

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Brett Ubbens

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

Official School Name Greenmont Elementary School

(As it should appear in the official records)

School Mailing Address 209 58th Street

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

Vienna WV 26105-2027  
City State Zip Code+4 (9 digits total)

County Wood County

Telephone (304) 420-9544

Fax (304) 420-9543

Web site/URL

http://www.woodcountyschoolswv.c

om/GRE/

E-mail bubbens@k12.wv.us

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\*Mr William Hosaflook

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail whosaflo@k12.wv.us

District Name Wood County Schools District Tel. (304) 420-9663

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. Richard Olcott

(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**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
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. 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

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 19 Elementary schools (includes K-8)
  - 6 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 28 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	12	20
K	19	20	39
1	23	15	38
2	18	11	29
3	16	17	33
4	13	20	33
5	18	16	34
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	115	111	226

\*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
  - 3 % Asian
  - 1 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 92 % White
  - 4 % Two or more races
- 100 % Total**

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 4%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2017	226
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

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

7. Students eligible for free/reduced-priced meals: 27%  
Total number students who qualify: 61

8. Students receiving special education services: 13 %  
30 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>7</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>7</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>15</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	94%	94%	94%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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

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

Yes  No

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

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

"Work hard, enjoy yourself, and be good to one another"

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**

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Greenmont Elementary School is nestled in the heart of the Mid-Ohio Valley in Vienna, WV, a small town with a population of just over 10,000 people. Greenmont started as a school run out of a house in the early 1900's. After World War I, the school moved to a small two-story purpose-built building before moving to its current one-story building in 1956. After two expansions in the 1960's and 1980's, Greenmont enjoys its current footprint in the middle of a peaceful neighborhood on 58th Street in Vienna. The long history of the school, as well as its neighborhood location, drives a true community feel.

Most students at Greenmont are able to walk to school or are dropped off at the front of the school by their parents in the morning and all students are greeted by name at the door by the principal, counselor, and/or reading resource teachers. The 226 students include one pre-K class, 2 classes each of kindergarten through 5th grade, and one autism classroom. Families who attend Greenmont have often been a part of the school community for generations. Several current teachers attended the school themselves and many staff members' children and grandchildren are currently students. The year is peppered with traditional events, such as the annual PTA walk-a-thon, Halloween parade, school-wide Christmas concert, the school carnival, and talent show, which all encourage parents, grandparents, and community members to come and continue to be a part of the school.

Over the last 12 years, our school population has changed from primarily affluent families to primarily blue collar or unemployed families. Our PTA, while active, has participation that has dwindled as more students are coming from families where two parents work or they are living in more nontraditional families. Students are often coming to school with less support from home and fewer basic skills. In response to the changes, staff have doubled down on their expectations and focused on the expanding needs of students, including making sure students have food both at school and at home and teaching basic life skills, cleaning coats and backpacks, and being a generally positive force in the lives of every student. Teachers greet students as they enter classrooms and make sure students know that they are happy to see them. Class activities are high-interest and tailored to meet the interests of students, within the parameters of the WV College and Career Readiness Standards. Students are happy to come to school, and the 95% attendance rate is a testament to that.

At Greenmont, there is an emphasis on building a positive environment. From the moment students step out of the car or the bus in the morning, the focus is on students feeling safe and comfortable in the school environment. Students know that the staff and teachers care about them as people and social development and interpersonal relationships are a focus, in addition to rigorous academics. The Seven Habits of Highly Effective Students are used school-wide and at the quarterly awards assembly, students are recognized from every classroom for their dedication to the habits.

Students are given the opportunity to expand their school day and explore other interests through after-school activities and clubs. Sports, such as basketball, track, and archery are offered, as well as clubs, such as gardening, art, choir, and yearbook. Students are also given the opportunity to be a part of the school morning announcements team and broadcast school news to the student body.

