

U.S. Department of Education
2020 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 Dr. Andrew T. Davis
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 3500 Hobbs Road
(If address is P.O. Box, also include street address.)

City Nashville State TN Zip Code+4 (9 digits total) 37215-2313

County Davidson County

Telephone (615) 298-8082 Fax (615) 783-2814

Web site/URL https://www.juliagreen.org/ E-mail andrew.t.davis@mnps.org

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

Date _____

(Principal's Signature)

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

District Name Davidson County School District Tel. (615) 259-4636

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Anna Shepherd
(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. 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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 72 Elementary schools (includes K-8)
 - 33 Middle/Junior high schools
 - 23 High schools
 - 0 K-12 schools
- 128 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	50	49	99
1	47	53	100
2	45	41	86
3	47	27	74
4	46	40	86
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	235	210	445

*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
 - 5.8 % Asian
 - 3.1 % Black or African American
 - 3.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85.4 % White
 - 1.9 % 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 2018 - 2019 school year: 9%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	38
(4) Total number of students in the school as of October 1, 2018	440
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

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

Arabic, Chinese, German, Korean, Marathi, Russian, Spanish, Turkish

English Language Learners (ELL) in the school: 2 %
9 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 14

8. Students receiving special education services: 11 %

49 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>5</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school 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 19:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	97%	97%	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 2019.

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.

The Mission of Julia Green is to create a foundation that encourages compassion, tolerance, integrity, and a commitment to learning.

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

Julia Green Elementary School is named after a true progressive educator: Julia McClung Green. Ms. Green, 1873-1961, served Davidson County Public Schools for fifty-seven years, as a teacher, the first Supervisor of Elementary Education (1911-1944), and Director of Character Education. She pioneered school hot lunches, health programs for children, local affiliation with national education organizations, and the local PTA movement.

Another interesting distinction for Ms. Green was that she had a school named after her while still alive. Julia Green Elementary opened its doors in 1949, and serves as a neighborhood zone school for kindergarten through fourth grade students. The school campus has experienced startling growth in the last 20 years while still embodying many of its namesake's passions. Starting in 1999, Julia Green families believed that private investment in Nashville public schools was both possible and desirable. Through parents' hard work, dedication, and sacrifice, enough funds were raised to start on an ambitious building expansion program that represented the first time, private funds partnered with public dollars in a public school in Nashville. Those families' vision paved the way for the creation of the Nashville Alliance for Public Education that now benefits many public schools throughout the city.

Julia Green's campus is located in the southwest section of Nashville in the Green Hills neighborhood. Following the namesake of our neighborhood, dramatic oaks grace the campus entrance. The school's several phases of expansions began in 2008 when an additional wing of classrooms, library, performance hall, and office suite were built with PTO and Public funds. That expansion received a Silver LEED certification in 2010. In 2013, the school district purchased two neighboring lots to expand the campus's greenspace. In 2017, the PTO and district collaborated in renovating the gym for the students. All of these endeavors highlight the true strength of Julia Green, which is its sense of community.

Students, and their families, know they play an integral role in the overall success of Julia Green School. The sense of community is seen in the school's high academic performance. Highlighting that performance is the fourth place academic performance rank of Julia Green out of all Tennessee public and charter schools, kindergarten through eighth grade, that took the State assessments in the spring of 2019. The sense of community is felt in the classrooms and halls. Julia Green is an authorized International Baccalaureate World School that offers the Primary Years Program (PYP) for all of its students. The school's motto is "A school of Thought & Thoughtfulness." In offering the PYP, students not only take the core courses of math, English Language Arts, science, and social studies, but also Chinese language, physical education, art, and music. Teachers design the academic courses around units of inquiry, and the material is taught in a trans-disciplinary way. Students learn science concepts by reading texts and completing a culminating task in ELA class. Students and staff recite Julia Green's character counts pledge every morning: "I will show that I am a person of character. I will be responsible, respectful, trustworthy, caring, and fair to myself and to others. I will strive to be a good citizen throughout the day." This pledge is based on the school's vision to work in partnership with family and community to create and maintain a safe, positive, diverse and challenging learning environment. The school's desire is to prepare each child socially, emotionally, and academically to achieve his or her fullest potential. Moving toward a more global perspective, the students, staff, and parents seek to educate responsible citizens who exemplify and understand the importance of the universal attitudes and profiles of the International Baccalaureate Primary Years Program.

