

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Greathouse Shryock Traditional School
(As it should appear in the official records)

School Mailing Address 2700 Browns Lane
(If address is P.O. Box, also include street address.)

City Louisville State KY Zip Code+4 (9 digits total) 40220-1299

County Jefferson

Telephone (502) 485-8259 Fax (502) 313-3466

Web site/URL
<https://sites.google.com/jefferson.kyschools.us/greathouseshryocktraditional> E-mail karla.davis@jefferson.kyschools.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* Dr. Marty Pollio E-mail marty.pollio@jefferson.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County School District Tel. (502) 485-3011

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Diane Porter
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

- Number of schools in the district (per district designation):
 - 90 Elementary schools (includes K-8)
 - 24 Middle/Junior high schools
 - 21 High schools
 - 1 K-12 schools

136 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

- 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

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	44	50	94
1	44	50	94
2	54	42	96
3	51	48	99
4	53	60	113
5	57	59	116
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	303	309	612

*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):
- 0.5 % American Indian or Alaska Native
 - 28.4 % Asian
 - 18.3 % Black or African American
 - 4.6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 44.3 % White
 - 3.9 % 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 2019 - 2020 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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2019	612
(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. Specify each non-English language represented in the school (separate languages by commas):

Albanian, Arabic, Bengali, Chinese, Gujarati, Hindi, Kannada, Korean, Mandarin, Marathi, Nepali, Persian, Russian, Spanish, Tamil, Telugu, Urdu, Vietnamese, Yoruba

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

7. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 150

8. Students receiving special education services: 4 %

25 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</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: 19

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
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.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 25:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	96%	97%	97%	97%
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 2020.

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. 2007

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

Greathouse/Shryock Traditional Elementary School provides a rigorous academic learning environment that will enable students to enter middle school at or above grade level. The staff of Greathouse/Shryock Traditional Elementary School is committed to providing a traditional learning environment where each student is responsible for his/her own social, academic, and physical well-being in order to become a contributing member of our diverse society.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Greathouse/Shryock provided virtual instruction from March, 2020 to March, 2021. On March 17, 2021 the district transitioned to a hybrid model where students were divided into two groups by last name. Group A (last names A-K) attended on Mondays and Tuesdays and Group B (last names L-Z) attended on Thursdays and Fridays. Wednesday was an asynchronous, online learning day for all students. In addition, students had the option to remain all virtual. This model continued until the end of the 2020-21 school year.

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

Our 612 students in kindergarten through fifth grade represent a diverse population that comes from suburban and urban communities and reflects all socioeconomic levels. Any student residing in Jefferson County who desires a more structured instructional environment is eligible to apply to the traditional program. The traditional program has no official selection criteria other than student address. Students are selected for program participation through a random-draw, computer-generated lottery list. This random draw list becomes the wait list and is used to place students through the fifth day of school. After the fifth day of school the enrollment period is closed. This process is overseen and monitored at the district level to ensure that enrollment meets the district’s diversity guidelines. Our program capacity is 612 students in

kindergarten through grade five. We have four classes at each grade level with twenty-four students in primary classrooms, twenty-eight students in grade four and twenty-nine students in grade five. Our self-contained ECE unit services 10 students grades K-5. There are no special considerations or priority given to siblings for enrollment. Each student must complete an individual enrollment form.

PART III - SUMMARY

Greathouse/Shryock Traditional Elementary School is a magnet school for the traditional program within the Jefferson County Public Schools. Located in the heart of St. Matthews, the school serves students from all parts of the county. Our current school building was built in 1957. We serve a diverse student population of families from a variety of cultures and backgrounds. Our program is well known in the community for its traditions of excellence and academic success. The traditional program is one of the district's oldest and most popular programs. The traditional program was created to provide a structured climate for learning with an emphasis on patriotism and moral values. Students begin each day with the pledge to the flag and a patriotic song. School programming includes Veteran's Day celebrations and character education. The program provides a traditional learning environment where each student is responsible for his or her own social, academic, and physical well-being in order to become a contributing member of our diverse society. The program stresses basic skills in a highly organized environment with stringent academic standards and high expectations for students. There are defined discipline and dress codes as well as nightly homework. Parent involvement is encouraged, and the school provides frequent communication to parents to strengthen continuity between home and school. The partnership between all stakeholders is the cornerstone of our program. Our children achieve at high levels because there is a partnership agreement between the school, student, and parent.

