

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Greenwood High School
(As it should appear in the official records)

School Mailing Address 405 East Sunbury Street
(If address is P.O. Box, also include street address.)

Millerstown PA 17062-9528
City State Zip Code+4 (9 digits total)

County Perry County

Telephone (717) 589-3116 Fax (717) 589-1016

Web site/URL http://www.greenwoodsd.org/ E-mail nguarente@greenwoodsd.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. Nicholas Guarente
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail nguarente@greenwoodsd.org

District Name Greenwood School District Tel. (717) 589-3117

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 Mr. Terry Cameron
(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, write N/A in the space.

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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	29	29	58
10	33	30	63
11	30	22	52
12 or higher	27	26	53
Total Students	119	107	226

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 5%

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	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2016	226
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

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

Turkish

7. Students eligible for free/reduced-priced meals: 25 %
Total number students who qualify: 57

8. Students receiving special education services: 10 %
22 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>1</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>15</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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: 3
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	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.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

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	93%	93%	93%	93%	95%
High school graduation rate	97%	100%	95%	98%	97%

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	58
Enrolled in a 4-year college or university	50%
Enrolled in a community college	27%
Enrolled in career/technical training program	2%
Found employment	20%
Joined the military or other public service	1%
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.

Greenwood School District will foster a permeable and rigorous learning environment dedicated to furthering academic achievement, as well as, developing 21st century skills that will facilitate college, career and life readiness for all of our students.

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

PART III – SUMMARY

Greenwood High School located in a small rural community in Perry County, Pennsylvania serves 226 aspiring learners within the Greenwood School District. Greenwood High School is part of a building configuration that houses grades 6-12. Teacher certification within the high school spans grades 7-12 and assigned content instruction could encompass three grade levels. The district encompasses 99 square miles of rural landlocked farmland, the townships serve as bedroom communities for employment outside of the county, and the student population has remained consistent for the last 60+ years. Greenwood High School was built in 1952. It has undergone two extensive renovations. The first was in 1992 and the last being in 2008. We graduate an average of 59 students per year. Traditions are present but appropriate evolution has taken place. Ethnic diversity is minimal but socioeconomic diversity is prevalent.

Innovative, consistent and researched based lessons are framed by an essential question, prior knowledge is ascertained by an activating strategy, content is provided in an engaging manner and the class period is framed through a summarization strategy. Academic supports are provided through special education services for those that qualify. Our special education program works through full inclusion. Special education programming is provided for students who receive services in learning support, gifted support, emotional support, autistic support, and ESL support. Co-teaching has been a productive and pervasive structure for our core classes. If needed, accelerated lab classes are afforded to students that may need extra time to acquire content knowledge and skills. Accelerated lab classes are an extra period added to one of three core contents: mathematics, Biology, or English. This additional time promotes previewing and scaffolding of the content and enables all learners in our school the same academic exposure.

The emotional and social well-being of our students is promoted through our strong school positive support structure. This begins with friendly, daily collegial and student interactions. Our small community structure affords familiarity and comfort. Leveraging this aspect leads to a personalized and supportive learning experience.

Additional opportunities for student development and well-being exist in the open acceptance of all students in all school based extra-curricular activities. Our sports teams do not have cuts, and clubs, advisory groups, and additional extra-curricular endeavors always make room for participation. Possibilities include student council, SOS (peer helpers), yearbook, musical, Future Business Leaders of America (FBLA), FFA, all Pennsylvania Interscholastic Athletic Association (PIAA) sports, and clubs (chess, weight training, computer, technology, etc.).

Our students are accomplished within these extra-curricular activities. Our sports teams have won numerous league, as well as, county and district titles. Our most recent accomplishment is the PIAA A State Championship in field hockey. Our FFA organization has had a multitude of state winners including our back to back Parliamentary Procedure state champion teams. We have had two students aspire all the way to a National Semi-Finalist in Agriscience competitions. Also, the FBLA organization has developed a variety of state qualifiers, state place winners and most recently, two students recognized at the National level.

In addition to the developmental benefits for students within extra-curricular endeavors, Greenwood High School furthers the culture with other student recognition endeavors. Staff nominate and recognize a student of the quarter. The Students Offering Support (SOS) program encourages and promotes positive peer relations through daily activities and monthly events. Also, a Renaissance student advisory group has been created to foster positive mental health and psychological supports for all students.