Julia Green school produces leaders. Almost half our students will leave the public school system after fourth grade and enter independent schools that are known for their competitive admissions and high academic standards. Another ten percent of our fourth grade students will qualify and enter the public school system's middle school academic magnet programs. Whether the students attend private or public schools, those schools report back to Julia Green's administration that they consistently receive Julia Green students that are not only academically capable to excel at a high level, but the students also demonstrate leadership skills and an inclusiveness not always seen in students from other schools. Those skills are developed while at Julia Green with students serving as 4th grade ambassadors that greet students in the morning, students running the recycling program at school, or serving as reading buddies to younger students when they are in second, third, or fourth.

Julia Green has become one of the top academic performing schools in the country through the endeavors of a passionate and dedicated staff that work to see students become thoughtful, productive global citizens; and families that know the importance of community involvement in schools create and foster neighborhood schools that resemble an extended family.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Being an IB World school, Julia Green strives to develop global citizens via the PYP which includes the study of another language (Julia Green has chosen Mandarin Chinese), guided inquiry into 6 themes of global importance, and the development of the 10 Learner Profiles. The curriculum is based on the Tennessee standards and the Metro Nashville Public Schools scope and sequence for each core subject; and it is delivered through the PYP which includes five essential elements: concepts, knowledge, skills, attitudes, followed by student action. Since the school uses transdisciplinary learning, classes are self-contained, and all core subjects are taught by the homeroom teacher. The culminating PYP experience for every student occurs in fourth grade with an extended, in-depth, collaborative project known as the PYP exhibition.

This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community. During May, each group presents over two days in an exhibition-style arrangement where other classes, parents, and invited guests can observe their research and action component, and hear each member's role in the project.

Academic screeners for reading, writing, and math are used three times per year as part of the State's Multi-Tiered Systems of Support (MTSS). Data meetings are held every five weeks, and students who fall below the Tennessee State Tier I floor level of twenty-five percent are progressed monitored weekly. The MTSS data team consists of the homeroom teacher, instructional coach, administrator, school psychologist, and school counselor. Tier II and Tier III students' progress is reviewed at each five week data meeting, and the team determines if the student exits, continues with current intervention, or if a change in intervention is warranted. Due to the low numbers of Tier II and III students at the school, a higher Tier I floor is used, which is approximately forty percent (40%).

1b. Reading/English language arts

The English Language Arts (ELA) curriculum includes best practices grounded in current research data. This data shows literacy instruction is most effective when students spend the majority of their time reading and writing based on complex, high quality texts. These anchor texts are selected by the district and are part of the ELA scope and sequence. Our ELA curriculum also includes explicit instruction and student-centered discussion. Research also shows that when students make choices about their learning through book selection, writing topics or goal setting, they become active agents of their own learning, which creates an engaged learner and a foundation for lifelong curiosity.

Our core literacy instruction is standards-based and employs the gradual release model using literacy based instructional strategies. As students in kindergarten through 2nd grade focus on the standards shift of learning to read, a daily literacy block during the day might include strategies such as guided reading, interactive read aloud, shared writing and students working collaboratively in literacy stations. Literacy instruction is also grounded in foundational skills, with teachers explicitly teaching phonological awareness and phonics to provide a strong base to beginning readers. As the shift in 3rd and 4th grades becomes reading to learn, it is normal to see students in classrooms annotating a text with partners, engaging in a Socratic seminar about a text in order to strengthen their language and communication skills, or researching a topic on a laptop. In all grades, students engage in authentic culminating unit tasks during their literacy blocks that push students to think deeply and reflect upon an anchor text and non-fiction complementary texts that they have read multiple times and demonstrate their understanding through writing. Student tasks are authentic, purposeful and connect to the real world as much as possible in order to develop critical-thinking and problem-solving skills needed for success outside the classroom. The teacher provides fluid, flexible small group instruction to students based on their area of need, and instructional decisions are based