Greenmont Elementary School is full of passionate educators who create passionate students. The status quo is never enough, as the staff and students strive to do more to interest students and drive student success inside and outside the classroom. In the past two years, this has included becoming an EntreEd School to create and foster an entrepreneurial spirit among students. Greenmont has also been chosen to become a Technology Model School for WV and is working towards integrating technology in unique and exciting ways. In addition, in trying to keep parent participation high and drive mathematics achievement, the school schedule is changing once a month to invite parents to come to the school in the morning and participate in math-focused activities to help encourage parent understanding and help parents integrate more math at home.

Greenmont Elementary School is a high-achieving school, but that doesn't come easily. It is a labor of love. Complacency is not an option, as teachers and staff are constantly working to engage students in new and

exciting ways. This drive for achievement and the culture of our school are summed up with our school mission, which is broadcast at the end of our morning announcements every day: Work hard, enjoy yourself, and be good to one another.

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

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

Reading instruction is done through a variety of methods at Greenmont, but the focus of everyone is the same: to encourage confident, thoughtful, capable readers who carry a love of reading with them throughout their lives. To accomplish this, teachers must make reading fun and exciting. Starting in pre-K and throughout 5th grade, read-alouds and giving students time and access to read high-interest books on their level are imperative. Classrooms are designed to have a reading area that offers beanbags, couches, or other comfortable seating with a classroom library. This is paired with the Accelerated Reader (AR) program, which allows students to take tests and earn points for books they read. Students have goals they are trying to meet with the AR points and earn tags for an AR necklace. Students are also recognized for earning points at the quarterly rewards assembly. We celebrate the number of books read to proficiency, which so far this year is 15,988 books as well as students having taken 14,865 AR quizzes in our school of 226 students.

Reading instruction is done through whole group and small guided reading groups and individual and small group pull-outs with reading intervention teachers. Teachers use the state standards as a guide and the county-adopted curriculum as a resource, but they look beyond the county-adopted materials to ensure that they meet student needs and have high-interest materials and projects for enhancing student reading skills. This also allows teachers to meet the needs of students at all levels, including those who are more advanced readers, as they can work with material that is at their levels. In addition to teaching the county-adopted series, teachers supplement with high-interest material and utilize Secret Stories, Zoo Phonics, literacy fairs, Flocabulary, author studies, novel studies, and the Phonics Dance to teach reading and reinforce skills in engaging, interactive ways.

#### **1b. Mathematics:**

At Greenmont, we work hard to ensure that students have the basic math skills they need, as well as ample opportunities to practice those skills through real-world, multi-step problem solving to make math fun, engaging, and meaningful. Beginning in pre-K and kindergarten, students learn basic number sense using manipulatives and hands-on activities. Direct instruction is solidly in place across grade levels in order to master foundational skills. Movement activities and songs are used for practice to help keep students engaged and moving. Students are also taught multiple strategies and how to use tools, such as hundreds charts, line graphs, etc. to help with problem solving. As math has progressed, we have also focused on the importance of charts, graphs and word problems.

Math data is routinely collected from benchmarks and other assessments to guide instructional practices. Math stations give students the opportunity to practice their skills through problem solving, practice, games, and small-group skill-based instruction. This allows students who are above grade level to be enriched/advanced depending on their needs, while students in need are given additional supports such as one-on-one, peer tutoring, or chunking of assignments.

Math is also constantly individualized through online programs such as I-Ready in order to allow students to work at their own level. Interactive and data notebooks are used in various grades to track individualized learning of concepts. This allows students to be in control and manage learning outcomes. Math is also taught through STEM/STEAM activities that incorporate rockets, robotics, and tactical devices such as catapults and ramps. Our EntreEd initiative builds math skills as well as we track materials through the process of planning, ordering, selling and finalizing profits. Greenmont teachers believe that, while it is important to have students “on-level” with their math skills, being able to use those skills everyday life is essential to success. This helps all students see the importance of math in their everyday life.

#### **1c. Science:**

In science, the focus is on an inquiry-based approach using the scientific method. We want our students to observe and be curious about the world around them. Starting in pre-K, students have a science center where they use microscopes and have real objects, such as seeds, spiders, and tadpoles, to observe. In kindergarten through 5th grade, questioning and the scientific method are used, as well as science concepts that are integrated through reading and math.

