

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms Sharon Hill

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

Official School Name Greenacres Elementary School

(As it should appear in the official records)

School Mailing Address 41 Huntington Avenue

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

City Scarsdale

State NY

Zip Code+4 (9 digits total) 10583-2037

County Westchester

Telephone (914) 721-2740

Fax (914) 721-2755

Web site/URL

<https://www.scarsdaleschools.k12.ny.us/site/Default.aspx?PageID=5742>

E-mail shill@scarsdaleschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Andrew Patrick Ed.D. E-mail Apatrick@scarsdaleschools.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Scarsdale UFSD

Tel. (914) 721-2410

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. Amber Yusuf

(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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 5 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
- 7 TOTAL

SCHOOL (To be completed by all schools. **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, 2022 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 Students
PreK	0
K	56
1	69
2	59
3	46
4	54
5	58
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	342

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 26.9 % Asian
 - 1.5 % Black or African American
 - 7.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 51.2 % White
 - 13.1 % 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 2021 - 2022 school year: 9%

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, 2021 until the end of the 2021-2022 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2021	339
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):
Chinese, French, Hebrew, Italian, Japanese, Portuguese, Spanish, Turkish, Urdu, Zho.

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

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

Total number students who qualify: 0

8. Students receiving special education services with an IEP: 11 %
Total number of students served 38

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>5</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>22</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>1</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>8</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. Students receiving special education services with a 504: 15 %
Total number of students served: 53

10. Number of years the principal has been in the position at this school: 9

11. 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	22
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. 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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	97%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

At Greenacres, we address the needs of the whole child in a collaborative and nurturing learning environment. We promote academic excellence and foster students' ability to engage and make positive contributions with an enhanced global awareness. Learning experiences cultivate habits of mind that inspire critical thinking, lifelong learning and purpose while caring about themselves and others.

17. Provide a URL link to the school's nondiscrimination policy.

<http://go.boarddocs.com/ny/scarsdale/Board.nsf/goto?open&id=BX9JJA7A47B3>

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

NA

PART III – SCHOOL OVERVIEW

Greenacres is the oldest of five elementary schools in the Scarsdale Public School District. Students in grades K-5 enter the school each day greeted by teachers at the doors. This brief exchange represents our school culture and the value placed on building a strong sense of belonging.

In 2015, Greenacres celebrated its 100th year followed by a renovation and expansion project in 2019 and was completed in September 2020 despite the many unknowns presented by the pandemic. Administrators, teachers and parents participated in a collaborative decision-making process that positively impacted the delivery of services and improved functionality of programs. Our beautiful facility currently accommodates approximately 340 students. Students now receive services administered in dedicated spaces and in full compliance with the American Disabilities Act (ADA). Students of all abilities have access to every aspect of school life, including our outdoor spaces and playgrounds. Flexibility was at the heart of our decisions when selecting furniture for our new spaces where students and staff happily engage in learning and growing.

By educating the whole child - academically, socially and emotionally we hope to prepare our students for taking their place as global citizens, embodying our school district's motto non sibi: not for oneself alone. Embedded in our school culture is the commitment to cultivating caring and compassionate human beings under the banner: I CARE. I CARE bloomed into SHINE: Support, Honor, Innovate, Nurture and Engage and was launched in the 2022-23 school year capturing our disposition as a community looking for ways to be our best. Some examples in support of this work include buddy benches on our playgrounds, to ensure all students are included. Students also play an active role in our sustainability efforts, composting and recycling. The prominent location of the school garden provides easy access for students and families to enjoy and harvest the organically grown fruits and vegetables.

Our teachers are immersed in a culture of ongoing professional learning through the district partnership with Teachers College Reading and Writing Project (TCRWP) and, math content coaching and opportunities presented by Board of Cooperative Education Services (BOCES). Next Generation Science training supported teachers and administrators in adopting the new standards. The Scarsdale Teachers Institute (STI), offers a vibrant range of opportunities for faculty to grow their practice teaching and learning from one another. Faculty meetings provide dedicated time for sharing classroom practices and collaborating on Diversity Equity and Inclusion (DEI) topics and resources.

Students are allowed voice and choice as they grow their identities and build their confidence as learners. Students reciprocate with a welcoming disposition that brims with curiosity and a growth mindset. Curriculum is horizontally and vertically aligned ensuring the progression of skills. The ability of our fifth graders to apply the full range of skills they have acquired is captured in their Capstone project presentations.

Literacy instruction is at the core of our commitment to creating critical thinkers and lifelong learners who will be engaged members of society. Time is dedicated to independent reading and writing each day, guided by the principles of the workshop model and our partnership with TCRWP. This is undergirded by the range of resources in our classroom libraries appealing to and supporting the varying needs of our students.

After many years of using Primary Math, the Reveal Math Program was implemented this school year. The focus on conceptual understanding and problem solving veers away from a reliance on procedural algorithms.