The Greenwood High School staff and community enhance this internal support for student development. Our school buildings are the central hub of the community. Ninety-two percent of our extracurricular endeavors are advised by our staff. This demonstrates the district commitment to the development of the whole child. This structure also affords and promotes relationship opportunities that nurture positive and successful academic accomplishments. Further evidence of our positive school culture and community collaboration is provided through the yearly Pennsylvania Youth Survey (PAYS). This is a volunteer survey provided to students in grades 6, 8, 10 and 12. When asked if a student feels safe at school, ninety one

percent stated he/she feels safe. The quality of our staff, students and community make Greenwood a unique successful environment entrenched in the development of kids.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The academic environment embodies a balanced level of rigor and support. The daily schedule includes eight 42-minute class periods with a 30 minute lunch. The core requirements include mathematics, science, social studies, and English. In ninth grade, students take Algebra (or Geometry depending on academic level), Biology, Civics & Government, and English. A transition to tenth grade includes Geometry (or Algebra II), Chemistry, American History I, and English. Exposure in eleventh grade provides Algebra II (or Pre-Calculus), Physics or Agriscience, American History II, and English. The culmination of twelfth grade affords the requirements of English and supporting electives to attain the 27 credits needed to graduate. Other graduation requirements include four years of physical education ($\frac{1}{3}$ credit per year), one semester ($\frac{1}{2}$ credit) of health, the eleventh grade graduation project (1 credit), and individually selected electives supporting exposure to potential careers. Elective opportunities are presented in our State and Nationally recognized Agricultural program, our State and Nationally recognized Business Technology department, World languages, Fine Arts, Family and Consumer Sciences, Industrial Arts, as well as, our online and blending learning platforms.

Language Arts

The English Language Arts curriculum is based on the Pennsylvania Core Standards and emphasizes preparing students to be “future ready.” Career exploration is embedded within the program, as well as, utilizing technology to research and communicate work. Our Language Arts department builds on the robust writing development afforded at the elementary and middle school level. All learners are provided the opportunity to further their written articulation coupled with the intellectual and compositiona skills needed to fluidly express oneself through the written word. Cross-curricular research projects begin in 9th grade and continue with the vertical progression of our curriculum. Culmination is experienced in grades 11 and 12 with extensive written research projects correlated to course content and literary focus. Academic emphasis is centered on areas of student interests related to college and career objectives and are structured for support in eligible content for the Literature Keystone Exam. Electives are available in 20th century literature and yearbook publishing. Students interested in journalism have the opportunity to work independently for The Paw Print newspaper.

Mathematics

Courses include Algebra, Geometry, Algebra II, Pre-Calculus, and Calculus. Teachers use many resources to instruct the students, ranging from the online textbook materials to Schoology to teacher created materials. Students enrolled in Algebra (and Algebra II when applicable) receive appropriate support to ensure preparation for the Algebra Keystone Exam. A college focus for upper level courses prepares students for future collaboration and problem solving. Performance task assessments are incorporated for further development of critical thinking skills. Personalized learning is incorporated into a variety of math classes in the attempt to expose students to a blended learning environment and raise the ceiling of collaboration, critical thinking, and communication exposure.

Science

Students engage in inquiry driven lessons within our science department. Biology, Chemistry, Physics, Chemistry in the Community, Advanced Biology, and Advanced Chemistry provide students with opportunities to explore content and develop accurate views of the nature of science. Students enrolled in biology receive appropriate support to ensure preparation for the Biology Keystone Exam. Technology is utilized to conduct experiments, collect data, and present findings. Opportunities are available for students to conduct independent research and compete in regional and state science competitions. Other science electives are available in our agricultural department. Environmental science, plant science, animal bioscience, veterinary science, and fish and wildlife are laboratory based courses with a focus for students especially interested in agriculture careers.

Social Studies

The high school social studies curriculum provides students with experiences in civics and American

history. Electives are available to students online in areas such as sociology and psychology and Advanced Placement social studies courses. Current events and citizenship are embedded throughout all grade levels of the curriculum. Our project-based learning endeavors encapsulate cross-curricular exposure and collaboration affording students the opportunity to develop 21st Century skills, make valuable connections with different content areas, and interact with material in a deeper and more relevant level.