Mystery Science, which encourages the scientific method and inquiry, is used in most classrooms, as it presents high-interest material that follows the WV College and Career Readiness Standards and encourages hands-on experiments and explorations. In science, the focus is on an inquiry-based approach using the scientific method. We want our students to observe and be curious about the world around them. Starting in pre-K, students have a science center where they use microscopes and have objects, such as seeds, spiders, and tadpoles, to observe. In kindergarten through 5th grade, questioning and the scientific method are used, as well as science concepts that are integrated through reading and math. Mystery Science, which encourages the scientific method and inquiry, is used in most classrooms, as it presents high-interest material that follows the WV standards and encourages hands-on experiments and explorations. In addition, STEM activities are often used to enrich other subjects. An example is seen in kindergarten when at the end of a fairy tale unit, students work to use blocks and other materials to build a “castle” that can withstand a “dragon attack” (a hairdryer). Fourth grade students incorporate STEAM when they learn about characteristics of roller coasters and work to design and test a safe roller coaster. These activities allow students to work with science in an exciting, engaging way. Science units and activities are assessed using unit tests, rubrics, and reflective essays/ discussions. Fifth grade students also have a state-wide General Summative Assessment to check for science understanding and achievement.

Our librarian also works on technology and STEM with students and teaches coding and robotics starting in pre-K. Students are always excited about these activities and come back to the classroom buzzing with excitement. The excitement about these programs has led to the creation of a school robotics team which competes regionally. In addition, our garden club, which has more than 50 members, works with planting and growing flowers, fruits, and vegetables- which are then going to be sold through our EntreEd program.

#### **1d. Social studies/history/civic learning and engagement**

Social Studies and civics is taught throughout the day at Greenmont and is integrated into many subjects. There is a lot of pride in our school, so there is a focus on everyone doing their part to take care of it. Students, starting in pre-K, learn how to work with each other and what it takes to be a good partner, friend, and classmate. From there, students are open to and interested in learning about the culture, geography, and history of different people and places. The state social studies standards are met through activities and study that uses the county-adopted curriculum, as well as teacher-created projects and studies that are designed to encourage engagement. Assessments that are done to check for understanding include unit tests, essays, oral presentations, etc. As students learn about topics in reading, such as historical events and figures, that becomes a jumping off point for social studies. Interactive notebooks, research projects, wax museums (where students embody a historical figure and tell the story of that figure), and service projects are ways for students to learn and share what they know about various social studies topics.

Greenmont is very civic-minded and there is a school-wide assembly to celebrate Veteran’s Day and Patriots Day, when veterans attend and speak with students. The student body participates in the election of student council officers and goes through an election cycle. Most grades participate in Holidays Around the World, where students learn about the cultures and celebrations of different countries. The annual social studies fair is also open to students in 3rd, 4th, and 5th grades. More than 30 students voluntarily participated in the fair this year. In addition, there is a school-wide food drive, as well as various fundraisers for people in need in the school and community.

#### **1e. For secondary schools:**

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

Our pre-K program adheres to the Creative Curriculum and ELRS. The main focuses are preparing students with basic socialization, math, literacy, and fine motor skills. We enrich our students by offering opportunities for them to advance beyond these programmatic basics and begin to learn kindergarten concepts if they are ready.

We see the positive impact our pre-K program has had on our school as students' academic levels entering kindergarten are superior to those who have not had the opportunity to participate in our program. Such information is obtained via guided reading levels and I-ready data at the onset of kindergarten.

## **2. Other Curriculum Areas:**

At Greenmont, we have separate classes and teachers for PE, music, and library/technology.

Our PE program focuses on movement, games, and, in the upper grades, organized sports. All students are excited to attend gym class 3 days per week for 40 minutes each, where they often start gym class with dancing. In February of each year, the gym teacher organizes Jump Rope for Heart and all students raise money for the American Heart Association. Students learn about heart disease and how to keep your heart healthy. A local jump rope team comes to perform for the school to get students excited about jump roping and gym classes during this month practice jump roping and do jump rope activities. Students in gym also play organized games and sports—anything to keep kids moving!