The Library/Media/Tech/STEAM program provides opportunities for students to employ their technology skills for innovation and problem solving. Our fifth graders applied their acquired coding skills to achieve a desired objective in "Battle of the Bots." Teachers received support building their capacity for using technology tools to facilitate student learning and have leveraged E-Learning experiences from the pandemic to their fullest advantage.

We believe every child has the right to belong and to receive the support needed in order to access the rich and rigorous curricular experiences provided. Feedback from the Tri-States consortium which focused on a review of our Response To Intervention (RTI) process has transformed our approach to responding to student progress. This resulted in a more organized, systematic and comprehensive approach through the Multi-Tiered System of Supports (MTSS) that has proven beneficial to our students.

Parents are respected partners in educating our students and make important contributions to enrich our school culture and create a sense of belonging. Parents enjoy the Annual Family Picnic and Newcomers Reception as well as opportunities to visit classrooms to enrich learning experiences and celebrate students' musical performances and artistic achievements. In support of our commitment to DEI, parents organize cultural events across the year.

Our ultimate goal is to create a school experience that provides students with opportunities that extend beyond their academic growth to include their social and emotional development so they are nurtured and can flourish into becoming the best versions of themselves.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

We believe how students are taught is as important as what is taught which explains our use of a comprehensive literacy approach to the teaching of reading and writing. Recognizing that literacy pathways are different for individual learners, instruction is varied to meet the needs of all learners. Additionally, reading and writing are not compartmentalized, but are combined, to support student learning comprehensively.

Instruction occurs in whole class, small group and individual settings. Teachers model strategies and provide daily opportunities for authentic learning through the reading and writing workshop model. The students' literacy experiences are teacher and student-driven. Our literature-based reading program includes fiction and nonfiction materials that encompass all content areas and consider student interests. Materials from Teachers College Reading and Writing Project (TCRWP) are commonly used in all grades.

Teachers identify students' skills and needs through assessment in order to guide instruction and foster continual growth. The Fountas and Pinnell Benchmark Assessment System is used as our primary assessment tool, along with the STAR Reading and Early Literacy screener. The information from a variety of other assessment practices including conferring, guided reading, and running records, help students and teachers to identify the level of reading material that is "just right" for each student. Materials include leveled texts, trade books and decodable texts that match the skills and strategies each student needs to develop. We are dedicated to ensuring that reading instruction is student-centered, with exposure to a variety of diverse authors and genres.

While differences may exist from class to class and grade to grade in the reading materials that are used, the growth progressions and primary elements of the reading program remain consistent across all classes. These include: Read Alouds, Shared Reading, Guided Reading, Literature Study, Independent Reading, and Word Study. Our school uses a workshop approach to the teaching of writing. The model helps to build a community of writers in which individuals are supported by the teacher and by other students in the classroom. This approach allows students to write about topics of their own choosing, to experiment with their writing style and to practice revision and editing skills. Similar to the reading program, differences may exist from grade to grade and class to class, but the growth progressions and primary elements of the writing program are consistent and include: Shared Writing, Interactive Writing, Guided Writing, Independent Writing, and Word Study.

There is a balance of narrative, informational, and opinion reading and writing units across the grades. In the early grades, the foundations of phonemic awareness, decoding and encoding are embedded in literacy instruction as well as the TCRWP Phonics Units of Study. The focus shifts in the upper grades to content, craft, elaboration, and mechanics in collaboration with Donald Bear's word study program, Words Their Way. Students are encouraged to independently reflect and self-assess using scaffolded rubrics and checklists.

The goal of our reading and writing instruction is to foster the critical thinking and communication skills that will prepare students to be successful members of society.

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

The Next Generation Math Learning content and practice standards are our guide in delivering a rigorous, focused, and coherent math curriculum. The program selected by our district to deliver our curriculum is evidence-based and drawn from various academic research in the learning sciences. It is fully aligned with the content standards and the eight practice standards.

By attending to the content and practice standards, students have thoughtful and consistent opportunities to construct a deep understanding of math content and applications. Our philosophy of teaching mathematics is to facilitate learning through a student-centered environment rather than a teacher-centered environment. This is developed through student engagement, peer collaboration, and activity-based exploration. Students become more confident in their mathematical abilities when this instruction is delivered consistently.

It is the practice standards that reflect a shift in instruction and learning that prioritizes deep conceptual understanding over rote memorization and mastery of a single strategy. This shift creates more student-driven lessons. When guided by a carefully crafted line of questioning, the shift allows students to grapple with ideas while building strong conceptual understanding. This shift enables students to see math as a dynamic set of problem-solving strategies instead of the application of memorized algorithmic or computational procedures. These experiences are essential in building students' capacity for productive struggle and to afford them opportunities to engage in the complexities of non-standard problems, design thinking, and the advanced application of mathematical concepts.