College and Career Readiness

Our school guidance counselor meets with all students on a periodic basis beginning in 9th grade to discuss academic, emotional, and college/career/life readiness topics. Students have the opportunity to explore career and college opportunities through our online Scoir program. In addition, an annual career day is held on campus and our guidance counselor organizes participation for our students in a neighboring school district's college fair. Beginning in 7th grade, students are exposed to a semester long course in career exploration. This is a staple embedded in each grade level culminated in a junior interview project which requires students to participate in a career seminar, create a personal/professional portfolio, and participate in a mock interview in front of a small collection of staff and community. Feedback and skill development are essential throughout the year long process. Our current initiative is to leverage our technology and 1:1 environment to enhance blended learning opportunities for students. We are exploring the "Redefining Ready" initiative that outlines benchmark requirements for students to attain that will better indicate college/career/life pathway preparedness.

2. Other Curriculum Areas:

Art

Students in grades 9-12 can choose from electives in the following areas of the visual arts: drawing and painting, pottery, printmaking, art studio, and portfolio preparation. Differentiation in course levels allows for students to deepen their experience in each area of the visual art curriculum. Artists and art history are also explored as the instructor infuses literacy activities throughout lessons of each of the courses. Students in these classes produce art that beautifies the walls, display cases, and hall bulletin boards of the school. Each year, Greenwood participates in an Artist-in-Residence program supported by the Perry County Council for the Arts. Students learn techniques from professional artists and contribute to a piece that remains at the school. Currently, our art program has hosted a local historian and muralist as part of a community project celebrating the upcoming bicentennial of our county. Cross-curricular collaboration resulted in students learning about the historic travel and communication of Millerstown. Students helped design and paint a mural that will be displayed on the side of a landmark building in the town square. In addition to this experience, students enrolled in art classes may enter their work in the annual Youth Art Day held each spring.

Music

Greenwood School District employs two full time staff in the area of music. One individual serves as our K-12 instrumental music teacher and the other serves as our K-12 choral music instructor. Despite the skeletal structure of this department developmental opportunities abound for our students due to the efficiency and dedication of our high performing staff. All students in grades 9-12 have the opportunity to participate in band and chorus. Our band students have the privilege of performing in local and regional events, concerts, regional and district band festivals. Our vocal participants are equally fortunate. Our most accomplished performers have been recognized at the district, regional and state level. Chorus is proud to have had a 2017 student participate at the district level, while band has had 6 students attain district, regional and/or state level acknowledgement in the recent past.

Physical Education/Health/FACS

The Health & Physical Education program expands on students' acquisition of skills needed to lead healthy active lifestyles. Students in grades 9-12 participate in health & physical education classes each year and are enrolled in health in grades 10, 11, or 12. Guest speakers are utilized for topics such as drug use and mental health. Our physical education program was a recipient of a National Archery in the Schools Program grant. Our weight and cardio facility also provides students the opportunity to learn skills for lifetime fitness. Students have the opportunity to enhance what they learn regarding positive habits of health and fitness by taking electives in Family and Consumer Sciences. Consumer and Creative Foods and Everyday Living

courses help students plan, budget, and prepare healthy meals. The Child Development course gives students experience with younger children as they prepare and conduct mini-lessons with students in our elementary school. Traditional FACS courses such as sewing and crafts continue to serve as important learning experiences as students identify these activities important to stress reduction (as feedback from students in regard to social-emotional health has indicated).

World Languages

Students may choose Spanish or French languages to study beginning in 9th grade. Spanish I, II, III, IV and French I and II are available. All language courses focus on listening, reading, speaking and writing the language, with emphasis on cultural experiences. Technology is utilized to connect with others around the world (ie. SKYPE).

Business/Technology

Our high school business courses include excel/access, web page design, business applications, internet communications, accounting/entrepreneurship, accounting II entrepreneurship, personal finance, and creative computer applications. The business/technology curriculum is open to all students in grades 9-12. Each course has been specifically designed and incorporated to provide peripheral or concentrated support to career pathways. Collaborative efforts are evolving between industrial arts and business/technology in an effort to develop a robust student opportunity leading to engineering and entrepreneurial potential. The classroom instruction supported with extra-curricular opportunities has resulted in exemplary high performance by our students. We have had 4 state champions over the last two years. Events include introduction to computer concepts, introduction to business presentation, business communications, and job interviews. Three of these state champions competed at the national level in their respective competitions and one placed fifth in the country!