All students attend music class for 40 minutes per week. Our music teacher focuses on rhythm and instilling a love of music, instruments, and singing. Starting in 2nd grade, students learn to play the ukulele. In addition, each grade level practices and perform a music program each year for the school and parents as well as school-wide/grade level plays. Students also have the opportunity in 4th and 5th grades to be a part of the school band, which practices twice a week. Outside of the regular school day, students in 4th and 5th grade have the opportunity to be in the School Choir, honor choir, and participate in the County Music Festival. The School Choir performs several times per year in school, United Bank (our partner in education), and the mall.

Students attend library/technology three times per week for 40 minutes each. In the library, students learn the Dewey decimal system and basic library skills. Students are also encouraged to create commercials for books that they wish to recommend to other students. Students learn coding and computer skills as part of the technology component of this class. There is also a Maker Space in part of the library to support STEAM activities.

While there is not an art teacher or specific art class at Greenmont, teachers integrate art regularly in the school day, often in connection with a book that is read or a science or social studies concept. Teacher use a variety of mediums and techniques, including pastels, paints, cut paper, and other materials. In addition, an Art Cart program comes to do art activities with our 4th grade one day per week. They complete art activities that are often displayed throughout the community. There is also an active Art Club after school, which has more than 50 members who do more in-depth projects that are harder to do in the regular classroom.

One of the long-term projects we have been working on is an outdoor classroom that focuses on gardening/science. We began by renovating an existing/outdated area and turned it into a working garden. Through the support of multiple Eagle Scout projects, we have included a greenhouse, raised planting beds, and a small orchard of fruit trees. Moving forward, we are installing a new 20'x30' greenhouse that will allow us to process and sell hanging baskets, flowers and vegetables. This greenhouse is the work of several grants, our PTA and school funds. Our students have come to love learning about growing and managing plants.

## **3. Special Populations:**

Greenmont Elementary School has embraced working with every student so that we maximize their potential. We frequently assess students formally and informally to gain data for tracking. In doing so, we

monitor strengths and weaknesses and create plans for each student to succeed. Whether it be a student portfolio, or assessment data gathered online, individual tracking of students is now commonplace. Within the general classroom, examples of individualization/modifications may be preferential seating, repeating of directions, clarification of instructions, extended time on assignments, chunking of assignments, shortened assignments, typing assignments opposed to hand writing them, reading quizzes/tests aloud, or a multitude of other ways to enhance learning.

Teachers have embraced the concept of individualizing instruction, which is evident in pacing concepts after initially instructed. Students will be able to go ahead at their own pace if the teacher determines they are ready, receive additional re-teaching by the teacher, have a peer tutor assigned to them, or have assignments specifically designed for them. Teachers do an excellent job communicating with parents what is to be done based on the student's needs. As we use benchmarks and other assessments to track reading and math levels, we can determine if students need to be involved with the Student Assistance Team process, are eligible for a 504 Plan, or become eligible for intervention. Students who are eligible for intervention services can be served by one of our two interventionists. The interventionists work with students in groups determined by specific areas of need. These groups are usually 2-4 students in size and meet for a period of six to nine weeks based on progress. Data is collected every two weeks for students in these small groups and shared with classroom teachers and parents alike. If a student continues to need those services, they remain, but their group may be changed based on the other students in need.