As educators, we believe that the teaching and learning of mathematics are essential for the development of intellectually curious students in a rapidly growing and changing world. Math encourages problem-solving, logical reasoning, effective communication, and critical and creative thinking. We aim to ensure that students develop a life-long love of math that grows from child-centered experiences that are engaging, thoughtful and intentional. By integrating a range of instructional strategies and attending to the eight Mathematical Practice Standards, students have consistent opportunities to construct deep understandings of math content and applications. Mastery is developed through an understanding of concepts with opportunities for practice, application and building procedural fluency.

Our school uses varied and targeted assessments throughout the school year. In math, each unit begins with a diagnostic assessment to gauge each student's understanding of concepts. In addition, each lesson ends with a formative "exit ticket" to provide teachers with instructional information. Observational assessment occurs continuously throughout lessons and units. Using a "math probe" teachers are also able to identify student misconceptions. Teachers typically administer a summative assessment at the end of each unit which includes open and closed questions. Each teacher also has the option to utilize a performance task that allows them to examine levels of student understanding. The performance task is a variation of low floor, high ceiling questions. Three times a year, each student is given a universal screener used to identify students who need further assistance or intervention in mathematics. In addition to the screener, the IXL Diagnostic Arena is utilized as a second universal data point to diagnose students' skill levels based on the major math domains. Math as a core curriculum is an essential component to our interdisciplinary approach to learning.

We, therefore, seek opportunities for our students to make mathematical applications to their everyday lives and to other disciplines.

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

Our goal at Greenacres is to provide students with opportunities to be engaged in authentic scientific investigation by asking questions and developing and testing models. We, therefore, provide meaningfully connected hands-on experiences related to real-world issues. Science classrooms are environments where all students learn the practices, core ideas, and crosscutting concepts of science and engineering to become independent and collaborative problem-solvers and self-directed learners. Guided by the Next Generation Science Standards (NGSS), each unit is launched through the close examination of a statement and accompanying image or video portraying a scientific phenomenon. The student-generated questions about scientific phenomena guide their investigations. Units thoughtfully increase in complexity as students advance through the grades in order to deepen conceptual understanding. Units are interwoven to achieve a comprehensive understanding of the science standards. There are many opportunities for students to engage in engineering practices such as the creation of a Magnetic levitation transportation system in the third grade. Students engage in the process of creating models to represent solutions, communicate their ideas and make applications to their learning. Collaborations between classroom teachers and our technology teacher include the planning of units that embed the use of technology to leverage student experiences and include

the use of applications that illuminate understandings, for example, exploring sound waves in grade one.

Assessments are grounded in classroom instruction with tasks that measure three-dimensional learning developed gradually across a series of investigations. Teachers engage in strategic questioning and observe students while they are immersed in scientific exploration. Partnerships and small groups create opportunities for students to record and analyze data, engage in discourse and provide scientific explanations. Students are provided with ongoing feedback as they observe, document and explain scientific phenomena through the lens of the cross-cutting concepts. Additionally, summative assessments are given at the end of each unit that provide students with the opportunity to synthesize the content.

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

Students are exposed to a comprehensive social studies curriculum. They develop their understanding of our global community beginning with an appreciation of the classroom as a microcosm of the global community and their place in that community. Teachers create a warm, collaborative environment where students feel safe sharing ideas and aspects of their identity. Teachers develop positive relationships with students and their families learning about their interests and inviting them to share their traditions, cultures, and experiences.

Social studies units explore the cultural universals through themes such as world history, cultural diversity, civic responsibility and geography. Students acquire information through primary sources including books, websites, interviews, maps, documents, photographs, and artifacts. They use this information to learn, reflect, and make connections between the past and present. A variety of diverse cultures, languages, orientations, and identities are reflected, represented, and valued. Students collaborate to develop inquiry questions, research topics, and demonstrate their understanding through art, music and drama. Students also write in a variety of genres including reports, diaries, poems, songs and newspaper articles.

As a culminating experience, fifth graders participate in Capstone, an independent project, based on students' interests and curiosities. This becomes an important source of reference for analyzing students' cumulative learning experience. Through Capstone, students demonstrate their understanding of the research process and utilize reading, writing and technology skills acquired during their elementary school experience while exercising their ability to access and verify the authenticity of the sources they use. Families join in celebrating the students' accomplishments.

Data about student learning is gathered during teacher/student conferences, classroom activities and discussions around essential questions. Student presentations and projects also show students' abilities to engage in discourse and make connections between the past and the present as related to the units of study.

We expect students to be able to demonstrate their ability to not only see and understand themselves, but to also grow their understanding of the world beyond the boundaries of their familiar lives and cultures. In doing so, ultimately actualizing our District Moto, *non sibi, not for oneself alone*, by understanding themselves and others within the broad fabric of the human experience and the natural universe.