on data from text-level assessments, reading running records, district-wide fluency and comprehension assessments and teacher-created formative classroom and summative grade-level assessments. Small group instruction with the teacher will vary from guided reading with leveled readers specific to that group of students to writing instruction and phonics instruction. Knowing that students learn in many ways, teachers strive to use a balance approach in literacy blocks that allows students to be successful and develop a love of literature that will last forever.

During each grade's daily forty-minute personalized learning time (PLT), students are divided up into either math or ELA enrichment or intervention based on the student's greatest need as evidenced by a normed assessment, Measures of Academic Performance, and homeroom teacher input. If the student is placed in an intervention group due to being below grade level performance, those groups have specific requirements as prescribed by the State's MTSS guidelines. These groups are fluid, and students can switch between subjects or groups in nine week or semester periods based on grade-level teacher input. Enrichment groups have more freedom to use inquiry-based learning and fast-paced lessons where teachers are facilitators. For an ELA enrichment group, students might participate in more of a book club type environment where they are free to write and research topics they are interested in exploring.

1c. Mathematics

At Julia Green, our teachers take a student-centered approach to developing mathematical concepts. Using the Tennessee State Standards and the districts scope and sequence, teachers design lessons that teach students how to make a conjecture, discuss and test these conjectures, and develop their own strategies for solving a problem. At the beginning of a new concept or unit, students are presented with a real-world situation which includes a problem and requires a solution. These tasks are meaningful to students because of the connection they make within our students' community and lives. Students are then allowed time to grapple with the scenario independently. This independent time allows students to take risks and gives ownership of constructing their own understanding. If students feel they have developed a working strategy within their independent time, they are encouraged to solve it using a different strategy. This allows the brain to make connections between similar concepts.

Students are also required to write about their mathematical thinking. By making connections between language and mathematical ideas, students form a deeper understanding of the concepts they are learning. After students have had time to work with the problem, they are given time to discuss their ideas with a partner. This discussion not only results in a sharing of ideas, but also elicits misconceptions within strategies. Through these discussions, students develop skills in agreeing, disagreeing, questioning, and collaborating. This discussion time also allows for students to realize and make their own corrections.

Finally, whole group is called together to share ideas, misconceptions, connections, and strategies with one another. During our math instruction, students are charged with the task of constructing their own knowledge, while receiving guidance from their teacher. At Julia Green, teachers do not simply impart knowledge that is then replicated; students discover ideas and structures that already exist.

During each grade's daily forty-minute personalized learning time (PLT), students are divided up into either math or ELA enrichment or intervention based on the student's greatest need as evidenced by a normed assessment, Measures of Academic Performance, and homeroom teacher input. If the student is placed in an intervention group due to being below grade level performance, those groups have specific requirements as prescribed by the State's MTSS guidelines. These groups are fluid, and students can switch between subjects or groups in nine week or semester periods based on grade-level teacher input. Enrichment groups have more freedom to use inquiry-based learning and fast-paced lessons where teachers are facilitators. For a math enrichment group, students might participate in more project based learning tasks, and be exposed to math concepts above their current grade level.

1d. Science

As the Tennessee Science Standards have developed over time to make students more scientifically aware, the science curriculum at Julia Green has worked to incorporate key content with the science and

engineering practices that are essential for student understanding of the scientific world. Teachers integrate core content with the science and engineering practices and skills students need to master, while also looking for common themes throughout the world in which they live. This unique approach to science instruction creates an environment rich with opportunities for all students to interact with and develop an understanding of how the world works around them. Through teacher created units, science curriculum is grounded in inquiry-based learning and design thinking to help students become creative problem solvers, excellent collaborators, and knowledgeable scientists engaged in real-world solutions. Using the district-provided ELA scope and sequence, science lessons are integrated with high quality, non-fiction texts in order to help students build background knowledge and expose them to important, domain-specific academic vocabulary.