Our program continues to grow through the focused and intentional work in the three pillars and six systems identified by our district. The three pillars are culture and climate, racial equity, and JCPS Backpack of Success Skills. These overarching ideas impact decision making and programming at every level. The six systems are standards and curriculum implementation, effective use of data, collaboration and planning for deeper learning, progress monitoring and analysis of student work, academic and behavioral supports, and instructional feedback and professional learning. These six systems drive the work of our Professional Learning Communities (PLCs) that meet weekly to look at data and inform instructional practices. The work within these key strategies has helped us to continue to push students and staff to reach their fullest potential.

One innovative program and approach that the school has implemented is the JCPS Backpack of Success Skills. All students in all grade levels participate in deeper learning initiatives that foster and develop these important life skills. All fifth grade students defend their transition readiness at the end of their 5th grade year. Student's showcase their learning and how they have developed the JCPS Backpack of Success Skills over time. Students showcase artifacts of their learning. Students use their artifacts to prepare and present a 5th grade defense of learning to panel of community members to demonstrate middle school readiness. These life skills include Productive Collaborator, Emerging Innovator, Effective Communicator, Prepared and Resilient Learner, and Globally Culturally Competent Citizenship. This culminating learning event demonstrates our school's commitment to preparing students for life beyond the classroom.

In an effort to celebrate and recognize our diverse student population, we have coordinated a Culture Night the last 2 years where students and families have come together to showcase parts of their culture to the rest of our school community. We had elements of dance, art, artifacts (clothing, money, flags, etc.), and food that were showcased throughout the night. During the pandemic this event continued in a virtual setting through virtual, video submissions.

There have been many changes at our school since our last recognition in 2007. We transitioned to a modified approach to instruction using the workshop model. In this model, teachers begin by modeling a skill or concept, followed by whole group and independent practice. This scaffolded approach leads to student mastery. Another change included the development of PLCs. This involved providing common time in a master schedule for weekly collaboration. Another addition to our daily schedule included an intervention and enrichment learning block for all students. During this time students are grouped according to need based on current assessment data. Teachers collaborate to provide instruction in small groups. Our demographics have drastically changed since we last received this award. In 2007 we had 0% limited English proficiency students. Today we have 9% (57 students) who currently receive English as a Second Language Services. Another addition to our school is a self-contained Exceptional Child Education unit that

serves 10 special needs students. Another change is the formal identification of gifted and talented students. Identified students receive enrichment and extended learning opportunities. Another addition is an intentional focus around racial equity through the development of a racial equity plan to drive systemic change. This includes teacher professional development opportunities, policy reviews and instructional practices. Additionally, overall student supports have changed in our program. We now offer social emotional learning through monthly guidance lessons with the school guidance counselor. We have a part-time mental health practitioner on staff that works with identified students. We have added a family resource center and coordinator to provide a variety of supports to our school community. Our entire staff has been trained in trauma informed care approaches. We have also added an exceptional child education implementation coach to coordinate the intervention and referral process and implementation of individual education plans. All of these supports help us best meet the individual needs of our students while continuing our focus on academic excellence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Greathouse/Shryock's curriculum is derived from the Kentucky Academic Standards. Teachers follow our district's pacing guides to ensure that all content is covered during the school year. Student performance is closely monitored through continuous assessments to ensure mastery of the curriculum. All students have access to the core curriculum and are taught at high levels. They are expected to achieve at high levels by producing proficient or distinguished work. Developmentally appropriate instruction delivered through the workshop model and the use of real world applications help students reach their goal of proficiency.

Our school uses a workshop model approach to reading instruction. This interdisciplinary approach enables students to effectively comprehend and understand a variety of texts and read for a variety of purposes. The workshop model focuses on comprehension strategy instruction. These strategies include: using schema to understand and remember, questioning, making inferences, visualizing, determining importance, synthesizing, and monitoring meaning. Teachers often launch the workshop model by using "Comprehension Connections" by Tanny McGregor. This text offers concrete examples before giving students abstract strategies to apply to their reading. Instruction is delivered through the I do, We do, You do workshop approach. Students are asked to apply skills learned to their independent reading. During this independent work time teachers conference with students to further address individual learning needs. As lesson closure, community conversations are held during "Share Square" to foster a love of reading. This community conversation incorporates listening and speaking standards and serves as daily formative assessment for the teacher.

