

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 151 Elementary schools (includes K-8)
 - 16 Middle/Junior high schools
 - 47 High schools
 - 0 K-12 schools
- 214 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	48	33	81
1	44	29	73
2	52	40	92
3	36	37	73
4	40	43	83
5	40	30	70
6	26	23	49
7	23	27	50
8	22	26	48
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	331	288	619

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 20 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 12 % 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 2016 – 2017 school year: 6%

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, 2016 until the end of the 2016-2017 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	40
(4) Total number of students in the school as of October 1, 2016	623
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 4 %
25 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Chinese

7. Students eligible for free/reduced-priced meals: 100 %
Total number students who qualify: 619

8. Students receiving special education services: 10 %
60 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>16</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</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: 9
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 27:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	96%	96%	95%
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 2017.

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

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

Yes No

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

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

Our neighborhood public school fosters rigorous academics and mindful students in an engaged, diverse, environmentally-conscious community. With the surrounding city as our extended classroom, teaching and learning at Greenfield takes full advantage of Philadelphia's vibrant culture and rich history.

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

Neighborhood school

PART III – SUMMARY

The Albert M. Greenfield school is set in center city Philadelphia. The school opened in 1970 to support the Center City Philadelphia Community. Over the years the school transitioned to accepting students from across the city, and recently has transitioned back to primarily a neighborhood school. Our school is made up of families from across the city of Philadelphia. The community is diverse ethnically as well as socioeconomically. Our students come from a variety of experiences that blend to create an amazing community of families that honor diversity as a strength in the ideas we bring together in our community.

A new principal was hired in 2009 who continued with past traditions and began to build new ones. In conjunction with his arrival the school community had embarked on a school greening effort. This began in 2007 with visioning workshops where stake holders (Parents, students, teachers and community members) came together to transform the school playground from a parking lot into a green playscape that aided in storm water management. When school opened in September the western half of the playground had been converted into a rain garden, play area with permeable play surface and an urban orchard with Asian pear, peach, persimmon and fig trees. The following summers saw completion of phases 2-5, the eastern side of the playground was transformed, solar panels were placed on the roof, a green roof play space for kindergarten and completion of outdoor classroom space. In 2013, Greenfield was the first school in Philadelphia to be designated as a Green Ribbon School by the EPA and Department of Education. The new principal also worked to transform the academic program as well.

In 2010 the school was included in a federal IE3 grant to develop early literacy best practices in grades k-3. The school worked with Children's Literacy Initiative from 2010-2015. Teachers were provided with professional development and coaching to help establish best practices in the literacy environment. This allowed for a move away from mass marketed reading anthologies to classrooms rich in authentic literacy. It also shifted the teaching of reading in the k-3 environment from one size fits all to teaching a skill and having students practice and master that skill using literature at their personal reading level. In consultation with teachers and parents, the school spent a year looking at math curriculum and in the 2011 school year began implementing the Singapore math curriculum in all grades. With the revamping of the school's early literacy curriculum, the school also shifted its middle school curriculum from an anthology based reading program to a novel based literacy environment. In lower grades students were taught using the workshop model in literacy, with teachers adopting many of these strategies into the math curriculum as well. This has allowed the school to begin to differentiate instruction for students based on student levels and need.

The faculty and staff felt the need to build on the legacy of the arts in the school and in conjunction with the home and school association provided arts enrichment programming in grades 2-8. The school has partnered with cultural organizations based in and around Center City Philadelphia. The programming includes, theater, Shakespeare Theater Residency, Opera Philadelphia, Ballroom Dancing, Hip Hop Dancing, Arabic Drumming and historical house field trips. The school has worked to bring the city into the education of students to provide students with opportunities to see their learning come to life. As a school, Greenfield has the belief that every student can achieve at a high level, and that as a school there is a need to provide students experiences beyond the walls of the school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Literacy K-3. Our literacy environment in the kindergarten through third grade is based on best practices that teachers have received extensive support in from The Children's Literacy Initiative. There are four primary best practices that teachers use. These four major practices are Instructional Read Aloud, Readers Workshop, Writer's Workshop and Message Time Plus (MTP). These are the four overarching elements that are the backbone of early literacy at Greenfield. In an ideal lesson, teachers will weave all four strategies together where one builds on the next. Instructional Read Alouds are used in conjunction with the teacher using a mini lesson to teach a specific skill that is then demonstrated through a read aloud of a pre selected text. The teacher models the strategy repeatedly during the read aloud and provides students with opportunities to practice the skill in turn and talk sessions with their partners during the mini lesson.