By incorporating literature with the science and engineering practices, students can make connections between practices and apply their learning in a real-world context. Teachers provide hands-on experiences that allow students to ask questions and define problems, interpret and analyze data, construct explanations, or design solutions to a scientific problem. For example, observers might see first graders, working in our student garden studying the life cycle of plants they have planted, while reading about butterflies and how they are pollinators. In third grade, our students hold a science fair where each student devises a hypothesis, researches it, and finally conducts an experiment to test their hypothesis. This large-scale project helps prepare students for fourth grade exhibition.

1e. Social studies/history/civic learning and engagement

The social studies curriculum at Julia Green spans from students' learning about their own community, government, and their home state of Tennessee, and the history that has shaped their nation today. Instruction is based upon historical and cultural relationships that build understanding of the world in which students live. The Tennessee Social Studies Standards are grounded in the use of primary sources coupled with non-fiction texts that present multiple perspectives of historical people and events. Multiple literacy strategies are utilized to achieve this learning and challenge students through an integrated approach to instruction.

Teachers strive to create lessons and educational experiences that enrich the content taught in the classroom. Second grade students who study state government visit the State Capitol in downtown Nashville to see the three branches of government in action. Teachers look for opportunities to make learning relevant and personal by creating lessons that link Tennessee State Standards to the IB PYP Units studied throughout the year. Students work collaboratively to problem-solve and generate solutions such as writing letters to the mayor or designing a classroom constitution. Students engage in these relevant and powerful activities and learn about their work with a particular mind-set on being a global citizen.

1f. For secondary schools:

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

2. Other Curriculum Areas:

The Visual Arts program is what many visitors see when visiting the school since student artwork is constantly displayed throughout the halls. Students focus on a range of art techniques and media including clay, textiles, and weaving, sewing, sculpture, painting, drawing, and collage. Each year, a renowned chalk artist visits the school, and each grade decorates sidewalks throughout the campus around a consistent theme such as "if I were a fish, I would look like" and then the students draw the chalk fish.

Living in Nashville, music plays an important role in our school. We recently celebrated the selection of our music teacher as the School's Teacher of the Year. Our standards-based music programs begins in kindergarten with written reflections of a swath of musical styles. As students grow, so does the depth of their musical instruction. Not only do our 2nd grade and 4th grade students visit the Country Music Hall of Fame each year, the music teacher ties it into the 2nd grade IB Legacy Unit, and the 4th graders have a songwriting unit in ELA that culminates in the Hall of Fame visit where certain songs are selected to be

recorded. Each grade level has a musical performance each year, and they are tied to a social studies standard or ELA unit they are studying. In addition, performances have a global music heritage component as we demonstrate our global-mindedness as an IB PYP school. In addition to recorder practice starting in 3rd grade, the PTO purchased ukuleles that the teacher weaves into instruction for each grade level.

At Julia Green, the team believes that coordinated school health (CSH) is the responsibility of the entire learning community. The physical education teacher, school counselor, and school nurse lead our CSH team. Daily, standards driven PE lessons encompass all areas of living a healthy lifestyle. From rock climbing in the gym to guided mindfulness and nutrition, our comprehensive health program instills within our students, a passion for healthy living. Our school participates in the annual Walk to School Day, and each spring our students participate in a month-long marathon that culminates with our spring Hornet Hustle road race around the campus. Then our community participates in our Get Fit on the Green community event later that night where healthy habits are exhibited and families dine on healthy food choices outside.

Since Julia Green is an IB PYP school, we have Mandarin Chinese that is taught from kindergarten to 4th grade. Chinese culture is taught in more detail each year the students' progress through the program, and it culminates in 4th grade when they start writing in Mandarin Chinese. Each winter the students learn the new Zodiac animal for the Chinese New Year, and what their own Zodiac sign is. Then the school celebrates the Chinese New Year with an interactive assembly where the students teach the staff what the new Zodiac animal is for the New Year. The ceremony ends with an actual dragon dance.

