

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[X] Choice

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

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

School Mailing Address 800 Thompson Avenue
(If address is P.O. Box, also include street address.)

City Nashville State TN Zip Code+4 (9 digits total) 37204-4239

County Davidson County

Telephone (615) 279-7970 Fax (615) 279-7978

Web site/URL https://glendale.mnps.org E-mail jeanna.collins@mnps.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Adrienne Battle E-mail adrienne.battle@mnps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Metropolitan Nashville Public School District Tel. (615) 259-4636

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 Ms. Christiane Buggs
(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):
- 70 Elementary schools (includes K-8)
 - 29 Middle/Junior high schools
 - 23 High schools
 - 38 K-12 schools
- 160 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	16	11	27
K	37	55	92
1	48	40	88
2	39	46	85
3	40	36	76
4	29	33	62
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
Total Students	209	221	430

*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):
- 0.7 % American Indian or Alaska Native
 - 3 % Asian
 - 6.8 % Black or African American
 - 12.1 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 77.2 % White
 - 0 % 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: 10%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2020	413
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Amharic, Russian, Spanish

English Language Learners (ELL) in the school: 1 %

6 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 17

8. Students receiving special education services with an IEP or 504: 7 %
31 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>13</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
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.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	96%	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.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2016

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

Glendale's mission is to prepare students to become life-long learners and responsible citizens. Through an emphasis on Spanish language and culture, students will meet academic standards, celebrate diversity, and become productive members of our global society.

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

The Metro Nashville Public Schools non-discrimination statement can be found here: MNPS Non-Discrimination Statement (<https://mnps.org/about/departments/legal/non-discrimination-statement>)

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

Students are chosen to attend Glendale Spanish Immersion Elementary School through the district-wide lottery. All children who live in Davidson County and are eligible for kindergarten may apply to this lottery.

PART III – SCHOOL OVERVIEW

Glendale school was constructed in 1951, and classes began shortly thereafter in the same year. The school began as a neighborhood school serving children in grades one through eight. During the 1960s, Glendale became a middle school and served children in the fifth and sixth grades. The school was closed from 2003 to 2004 for renovations. During this renovation period, the library was doubled in size and scope; many rooms were added, including twelve new classrooms, the gymnasium, the music room, and the art room. Glendale reopened in the fall of 2004 as a choice elementary school with an emphasis in Spanish. At that point, parents could select either a Spanish immersion track or English track for their child. Beginning in 2008, the English track was eliminated, making the school a full Spanish immersion school. Math and science are taught completely in Spanish beginning in kindergarten and continuing through fourth grade. Generally, all kindergarten through fourth grade classroom teachers are bilingual in Spanish and English and have either studied in Spanish-speaking countries or grew up in a home where Spanish was the primary language, either in the United States or in a Spanish-speaking country. In addition, we have two preschool (pre-K) classrooms: one is an inclusion classroom and the other a blended pre-K room. Students come from all over Nashville to attend Glendale, as entry to Glendale is based on a districtwide lottery. Many of the lottery spots go to children who live in the neighborhood or the Geographic Preference Zone (GPZ), but a portion of spots are always held for students who live outside the GPZ.

Glendale has been a high-performing school for many years, earning reward status ten consecutive years. Our teachers plan weekly and spend time in the summer writing units and fine tuning the scope and sequence of their teaching. We focus on multiple data sources as we track our students' progress and use this information to inform our instruction. In addition to delivering math and science instruction in Spanish, we also focus on the culture of Spanish speaking countries. We have a strong, close-knit community with little turnover among students and staff. Parents are highly engaged and support the teachers and staff throughout the year through their service and donations of time and money. Overall, Glendale is a school that strives for high academic achievement, while still maintaining a focus on the whole child.

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:

At Glendale, we use the Tennessee State Standards to guide our instruction in all subject areas. These standards have been organized by our district leaders into a scope and sequence for each nine-week grading period, and our teachers use these scope and sequence documents to guide planning in reading/language arts, mathematics, science, and social studies. In addition to these standards, we have goals for children regarding their knowledge and use of the Spanish language. Even though we deliver all math and science instruction in Spanish, we still follow the same state standards as other non-immersion schools in our district.