4-8 Literacy. In 4-8 grade teachers use the Pennsylvania Core Standards and Common Core State Standards to create year long plans to guide their teaching. 90 minute literacy blocks are divided into a 45 minute literacy period and a 45 minute writing period each day. Literacy skills and concepts are introduced and novels are used to help teach skills. There is a greater focus on the learning to pull apart texts and analyze them. Teachers explicitly teach students how to examine texts and pull information from the text to help them make arguments and analyze text and text meaning.

K-5 Math. In Kindergarten through 5th grade teachers have been trained in the usage of Singapore Math. Singapore math helps students to build mathematical fluency from a young age. Kindergarten students work exclusively with the numbers 1-10. Working to gain mastery of building up and breaking down these concepts. First Grade continues this work learning to build up and break down the numbers up through 20. Teachers continue to work on fluency with students that they started in kindergarten. In second grade this leads to more complex addition and subtraction and the beginning of multiplication and division. 3rd grade continues with multiplication and division in 3rd grade and the introduction of algebraic thinking and modeling. In 4th grade and 5th grade students engage in learning fractions, percent and decimals as well as continuing with algebraic thought and modeling.

6-8 Grade math. In 6-8n grade, teachers use the Big Ideas Math. This program supports our teachers in teaching students pre-algebra and algebra skills. In addition, our teachers supplement their instruction with materials from Engage NY, NY states common core curriculum as well as an online self paced program called Imagine Math. This year we are also piloting an Algebra I program for students who were ready for it.

All k-3 students receive science instruction at least two times a week for 45 minutes each time. Science is taught as a stand alone class not by the classroom teacher, but by a dedicated science teacher. Third grade receives an extra day of instruction to prepare them for 4th grade science when they have science 5 times a week. Science is taught using hands on kits from FOSS and STC, using the next generation science standards. Hands on science continues in 4 and 6th grade where using the FOSS program students study earth science, electricity, foundations of life, variables, astronomy and environments. 6,7,8 Grades. The middle school science teacher sees all 6, 7 and 8 grade students each day for 45 minutes. In 6th grade students study earth science, in 7th grade they study life science and in 8th grade students study physical sciences. Like in the lower grades the learning experience is hands on. The green school yard is incorporated into the instruction in the classroom wherever possible. Students also spend time exploring the environment around Greenfield and use the Schuylkill River, 2 blocks away, as additional classroom space.

In grades K-3 social studies is taught as an extension of the literacy curriculum. Teachers will use historical events or people as read aloud books. Students are taught about locality. Formal social studies does begin in third grade with more dedicated time used for explicit learning. In Grades 4-8 social studies is its own class. Fourth grade learns historical Philadelphia and Pennsylvania history. Students learn the history and impact of this as well in social studies and go on a historical walk based on the history they are learning.

In 5th grade students get their first introduction to US history. Again, there is collaboration between the history teacher and literacy teacher. As teachers learn about early US colonies students read a novel about the Jamestown settlement. In 6,7, and 8 grade students are taught by the middle school social studies teacher. They learn about ancient civilizations and current US history. The teacher relies heavily on primary sources.