The workshop model is also used for writing and composition instruction. Students learn to use the writing process to write for a variety of purposes. They write to inform, persuade, and entertain and often for authentic audiences. Students write and explore a variety of text and genres. Mini Lessons often include a focus on the "tools" that writers use. We have worked hard to develop a Writer's Toolbox, common language and set of grade level expectations for the tools that we want to see in student writing at Greathouse. Emphasis on the writing process including planning, revising and editing is a part of our workshop model. Students demonstrate proficiency of the JCPS Backpack of Success Skill, Effective Communicator, by writing on a daily basis. Over time, pieces are developed and artifacts are included in the JCPS student backpack and become part of our students 5th Grade Defense.

Instruction in math includes the study of concepts and skills in number, computation, geometry, measurement, probability, statistics, and algebra. A hands-on approach is used to introduce concepts before moving to paper and pencil activities. IXL, an online platform, is used to reinforce and practice skills and concepts. In addition, due to the transition to virtual this year, many teams utilized Exact Path with Study Island and Near Pod to supplement online teaching. Basic math fluency is encouraged through the school-wide math challenge. Each grade level sets end-of-the year goals to ensure mastery of basic math facts. Students are recognized for this accomplishment through a shout out on morning announcements, receiving a star on the wall and receiving a certificate at the end of the year.

Next Generation Science Standards (NGSS) are used to develop inquiry centered science instruction around life, physical, and earth concepts. Students use the scientific method to make observations, conduct investigations, use equipment, collect data, and communicate their results. Students work either with a partner or in a small group to conduct lab activities. This work develops collaborative skills in an academic setting. Some examples of the content covered are structures and functions of living organisms, change over time, force and motion, and energy and electromagnetism. Students work together in small groups to explore these concepts using the scientific method. For example, when students explore force and motion they build a vehicle that moves, apply the scientific method to see how the force occurred and how they can change the force. Using FOSS kits, students explore the structures and functions of live organisms. They identify the structures and explain the function of the structure and how it enables the organism to survive. Another example is when students build different circuits (series and parallel) to show the flow of electricity. These hands-on lab experiences help the standards come alive for students.

Students are taught basic concepts from the five strands of social studies: government and civics, history, geography, economics, and culture/society. Students learn about their world by focusing on school, families, neighborhoods, and communities. Grade four is a geography based study of the regions of the United States, including an in-depth study of Kentucky. Students in grade five are taught a chronological history of the United States which includes a study of America's government, economy, and culture. Students are regularly asked to create and deliver demonstrations of their learning. This shows understanding beyond paper and pencil assessments.

Measures of Academic Progress (MAP) is a universal screener that is used three times each year to drive instruction. MAP provides a learning continuum that tells teachers where each student is performing with each grade-level standard. The assessment lets teachers know what learning students are ready to access. This assessment is an instrumental tool for implementing our intervention-enrichment block. Individual student growth goals are set between each cycle.

Teachers create content-based summative assessments each grading period. Formative and summative data is disaggregated and shared through the PLC process. This data is used to determine instructional scope and sequence and next steps for student learning.

Some changes made during the transition to online learning included assessments being held during live Google Meets. This was to ensure validity of results. Some assessments that would have been conducted via pencil and paper became demonstrations of learning or were completed on Google forms. The mode for all instructional delivery became a virtual platform. Teachers used Screencastify to record lessons. Live lessons were delivered through Google Meets. However, our resilient staff managed to keep the content and format of the instructional delivery the same.

While some schools choose to use programs or specific textbooks, we have chosen to follow state standards for instruction. The workshop approach is our preferred method because of the scaffolding it allows to meet the needs of all learners.

1a. For secondary schools (middle and/or high school grades):

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

2. Other Curriculum Areas:

All students receive fifty minutes of weekly instruction in related arts classes. Classes include art-drama, music-dance, physical education, technology, and library/media. On a rotation basis each class sees each content one time weekly. The related arts team collaborates as a PLC weekly to integrate grade-level standards and content specific skills. In addition, this team supports the work of the JCPS backpack of success skills through deeper learning and the creation of artifacts to serve as evidence of learning. These classes take a hands-on approach to produce a variety of instructional outcomes. Both the technology and library media role has been instrumental during NTI as we worked to connect with students virtually.