Assessment is used regularly to guide instruction to best support our students. Schoolwide we have implemented a Response to Instruction and Intervention (RTII) program to ensure that all students' needs are being met. Three times a year, a universal screener is administered to all kindergarten through fourth grade students in the areas of reading/language arts and mathematics. Twice a year, another diagnostic test is administered to all second through fourth graders in reading/language arts and mathematics. Using these results and other student data, teachers and school staff work to place students in groups to receive personalized instruction in both reading/language arts and mathematics. All students receive two thirty-minute blocks of personalized learning time every day for both reading/language arts and mathematics. At Glendale, we work to differentiate instruction for all levels, not just students needing extra support. We strive to use a high percentage of open-ended activities, focus discussion and instruction on concepts that transfer across disciplines, and provide challenging tasks and complex ideas.

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

Our reading/English language arts curriculum content has two pieces. The first piece is based on building students' language comprehension, which includes background knowledge, vocabulary knowledge, language structures, verbal reasoning, and literacy knowledge. The curriculum that we use to teach language comprehension was chosen by a group of district leaders and teachers. It centers on the study of engaging texts, which support the students in building knowledge of ideas within the areas of science and the humanities. Students practice the literacy strands of reading, writing, listening, and speaking daily during each lesson. Each unit throughout grades kindergarten through fourth grade focuses on one topic. For example, students learn about the seasons, civil rights, and space exploration. Assessments, both formative and summative, are focused primarily on longer written work products, but there are also multiple-choice and short answer assessments included.

The second piece of our literacy curriculum is focused on developing students' word recognition, including their phonological awareness, decoding skills, and sight recognition. The program that we use is explicit and systematic in the teaching of literacy foundational skills. It involves the teacher modeling the specific skill that the students are learning in the lesson; and afterward, the students have opportunities to practice the skill through dictation, word chaining, hand gestures, and the reading of decodables. Students' knowledge is assessed through daily formative assessments, such as quick dictation assessments and summative end-of-unit assessments, including word recognition assessments and oral reading assessments.

Teachers analyze the assessment data from both pieces of our literacy curriculum to inform their instruction. They focus on skills that need to be retaught to the entire class, small groups, or one-on-one. Skills that need to be honed by a small number of students are addressed in small literacy groups during the students' personalized learning time. These groups are created by the teacher and based on assessment results and students' needs. Additionally, during the literacy-focused personalized learning block, students work on a dyslexia-specific adaptive blended learning online program, which involves the students working on literacy skills at their personal level and the teachers teaching the students skills with which they have struggled. This program provides an additional piece of data.

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

We base our mathematics instruction on explicit whole group instruction led by teachers, followed by extensive application and practice with manipulatives in small groups, centers, and independent work time. All mathematics instruction is delivered in Spanish, and children are encouraged to speak in Spanish during math time. In addition to explicit mathematical instruction, teachers utilize mathematical tasks. These mathematical tasks are complex enough to provide opportunities for productive struggle and the need for collaboration. The tasks warrant multiple solution paths and require the use of critical thinking. When working through these tasks with students, teachers follow the structure of first launching the task to remove any language barriers in understanding. Then, students work independently for a short period of time to solve the task. Students then work in pairs or small groups to finish solving the task. Finally, students share their solutions with the entire class. Assessments in mathematics are in Spanish and are aligned directly to the Tennessee state standards and involve a variety of question types, such as short answer and multiple-choice questions.

As with reading/language arts, teachers analyze assessment data to inform their instruction. They focus on skills that need to be retaught to the entire class, small groups, or one-on-one. Skills that need to be honed by a small number of students are addressed in small groups during the students' personalized learning time. These groups are created by the teacher and based on assessment results and students' needs. During the numeracy-focused personalized learning block, similarly, students work on necessary skills to support their learning through an online program. They also receive small-group instruction in math during this time.

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

Our science instruction is centered on the use of hands-on science kits. These kits offer materials and lessons that guide teachers and students through science lessons that allow for inquiry, exploration, and learning. For example, fourth grade students have a science kit dedicated to engineering. During the unit, the students work in teams to construct a dam that will completely hold back the flow of water. The students have a limited number of materials and must work together to solve the problem. Through this unit, children learn about the effectiveness of design solutions and work to identify the pieces of the various constructed dams that functioned in solving the problem and those that did not. Because our science instruction is delivered in Spanish, much attention is focused on the vocabulary and content specific to each standard. Teachers use hands-on materials, videos, repetition, total physical response, and real-life experiences to reinforce the key concepts and the Spanish vocabulary. Similar to mathematics, assessments in science are in Spanish and are aligned directly to the Tennessee state standards and involve a variety of question types, such as short answer and multiple-choice questions.

