open-mindedness. Needless to say, the art experiences adhere to the state standards and include the elements and principles of art to provide a complete experience.

Glendora's physical education program stresses the importance of living a healthy and active lifestyle. The classes focus largely on team building activities where students are required to not only focus on themselves, but on the team/group as a whole. The students are encouraged to have fun, give their best effort, and demonstrate sportsmanship. The ultimate goal is for all students, regardless of athletic ability, to enjoy each class activity and develop self-confidence.

### **3. Academic Supports**

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

Glendora School is dedicated to the vision that all students have the ability and desire to learn. We utilize the Response to Intervention (RTI) model to maximize the effectiveness of core instruction, provide students with the opportunity to succeed, and assist in identification of specific learning disabilities. RTI is the practice of high-quality instruction and interventions matched with student needs. A research-based curriculum, screening tools, foundational skill instruction, and progress monitoring are the main components of the RTI model. Decision making is based on student data.

All students are screened through universal STAR testing three times a year. Students who do not meet established benchmarks are identified as Tier 1 intervention students. They receive supplemental instruction during the FIRM (intervention/enrichment) block by the classroom teacher and/or a related arts teacher. Tier 1 interventions are successful for 80-90% of students.

Students who score significantly below grade level and do not make adequate progress with Tier 1 supports will receive targeted Tier 2 interventions. Tier 2 interventions are planned and implemented by an interventionist in a small group pull-out setting during the FIRM block. Tier 2 interventions will focus on foundational skills that the student will need to be successful in core instruction. The progress of Tier 2 students is intensely monitored by the interventionists. Tier 2 students represent between 5% to 10% of our population.

Students who score significantly below grade level and are not making adequate progress at Tier 2 will receive Tier 3 interventions. These interventions include intensive instruction tailored to the student's highest areas of need and are provided by an Interventionist in the specific area. The progress of Tier 3 students is monitored more frequently. Tier 3 students comprise between 1% to 5% of our population. Students who fail to make adequate progress at Tier 3 after two cycles may be referred to the Intervention & Referral Services (I&RS) team or Child Study Team for further evaluation.

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

Students performing above grade level are given opportunities within the curriculum to enhance their learning. Teachers use enrichment materials and higher order thinking problems to challenge students during lessons. Leveled reading and math groups are developed to challenge students who are performing well in a particular area. In addition, these students are given opportunities during our FIRM block to enhance their learning. Students can work independently or with others on STEAM activities, project-based learning, logic

problems, educational games, or online programs such as Moby Max, Freckle, Math Prodigy, Math Seeds, and Reading Eggs.

Gloucester Township Public Schools also provide a modified learning environment for gifted and talented students. Students in grades 2-5 are identified through a screening process that determines students with multiple measures in the 90th percentile of ability and achievement. Glendora Elementary School's IMPACT! Program works on developing the skills students need to become Visionary 21st century leaders and community contributors. Glendora students are continuously immersed in problem solving activities in the humanities as well as science, technology, engineering, art, and mathematics (STEAM). Glendora's IMPACT! students are dedicated to collaboration practices, critical thinking techniques, and problem-solving processes while accessing advanced and enriching content. Students use logic and deductive reasoning to solve mysteries and create games. In a Mission to Mars, fourth graders explore the red planet while participating in the construction of a rocket and the designing of a Mars land rover. As a part of an entrepreneur/economic Unit, fifth graders work on the production of one hundred eco-friendly, hand-made products that are displayed for sale at the Glendora Trade Fair. They research supply and demand to determine competitive pricing and creative advertisements for their product. Fifth grade students and staff are all invited to the Trade Fair and are given "money" to purchase items at the Trade Fair. IMPACT! students in grades 2-4 also attend so they can begin to brainstorm for their own Trade Fair in the years to come.

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

Special education teachers attend to all the at-risk students. Our goal is to assess where students need extra support and provide assistance in the least restrictive environment. With the proper modifications in place, students are provided the opportunity to participate in the general education classroom successfully. Students are both formally and informally assessed. These include beginning and end of the year assessments, weekly performance observations with classwork and tests, exit tickets, STAR reports, fluency benchmarks, and rubrics to assess reading readiness skills.