In music, students learn the basic elements of music: rhythm, tempo, melody, form, dynamics, harmony, timbre. Students use these elements to create and perform as individuals and small groups. Students often create music using cooperative learning skills while also developing coordination skills with hands and feet. In dance, students practice the expression of ideas, feelings and beliefs through movement. Students focus on learning the three elements of dance: space, time and force. They also learn about culture and its impact on everyday life. Students explore the historical development of music and dance throughout the past and present.

mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, tobacco use and violence prevention. Physical Education addresses topics such as motor skills and movement Patterns, social interactions, sport skills, teamwork and cooperation, health-related fitness, skill-related fitness, and manipulative skills. In this special area class students learn cooperative learning skills and team work and often engage in activities that require active participation.

In the technology lab, students are engaged in instruction following the ISTE (International Society for Technology in Education) standards. Students learn about digital citizenship, technology operations and concepts, creativity and innovation, critical thinking and problem solving, communication and collaboration, and research and information fluency. Students participate in collaborative projects where they create and innovate with technology. They also participate in research projects and learn how to safely search the internet and find accurate information. This curriculum is completed while also learning proper keyboarding skills and incorporating other technology skills.

Through art, students learn to draw, paint, and make collages, as they are learning about their world. Art lessons incorporate science, social studies, literacy, and cultural awareness. As they explore a variety of 2-D and 3-D processes, they are using critical thinking and problem solving skills. As students explore art history they learn to make observations, feel empathy, tell stories, see connections and understand a variety of other cultures and time periods. Through drama, students learn to work cooperatively with classmates, to read and perform existing plays, as well as create their own stories, scripts and performances. Students learn self-confidence, problem solving, flexibility, creativity, story telling, team work, and communication skills. Drama is a great opportunity to work on literacy skills, such as writing, reading, character development and identifying plot, setting, conflict and solution. Lessons in creative arts reinforce the core subjects as well as encourage life skills needed for future success.

Additional programs include counseling core instruction with an emphasis on social emotional learning and character building. These classes are offered monthly to all students. School-wide monthly morning meetings also focus on character building and life skills. Each month all students gather to celebrate student successes and to build school community. Each classroom recognizes a "Leading Lion" who has exhibited leadership qualities and has served as a role model to others.

3. Academic Supports:

Achievement gaps exist between students with disabilities and students without a disability. 91.3% of all students scored proficient/distinguished in reading compared to 38.5% of thirteen students with disabilities. 90.4% of all students performed at the proficient/distinguished level in math while of the thirteen students with disabilities, only 69.2% scored at the proficient/distinguished level. This is the first year that we have had enough students in this category to receive data in this format for state accountability. Due to COVID-19 we do not have new comparative data; however, instructional systems, as described below, have been created to ensure that students are progressing toward grade-level standards.

Our school tailors instruction to meet the diverse needs of individual students through an instructional block called FINE (Fostering Individual Needs Everyday). During this block of instruction students are grouped according to specific learning targets or standards based on data from the MAP (Measures of Academic Progress) learning continuum or teacher created assessments. This instructional time not only serves as intervention and remediation but also as extensions of learning for those needing acceleration beyond grade level standards. We utilize all available staff to ensure that student needs are met through small group instruction. Students identified as primary talent pool or gifted and talented are provided enrichment opportunities to progress the learning through the use of choice boards and project based learning. In collaboration with WE Schools and our Backpack of Success Skills district initiative we teach our Lions to be globally, culturally competent citizens. Examples of project based learning that occur at every grade level are passion projects based on making an impact in the world around us. Students

research community or world issues and brainstorm ways to make positive change. They create action plans and bring them to life. Some examples are food drives, WaterStep shoe collections, homeless help in the community, etc.

Intentional efforts to close achievement gaps occur through collaboration with a full-time ECE resource teacher and a full-time self-contained LDSC teacher. The ECE implementation coach leads this team to fully implement IEPs, to address individual student needs, and to help students gain access to grade level content.

Our English Language Learners continue to perform at levels similar to their peers in math. 2019 state assessment data showed that 90.4% of all students scored at the proficient/distinguished level and 83% of English learners scored at the proficient/distinguished level. We have added a part-time ELL teacher to support students in the classroom as well as to serve as a liason between school and home. This will address the gap in reading as seen on the 2019 state assessment (66.6% compared to 91.3% of all students in reading) This data reflects 25 English learners.