Our technology has been upgraded over the past few years through the assistance of our PTO. They have funded the purchase of six laptops and six iPads per classroom. Teachers use these devices as a center during the ELA and math block for students to hone their reading, phonics, and math skills through computer-adapted skills programs. In addition, 2nd through 4th grade has two computers on wheels (COWs) per grade with each COW holding thirty more laptops and a printer. These grades use these COWS during individual and collaborative research projects through the year. By utilizing COWS as opposed to a dedicated computer lab, we are able to provide more classrooms with technology at their fingertips more frequently.

Our Julia Green students, also known as Hornets, love the library. The school utilizes open checkout each morning so as soon as students arrive at school and put up their belongings, they can grab their library card and visit the library to return books and check new books out. Our library participates in the Limitless Libraries program that means Julia Green students have access to every book in every public library throughout Nashville. Our library media specialist also collaborates with each grade, each month on providing literature centered lessons that align with the American Association of School Librarians (AASL) standards. Probably the most popular school event each year is the Julia Green Read-a-Thon (R.A.T.) that the school and the PTO put on each year. Students accumulate credits for reading they do over a two-week span during the winter, and then winners are decided and awarded prizes for different categories. The grand prize is the Hornet Heart award that is given to a 4th grader who submits an essay detailing how R.A.T. has ignited their love of reading over the years, and what reading for pleasure means to them.

3. Academic Supports:

3a. Students performing below grade level

Julia Green is guided by a Multi-Tiered System of Support (MTSS), which is a continuum of evidenced based practices to support a timely response to academic and behavioral needs, using databased decision-making. Three times a year, students are given a Universal Screener to determine individual learning needs. In kindergarten and first grades, FAST (Formative Assessment Systems for Teachers) curriculum-based measures are used, while grades 2-4 use Northwest Evaluation Association-Measures of Academic Progress (NWEA-MAP) assessments. Students scoring below the 25th national percentile are considered for academic interventions. Additional data reviewed includes text level assessments, district benchmarks, grades, classroom assessments, writing samples, attendance records, and social emotional concerns. The Julia Green data team, consisting of our principal, assistant principal, general education teachers, school counselor, instructional coach, and school psychologist meet every five weeks to discuss the progress of

individual students, determine which students may need intervention and what type of intervention is needed.

Tier II students receive intervention from reading interventionists or a classroom teacher serves as the grade-level interventionist for math. Teacher use diagnostic testing and research-based interventions such as small group instruction or Kahn Academy to work with targeted students in reading and math. Students are progress monitored weekly. Group size is capped at six students, and they meet daily.

Students in Tier III, below the 10th national percentile, work with our interventionists using systematic, explicit phonics instruction and fluency work. These groups are capped at three students to one interventionist, and they meet daily. Students are progress monitored weekly.

3b. Students performing above grade level

Julia Green students identified as academically gifted participate in our Encore program weekly. Participants meet with our Advanced Academic Resource Teacher (AART) for 2-3 hours per week. During this enrichment, students engage with rigorous content that elevates the standards-based instruction they receive. With a focus on STEAM, creative problem solving, and literature, gifted students have access to a curriculum tailored to their unique abilities and learning styles. Presently, over 18 percent of our student population qualifies for Encore services.

In addition, the MTSS data team in collaboration with the grade-level team identify students who are scoring above the 90th percentile on the MTSS screeners to participate in ELA or math enrichment activities during their PLT. Grade level teachers serve as the ELA enrichment specialist for each grade, while a math enrichment specialist serves K through 4th grade. These students are working above grade-level.