Classified students with Individualized Education Programs (IEPs) receive 120 minutes of ELA and 60 minutes of math support each school day by certified special education teachers. They are also given additional modifications which include, but are not limited to, using film or video to support reading a text and comprehension, math counters and number charts, graphic organizers, text to speech, text modified to independent reading level, pictorial images to assist comprehension, test format changed, worksheets adjusted to teach main skill, and guidance in generalizing skills across content. The goal of instruction with these modifications is to allow the students to achieve success while still learning grade level content. Grade level content is further supplemented by Sonday, a program specifically designed to focus on letters and phonemic awareness. This intensive instruction provides additional practice of basic skills to our neediest students throughout the grade levels. By receiving these services, our population of students with learning disabilities feels successful, performs better, and makes more of an effort.

In addition to following the IEPs of our classified students, our special education teachers provide Intervention support during our FIRM blocks and provide students a small group environment to review, reteach, and provide repeated practice with missing skills. Teachers work in small groups or one-on-one settings to give intensive instruction for at least thirty minutes reviewing comprehension strategies, build decoding and reading fluency, increase accuracy in computation problems, and teach test taking strategies and study skills.

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

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



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

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

Glendora School is a place where high expectations and encouragement are the orders of the day. Each day begins with positive messages meant to inspire students. Our students often read the daily announcements. This helps students to see themselves as an integral part of our school community.

Glendora's focus has always been to educate the entire student. Our school offers a plethora of extra curricular activities that enhance and encourage a positive school community. Students are expected to do their best both academically and socially. Our leadership encourages us to recommend and create the necessary programs that will enrich our already rigorous curriculum and immerse them in positive behaviors. These programs build confidence and success in a more intimate setting. For example, after school clubs (CHAMPS) such as coding, drama, and sign language give exposure to areas they may never have encountered.

We enjoy an array of school-wide activities meant to instill community and a joy of learning. Students celebrate the 100th day of school by decorating posters with their parents and sharing them with the class. Parades through the hallway give our younger students the opportunity to show off their 100th day costumes. Even our older students enjoy sharing in the fun. Spirit days and weeks give our entire student body the chance to celebrate our school and community pride. Academic rallies highlight academic success, effort, and positive behaviors. During our rallies, students can submit tiger paws earned for various accomplishments throughout the school day for a chance to be recognized and rewarded.

Respect Week supports our character education program. Throughout the year, tiger paws are awarded to students for displaying positive behaviors in school. During this exciting week, our motto is to respect ourselves, our differences, and our school. Children gather for motivational assemblies and anti-bullying activities. Bubbles for Autism Awareness affords the school community a chance to gather and learn about autism. Fitness Friday is an opportunity for staff and students to gather as a group and exercise. Together, we talk about the benefits of movement as a way to improve both physical and mental health. In this era of COVID-19, when attention to mental health is much needed, this is yet another way for staff and students to address this vital area. Finally, at the end of the year, students are encouraged to participate in our Summer Reading Rocks program. This program encourages students to read during the summer as a way to inhibit summer slide. When the students return in the fall, they are rewarded with ice cream parties and other fun activities. Through the use of these initiatives, we hope to instill a love of learning and the confidence to participate in new experiences.

During the COVID-19 pandemic, we continued a high level of engagement by having zoom assemblies with mystery readers. The students loved receiving clues and trying to guess our mystery guest (teacher) reader. This activity culminated in a big reveal and all students were treated to a wonderful read aloud as a result. Virtual show-and-tell in addition to read-aloud bedtime stories were ways that we were able to engage students during this difficult time.

Staff performance and morale is of the utmost importance to our principal. Our staff enjoys many team building activities throughout the year. These activities provide teachers with a chance to build camaraderie and enhance motivation, and possibly win a gift card to boot! Monthly faculty meetings and professional learning community's (PLC's) provide an opportunity to share success, acknowledge staff, and share ideas. Our staff feel very fortunate to be a part of this supportive environment.

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

Glendora School is proud of its collaborative relationship with both the families and the community at large. Parents are encouraged to participate and we have an exceptionally active and supportive Parent-Teacher Group (PTG). The PTG Facebook page provides information and updates to our school community and keeps everyone involved. The PTG brings our community and school together in many ways. For example,

they created a Someone Special Dance which is designed to have parents and students spend an evening dancing, eating, and socializing with each other. This year, the Glendora Fire Department supported this endeavor and provided their hall for the event. Family paint nights and family bingo are other activities that bring our families together. Ice cream socials and multiple seasonal events bring excitement to the school community. In order to show support for our staff this year, the PTG graciously provided us with coffee, fruit, baked goods, and water to show their appreciation. They have always overwhelmed us with their kindness and support.