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

To meet the state standards in social studies, teachers use a student-friendly program required by our district. This curriculum is aligned to the state standards and is organized through themes. Students are guided through periodicals for each theme by their teacher. Throughout the study of the periodicals, there are moments designed for discussion and individual practice. For example, in one of the periodicals, first graders learn about map skills. They read about how to use maps, and they practice using them in their classroom. Then, they complete an independent assignment in which they use a compass rose to identify different places on a map. These independent assignments act as formative assessments, and the teachers also use written summative assessments at the end of larger units of study.

1f. For secondary schools:

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

At Glendale Spanish Immersion Elementary, we have two preschool classrooms. Each classroom has students with special needs; in the school-based classroom, all students have Individualized Education

Programs (IEPs), and in the blended classroom, half of the students are considered "typically developing" while the other half of the students have IEPs. The preschool follows a comprehensive curriculum that utilizes best practices in developmentally appropriate ways. Much of the work completed in the preschool classrooms is determined by the goals of each child's IEP. Before a student's sixth birthday, Early Childhood Outcomes (ECOs) are assessed to help measure a child's school readiness and progress toward minimizing the achievement gap for students with disabilities.

2. Other Curriculum Areas:

All students in kindergarten throughout fourth grade at Glendale Spanish Immersion Elementary participate in related arts for one hour every day. These related arts include art, music, and physical education.

Glendale's art program centers on the belief that every child is an artist. It is the teacher's job to provide the tools, instruction, and confidence for the child to realize it. In the art room students make decisions, grow creatively, think critically, and learn about the world through art. Art education at Glendale uses artists' work as mentor texts to teach and inspire children. Artists whose work is on display at local museums and gardens are regularly studied, and field trips are taken to see the art in person. This spring, third grade students learned about Alma Thomas and her abstract paintings; Ms. Thomas' art is on display at the Frist Art Museum in Nashville. Each year Glendale invites a working artist from the community to create a collaborative piece with the students. This academic year, Glendale parent and artist, Robert Scobey, is creating a mural with the students, using images and phrases they drew of their "hope for the future." Art and math are regularly integrated into art classes as students write about art and analyze geometrical aspects of artwork.

Music at Glendale meets the National Standards of Music Education through a variety of learning engagements covering the perform, create, reflect, and connect domains. Students are provided opportunities to work alone, in pairs, small groups and as a whole class. These collaborative in-class opportunities include writing notes and rhythms, song/lyric writing, creating movements to show concept recognition, assessing performances, and much more. Basic music literacy is a goal for all students before they exit elementary school, and a high percentage of Glendale students continue their music education and performance in middle school and beyond. All Glendale students receive instruction through an Orff-Schulwerk approach to learning ensuring they are confident and feel comfortable sharing and making music alone and with others. A hallmark of the Orff-Schulwerk approach to learning is allowing students to learn through games, exploration, and creativity as a young child naturally learns. Students are genuinely excited to participate in music class with one another and look forward to learning. Many Glendale students extend their music learning through private music, dance, and theatre instruction and participation in community groups such as the Nashville Children's Choir. Students have opportunities to perform in class and in large performance settings. Music and arts education are an essential piece of the whole education and development for Glendale students.

The Physical Education department at Glendale strives to develop appropriate activities that create multiple opportunities for the development of skills, knowledge, health-related fitness and, ultimately, the confidence to enjoy an active, healthy lifestyle. The various skills taught are often reinforced in game situations that encourage teamwork and cooperation. The Physical Education department also plays an active role in Walk to School Day, Jump Rope for Heart, Field Day, and training for the Country Music Kids Marathon. In addition, we participate in the Coordinated School Health program that works to educate children about living healthy with respect to eating, exercise, and positive life choices.

In addition to these scheduled related arts classes, our media specialist teaches lessons connecting to thematic studies or specific content as requested by each grade level. For example, in February lessons were taught focusing on Black History Month and in March students heard books related to their grade's literacy core curriculum unit. In addition, the whole school participated in our Book Olympics, hearing Volunteer State Book Award-nominated books and voting on their favorites. Every class visits the library on a weekly basis for a lesson and book check out.