As we continue to track these students, monitoring specific progress along the way, we can determine as a committee if the need for additional services and/or testing is warranted. At that time, proper notification is prepared and the student goes through the testing process, which can last up to 80 days from signing permission to the Eligibility Committee meeting. For students that do not qualify, we follow additional suggestions for accommodations. For those who do qualify, we follow the IEP team's recommendations for services. Adversely, students who are performing well above grade level expectations can also be tested for Gifted services and receive enrichment through our GF teacher(s). Those students who enter the Gifted program are able to choose special topics to learn from a list which may include engineering, the arts such as theatre, or mathematics.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Greenmont is truly a community school where teachers know and care about students, their families, and the community. This is evident in everything that is done at the school, from the morning greetings, daily interactions with parents, both in person and through Class Dojo/Remind and engaging with students on a personal level about their interests—and using those interests to create engaging instruction. Students know that teachers care and that the school is a safe environment to inquire, make mistakes, build relationships, and grow academically and socially. Successes are celebrated in the classroom and at a school level through daily announcements and the quarterly school rewards assembly and sharing with parents and families.

The use of the 7 Habits of Highly Effective Students helps students know what is expected of them and gives them something for which to strive. The focus is on doing your best, working hard, listening to others, and being a good friend, and a good citizen. This positive, safe environment allows students to be themselves and do their best without fear of failure. A mistake is not necessarily a bad thing, but an opportunity for improvement.

Students also know that there are high expectations that teachers believe they can meet. Because they know teachers care and believe in them, students strive to meet these expectations. Teachers at Greenmont also have high expectations for themselves. Teachers regularly collaborate across grade levels to discuss what is and isn't working and to share ideas. There are monthly staff meetings where county staff and other trainers are invited to come and present to the staff. Staff book studies are completed regularly in areas of high interest or areas of need. If a teacher is struggling in an area, they may have the opportunity to visit another class or school or have county specialists come observe or teach a lesson in order to help. Teachers are able to have such high expectations of students because of the high expectations they have of themselves.

### 2. Engaging Families and Community:

Starting with the Open House Ice Cream Social before the beginning of the school year, families and community members are constantly encouraged to be a part of Greenmont Elementary School. We have a purposeful open door policy with our families that encourages parents and families to be a part of all aspects of our school. We truly feel that a welcoming environment leads to stronger bonds, which bring people closer together.

Our active Parent Teacher Association holds activities with students during and after the school day, including a Santa Shop at Christmastime, doing regular crafts with the classrooms, and hosting class parties and competitions. Parents are invited to come and be lunch helpers, read Accelerated Reader tests to students, participate in read alouds, and be general helpers in classrooms. There are school pot luck dinners, movie nights, and similar activities to engage students and families in the school. Families who participate in school activities have a positive, more familial relationship with teachers, as they interact in a more informal setting. This creates more of a partnership between parents and teachers, which has a positive effect on student achievement because it builds a more positive home-school relationship prompting students to be more likely to have an upbeat feeling about school. Additionally, each class communicates daily/weekly via LiveGrades, Class Dojo, text messages, Remind app, communication folders, and agendas. When students wake up and look forward to attending school their minds are more awakened to learning.

We have a strong association with our long-time partner in education, United Bank, which runs a Learn to Earn Bank for the students one morning a week and participates in school activities throughout the year. This participation can be seen in bank employees reading to classes and volunteering at school functions such as judging science and social studies fairs.

One of the simplest and best communication tools we have is due to our school's location in that so many

students are dropped off and picked up daily, rather than riding the bus. This true community feel ensures 95% of our parents make eye-to-eye contact with teachers while picking their children up. This personalized interaction is the simplest way to communicate daily and alleviate any possible issues or simply brag about our children.

### **3. Professional Development:**

Our focus at Greenmont is to do the best we can possibly do for our students. That means that professional development is part of our daily lives. First and foremost, teachers are constantly working with their teaching partners and across grade levels to discuss strategies that are working and ways to solve problems. As our student population is changing and many of our students face unconventional family situations and poor living conditions, the staff focuses on staff development to help meet our students' changing needs. At our monthly staff meetings, this includes having different stakeholders present about abuse, handle with care policies, and ways to help diffuse behavior situations and deal with social needs. Local law enforcement officials, counselors, and various employees at the Wood County Board of Education have presented on these various topics. These have helped staff members be more aware of what some students are going through at home and how to better relate to and help students in various situations.