We are pleased to share a warm connection with local businesses, law enforcement, and our fire department. Our local pizzeria supports our student of the month program with discounted pies, while our local bakery supports our PTG fundraising efforts. Our local Acme provides food donations during the holidays. These baskets are then distributed to our school families in need. Law enforcement is ever present in our school, interacting with our students at recess, and providing words of encouragement. Our fifth graders participate in the Law Enforcement Against Drugs (LEAD) program on a weekly basis where they learn how to cope with peer pressure. In addition, they learn the benefits of leading a healthy life. For our younger learners, they provide SIP (Society Improvement Program). Students learn how to be good citizens and avoid the dangers within the community. Fire prevention week is sponsored by our fire department. Assemblies and fire truck tours engage the students. Students create fire prevention posters which are entered into a contest. Firefighters will judge the posters and invite the community to visit the firehouse for awards and fun. Another highlight of our year is our community Memorial Day parade with veterans and members of our local senior living community.

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

Gloucester Township Public Schools places a strong emphasis on the importance of supporting its staff with targeted professional development. The district commits to this by scheduling three half-days plus three full days of professional development throughout each year. The focus of these professional development days are divided between district and building initiatives. The district's professional development plan is aligned with its goals and includes aspects of training on curriculum, pedagogy, and trauma informed instructional practices.

Glendora Elementary School's staff members enjoy a positive atmosphere which supports professional growth. Glendora utilizes its School Improvement Panel (ScIP) to survey staff, review data, and create a building plan for professional development. Aspects of the building plan include Social-Emotional Learning (SEL) strategies for students, peer observation opportunities, and vertical articulation.

Throughout the year, Glendora teachers present during faculty meetings on multiple topics. These workshops included the implementation of calming corners for students, supporting students with SEL strategies, and focusing on the mental health of the staff while teaching during the pandemic.

Glendora's teachers are able to engage in peer observations with their colleagues. Staff are granted class coverage to observe fellow teachers from the building to identify best practices in the classroom. After the observations, staff meet together to debrief regarding the lesson witnessed.

Glendora also engages teachers in vertical articulation with the grade levels above and below. This articulation enables staff to identify the capabilities of the students whom they presently teach, as well as those students whom they will be teaching in the future. This teacher communication facilitates an understanding and familiarity of the students and the curriculum expectations.

The staff from Glendora Elementary School routinely engage in Professional Learning Communities (PLCs) which focus on a variety of student centered instructional strategies. In addition, the PLCs are used to discuss the academic progress of students with the Intervention staff and to collaboratively plan an individualized course of action.

Support On Site (SOS) is a mentoring program that offers engaging discussions that support veteran teachers as well as the new staff. Ideas are shared and all staff have a safe space to learn from one another.

Discussion topics include student trauma and new curriculum needs. During the COVID-19 pandemic, topics such as self care and meditation (both students and teachers) were helpful.

The teachers of Glendora Elementary School epitomize the concept of teamwork. Their commitment to one another and the students has become an expectation which is at the root of the professional culture of school.

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

Glendora Elementary is the smallest school in the district. It has only 45 total staff members, of which 27 are certificated staff. This small-school atmosphere enables the leadership of Glendora to facilitate a climate where all staff are encouraged to engage in the stewardship of the school. The principal seeks the input of the entire staff—whether they be a teacher, an aide, a secretary, or custodian, when developing the vision for the school. Over the past ten years, the staff of Glendora Elementary School has dedicated itself to working as a collaborative team. The principal routinely solicits the input from staff on decisions which impact the building and its operations. Whether it is through online surveys or seeking out staff for direct input, the trajectory of Glendora Elementary School is shaped by the entire faculty. The teachers and staff of Glendora Elementary School continually communicate and collaborate to guide the school into the future.

Glendora's success is built on a foundation of trust. The principal has taken a supportive role and has entrusted the leadership of the classroom to the individual teachers, who have demonstrated professional knowledge and dedication to their students and craft. In return, the staff counts on the principal to support them in their efforts. This understanding creates a mutual respect which invigorates staff commitment.