Another place where learning occurs outside of the regular classroom is the Glendale Garden. Supported by

our parents, this green space (complete with raised beds for planting fruits and vegetables, fig trees, a compost pile, a rainwater barrel, and an outdoor classroom) is used regularly by our students. Teachers often use this space as a place for writing activities, snack times and read-alouds. Also, parents teach lessons in the garden on topics such as composting, beekeeping, the life cycle of a plant, how to plant and care for seeds, helpful/harmful insects, recycling. Children are regularly involved in planting, tending, and harvesting in the garden.

The school counselor teaches classes to students in kindergarten through fourth grade every three weeks. The curriculum is eclectic, and the lessons are based on the social and emotional learning competencies of self-awareness, social awareness, responsible decision making, self-management, and relationship skills. A recent lesson taught focused on perseverance and centered around a picture book in which a character persevered through a difficult situation.

Finally, teachers also teach clubs after school during the week. Parents can sign up their child for a club that interests the child. This spring, teachers are offering the following clubs: chess club, girls running club, arts and crafts club, yoga club, and cinema club. These after-school clubs provide an opportunity for students to spend time exploring their interests in non-academic subject areas.

3. Academic Supports

3a. Students performing below grade level:

Using Response to Instruction and Intervention (RTII) as our guide, students who score below the 25th percentile nationally in reading/language arts and/or mathematics are placed in small groups to receive daily interventions using research-based instructional strategies and materials. This is Tier II intervention. For these students, parents are notified and given progress reports every six weeks. Students who are struggling significantly in Tier II move into Tier III to receive forty-five minutes of instructional time, generally received one-to-one. During this time, students who are struggling in literacy and numeracy will receive research-based interventions delivered in small groups or one-to-one. Students who do not respond to the intervention are then referred to the Exceptional Education team for possible testing.

3b. Students performing above grade level:

Using Response to Instruction and Intervention (RTII), we also have enrichment activities for students who have mastered the standards being taught in the classroom. During the literacy-focused personalized learning time, this often involves students working in small reading groups, led by the teacher, to read books above grade level. During personalized learning time in math, enrichment might involve working through challenging word problems in small groups or using a manipulative-based program to solve algebraic equations.

At Glendale, we have a large population of gifted students. Of our 430 students, 94 qualified for our Gifted and Talented Program, Encore. Encore is designed to nurture, challenge, and develop the potential of gifted and talented students. Intellectually gifted and academically talented students are those whose intellectual abilities and potential for achievement are so outstanding that they need special attention to meet their educational needs. Eligibility is determined based on demonstration of advanced classroom performance, superior results on a national-normed achievement test, and evidence of higher-level thinking as measured by assessment of abstract reasoning and logical thinking. The program serves eligible students in kindergarten through fourth grade. Encore classes meet one-half day each week.

3c. Special education:

The Exceptional Education department at Glendale works diligently to tailor instruction to each individual's diverse needs in the least restrictive environment possible. We work to assess each student as a learner through multiple platforms to find ways to deliver content in a meaningful way. For students who require intervention in basic reading skills, we use dyslexia-specific interventions to assess and address specific needs of each student as well as collect data on their progress and growth to plan for next steps. In addition,

for students who require math intervention, we use a learning platform that helps teachers to tailor lessons to students' needs ranging from basic calculation skills to students who are above grade level and need to work with more challenging enrichment materials.

Furthermore, the Exceptional Education department also works to provide tailored interventions for behavioral, social, and prevocational needs by working with data and research-based behavioral interventions to determine how students can best perform in the classroom. The exceptional education and general education faculty collaborate daily to determine how to use students' strengths and interests to build meaningful learning experiences for students with Individualized Educational Programs (IEPs). Most importantly, we begin with an important foundation: writing meaningful IEPs that focus on the students' diverse learning needs to help them best make progress as a student.

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

Our English Language Learner (ELL) teacher supports our English Language Learners' language needs. We follow the WIDA framework, which focuses on students' speaking, listening, reading, and writing abilities. At Glendale our ELL teacher pushes into the classroom or co-teaches, but she occasionally pulls students out of the classroom for one-on-one instruction. Each student has an Individualized Language Plan, which includes the students' language goals, and the ELL teacher and the classroom teacher monitor and update the Individualized Language Plan every 4.5 weeks. The students took the ACCESS test in February/March to assess their English language development.