2. Other Curriculum Areas:

Over the years as a school we have worked hard to diversify what we offer to our students. Every student in our school receives instruction in visual arts. The visual arts program begins in kindergarten. Students learn the basics of color and lines and engage in project based learning. As students progress through the grades the concepts and material become more complex. They learn about Native American weaving practices and learn to weave on a simple loom. Students also learn about perspective in middle school, and in 8th grade learn about scale while completing a project where they have to select a picture of a person and scale it from 8.5x11 inch to 24x16 inch. In addition, our art teacher has worked to create partnerships with outside arts organizations. Our 5th and 7th grade students have had the opportunity to collaborate with the Philadelphia Fabric Workshop, where they learned about the history of printed fabric and created t-shirts of their own. Several grades had an opportunity to work with an organization that trains adults with intellectual disabilities to create hand tools out of power tools. Students collaborated with the adults to cut pieces for artistic spinners. Our art teacher has also created a school wide art show, showcasing art work for all students.

All students in kindergarten through second grade and fourth and fifth grades receive weekly vocal music instruction. In addition to this our vocal music teacher has created a third and fourth grade choir and a fifth through eighth grade choir. Each of these choir programs meet twice a week during students' lunch times. Students also have the opportunity to play instrumental music in our strings and band program. Students can sign up to play strings starting in 3rd grade and band starting in 4th grade. Instrumental teachers are in the school building a day and half each week. Greenfield has also created a thriving after school theater program that puts on two shows a year. The fall show is dedicated to the lower grades and the spring show is the upper grades show.

Every student receives instruction in physical education as well as healthy living choices. Students have physical education/health once a week. In addition to this we also have partnerships with The Children's Hospital of Philadelphia. Through their residence advocacy program our 6th graders are provided with 8 sessions of health and healthy choices instruction throughout the year. Through an additional partnership with the University of Pennsylvania's School of Public Health our 7th and 8th grade students engage in a 10 week Health/Healthy decision making/Sex Ed curriculum.

At Greenfield, Spanish is offered to students in 4th through 8th grade. Each 4th and 5th grade student attends Spanish class twice a week where they begin to learn the basics of the Spanish language. In 6th, 7th and 8th grade students attend Spanish 3 times a week and build on what they have learned in 4th and 5th grade. Students begin to learn verb conjugation, writing in Spanish and begin to read simple Spanish texts.

Technology is not a stand alone class at Greenfield. Instead technology is interspersed throughout classrooms. In first through 4th grade teachers have access to chrome book carts that are shared at each grade level. Third and fourth grade each have two carts as their usage of them is greater. Teachers use technology as an extension of the curriculum, giving students opportunities to extend their learning in math and literacy through online programs. In addition, students use computers to conduct research and complete projects using the Google suite of classroom tools. In the middle school grades (5-8), computers are used routinely in the classrooms. There is a lap top for every student in each of the classrooms. Technology is used in similar ways as it is used in the lower grades.

Teachers also engage in other educational opportunities in the middle schools. Our middle school students have had students from Drexel University come and work with them on coding, our 5th graders have been working with their science teacher to build and program LEGO robots and a number of after school programs like debate and community service have been started by teachers. In addition to the technology in

the classroom the school library houses a full lab of Apple iMacs for teachers to use with students. The library also has a full book collection that students are able to check out for use with school work or pleasure reading.

3. Instructional Methods, Interventions, and Assessments:

As a school we work to meet every student where they are and grow them from there. Our students are grouped homogeneously and students are provided with supports within the classroom to help them succeed. In the lower grades skills are taught through mini lessons and students practice these skills with literature on their grade level. Teachers use a variety of instructional methods to support and help students grow. K-3 teachers meet with all of their students for guided reading through out the course of the week. Students who are reading at a higher level meet less with the teacher than those who are in greater need of support. Teachers document student progress and needs each time they meet a group. Guided reading is used to work on specific reading skills that a group of students are working to master. The teacher is able to hone in on specific issues students have because of the small number of students. Additionally, teachers in these grades use the workshop model for reading and writing instruction. During reading workshop teachers meet with students to monitor their progress on their acquisition of skills taught during reading mini lessons. Teachers collect data on student progress to monitor over time. Teachers have started to transfer many of these techniques used in reading to math instruction. They have begun to utilize the mini lesson, workshop and small group instruction methods to support student growth.