Our school tailors instruction to meet the diverse needs of individual students through an instructional block called FINE (Fostering Individual Needs Everyday). During this block of instruction students are grouped according to specific learning targets or standards based on data from the MAP (Measures of Academic Progress) learning continuum or teacher created assessments. This instructional time not only serves as intervention and remediation but also as extensions of learning for those needing acceleration beyond grade level standards. We utilize all available staff to ensure that student needs are met through small group instruction. In addition, tiered students are extended invitations to League of Lions, a morning extended school services program. During this time, targeted students receive instruction tailored to their individual needs.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Greathouse/Shryock has a Counseling Program that addresses the social emotional learning needs of all students. In this program, students are taught monthly lessons around the following themes: Sense of Belonging, Discovering Feelings, Student Support Systems, Respect, Bullying Prevention, Collaboration, Conflict Resolution, and Diversity and Inclusion. This instruction continued during online learning. We believe it is important to empower students and listen to their voices. To enable student voices to be heard, we have a Student Advisory Club that meets, even in the virtual setting, to discuss what topics should be covered in Counseling Core Instruction and ways we can engage the school community in themed weeks (i.e. Kindness Week, Bullying Prevention Week, Red Ribbon Week, etc).

Communication through newsletters, emails, Google Classroom and social media continued during non-traditional instruction is another way that we engage students. In addition, our Family Resource Center coordinator made home visits to support families and engage all students in learning. Teachers and staff made phone calls and sent note cards to recognize participation during this time. During NTI 2.0 a focused effort on small groups and opportunities for clubs such as Quick Recall, Public Speaking, Greathouse Gives and Random Acts of Kindness continued to encourage students to be engaged beyond the classroom and academics during online learning.

We also had themed days of learning to increase engagement and participation. For example, schoolwide Adventure Days. On these days thematic activities were planned for students to complete. The adventure theme was used to connect the learning. We made sure to include student choice. Students were encouraged to go on a nature walk or a scavenger hunt. In science there was a menu of at-home experiments to choose from. In social studies students were encouraged to create an imaginary place and draw a map that included a compass rose and cardinal directions. Reading activities included researching and creating a brochure on a location the student would like to travel to. These are only some examples of the choices provided. These common themes made the learning fun and connected for all.

Professional development for teachers included engagement strategies such as opportunities to respond, Kagan strategies, and use of interactive technology tools. These strategies supported students academically and socially. Walkthroughs/virtual observations and coaching conversations focused on feedback related to student engagement.

Our part-time mental health coordinator also provided online classes during non-traditional instruction. This supported students' continued social and emotional growth. In addition to whole group sessions, she provided small group and one on one sessions with identified students.

During school closures we continued to recognize students monthly who exhibited leadership qualities. Our "Leading Lions" were named during an online morning meeting each month. Our school found ways to celebrate and keep our focus on community even during non-traditional instruction.

2. Engaging Families and Community:

One strategy we employed during this time was to gather stakeholder feedback through the use of surveys. We surveyed all parents and students in grades three-five multiple times during non-traditional instruction. We used this stakeholder feedback and data to inform decision-making at the school level.

During this pandemic, we have made intentional efforts to streamline communication with families. Communication included the use of one school-wide newsletter, The Lion's Tale, which provided updates and upcoming learning targets for each grade level. Updates from the principal, counselor, family resource center, mental health practitioner, and PTA were included in this weekly form of communication.

School-wide emails were sent using School Messenger. Parents also utilized a district initiated app, School

CNXT, which allows texting between home and school. Social media allowed us to stay connected with our families via Facebook and Twitter. All teachers used the platform of Google Classroom to communicate weekly assignments and learning tasks. Grade levels worked hard to develop consistent systems and organization within Google. A school portal was created to link all teachers contact information and weekly agendas.

A key to the success of the traditional program is the partnership with our PTA (Parent Teacher Association). This organization collaborates to provide programming and support for students. For example, they provide motivational awards and recognition each grading period, cultural arts programming, KY Kids day activities, and other community events. In a typical year they are also instrumental in volunteering during our intervention and enrichment block. School leadership works closely with the PTA to meet student needs.

Community partnerships with local restaurants continued to recognize and support students for their achievement during online learning by providing coupons for kids meals and items for students to redeem. A local business partners with our school to provide take home folders for every child.