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

We do not currently have any students who are migrant or homeless.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Glendale Spanish Immersion Elementary, we create a positive and engaging environment by building relationships with students and their families and by using positive behavior systems. Using the Responsive Classroom program, we implement practices such as Morning Meeting and Closing Circle to offer opportunities to build relationships with and among children and to create safe spaces where concerns can be discussed. In addition, positive behavior systems such as token economies and whole class rewards are utilized to encourage positive behaviors across the school. Logical consequences are used for inappropriate behavior, and behavior charts are created as needed to help minimize negative behaviors and increase positive behaviors for individual students.

In addition to leading monthly social and emotional learning classes, our school counselor heads our character education program, which is another way in which we engage students. Every week, there is a character education focus, such as perseverance. Teachers lead discussions throughout the week, focusing on the specific character word. At the end of the week students who have exhibited this character trait are awarded a “bucket-filling” certificate because they were found demonstrating that character education word for the week.

Our school counselor also conducts daily individual counseling sessions and group counseling sessions to promote social and emotional growth of student. The individual counseling sessions are determined by the individual's needs. Most students need reinforcement in the self-management and relationship skills areas of social and emotional learning competencies. Daily group counseling sessions are held with fourth graders during lunch to help prepare them for middle school. Other groups this year have focused on self-management, self-awareness, and relationship skills. The school counseling program works with all stakeholders to ensure all students feel valued, capable, and known.

Parents, teachers, and students engage in a variety of projects throughout the year to help others. By way of example, we are one of the top fundraisers in the state for the American Heart Association through the Jump Rope for Heart program. Moreover, we collect gently used school uniforms to share with students in need, and first grade students and families donated gently used books for a book drive for students at an elementary school in need in our district. By working together to help others, students feel supported in their academic, social, and emotional development.

During school closures throughout 2020-2021, teachers worked more diligently than ever to boost student engagement. For example, teachers visited students' homes to meet with families and drop off assignments; they hosted class celebrations, in which they led games along with parent helpers; and they learned to use additional online-learning platforms that promote increased student engagement during online learning sessions.

2. Engaging Families and Community:

Glendale Spanish Immersion School has a low mobility rate. Since most families remain at Glendale for five years (kindergarten through fourth grade) this makes for a very established community, culture, and school. In general, families feel involved and connected to Glendale. This is extremely important, as families that are connected to their school typically have students who are more motivated intrinsically and extrinsically in and out of the classroom. Also, it is helpful to build on these existing relationships when there are issues or concerns from either parents or teachers.

Each year, the district asks parents to complete a survey evaluating their children's school. The continuous overall feedback Glendale receives from this survey is highly positive; especially in regard to the communication from the school and the overall SEL culture of the school. There are many social events that encourage families to connect with Glendale and with one another throughout the year, including but not limited to Sneak Peak Popsicle Party, Back to School Picnic, Story Night, Trunk or Treat, Movie Night,

Welcome Coffees, Pie Night, the Book Fair, and Grandparent Tea. Our very active Parent Teacher Organization organizes events that many families participate in including a fundraising party and a live band karaoke night. All these opportunities help to create a positive, close knit community among the parents of Glendale students and community stakeholders.

Another successful way we involve our Glendale families is through opportunities to volunteer. Parents volunteer in the classrooms, library, school garden or they can volunteer on a need basis such as tutoring, chaperoning field trips, or assisting with classroom events/celebrations.

Glendale Immersion Elementary is located in Nashville, Tennessee where there are many institutes of higher education, medical centers, and thriving businesses. We have strong relationships with many of these organizations. An example, every fall semester, we host a Child Development class that meets to recruit professionals to tutor our lower performing students. Often, our student teachers and new hires of teachers and support staff have graduated from our local universities and institutions.

3. Creating Professional Culture:

As the leader of our school, our principal has created an environment that ensures teachers feel valued and supported. She schedules regular leadership team meetings and faculty meetings. These meetings help teachers understand that they have a voice in the happenings at the school level. For example, while students were learning remotely during 2020-2021, during faculty meetings, she discussed the new district policies and provided opportunities for faculty members to share their opinions related to policies that could be decided at the school-level.

We also help teachers feel valued through our Golden Ticket program, in which teachers look for faculty members who are demonstrating positive qualities, such as kindness and honesty. At the end of the week, a faculty member is chosen, and that person receives a special reward, such as a gift card to a local restaurant.