3. Instructional Methods, Interventions, and Assessments:

Greenwood high school teachers employ a variety of instructional strategies in each lesson and unit to meet the variety of instructional needs represented by all students. Personalization and systemic structure is the key to our exemplary high performing students.

Over a decade ago, we embarked on a journey to improve academics while maintaining the culture of the district. At the time our HS proficiency level was in the low 30% for math and language arts as indicated through the Pennsylvania System of School Assessment test. We began the process by unifying instruction. We incorporated the Learning Focused Schools model of daily lesson dissemination. This afforded consistent and pervasive research based instructional strategies. Each lesson across all grade levels and within each content area utilized an essential question, activating strategy, instructional methodologies, and concluded with a summary. Standards based alignment coupled with eligible content were the focus of each academic opportunity.

After the establishment of a consistent approach, we modified the systemic structure. We realigned staff within content areas to accentuate instructional attributes and directly correlate to student needs. We incorporated flexible grouping based upon data analysis of pre-assessment geared to determining prior knowledge. In the early stages of our transformation, we utilized 4Sight Benchmark assessments. These quarterly assessments afforded statistics on the acquisition of content. Regular review of data and modification of instruction were paramount. Additional assessments utilized are standards based and content specific Classroom Diagnostic tests. Again, regular review of data combined with individualized grouping and data driven instruction enhance student acquisition.

A tutoring program was put in place to offer additional supports to students in need. These instructional opportunities were offered in the morning (during homeroom) and one day after school. Transportation was provided through the activity busses to overcome the obstacle of parent pickup. Accelerated labs were included in the systemic structure. These classes provide students with an additional class period in one of the three main core classes. In essence, a modified block schedule for the needed content. State assessments and classroom achievement were data points for student inclusion. Fluid movement in these classes is afforded based upon achievement levels and academic growth. Co-teaching is an essential support in the

accelerated lab environment. Also, instructional aide support has bolstered the individual attention afforded to each student and increased student achievement. All instructional staff and administration utilize the Pennsylvania Value Added Assessment System (PVAAS) as additional data points to drive instruction, personalize learning, and concentrate efforts. In the classroom formative and summative assessments are immersed with daily instruction. These are represented through quizzes, tests, exit tickets, projects, mid-terms, final exams, various summarization strategies (dear absent student, learning logs, reflection questions, 3-2-1, picture depiction, etc.) and regular anecdotal records provided through observation and personal questioning. Documented by Marzano, 2001, the two most important impacts on student achievement are extending thinking skills and summarization. Through systemic design and instructional focus, we continue to maximize these endeavors.

Looking ahead to the next decade, we are enhancing the learning environment to better reflect the transition from the Industrial Model of education to the information age. We are implementing project based and performance task assessment approaches to instruction. We are leveraging technology in a 1:1 environment to facilitate a blended learning model utilizing a learning management system. We are developing career pathways and correlating course offerings to support this personalized learning for students. A 4C's (collaboration, communication, critical thinking, and creativity) concentration is developing in conjunction with skills necessary to be successful in a world that is not as much concerned with what a person knows but what a student can do with information. Our tutoring program has evolved into an enrichment program as the number of basic and below basic students has dwindled. Engagement and focus in these programs is reflective of academic desires and intent. We have been successful in our endeavors over the past decade and are purposeful in our preparation for the next decade.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As you walk through the halls of Greenwood High School, you will see evidence of a safe, caring, engaged learning community. Often, visitors share that their impression of our school is immediately a positive one. There are no locks on student lockers, the walls are decorated with murals and banners created by students, and the overall conduct inside and outside classroom doors is conducive to learning. Students are engaged in learning in classrooms taught by passionate teachers who strive to continually connect with their students. The most important factor in student engagement is the relationship between student and teacher. Teachers constantly focus on making connections with kids to build positive relationships and include strategies for student-centered learning to ensure that students find their coursework relevant. Teacher collaboration occurs regularly to problem solve to help students who are experiencing challenges inside and outside of the classroom. Students are recognized through our faculty driven student of the quarter program. Recently, our Renaissance (student advisory group) conducted a student stress survey and is using the results to improve our school as it relates to student social-emotional needs. A school wide “Minding Your Mind” assembly was held at the start of the current school year to address the importance of mental health. A student “no device” area is currently under construction and initiatives related to state assessment testing and school connectedness are being employed. School pride is encouraged by organized spirit pep rallies and assemblies.