3c. Special education

Students who meet EE (exceptional education) criteria have an individualized education plan (IEP) that drives instruction. Julia Green strives to provide each child's instruction in the least-restrictive environment, whether that be inclusion, small group, one-on-one, or paraprofessional support. Student work on skills-based instruction using a variety of interventions including Wilson Reading, S.P.I.R.E, PCI Reading and Touch Math. Data is taken continuously, and progress reports are issued each grading period and when progress reports are issued to general education students. Students with disabilities, which make up 11 percent of our student population, are motivated with weekly data chats, and in some cases daily check-in, checkouts with their case managers. Julia Green staff have high expectations for all students.

3d. ELLs, if a special program or intervention is offered

ELL services are provided by an itinerant ELL-endorsed teacher that serves students daily through either a pull-out model or inclusion with the homeroom teacher. Currently, two percent of our student population qualifies for ELL services, and some of those students opt-out of the program.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Julia Green, there is a firm belief that our growth and achievement are directly tied to a positive school community that focuses on the whole child. That school community is the talented dedicated teachers; the helpful, productive staff; the supportive, caring parents, and most importantly the students themselves. All work together to keep students safe, motivated, and to keep their academic, social, physical and emotional needs at the forefront of instruction. Teachers and staff infuse character education and social emotional concepts into all content areas in academic learning. This action gives students a voice for problem solving and development of their own future goals. Julia Green has high expectations for students, both academically and behaviorally. The school models the mission daily to create a foundation that encourages compassion, tolerance, integrity, and a commitment to learning. The staff, along with the PTO, work daily to motivate students daily by creating curiosity in learning, and making sure students realize learning can be fun.

Students can request to participate with the counselor in social groups to work on social building skills. Our school counselor, along with teachers, provides weekly lessons on conflict resolution, and mindfulness to minimize anxiety among students. Every classroom conducts morning meetings where no students are pulled from homeroom for services during morning meeting. In addition, homerooms conduct a closing circle at the end of the day.

The school uses community voice to nurture continuously and build our school climate. During the fall 2019, students gave an eighty-seven percent favorability rating to teacher-student relationships. The teacher and staff receive regular feedback from parents, students, and stakeholders through school-developed and district-developed needs assessments. The district-level survey, given in the fall and spring, offers stakeholders a way to give voice in the school community.

2. Engaging Families and Community:

Julia Green is a zoned-school, which means families must live within a specific geographical boundary around the school to attend it. The vast majority of students who start at Julia Green in kindergarten will finish fourth grade at Julia Green unless they move out of the county. Julia Green is not only a community school due to families living in proximity to the school, but also because the staff and parents really do collaborate to maximize a child's time here academically and socially, emotionally. This relationship between the school and the PTO has been developed over years. There is constant dialogue between the school and the PTO over needs and what supporting a school looks like. In addition, the school turned over all fund-raising to the PTO so they have a vested, financial voice in key school initiatives and plans. The Julia Green PTO is vital component of the school's success. From running their own web page for the school to putting out a weekly, Hornet News, that details volunteer opportunities in the school. For the past few years, during the annual Invest-in-your-child campaign, they have received a 100% participation in returning pledge cards. In addition, even as enrollment decreased due to shrinking the physical size of our zone, monetary donations from parents has risen year over year. The PTO sponsors parent education nights, a spring social for staff and parents, Fall Carnival, Grandparent's Coffee, Holiday Lunches, R.A.T., the 2nd grade overnight weekend trip, and 4th grade promotion. Not only are there those big events, but each homeroom has a homeroom parent that organizes volunteer opportunities for each classroom.

The Julia Green family also is committed to giving back to its community. The PTO funds a food pantry and other vital necessities for families of students in need. In addition, the school participates in food drives, book donations, and a school uniform recycling program.

Julia Green School is the school it is today due to the staff and parent collaboration in creating a true community school.