1e. For schools that serve grades 7-12:

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The rich Arts program at Greenacres offers both breadth and depth of experience, fostering students' personal connection to themselves as creative artists and introducing students to a wide array of experiences. Students compose, participate in movement and singing games, score animated short movies, play a variety of instruments including xylophones and ukuleles. All 4th and 5th grade students sing in Chorus, learning a variety of genres using many approaches to learning. Similarly, students may choose instruments for Band or Orchestra, attending small pull-out lessons and performing in concerts.

In art class, students explore materials such as tempera paint, watercolor, ceramic clay, glaze, model magic, oil pastels, chalk and collage. Honing their powers of observation, memory, fantasy and emotion, students create realistic, whimsical and abstract art.

The music and arts classrooms integrate students' scholastic life into the creative arts. Some examples include creating music for the 2nd Grade Newscast, engaging visiting artists to create ceramic pots influenced by Native American cultures, exploring African American Spirituals and examining the intersection of science and sound. The Arts are embedded into the culture at Greenacres, evidenced by our child-created mosaics, murals, and artwork which light up the hallways. Students are actively engaged in musicking through ensembles, classwork, and play. Families celebrate students' artistic creativity during our school-wide Art and Music Festival at the end of the school year.

2b. Physical education/health/nutrition

The K-5 Physical Education program offers students opportunities to be involved in lessons and activities that incorporate physical activity, spacial awareness, cognitive processing, and social interaction with other classmates. We provide an environment where every student feels safe and comfortable to be themselves. They attend PE class two to three times per six-day cycle. Classes typically start with a Workout of the Day which consists of three separate exercises, and lasts for three minutes. The rest of the class period is mostly spent playing low organized games with a focus on skill development in specific team related sports. We also spend time discussing sportsmanship, nutrition, hygiene, and character development. Some of the most popular activities are Grand Canyon, Mission Impossible, Tag games, Basketball, and Volleyball. Our PE and music teachers collaborate by encouraging students to use the steady beat of music to enhance motor coordination, dribbling and passing skills. Some highlights of the year include our annual Field Day and our end of year staff vs. fifth grade kickball game when the entire school comes together in the spirit of fun and good sportsmanship. We utilize our indoor gym, but also take advantage of opportunities to take our program outdoors to our field when good weather permits.

2c. Foreign language(s), if offered (if not offered, leave blank)

The elementary Spanish program, also known as FLES (Foreign Language in Elementary School or Foreign Language Early Start), is designed to give all students in 2nd through 5th grades an opportunity to develop listening, speaking, reading and writing skills in Spanish. It also helps students cultivate a lifelong love for learning a world language and developing appreciation of cultures other than their own. FLES instruction is delivered as one of the "special area" classes. Instructional time is eighty minutes per six-day cycle broken down into three segments (class duration of either twenty or forty minutes).

Spanish is taught in context through the use of games, songs, gestures, stories, movement activities and role-plays. Culture is incorporated through crafts, dance, music, chants, and exploring holidays and festivities around the Spanish-speaking world. Almost all instruction is conducted in the target language. The Spanish curriculum also connects to topics taught in other disciplines, such as English Language Arts, Social Studies, Music, and Art. Technology is used to help students access information, make connections to Spanish-speaking communities, and participate in interactive lessons and activities.

2d. Technology/library/media

At Greenacres, all students acquire technology skills and knowledge through direct instruction, exploration, and project-based learning. Using one-to-one devices and a wide array of age-appropriate software, they develop digital fluency in curating, analyzing and prioritizing data as well as a mastery of creating,

communicating and collaborating skills. Classroom teachers and the technology teacher collaborate to plan curricula that include appropriate technology to leverage student experiences across disciplines. From offline activities to block based programming, students learn to create computer programs. They practice solving increasingly complex problems by finding safe, creative and efficient digital solutions while understanding the impacts that computers have on the world around them.

The Library serves as a resource and learning space for both students and staff, affording everyone access to the continually updated and diverse collection for personal and academic purposes. Classes in all grades visit the library on a fixed schedule once per six-day cycle for structured lessons that range from research skills through project-based learning to STEM activities that reinforce concepts being taught in their classrooms. Classroom teachers and the Librarian regularly collaborate to plan engaging and valuable lessons for students that broaden their experiences and strengthen their understanding of skills related to reading, SEL, social studies and science.

2e. Any other interesting or innovative curriculum programs you would like to share

Sustainability is engrained in the fabric of our Greenacres community and can be observed in the student-centered conversations and practices that encourage a green environment.

Recycling and composting are district-wide initiatives. Recycling and composting stations with picture charts are visible throughout Greenacres. Our upper-grade students volunteer to be Recycling Rangers, supporting lower-grade students during lunch to ensure the appropriate placement of plastic, metal, compostable, and trash items. Compostable tableware is utilized district-wide to further lower our carbon footprint.