In grades 4-8 students cycle between teachers for specific content area instruction. Teachers have blocked time with students and are able to meet the needs of students through small group instruction much in the same way that the lower grade teachers are able to work with students. Guided reading transitions to literature circles where literacy teachers are able to work with students who have similar skill needs on similar levels. They are able to practice skills taught during a whole group lesson in a smaller group environment. Whole class lessons are taught and then teachers are able to pull small groups to work with specific groupings of students to remediate or excel based on student need. In math class teachers also have a block schedule to work with students. Class time is broken out into whole group as well as small group instruction. In addition, an online math program, Imagine Math, is used as an additional resource for teachers. Each student has a custom created learning pathway based on need. These pathways help to reinforce the needs of each individual student based on diagnostic data in the program. Teachers can also use this data to see where students are struggling and pull students into small groups to help provide support in this area. Students who need more challenge can also access harder content as their pathway allows. Using a variety of data sources staff are able to pinpoint and identify areas in which students have needs. This allows staff to focus attention on these areas and build students skills to bring them up to grade level and close the achievement gaps that have existed historically. By working to address student areas of need teachers are more effectively able to support students and provide them with instruction that grows them as learners.

Teachers use a variety of formal and informal assessments over the course of the year to gather data on students. To gauge students' reading levels all literacy teachers use the Developmental Reading Assessment 2 (DRA2). This allows teachers to pinpoint a students independent reading level and is used to assign student books for readers workshop, guided reading and literature circles. In addition to the DRA2, teachers in k-5 use AIMSweb as a universal screener to determine reading fluency rates of students based on national norms. The School District of Philadelphia also benchmarks students reading and math progress 3 times a year to help teachers monitor student growth on current academic content. All of these assessments are used to help teachers gather formative data on student growth at regular intervals throughout the year and to adjust the learning for students based on this and class data.

As students begin to demonstrate struggles academically teachers refer them to RTii/MTSS program. Grade teams meet once a month to discuss these students and to create intervention plans. In addition to these intervention plans teachers also create 8 week goals for student growth. In the classroom they utilize interventions like guided reading and small group pull out as well as additional remediation time during the morning intervention period. Teachers identify goals that they would like students to meet and what assessment they are using to track this information. Should an intervention not lead to a desired result,

teachers readjust the intervention. In some cases, it is determined that more in depth information is needed and the child is referred for special education testing.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The school climate and culture at Greenfield is a very nurturing one. Teachers work to create lessons that meet the needs of students. This stems from one of our core values and beliefs that teachers in the classroom are the experts in determining what students' needs are and how they can be best addressed. Teachers are empowered to be and are treated as professionals, and given the ownership to make decisions in the classroom that they feel will best support the students they are teaching. This teacher ownership and buy-in has moved beyond the classroom. Teachers now take ownership of the climate and culture inside and outside their classrooms. The overarching climate of the school is one in which we accept others differences and treat each other with respect. As a community we thrive on our difference and in accepting it realize that we are stronger. Students feel accepted and cared for by teachers and staff. It is also a culture that invites parents in and makes them part of the process of creating community and educating students. Our students feel safe in the environment and know that they are valued and cared for. This allows them to take risks academically, understanding that it is ok to fail because we learn more from a wrong answer as we seek the correct one.

Socially, as well, we encourage students to identify issues they are having and work them out by talking with friends, classmates or adults to help them solve problems instead of growing them. We have strived to create a community whose members have a voice and place in helping it to grow. Recently, the student council had a desire to organize a rally in response to the shooting in Parkland, FL. Council members approached the principal about the event and he took the time to talk over their plan. He left responsibility for planning of the event on the council members but also asked them questions to consider to make it meaningful and appropriate. As a result, the entire middle school gathered on March 14 to commemorate the 17 students and faculty members killed and to raise up their voice in protest against school shootings and a lack of gun legislation.