Our professional development is organized by our instructional coach, principal, assistant principal, and Dean of Instruction. Our school district has plans for in-service days at the beginning and end of the school year, with a few sprinkled throughout the year. On these days, longer professional development sessions are held. This school year our sessions have focused on supporting teachers in their understanding of our new literacy curriculum. In addition, every Wednesday or Thursday during teachers' planning blocks, planning sessions are held with the teachers. During these meetings, the instructional coach leads teachers through planning for the teaching of a particular lesson within the current unit of study, or the instructional coach guides teachers through a discussion and analysis of student work. For example, recently, the fourth-grade students wrote a narrative survival story at the end of their literacy unit. Teachers brought their students' writing pieces to the meeting, and the teachers and the coach analyzed the work to identify areas in which the students excelled, areas in which they struggled, and portions of the assignment or instruction that need to be modified for next year to promote increased student learning and achievement.

In summary, the focus of our professional development is to meet the needs of our teachers and students. To do this, surveys are completed about teachers' interests and needs, and professional development activities are planned with that information in mind. Also, assessment data is analyzed for areas that may be concerning. Since learning in Spanish is a vital component of our school, we focus time and money on professional development for Spanish immersion. Sometimes this takes the form of faculty members sharing their Spanish teaching strategies, refresher grammar courses for teachers, professional development presentations by outside support personnel, or teachers attending dual-language or language immersion-centered conferences throughout the country.

4. School Leadership:

Glendale has a strong school leadership team led by our principal, assistant principal, instructional coach, grade level leaders and others who support our vision and mission for the school. Faculty members, supported staff, parents and community members are also affiliated with the leadership team. The team works together to create a comprehensive School Improvement Plan, which is a fluid document outlining the

strengths, areas of improvement and needs of Glendale. In the School Improvement Plan, goals are aligned to focus on student achievement and SEL needs. We monitor, track, and adjust our progress on specific goals every 9 weeks. Our progress and fidelity to stay on track is shared with all Glendale stakeholders. It is a top priority that all celebrate Glendale successes as an inclusive team. Our leadership team is the core that unifies our commitment to work together as a team. We have created professional norms for our meetings and adhere to efficient and effective practices. Ultimately, our shared vision and implementation of these goals is the cornerstone of an environment where students achieve academic success, mature socially/emotionally, and become well-rounded global citizens.

Another piece of our school leadership is our Spanish Committee, which is made up of at least one teacher representative from each team and our principal. The Spanish Committee guides the school's Spanish Immersion program. The Spanish Committee works to strengthen the Spanish instruction at our school through tasks such as the creation of student Spanish language rubrics, weekly Spanish phrases read over the morning announcements, and Spanish language vocabulary foci for each grade level.

5. Culturally Responsive Teaching and Learning:

Glendale Elementary provides a positive school climate with opportunities to explore, understand and value others in a safe, nurturing, and diverse learning environment. Every student is known, valued, supported, and connected within and out of the classroom. Glendale's supportive school environments advance student academic, behavioral, social, and emotional growth through implementation of the multi-tiered system of support (MTSS), including Tier I practices, Tier II, Tier III, and special education interventions. Teachers, support staff and specialists are focused on frequent progress monitoring driven by data and ongoing support. Students establish a sense of belonging and feel connected in daily morning meetings. These meetings provide opportunities to hear students voices and build meaningful relationships within their classroom/school community.

Also, Glendale Spanish Immersion Elementary School is currently one of the few Special Olympics Unified Championship Schools within MNPS. Special Olympics Unified Championship Schools promote social inclusion by bringing students with and without intellectual disabilities together through sports, and other activities. Students who "Play Unified" become better at helping others, standing up for each other and sharing responsibility. Unified Champion Schools encourages young people to be the architects of lasting change and community building.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The very fact that we are a Spanish Immersion Elementary school makes us successful. We use Spanish as a vehicle for teaching all math and science content. Classroom teachers are bilingual in Spanish and English, and students are encouraged to engage in the Spanish language during math and science times. Research has shown that learning a second language has a positive impact on both social and academic facets of our students' lives. As children learn a second language, their cognitive ability improves; and they become more globally aware and open-minded. At Glendale, we have seen an increase in both literacy and math scores when the school transitioned entirely to the Spanish immersion program. Not only are children learning Spanish as a second language, but they are also being exposed to the culture of various Spanish-speaking countries throughout their time at Glendale. This focus on other cultures helps to create students who are more globally aware and open-minded to differences. Our mission at Glendale is for our students to meet academic standards, celebrate diversity, and become productive members of our global society. The fact that we are a Spanish Immersion Elementary allows us to do that and more with our students.