Greenwood teachers demonstrate professionalism and commitment to kids on a daily basis. Although demands on faculty have increased over the past years, they feel valued and supported and morale is high. Low teacher turnover at Greenwood is evidenced by an average experience level of 10+ years. The top reason for teacher resignation is retirement. The average years of service of district retirees is 26 years. The autonomy, professional success, and positive collegial supports encourage longevity. Staff members support one another and collaborate often to share ideas, integrate lessons, and brainstorm to help kids. Themed staff luncheons are held quarterly and charity dress-down days are organized by staff to build morale and support our community. Administration considers staff perspectives before making decisions, and constantly strives to provide open communication and opportunities for collaboration with stakeholders, as not to simply present directives “from above.” A servant leadership style permeates the district. “Our door is always open” is part of our culture and teachers and staff feel comfortable having conversations with school leaders about success, challenges and concerns. Collegial respect and support is demonstrated by administration through visibility and willingness to help in the classroom (ie., covering classes, helping with evaluating student presentations, etc.). This supportive team approach between administration, teachers, and support staff help to strengthen and maintain an environment where people feel valued, respected, and supported.

2. Engaging Families and Community:

Greenwood High School strives to effectively communicate with parents to provide transparency and strengthen the home-school connection to benefit students. We utilize a learning management system, Schoology, to update students, parents, and staff regarding school information several times a day. In addition, our district messenger system is used to reach parents, as needed, regarding additional announcements. Our website is updated also to provide information to interested community members. It is an expectation that teachers post assignments and coursework to Schoology each day. In addition to content and homework, students and parents have immediate at-home access through Schoology to view student grades and teacher feedback, helping to identify any areas of concern. Progress reports to parents are issued halfway through each marking period, and report cards are issued at the end of each quarter marking period. At the high school level, student self-advocacy is encouraged and parental contact is made by teachers when students are identified as requiring support. Collaboration between the school counselor, teachers, and parents occurs when students are in need. An open house event is held each November to facilitate teacher-parent communication and school engagement.

Community engagement at Greenwood is high. As a small, rural school, our community and alumni are

connected and engaged in many ways. For the past 18 years, Greenwood High School juniors engage in a graduation project which involves successful completion of a mock job interview. Each December, we open our doors to members of our community to help us with this project which involves a luncheon, interviews, and feedback sessions for junior interviewees. We gather feedback from the community volunteers and use the information to continually improve this worthwhile graduation requirement. Our community is also involved with Greenwood High School's MiniTHON charity. Our students organized this program two years ago and have raised over \$30,000, an impressive accomplishment for a small school as recently recognized by the Penn State THON organization. Our entire district and community consistently participates in events like a community breakfast, after school fundraisers, and the 24 hour MiniTHON event that takes place in the spring to make the student support of the childhood cancer organization a success. Another example of collaboration with our community is our AG Advisory Board in support of a successful agricultural education program at Greenwood. This group meets biannually to discuss how Greenwood students can benefit from the agricultural community. Local farmers, parents, business members, and higher education representatives gather to collaborate in support of this program.

3. Professional Development:

Greenwood High School teachers engage in professional learning to ensure the incorporation of best practice and 21st century skills into their classrooms. The rate at which teachers need to adjust their instruction to address these needs has increased over the past few years. In our district, the focus of professional development has been the following: utilization of a learning management system (Schoology), effective implementation of the project-based learning model of instruction, performance task assessment, and application of a 1:1 technology environment.

Traditionally, in-service days (approximately 3 days a year where teachers attend school when students are not in session) are used to provide time and support for teacher learning. This model is no longer adequate due to the aforementioned rate at which teachers must engage in professional development. To accomplish the goal of differentiated professional learning, several things are in place at Greenwood High School. First, teachers who inquire about attending content specific professional development during the school day (off-site workshops) are supported and all efforts are made to accommodate them. This approach has proven very successful in our science, agriculture, business, and ELA departments. Also, differentiated supervision practice is in place in the district. This allows teachers to engage in action research, peer observation/collaboration activities, and a project-based learning book study, and use implementation of the resulted learning as evidence of effective teaching. Most recently, our district adjusted the school day so that teachers have 30 minutes of professional development time each day (before students arrive). Prior to this shift in schedule, the principal facilitated goal setting with each teacher so that personalized professional development could occur. Currently, teachers are in charge of spending their time to make progress towards their personalized professional goals of improvement in the district focus areas. Attendance at workshops conducted by the principal or colleagues and teacher collaboration at grade level or department learning community meetings during morning professional development time occurs on a regular basis.