In addition, teacher leadership is encouraged. Many of the new programs and initiatives we have in our school come from our teachers. Teacher voice is encouraged, valued and supported in our building. When a team of teachers felt it was necessary to create a school wide PBIS system in the school they approached the principal with the idea. The principal not only supported the idea, he also jumped on board asking what they needed him to do. This resulted in a teacher led professional development session where staff together came up with school wide expectations instead of having them imposed. In addition, when teachers have asked to create new curriculum or teach new content the principal has asked what support they need, whether it be material, time to plan or supporting the new changes with parents. Members of our community having a voice makes our school a place where teachers, staff, students and parents are willing to take risks and try new things, where people know it is ok to fail and that they will be supported no matter what.

2. Engaging Families and Community:

Involving families in and our community in the growth and success of our students is something that we strive to grow each day. We are fortunate to have a very involved home and school association that gives parents one of many opportunities to participate in their children's lives at school. In times when school budgets provide just enough for the basics, our home and school has worked with us to make our vision of what our school should be a reality. They fundraise to help our cultural offerings at each grade a reality. Through the efforts of our parents we have been able to provide enrichment programming at every grade level from kindergarten through eighth grade. In addition, the parent, community and school members of our School Advisory Council (SAC) have collaborated over the past several years to determine areas that we as school felt we needed to focus on to help support our students. Several years ago we identified the achievement gap as an area of focus for SAC. In the initial stages we looked to gather data on student groupings so that the achievement gaps in the school could be identified. As a council we identified groups with gaps and looked at causes of those gaps. An outgrowth of this initial investigation has been our after school homework and school work support program. As a SAC we initiated this program in November of

this year as a pilot program to gauge student need and parent interest. Through the pilot program we saw a consistent number of students utilize the program. We were able to find additional funding to continue the program beyond the pilot time frame and carry it on through the remainder of the year. As a SAC we have continued to discuss how to grow this program to provide more support to more students.

As a school we make every effort to keep parents informed of students' successes and challenges. Teachers are regularly in contact with parents to provide them with information of students. This year we began a new program to provide information and support to parents around academics. The school district's information system does not currently provide parents an opportunity to access student grades on line. We felt parents needed to know when students were struggling academically. In the first report period teachers began sending home weekly progress reports for students whose grades were below a C in any 4-8 grade class. In addition, teachers provided parents with resources that their children could work on at home to support them in their skills. This allowed parents to stay on top of students' challenges and support them at home. Additionally teachers pulled these students into small groups to support students' needs in homeroom and during the regular teaching day to give students additional support. Parents of all students also receive progress reports at the midway point of each marking period and every parent is invited to report card conferences at the end of every marking period. This is an additional opportunity for teachers to celebrate achievements and discuss how to support challenges students may be having.

3. Professional Development:

All professional development activities at Greenfield are in place to have an impact on student outcomes. Much of the focus of professional development at the K-3 level is directed at early literacy. The School District of Philadelphia has made it a goal that 100% of students read at grade level by the time they enter 4th grade. As a result, this has created a focus on early literacy instruction in the lower grades. At our school the same goal has been set.

Eight years ago, Greenfield began work with The Children's Literacy Initiative, a nationally recognized organization that works with schools on early literacy practice. In the initial 5 years of collaboration the professional development focus was on creating classroom cultures and environments that were focused on and supported literacy instruction. While this effort and its supports were targeted at the K-3 grades, there was a carryover effect in the school as a whole. Upper grade teachers took note of the changes in lower grade classrooms and began to ask these teachers about these new practices. In addition, coaching and training were given to teachers around the workshop model in reading and writing instruction. Again, this conversation and ideas filtered upwards and this workshop model began to be adopted in the upper grades as well and the emergence of the workshop model began to persist through out the school.