The staff of Glendora loves working at the school and with their colleagues. The nature of a school's schedule often prohibits staff from gathering together during the day, so when such opportunities arise, the staff readily takes advantage. The principal supports this by encouraging staff in developing a variety of activities that enable them to socialize as a group, compete with one another, and recognize and celebrate each other's accomplishments. Throughout the year, staff enjoy meals together at events like our Holiday Breakfast and Baseball Opening Day Lunch. The staff of Glendora can be very competitive. They love to compete with each other in activities such as Trivia, Turkey Bowling, Reindeer Games, and Indoor Mini Golf. Lastly, the staff enjoy celebrating their accomplishments together. Glendora recognizes those who have gone above and beyond for the students. This includes the recipients of the Educator of the Year, Support Professional of the Year, and those staff who retire from education.

Our success is attributed to the collaborative efforts of the staff and their enjoyment of working at Glendora. Staff know they are appreciated and will commit to seeing the school achieve. Together, these many aspects of Glendora have led the school to be one of the top performing schools in Gloucester Township and the region.

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

Glendora Elementary School's overall approach to diversity, equality, and inclusion is based on respect. We have created a welcoming, inclusive environment where we demonstrate and reciprocate respect throughout our entire school community.

Glendora has witnessed significant demographic changes in our cultural diversity which has grown significantly over the past decade. As our community becomes more diverse, we have adapted to become more responsive to our students and families. We are determined that our choices for read aloud activities and classroom materials reflect the cultural diversity of our students and families. These resources are used to illustrate cultural differences and also various family dynamics. We also host a variety of assemblies that highlight culturally sensitive and relevant topics. Recent examples include speakers that discussed topics such as the contributions of minorities and how students can overcome obstacles in life.

Glendora School also places emphasis on social/emotional learning. In the last few years we have initiated the teaching of a growth mindset. Various lessons are taught and discussed at all grade levels during our Health and Wellness block. Teachers have the flexibility to design lessons that address the needs of the

students in their classroom. In addition, we use Class Dojo, a communication platform that brings our community together and helps us to enrich learning experiences. Class Dojo allows parents easy access to teachers and will provide language translation if necessary. This program enables us to share positive classroom moments with parents through photos and messages. In addition, Class Dojo offers a assortment of videos that discuss a variety of social-emotional topics such as empathy and respect. These short videos encourage class conversation about what it means to be a respectful, kind person. The videos can also be shared with families for deeper conversations at home.

Families are informed of the many academic, socio-emotional, and community supports provided by the school. Our guidance counselor provides resources and support to our staff and families. Glendora School created a "Trauma Team" that meets monthly to brainstorm strategies to support students in need. We are also fortunate to have the Center for Family Services, a nonprofit organization that provides free counseling outside school, as well as various workshops that focus on self care and other topics that help address the challenges of family life.

The foundation of our teaching philosophy has always been to prepare our students to be global citizens who appreciate and welcome diversity.

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

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Collaboration is the key to the success of Glendora Elementary School. Collaboration is not limited to specific grade levels or classroom teachers, but instead winds its way through every aspect of our school and the community at large. Our grade level teachers meet almost daily. Vertical, cross-grade, and cross-curricular articulation are employed by all staff. Our interventionists and principal also attend monthly, building-wide Professional Learning Communities (PLC) sessions. Monthly liaison meetings are held to review student progress where special education teachers share their expertise. Parents are consulted and are an integral part of the planning process. At the center of this dynamic collaboration are the academic, social, and emotional needs of our students. In our school environment, collaboration is the expected standard procedure where ideas are consistently and openly shared. We are a village educating the whole child.

Collaboration is intrinsically linked to greater student success. Our entire staff has a vested interest in and commitment to our student population. When we notice a deficit, we meet and create a plan to enact change. For example, our writing scores were our weakest area of performance in the state's standardized testing. As a result, we developed a schoolwide writing plan. Implementation of this plan boosted our students' writing scores. It also had collateral benefits by enhancing the confidence of the students and making them more well-rounded.

When we noticed a weakness in math fluency, we adopted a schoolwide fact fluency program to help students achieve math success. We also made fact automaticity a priority. Teachers would stand at their door greeting students with facts and even the principal would have flashcards in the lunch line. Our high test scores have shown that this joint effort is effective; however, increased test scores are not the sole reason for our collaboration. Many of our collaborative discussions include other topics such as student needs, trauma, or any other underlying issues that may be impacting their education. Teachers, parents, our counselor, the principal, and the Child Study Team conceptualize ways to ensure that all students' needs are being met. Meeting with the different groups of staff members allows us to target all students with individualized interventions.

The seed of our collaboration was planted 100 years ago. It continues to thrive and grow to this day. We will continue to nourish it, and we are confident that The Little School with the Big Heart will flourish during its second century.