Students learn about gardening while participating in our Kaleidoscope program. Everyone in the community benefits when our beautiful garden comes to harvest. We also participate in Veggiecation, a “how to” culinary-nutrition farm-to-table education program using school-grown vegetables in recipes.

Our annual Earth Day assembly celebrates our environmental efforts with a global theme using books, videos, songs, and activities. Past themes and activities include tree planting, reducing plastic consumption, and enhancing bee pollination by planting wildflowers. We look forward to this event each year and acknowledge our goals for increasing understanding and responsibility for helping our planet.

We continually look for ways to partner with our school community so that students have opportunities to cultivate lifelong habits that support carbon footprint reduction. The Scarsdale Teachers Institute also offers a variety of courses, taught by teachers in the district, leveraging the possibilities to further impact our students to become globally responsible citizens.

3. Academic Supports

3a. Students performing below grade level:

The Greenacres team understands and appreciates the unique learning needs of each of our students. Students performing below grade level are offered various supports through our Multi-Tiered System of Support (MTSS) model.

Kindergarten and first grade students who are working towards meeting grade-level reading expectations receive the support of the reading specialist through daily small group instruction utilizing the Leveled Literacy Intervention (LLI) program. LLI is an evidence-based instructional tool used to bolster the reading acquisition skills of students who are struggling. The program focuses on developing the phonemic awareness, fluency, comprehension, vocabulary, and writing skills of students. Students are regularly monitored for progress. Classroom teachers and the reading specialist work collaboratively to optimize student progress. Parents are encouraged to reinforce the student’s reading skills at home by reading books provided by the reading specialist.

In Grades K-5, once teachers identify a student in need of additional support, the MTSS Team will review work samples and various local and districtwide assessment results to determine if the student requires Tier 1 support: additional, targeted instruction within the classroom. The MTSS Team and classroom teacher will identify strengths, a specific area of focus, and suggest the best intervention strategy, then provide resources to close the learning gap. Data is used to provide targeted interventions to remediate the learning gap. After a designated period of time, and through the review of progress monitoring data, the team will determine if the student requires another round of Tier 1, a move to Tier 2, or exit from MTSS.

Tier 2 support is provided by our Learning Resource Center (LRC) teachers when a student requires additional support outside of the classroom. The LRC teachers provide direct instruction in small groups to target weaknesses in literacy and math and to support executive functioning skills. Progress is monitored through the review of work samples, assessments, and observations to determine the success of the intervention and to determine the next steps.

Students who require additional or ongoing support beyond Tier 2, are referred to the Committee on Special Education for a comprehensive psychoeducational evaluation.

3b. Students performing above grade level:

Instruction is differentiated to meet the academic needs of all students at the various developmental levels and is supported by the workshop model, partnerships, individual, whole and small group instruction. Learning progressions provide opportunities for students above grade level to attain higher levels of competency.

Our English Language Arts (ELA) program offers flexibility to meet students along their individual learning trajectories. Our well-resourced classroom libraries allow students to experience books as windows, mirrors and sliding doors. The range of levels includes books that meet their growing capacity for accessing challenging texts to expand their skills and deepen their levels of understanding. The vast collection in our school library complements classroom collections expanding students' capacity for accessing information through traditional and digital literacy resources. Strategic teacher conferences and discourse with peers push the boundaries for growing ideas and gaining new perspectives. The writing workshop offers students choice in topics, structure and craft while applying their knowledge from the work of being good readers and closely studying mentor texts to achieve more advanced writing goals.

Differentiation in Math similarly allows students to engage in problem solving that offers higher levels of complexity so students can think critically, work efficiently and make applications using the knowledge they have acquired. Differentiation further allows the introduction of learning extensions and is supported by the recently adopted Reveal Math program.

The science and social studies curricula provide other opportunities for students to apply their literacy and math skills through project based learning and research skills. Through our STEAM program students use coding to design robots for a battle. Programs supported by classroom teachers and our PTA include Math and Science Olympiad and Young Writers' Workshop. Students also prepare School Newspapers and initiate other projects driven by their passions in music and the arts as well as Genius Hour in some classes.

These experiences tap directly into students' multiple intelligences allowing all students to push the boundaries of their learning.

3c. Students with disabilities:

The determination of a child's specific disability is made by the Committee on Special Education which is a team of qualified professionals including the chairperson, classroom teacher, school psychologist, special education teacher, speech-language pathologist, and the student's parents. These members discuss the results of in-depth standardized assessments, as well as the student's strengths, level of support required, and continuous monitoring of progress at regular intervals to ensure progress. If a child qualifies, and it is determined that he/she needs special education support, the child will be classified according to IDEA

guidelines and an IEP will be developed with goals to determine what the child will achieve.

Service providers develop a special education curriculum to help the child achieve his/her goals. Special education programs may include PAF Reading, Lindamood Bell LiPS, Spelling Mastery, and Visualizing and Verbalizing. All programs have a multisensory component to enhance learning.