To assist with student success, the Family Resource Center (FRC) provides supports, including backpacks, supplies, food resources and utility assistance to ensure students and their families did not have these barriers to academics. Another support provided was Google Classroom instruction for parents to assist in their student's class work. Mindfulness Moment activities and recorded books were provided to students and their families. Math and reading/writing materials were purchased to be available for families to utilize in the home, as well as for events when we are allowed to gather again. Weekly newsletters were maintained to keep families abreast of information and resources.

New community partnerships, including both individuals and organizations, were developed to meet specific needs for families. Organization wise, 2 new churches, a Masonic Lodge, and a small not-for-profit hunger organization worked with us to engage families and meet the needs of all students.

As part of our WE Schools work and teaching our students to be globally, culturally competent citizens we partnered with RAK (Random Acts of Kindness) of Louisville and Keep Louisville Warm for our Greathouse Gives service event. The event taught students about the importance of giving back and helping the homeless in our local community.

In addition, the school has a long standing partnership with the local children's hospital. This partnership will continue as we teach our students the importance of philanthropy and giving back.

3. Creating Professional Culture:

A Collaborative Re-entry Committee was formed to facilitate the transition back to in-person learning. This committee was compiled of teachers, administration, and classified staff. Re-entry plans were created and reviewed by this team. This collaborative approach helped staff feel valued and created ownership in the re-entry process.

Professional Learning Communities meet weekly at every grade level and are the cornerstone to our instructional model. During these collaborative meetings, teams deconstruct standards, analyze student work, plan for instruction, create common formative assessments, and address student needs. This time allows teachers to identify students who need additional time to master standards or be provided opportunities for enrichment.

Our school creates an environment where teachers feel valued and supported by providing opportunities to allow teachers to give feedback both in person and through anonymous surveys. Leadership is present and listens during grade level PLCs. In addition, the administration created office hours to be available just for staff. Each weekly staff newsletter included "Mindful Moments" for staff to provide emotional support.

Individual coaching sessions were held with each staff member. These sessions included goal setting,

growth plan review, next steps for improvement and candid conversations of support. Professional development through staff meetings and grade-level PLCs (Professional Learning Communities) continued to build capacity in all staff members. Professional development at Greathouse/Shryock is long-term, focused, research-based, job-embedded and data driven. It is directly tied to student needs as determined by assessment data in order to improve instruction. Our district provides a wide variety of district-based professional development sessions. Teachers select professional development sessions that increases their knowledge in specific, identified content areas. Professional development is individualized through the growth plan process. Teachers collaborate with the principal to identify, select, and plan activities and strategies to grow in the agreed upon area. Growth plans are written yearly and revised as necessary. We also offer school-based professional development sessions led by the principal, teacher leaders, and district support staff. These sessions are planned as needed throughout the year and include book studies, technology tutorials, and small group workshops. In addition, common planning time within grade levels is used monthly for job-embedded professional development. This time is used to review data, to analyze work. Professional development also occurs weekly during PLCs and faculty meetings. Staff members share information, analyze student work, align curriculum, and reflect on current practices.

The use of our district's learning channel provided online professional development to meet the shift to online learning needs. Throughout non-traditional learning we continued to implement our systems to move the work forward which has proven to be a support to staff. Continued emphasis on morale and mindfulness for teachers will continue as we transition back to brick and mortar.

In addition, virtual social events were held to build connections and boost morale. Personal check-ins, letters and post cards were mailed to staff members. The administrative team made an intentional effort to support staff needs through support, flexibility and understanding during NTI. Time for vertical collaboration was another support provided to staff.

4. School Leadership:

Our leadership philosophy can be compared to a lighthouse guiding staff through storms of uncertain times. Like a lighthouse, we provide direction and safety as our staff has had to navigate many changes and learn new routines during COVID-19 non-traditional learning. Being able to see what others cannot see is an important aspect in leadership. Keeping kids at the center of our work during this time has helped us carry out the vision and mission of our school.