4. School Leadership:

Our small school community makes it possible for the principals to know every student by name. Greenwood High School has one principal and one assistant principal. The assistant principal has been at the school for 15 years and the building principal began a teaching career at the high school 25 years ago, returning as an administrator in 2015. Connections with parents, students, and members of the community are enhanced by trust which longevity and consistency cultivates. This leadership team also leads grades 7 and 8 in a 7-12 building structure. The assistant principal is the district's athletic director and works with students and parents with discipline issues in grades 7 and 8. The principal handles the same in grades 9-12. The principal addresses attendance issues in grades 7-12, is responsible for staff supervision and evaluation, coordinates professional development of middle and high school faculty, manages budget planning and spending, and addresses staff personnel issues and hiring in collaboration with the Superintendent. The leadership team supports each other at all levels and adheres to a philosophy of effective communication, support, and hard work. The district structure is small and both the principal and

assistant principal report directly to the Superintendent. Servant leadership is demonstrated daily on this team where everyone does everything, if needed. With the exception of a special education coordinator and technology director, there are no district level positions. Curriculum, assessment, professional development, and other areas of school district structures are coordinated by the principals and the superintendent. There are no formal department leadership positions at Greenwood High School, however, distributed leadership among faculty is in place. Informal conversations occur on a regular basis between administration and faculty and teachers serve as facilitators to provide professional development, technology support, and student mentoring, as needed.

Two years ago, all district faculty viewed the documentary “Most Likely to Succeed”. This experience acted as a springboard to communicate the district’s philosophy and vision as we move into the future. The leadership philosophy of the school empowers teachers to take risks and try new methods of student engagement and assessment. In fact, “permission to fail” has been the premise for the current school year. Teachers are charged with implementing what they are working on as teacher learners, evaluating the results, and most importantly, sharing with leadership what they need as support to succeed in the future. Professional reflection is valued and dialogue between and among teachers and administrators occurs informally on a regular basis. State assessment data, school and classroom data, and surveys are reviewed to ensure that professional development activities are supporting student achievement and school improvement.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Greenwood High School students are successful due to the district wide culture. “Students will never care how much you know until they know how much you care!” This accentuates the servant leadership model infused across all grade levels. This socio-emotional foundation fosters a feeling of acceptance and belonging that facilitates growth in all areas of chronological development.

In the previous sections exemplary high performance has been statistically validated in academics, arts, and athletics. The interconnectedness of people coupled with efficient structure and high quality instruction have permeated our district for the last decade. This has resulted in incremental growth from the 30th percentile of proficient/advanced students to our current standing in the mid 80 - to low 90th percentile of proficient/advanced students. Our average graduating class is 59. Our student/teacher ratio is 12-1. Ninety-two percent of our extra-curricular activities are advised by our staff. Each speaks to the opportunity to maximize a personalized development environment that is student centered. This intimacy affords relationships that are congruent to district goals. Administration has a personal relationship with the instructional staff. This reduces anxiety and forges a collaborative effort centered on the individual student. Our instructional staff is afforded autonomy within the parameters of district goals. Parental and community relations are focused on the best interest of the students.

Greenwood’s School Board is unified and consistent in the approach of providing the most enriching opportunities for our young people. Most recently, we had a detailed and extended discussion on the best systemic structure to build on the success of the past decade while best preparing for a educational transformation in response to the shift from the Industrial model of education to the Information age. Our school day structure was the focal point. In order for the district to continue to best prepare our students for success in the 21st Century and beyond, additional professional development will be paramount. Our community agreed to start school 15 minutes later and our education association agreed to open the collective bargaining agreement (CBA) after the first year of a previously agreed upon 3 year contract. Upon opening the CBA, the association overwhelmingly (84%) agreed to start their day 15 minutes earlier. Our School Board agreed to this arrangement in the form of a 9-0 vote. CULTURE! The systemic structure to facilitate the next level of success including project based learning, utilizing technology as an instructional resource, career pathways, and 4C’s development is established and supported by the professional development time. We have a high quality aligned instructional system. However, programs do not ensure success. Relationships do. Our most impactful element is a positive and productive school culture that has afforded a high level of high school student success.