There is an ongoing collaboration between support staff and classroom teachers to meet the unique learning needs of students with disabilities, as well as, the parents and any outside private service providers.

Each school year begins with a meeting between individual teachers and the school psychologist to review each student's IEP/504 Plan. Specials area teachers and aides also meet with the school psychologist in order to become familiar with the needs of each student they will be working with.

If a child is not making progress in the general education classroom while receiving special education support provided outside of the classroom through related services, then an Integrated Co-Taught (ICT) classroom may be recommended. This model provides students with access to a general and special education teacher throughout the day. Collaboration between ICT teachers, service providers, administrators, and the school psychologist occurs during regular team meetings. All students with disabilities are provided with individualized accommodations to help them better access the general education curriculum.

3d. English Language Learners:

The goal of the English as a New Language (ENL) program at Greenacres is to support English Language Learners of various proficiency levels as they acquire basic English communication skills as well as academic language in the content areas. Our students' diverse language and cultural backgrounds are viewed not only as assets to their educational goals but to the school community as a whole.

Students in the ENL program are given instruction in small groups, where academic and social English are developed through hands-on, enriching activities in the modalities of speaking, listening, reading, and writing. The sharing of ideas and student work is encouraged in a climate of mutual respect and understanding, to create an environment where children feel comfortable taking risks while communicating in English. We ensure that the stress levels that may be associated with learning a new language are lowered and that students feel valued. Lessons are tailored to the students' English proficiency levels and grade level content as well as any background knowledge and vocabulary gaps that may exist. Prior educational experience, family life, home culture, and interests are taken into account to design lessons that will provide ample opportunity for students to use English in meaningful and natural ways. ENL teachers collaborate with classroom teachers and specialists to provide support and to set students up for academic success.

We recognize that many English Language Learners, particularly newcomers to the United States, are not only learning English, but may also be experiencing a new culture, community, traditions, and values. All of these aspects are taken into consideration when designing a program that meets the academic as well as social and emotional needs of our students.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Greenacres is a thriving learning environment where students are at the core of what we do. We strive to provide a sense of belonging to each of our students and often refer to Greenacres as a family. Students are encouraged to be active learners, kind citizens, and curious thinkers about the world around them. We seek to engage students as they develop their personal passions and interests.

Students participate in numerous musical and artistic activities, playing instruments, singing in chorus, and performing in an after-school play if they choose. Upper-grade musicians participate in concerts and performances for the school community that engages all ages and allows younger children to imagine their future possibilities while admiring the hard work of these performers. Artwork is on display throughout our building to allow students to share their latest creations. At the end of the year, their art is showcased with a community-wide art show.

There are many buddy classes that pair younger students with older students. Student buddies interact in a range of academic and social activities to build relationships and enhance the school community. There are student-run newsletters and a second grade newscast, which has recently been broadcast in all classes featuring interesting happenings around the school and community.

New students are welcomed at the beginning of each year by meeting with the school psychologist and fellow new students from their grade level. The new students learn more about Greenacres, play the New Student game, and create a page with relevant personal information that is then featured on the “Greenacres Welcomes...” bulletin board which remains on display throughout the year.

Spirit days occur at least once per month; students wear their Greenacres apparel and show their pride and sense of belonging to the Greenacres family. Our Parent Teacher Association (PTA) understands and values its role in partnering with the school to provide an engaging educational experience. In collaboration with the PTA, many special programs and events are planned throughout the year, including Cultural Arts performances, Artist in Residence programs, Yoga, and numerous Community Service projects.

All students are encouraged to embrace who they are while learning and appreciating the cultures and traditions of others. Students examine who they are through identity mapping and then share these maps with others. Greenacres is a warm nurturing community where children value differences, practice empathy, and where respect seasons our thoughts and actions. We engage in practices that demonstrate our care, and SHINE, Support, Honor, Innovate, Nurture and Engage, to make a difference in our community.

2. Engaging Families and Community:

We value and strive to nurture our partnership with our families and community. This synergy is critical for promoting student success and building a strong sense of belonging.

The year begins with several events including a welcome breakfast, family picnic and an Open House where teachers provide an overview of the curriculum and the year ahead. Incoming kindergarteners enjoy a summer playdate. These events build relationships, help families make necessary connections and feel welcome and supported.

Grade-specific and school-wide events provide a range of opportunities for parent participation. These include reading in classrooms, sharing cultural holidays and traditions, writing celebrations and performances in the arts. Parents also participate in decorating the school for Lunar New Year and present a Lion Parade. These and other special events provide opportunities to appreciate the accomplishments of our students and promote a strong sense of belonging and community spirit.

We are proud of the strong collaboration with our PTA in organizing many events across the year. Monthly

meetings between the PTA Executive Board and the building and district administration foster open communication and encourage shared decision making.