The school leadership continues to provide a structured, consistent environment for all stakeholders that includes high expectations for all. The school leadership team includes the principal, assistant principal, counselor, and the academic instructional coach. The team operates with the school's vision in mind, ensuring that all students are middle school ready when they leave us. During the era of COVID-19 we have worked together virtually through a weekly PLC to keep systems in place. In addition, a Student Support Team meets bi-weekly to address barriers to student achievement. This team includes the principal, assistant principal, counselor, mental health practitioner, family resource coordinator, ECE implementation coach, attendance clerk and district social worker. This group reviews attendance data, behavior data, parent concerns, social and emotional learning needs, and academic student needs. For example, the team reviewed attendance data and conducted home visits for students with less than 80% virtual attendance. Another example is how our ECE coach created an online verification form to ensure that teachers were reviewing student IEPs and accommodations since paper copies were not distributed in the brick and mortar setting.

The school leadership team has been intentional about building and maintaining relationships with staff virtually in a variety of ways. These include individual coaching sessions, check-ins, individual phone calls, post cards, letters etc. A focus for school culture and morale included "Feel the Love February" where staff members were recognized, weekly shout outs or kudos are included in the weekly staff newsletter, This Week at Greathouse. Consistent, clear communication has been another way that we have kept the school operating at high levels. The previously mentioned newsletter serves and a way to build relationships but also maintain high expectations for staff. We made every effort to be transparent and over-communicate with staff members during periods of remote learning.

Our leadership team continues to adapt to meet the changing needs of our school. We quickly shifted from in-person learning and meetings to an online platform and just recently back to a hybrid model. Recognizing that we are learning and growing with our staff, operating with grace has been one strategy proven to be worthwhile. School leaders have stepped up to do whatever needs to be done. Our team operates efficiently to get the job done. In some ways this work and the resiliency that it has required of our teachers has forged a positive shift in our school culture.

5. Culturally Responsive Teaching and Learning:

Our school addresses the diverse needs and backgrounds of students, families, and staff through a variety of ways. One way is through intentional programming. For example, Culture Night is held to celebrate diversity among our school population. This year we held this event virtually. A video was compiled of student submissions and shared with all stakeholders. Our Racial Equity Plan guides our work in this area. Evidence is collected periodically in the following areas: Diversity in Curriculum, Instruction and Assessment, School Culture and Climate, Programmatic Access, Staffing and Classroom Diversity, and Reflections of Equitable Practices. The equity monitoring progress tool (EMPT) is used to evaluate progress toward goals of creating a dynamic and robust learning environment with regard to equity. The plan is periodically reviewed and monitored by our SBDM committee, Community Involvement.

Professional development for teachers has focused on building capacity in this area. All staff members completed Implicit Bias modules and Culturally Responsive Teaching Through Literacy. The modules were provided by the district in partnership with KY State University CREED Center. The literacy training focused on creating mirrors and doors for all students in the books we choose to use instructionally across content areas. Additional PD offerings are shared in the staff newsletter each month. In addition, all staff participated in a series of six Trauma Informed Care modules. These modules provided staff with a variety of resources to meet to meet the diverse needs of students.

In response to local, current events and social movements, staff received training on "Let's Talk About Race". The administrative team conducted a deep dive book study on "So You Want to Talk About Race" by Ijeoma Oluo. During core counseling instruction, fourth and fifth grade students discussed the impact of the current events on their community and in their own lives.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Greathouse/Shryock Traditional Elementary School has a long history of success. The partnership agreement between the home, student, and school is a cornerstone of our program. All stakeholders have continued to hold high expectations for learning, even during COVID-19. This expectation and partnership is responsible for our continued success.

Through consistent, high expectations and traditions of excellence, we continue to cultivate a positive school culture. We are proud to foster what we call "Greathouse Lion Pride" every day. Students begin their day reciting the Lion pledge. We say, "I am a Lion, hear me roar. We are Lions, we stand for...Respect, Organization, Acceptance, Results. I am proud to be a Greathouse Lion. ROAR!!!" The Lion pledge helps us set the tone for learning and behavior expectations for the day. Another aspect that contributes to our positive, school-wide culture is our common, school-wide expectations. They are: "Be Safe, Be Respectful, Be Responsible, Be Your Best and Help the Rest!" We are a PBIS (Positive Behavior Interventions and Support) school. These expectations apply to all areas of the building. Our school-wide expectations can be found on colorful posters displayed throughout our school. These common expectations define success for all students and set Greathouse apart from other schools.

Our school continues to fill a need in our community for a traditional program education. Our test scores are the highest in our district and among the top in the state. We are a school with a proud past, but always with an eye toward the future in an effort to move from good to great.