Since this initial 5 year work with CLI, the collaboration and coaching has continued over the past three years. Teachers have worked to collaborate with each other on the skills they have originally learned and began to look at how they can carry them to other areas in their classrooms. Teachers are given the opportunity to share these developments with each other and help each other to develop and grow. In the upper grades as well, teachers are working to develop each other as they have begun to incorporate the workshop model. As teachers become experts in one area or another they are called upon to share this knowledge with their colleagues and build these skills in others. In addition, as a school, Greenfield has worked to develop a way to begin to transfer much of the learning and best practices that have been put on place in literacy, in math as well. Lower grade teachers have been engaged in dialogue and investigation into how to transfer the best practices they are crafting in their literacy blocks into their math instruction. What has resulted is a lot of investigation and learning about migrating these ideas and practices to math teaching. Again, teachers in the upper and lower grades have worked to share their ideas and experience to help to grow each other. What has developed is the institution of small guided math groups that act much like guided reading groups. These groups are used to meet the needs of all students. For students who are below level and have specific skills to improve on, teachers work to build these skills to move students to grade level. For students at and above grade level, teachers work to solidify their skills and move them to be able to use this new knowledge in more abstract complicated applications.

4. School Leadership:

The vision of the school's leadership flows directly from the school principal. It is his belief that every teacher in the building is a professional and should be treated as such. Teachers know the needs of the students in their classrooms and should be given the flexibility to determine what will work best for those students. Teachers are also expected to be leaders. The leadership team of the school consists of upper grade math and literacy leads, lower grade math and literacy leads and the school counselor. Teachers though are encouraged to advocate for things that they are passionate about. Parents are also included in the leadership structure of the school through the School Advisory Council (SAC). The SAC is made up parents, teachers and the principal. Members of the school leadership team sit on this council as well as the president of the home and school association. This body works together to identify issues or concerns within the school community and work to put in place solutions to help remedy the concern. Several years ago the SAC began to look at the achievement gap that existed in the school. The SAC spent many meetings pouring over the data trying to pinpoint areas of need and success. The SAC developed a plan of action to figure out ways to provide supports for students affected by the achievement gap to receive additional supports. The original data point that was explored was around student attendance. As a council it was decided that this would be a place to start. Students were identified who fell into the achievement gap category and their attendance was examined. For students with high levels of absenteeism and low test scores the counselor created a plan to meet with parents and students to address attendance issues. Data showed that with increased attendance students did better academically. In year two the council began to explore outside school supports that culminated with a whole school survey. What many parents reported was that their children needed extra support with homework. This lead the council to develop an afterschool homework help program that was piloted this past year and then extended through the year. The council plan moving forward is to provide the homework help 4 times a week all year in the 2018-2019 school year. As a result of the SAC working together to bring together all voices we have seen growth in students' academics and been able to provide them with needed services.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

One of the most influential factors in the Greenfield Schools success has been the morning intervention period. This practice has allowed teachers to provide interventions to students in a defined block of time specifically for growing students' skills. The school day at Greenfield begins at 8:21 AM. Students enter the building at this time and engage in an intervention block every morning. This block of time used to be used as passing periods throughout the day. The school consolidated the passing time between periods to recapture this time to utilize as an intervention period. Teachers in lower grades are able to use this time to have additional small group time to enact intervention to target specific skill deficits students have. It allows teachers additional time to see small groups and put in place interventions as part of the RTII/MTSS process. Teachers have weekly schedules for this block where they meet with groups of students working on specific skills. During this time, they can review skills that students still struggle with, they can also pre-teach information that will be part of the literacy lesson later that morning. It provides teachers extra time during the day to work with the students in their class who are in the greatest need of support. In the upper grades this time is used slightly differently. Because classes are departmentalized teachers are more strategic in how they utilize this time. Teachers will pull small groups at this time based on data from class or exit tickets. They are able to reteach specific skills that they have noticed a group of students have struggled with across a grade. In addition, it is also a time for teachers to accelerate student learning as well. Teachers use this time to engage higher level learners in online programs to expand their knowledge and engage them. As a result of instituting the intervention period at the start of the day teachers have been able to give students more small group targeted interventions that have allowed those students to show growth as documented on formal and informal assessments. Students who did not receive increased time in a small group with the teacher have been provided with that interaction on a daily basis to help grow the skills they need support in. Students have showed increased reading and comprehension levels as a direct result of our morning intervention program.