Our PTA sponsors popular events each year including our Book Fair, Zany Olympics, After School Clubs, a school play and carnival. Other programs include Learning From Our Differences, a disabilities awareness program, and Artful Looking for developing art appreciation. The Community Service Committee organizes collections across the year, partnering with organizations such as Memorial Sloan Kettering, Grassroots Grocery and Midnight Run to deliver essentials and help students practice non sibi.

Communication is critical for promoting engagement and keeps families informed and connected. Teachers communicate through conferences, report cards, newsletters and social media. The Principal connects with families through newsletters and parent coffees. PTA meetings in conjunction with a weekly newsletter, the Greenacres Gazette, are additional forms of communication and serve as reliable resources for families.

Greenacres is deeply committed to fostering strong relationships with the Scarsdale community. Our partnership with the Scarsdale Fire and Police Departments reinforce safety habits and practices with our students. Classes also visit community historical sites. We proudly welcome Greenacres alumni from the High School for internships and educational opportunities. We end the year on a high note with our schoolwide Clap-out and staff vs. fifth grade kickball game.

We take pride in our deep commitment to nurturing our partnership with families and our community. The success of our students and the wellbeing of our community depend on it.

3. Creating Professional Culture:

The culture of learning at Greenacres extends beyond classrooms into collegial and professional work. The faculty and staff benefit from professional development tailored to meet their needs. Professional development along with school-based committees promote collaboration which encourages collegiality and a vibrant learning community.

At the heart of our commitment to professional learning is the belief that to be a teacher is to be a learner. The Scarsdale Teachers Institute (STI), is a model that values teachers' talents, ideas, and knowledge. Through the STI, teachers develop and/or participate in courses based on their own interests, passions, and expertise. Growth is the outcome for the learner and the leader. Collaboration between teachers, administrators, and our community enriches the district, shapes the careers of teachers, and contributes to the excellence of our practice and commitment to ongoing learning.

Teacher voice is valued in the decision-making process for professional learning and matters related to our school environment. Starting with our master schedule, a key consideration is optimizing opportunities for grade-level collaboration. The administration supports teachers' needs when additional planning time is needed. Teachers also participate in planning school-wide assemblies, deciding on themes, and the launch of new initiatives such as SHINE, Support, Honor, Nurture, Innovate, Engage. Teacher collaboration during the pandemic promoted mastery of e-Learning, using slides and various platforms to enhance the delivery of instruction. These have continued to prove beneficial to students.

Teachers have the opportunity to work with Curriculum Coordinators who offer support in ELA, Math, and Science and consultants from Teachers College Reading and Writing Project (TCRWP). Through modeling lessons, planning units, providing resources and sharing best practices, teachers hone their pedagogic practices, deepen content knowledge and understanding of the curriculum. Teachers engage in "Lesson Study" to plan, implement, reflect, and reteach lessons, analyze student learning, and plan or "unpack" a unit or concept. Teachers also have opportunities to attend and present at local and national conferences.

Regular faculty meetings, both school and district-based, support professional learning and encourage open discourse and collaboration between teachers and administrators. Teachers also serve as mentors to new teachers or support experienced teachers changing grades or schools.

Teachers volunteer to serve on committees such as the ELA/Math, Sunshine, and Diversity Equity and Inclusion committees. Collaboration among teachers and administration has resulted in the development of school norms and schoolwide events such as the Multicultural Night and the Lunar New Year celebration, a few examples of many school traditions.

Teachers at Greenacres are respected, supported, and empowered to do their best work.

4. School Leadership:

At Greenacres, our leadership team is comprised of the principal and the assistant principal. Our leadership philosophy is grounded in our belief that the viability of any learning community rests upon creating the conditions for growth and learning. There are many pathways we have established for learning and growing together with ALL in the Greenacres community. For example, we have building norms that we live by in our faculty, staff, and leadership teams. It does take time and care to do this and we feel that it has been and remains worth the investment of hearts and minds. Our Greenacres community is reaping the benefits from these kinds of investments. They have enabled us to build deeper relationships founded on trust and to collaborate and engage in tough and sometimes difficult conversations. They have also helped us to improve instruction at the individual, grade level team, vertical team, and systems levels. For us, giving and receiving feedback with developmental intentionality (i.e., differentiating) is one of the hallmarks of our shared leadership philosophy, culture, and practices for nurturing growth.

Our teamwork and leadership work center on building human capacity. By this we mean supporting adults, children, and families to better meet the implicit and explicit demands of daily life. For our staff, we seek to meet them where they are in their instruction, offer stretches in developmentally appropriate ways during pre-conference, observations, and post-observation discussions. We also offer support as teachers try out different practices in the classroom and in their teaching teams.

When offering leadership roles, we think carefully and are caring about how inviting a teacher, staff member, or an aide into a role might both meet that individual where he/she/they are as well as offer a next step in their growth and practice. When we say growth we are referring to the cognitive, emotional/affective, interpersonal (person to person), and intrapersonal capacities that enable a person to better manage not only the technical and adaptive challenges that are ever-present in our world today, but also the complexities of teaching, leading and learning in a community that is constantly seeking to be better on behalf of all in our care.