Staff members always participate in academic trainings offered on the county level and often seek out additional trainings to help meet the needs of their students. Our students' greatest academic need is grade-level mathematics. In order to combat this, math trainers for the county have been invited to work with our staff this year on several occasions, as well as allowing teachers to visit other schools and observe other teachers to enhance their own instruction. This year, that has included 3 teachers who went to an unpaid 2-day training on a weekend to integrate yoga and meditation in the classroom to help students control their bodies and focus their minds. Integrating these practices in kindergarten, first, and second grade has helped to alleviate behavior problems of students who struggle with control, as well as calming the class as a whole to help prepare them for learning. Students enjoy and express excitement at the implementation of the yoga and meditation practices. Two teachers are currently National Board Certified and several others looking to get their National Board Certification. As much as possible, teachers take what they learn in trainings and really try to internalize it and integrate what they can in the classroom. New strategies and ideas are welcome as staff try to learn and grow to be the best teachers they can be.

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

Our school's philosophy on leadership can be summed up as being very collaborative. In an effort to prepare and involve as many persons as possible, we identify the need and match a person's strengths to fulfill that need. This way, several people experience leading groups, which makes the whole group that much stronger and prepared in moving forward. The underlying impact of this shared leadership is that we have multiple persons able to take charge in any situation. We are consciously building a school of leaders, which permeates staff, parents, and students.

Student leadership opportunities can be observed in our Student Council, Peer Mediators, hallway monitors, peer tutors, student mentors, philanthropic fundraising efforts, reading buddies, yearbook staff, morning announcements, cafeteria helpers and library helpers. The impact our student leaders has can be seen in the eyes of children as they look up to their fellow students as role models. A visual of this leadership and its impact can be seen when observing hall monitors as they encourage students to adhere to expectations leaving the cafeteria to go to the restroom prior to recess. It is amazing to watch as three student hall monitors help each day to to monitor, encourage, and control 60 of their peers. By teaching our students about this leadership position, students are afforded a renewed sense of pride.

Our parents perform a multitude of leadership roles seen in our PTA, aiding with school events such as our Walk-A-Thon, Spring Carnival, movie nights, and Open House, assisting as homeroom parents, lunchroom helpers, trip chaperones, and class readers. Our parents participating in leadership roles set good examples for our kids as they see the value of volunteering, which also builds a stronger bond between home and school.

The principal is the driving force behind the excellence in our school. He pushes staff and students to do their best every day, encouraging staff to take on leadership roles and be active in the school community. Our staff members serve in an extraordinary number of leadership roles that impact our students. Staff members lead grade-level teams and participate on our curriculum team and leadership team. The leadership team, for example, works with making school-level decisions and makes sure that all staff members are aware of what is going on within the school. Staff also help with assemblies and special activities, coach sports teams, volunteer to lead our various club offered to the students. Staff members also lead safety drills and are trained to respond to emergencies as members of our crisis team. We believe that leadership promotes a greater working relationship and fosters growth amongst students and staff.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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How do you truly quantify the impact love and opportunity have upon students? Everything we do together as a school has our children at our center. Our goal is for every one of our students to wake up in the morning excited to get out of bed and come to school, thus we feel that we owe it to our students to provide them with an assortment of opportunities. We feel that students who can participate in activities they love will, in turn love coming to school, which opens their hearts and minds to learning. With a foundation of love, we do everything in our power to provide opportunities for students to find their true passion in school, whether it be performing an awesome science experiment, playing an instrument, spending time with their friends, learning about an artist then painting or drawing, practicing photography, learning how to be an archer, anchoring the morning announcements, learning how to raise plants in our garden, programming robotics, laying out our yearbook, singing in our choir, or that special feeling inside when you finally learn how to divide fractions.

As a staff, we have people who love coming to "work" each and every day and that shows in the way we interact with our students. We view our students as our own children and we use every ounce of our being to get our students to reach their individual and collective best. Every decision, large and small, has students at the heart of the matter. Our shared decision making between staff, students, parents and our community always focuses on what is truly best for students. In the end, we truly believe that providing opportunities for our students to become what their dreams envision is what matters most.