3. Creating Professional Culture:

Julia Green works diligently to provide teachers with rich opportunities for professional learning, reflection, and growth. Learning is facilitated in several ways. Teachers can make proposals to the PTO finance committee that is comprised of staff and parents to attend conferences and trainings off-campus. In addition, the PTO finance committee has funded for speakers and trainers to come to school where the entire faculty receives professional development. In addition, grade-level teams meet weekly with administration and/or the instructional coach in professional learning communities (PLCs). These PLCs are either utilized to disseminate training or initiatives from the district, or the teachers complete a professional learning needs assessment each year, and professional development with research-based strategies are used with teachers. Beside those professional development opportunities, the district provides funds for teachers to attend IB trainings annually. The school also does book studies, selected by teachers, quarterly after school. Usually there are four to five different groups going at one time so teachers have voice and choice in what book study they participate in each quarter.

A more personalized approach to learning is offered as the instructional coach works with individuals to accomplish targeted goals chosen by the teacher. These coaching sessions are non-evaluative and vary based on a teacher's knowledge and experiences. While a newer teacher may focus on improving classroom management, a more experienced teacher might work on how to deepen the content and quality of questioning in the classroom. The instructional coach may observe or model lessons, work with a team to plan lessons, or coach a teacher how to deal with a challenging issue.

The state evaluation system is also designed to be yet another powerful opportunity for learning. As teachers utilize administrative feedback from formal observations, they work on areas of refinement and embed reflective practices into their daily work. Additionally, the district provides learning sessions throughout the year on literacy, math, science, social studies, and SEL initiatives. The staff of Julia Green believes we are all life-long learners, and continuous improvement can be made to our teaching craft that directly correlates to student achievement and learning.

4. School Leadership:

Julia Green supports and embraces a shared leadership philosophy. This philosophy is evident as the principal and assistant principal identify teacher strengths and encourages teachers to take on roles that play to those strengths. The administration believes in empowering each teacher to help each child achieve. Each grade-level has a lead teacher that organizes weekly grade-level meetings and serves on the school-wide leadership team. Every teacher serves on a vertical alignment committee based on their strength in ELA, math, science/social studies, or SEL. The principal frequently meets with parents, teachers, and students to explore how they can play a supportive role in continuous achievement. This collaborative and shared leadership philosophy at Julia Green continues to facilitate a community of leaders that are all engaged in helping to ensure student made success. At the core of every decision, the question is asked: "How does this impact the child?"

Parent leadership is also essential at Julia Green. The PTO conducts monthly meetings to discuss important matters and decisions regarding all stakeholders at Julia Green. The PTO serves a very important role in guiding parents to volunteer in the classroom and lead various activities that assist in growth and achievement among students. At the core of the PTO, the PTO Executive Board that also meets monthly lays out the yearly agenda for the PTO along with the school administration.

As discussed at the beginning, Julia Green produces leaders. There are plenty of opportunities for fourth graders to serve in leadership roles, and the IB Learner Profile is key in developing leadership attributes in all Julia Green students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

When observers visit Julia Green, they often ask teachers what the one strategy that drives student growth is, and without fail, any teacher will say “the use of data to drive the instruction for each individual child to perform better regardless of where the data says they are performing.” The use of data analysis to determine student achievement and determine an individual growth curve for each student in math and reading is expected and delivered by staff repeatedly throughout the year. As staff’s efficacy of data use to determine student learning curves has increased, the school now sees students taking ownership of their own learning trajectory in a developmentally appropriate way. The use of data alone is not the key to student success at Julia Green. Implementing a PLT for every 1st through 4th grader where they receive pinpointed remediation, re-enforcement, or enrichment of standards based on where the data says they need to go has borne much fruit for student success. These groups are fluid, and most importantly, you see every student experiencing academic success during PLT. The pacing seems perfect for students during PLT so you see students engaging and taking ownership of their learning during this time. That student success then translates to student success back in their homerooms over the course of the year. The school’s goal is to grow every student at least one year academically, and in the case of students who are below grade-level expectations, the school wants to get them to grade-level performance within that year. Having teachers look at each student’s learning curve individually has made it possible for no student to hide or slide by on prior achievements. By seeing what each student needs, teachers have improved on differentiated instruction by necessity.

The true boost to the student achievement the school has seen is that once a student’s trajectory is determined, teacher, student, and parent work collaboratively to improve on that curve year after year.