These opportunities must be appropriately differentiated to meet the varied interests and needs so that members are nurtured and supported in a way that aligns with their growth trajectory. All of this is in service of our commitment to building teacher capacity and agency while also nurturing the well-being of our students to support their overall achievement.

5. Culturally Responsive Teaching and Learning:

We value an inclusive school culture and strive to encourage full participation and belonging in every facet of school life. We get to know and celebrate our individual differences including race, culture, religion, sexual and gender orientation, neurodiversity, talents, aspirations and challenges in order to appreciate the breadth and depth of diversity in our community. Our values are reflected in classrooms and hallways with warm exchanges between students and staff.

Our Superintendent began the school year with the launch of the theme WIDE (Wellness, Inclusion, Diversity, and Equity), offering a renewed commitment to growing culturally inclusive environments. Through a collaboration with the community, the observance of the following holidays have been added to the district calendar: Diwali, Eid al-Fitr, Eid al-Adha and Lunar New Year. Diversity, Equity, and Inclusion (DEI) was the focus of Superintendent's Conference Day through our partnership with a district DEI consultant. This laid the groundwork for brave spaces that encourage ongoing discourse valuing all identities and perspectives.

K-5 educators, with a lens on aligning the social studies curriculum, also examine the New York State Culturally Responsive-Sustaining Framework. Students feature aspects of their identity through social studies projects. Our DEI, Multicultural, and Learning from Our Differences committees promote cultural acceptance and celebration of all identities.

Educators and administrators collaborate with parent volunteers to organize multicultural events. This includes the Lunar New Year performance which incorporates dance and Mandarin, immersing students in the vibrance of the culture. Languages spoken in our community are soon to be displayed through a parent/teacher collaboration. Our specials teachers integrate culturally responsive experiences. For example, in music, students learn and perform culturally relevant songs and dances. Fifth grade students share their cultures on Heritage Night with singing, dancing and greetings in a variety of languages. Flag Day is honored by our second grade students with a performance featuring songs and flags from around the world.

School and classroom libraries are expansive and richly resourced with literature that serves as windows, mirrors and sliding doors. Students can source inspiration and self-confidence from diverse representations and perspectives.

Teachers are dedicated to building and maintaining strong relationships with each student, thereby valuing each individual and the many aspects of their identity. Educators invest in learning unique details about students' identities through student and family surveys. This information is used to celebrate the various cultures that comprise the beautiful fabric of our community and to cultivate a strong sense of belonging.

PART VI - STRATEGY FOR EXCELLENCE

Our success at Greenacres is driven by our commitment to educating the whole child to optimize each student's potential for academic achievement in conjunction with our intentional focus on wellness and social-emotional wellbeing.

Students learn best when the whole child is healthy and engaged in a safe and nurturing environment. Teachers do their best teaching and learning when given opportunities to grow their practice and build their content knowledge in a collaborative culture. These conditions work together to optimize student learning advancing our mission to inspire critical thinkers and lifelong learners equipped to take their place in our ever changing world.

At Greenacres we complement the District's robust professional development programs with structures for collaboration among our staff. Discourse during observation feedback and annual goal-setting conversations inspire teacher agency in designing purposeful and meaningful professional learning. For example, the launch of the new Reveal Math program helped to identify needs that became the inspiration for a course designed at Greenacres centered on building a math community. The course examined ways to ensure vertical alignment and encourage discussions across grade levels. Opportunities such as these are critical for building capacity which, in turn, directly impact our collective ability to grow student learning.

With our commitment to ensuring the success of our students encountering difficulty in one or more areas, we engaged in a collaborative process focused on improving our child study team practices. We implemented the Multi-Tiered System of Supports (MTSS) with a commitment to engaging in the process with fidelity to address students' needs academically, socially, emotionally and behaviorally. This involves the analysis of a wide range of data, providing intervention recommendations and continual progress monitoring. We have observed significant progress in the learning outcomes of our students as a result of this student centered collaboration.

We invest in building strong connections with our students. All adults make a conscious effort to attend to the social emotional wellbeing of our students through discovering and honoring identities and engaging in conversations and practices that value our commitment to creating a sense of belonging and a positive school climate. Our PTA-sponsored yoga program is integrated into classroom routines. Other practices include the incorporation of calming corners, physical activities and brain breaks, mindfulness using meditation inspiration cards and coping boxes that include a variety of tools that teach students to be independent and proactive in monitoring their own feelings and cultivating healthy lifelong habits.

When students feel safe they can do their best learning and be their best selves. We, therefore, work at building trusting relationships between students, families and all our staff. We stand strongly committed to prepare our students to be successful citizens well beyond their years at Greenacres.