

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 13092 McGuffie Road
(If address is P.O. Box, also include street address.)

City Abingdon State VA Zip Code+4 (9 digits total) 24210-2128

County Washington County

Telephone (276) 739-3500 Fax (276) 623-4102

Web site/URL https://ges.wcs.k12.va.us/ E-mail awillis@wcs.k12.va.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. Brian Ratliff E-mail bratliff@wcs.k12.va.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Washington County Public School District Tel. (276) 739-3000

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Tom Musick
(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.)

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

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

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, 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	12	11	23
K	23	20	43
1	21	20	41
2	28	18	46
3	23	25	48
4	21	16	37
5	25	19	44
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	153	129	282

*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):
- 0.1 % American Indian or Alaska Native
 - 0.7 % Asian
 - 1.1 % Black or African American
 - 1.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96.8 % White
 - 0.2 % 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: 10%

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	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2019	305
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Spanish, Mandarin

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

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 282

8. Students receiving special education services: 20 %

56 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>1</u> Autism | <u>6</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>41</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	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 14:1

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	95%	95%	95%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

Greendale Elementary School strives to empower students as leaders and learners for a lifetime.

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.

Greendale Elementary School began the 2020-2021 school year in August 2020, operating in a distance learning format for all students PK-5. In October 2020, PK-3 students returned to in-person learning four days a week, while students in grades 4 and 5 were placed on a hybrid schedule, attending school in person two days per week, and continuing distance learning for two days. Wednesday was deemed a "Remote Learning Day" for all, and served as an opportunity to deep clean and sanitize the school building. In December 2020, all students PK-5 returned to a distance learning schedule. This continued through late January 2021, when all students PK-5, were welcomed back to in-person learning four days a week, with Wednesday remaining a day for remote learning. A small percentage of students remained in the distance learning format from the beginning of the year.

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

PART III - SUMMARY

Greendale Elementary School is a PK-5 school nestled in a small, rural community in Southwestern Virginia located in Washington County, just outside the town limits of Abingdon. The community school began in 1870 in a three-room frame building, serving students in grades 1 through 12. In 1960, the school transitioned to an elementary school and construction of the present-day building was completed in 1978. Greendale became a K-5 elementary school in the fall of 1991, and the first preschool students joined in 2000.

Greendale's relatively small size, with a current enrollment of just under 300 students, has historically been one of its greatest assets. The low student-teacher ratio affords teachers and staff members the opportunity to form and maintain quality relationships with students, on a personal level. These relationships serve as a firm foundation for maximized social, emotional, and academic growth. The low teacher turnover rate permits a unique opportunity for teachers to form lasting and meaningful relationships with families, often extending throughout multiple generations. The challenges that accompany an increasing percentage of students from low socioeconomic backgrounds are addressed with a hierarchy of needs in mind. Teachers and staff work with local benefactors to ensure that basic needs of students, such as food, clothing, personal hygiene items, and school supplies, are met. Once these basic needs are met, the focus then shifts to providing parents the practical knowledge needed to assist them in supporting their child. Parent education nights and educational advocacy programs empower parents and strengthen educational partnerships between school and home. The school's mission to empower students as leaders and learners for a lifetime is rooted in this community atmosphere whereby all stakeholders have a vested interest in the success of each student.

This relationship-driven and student-centered approach is a key element of Greendale's high level of academic success. In regularly scheduled meetings, teachers analyze student data collected through progress monitoring to establish and adjust flexible groupings. These meetings allow teachers to identify those in need of more individualized instruction. Greendale received the Governor's Award for Educational Excellence in 2012 and the Board of Education Excellence Award on four different occasions, most recently received in 2016 and 2017.

To sustain this high level of academic success, both students and staff remain dedicated and share a high level of expectation. Frequent student recognition and celebrations of academic success ensure that all students thrive. To promote excitement for learning in Greendale's community atmosphere, stakeholders participate in a variety of activities that strengthen critical relationships. All staff members and students read the same book to kick off the school year in the "One School, One Book" program. The annual Vocabulary Parade engages students and staff to dress as vocabulary words to literally parade through the halls. Science, Technology, Engineering, and Math (STEM) nights, Read-a-Thon and Math-a-Thon events, along with a schoolwide Field Day promote Greendale's emphasis on learning within a strong and supporting community.

Second only to the commitment to high expectations for academic success is the priority of developing strong character and leadership abilities. This intense focus allows our students to truly develop into well-rounded citizens. In addition to monthly character recognition for those students demonstrating exemplary character traits, Greendale offers a variety of programs that encourage leadership opportunities to students of all ages. The Greendale Safety Patrol provides students an opportunity to model both good character and common safety practices in hallways and outside areas. These students also serve as tour guides and mentors for incoming students. The Greendale Morning News (WGES News) allows students to plan, edit, and produce a daily broadcast airing each morning to the entire school, through Google Classroom.

Greendale students expand their leadership skills beyond the building and into the community as well. By partnering with local organizations, students experience the value of service by contributing to a greater common cause. In the annual food drive, students donate, collect, and pack food items for a local food pantry serving needy families. Blankets for the local homeless shelter are purchased and wrapped with personal student letters and pictures as a collective act of kindness. Events like Grandparents' Day

Breakfast, Veterans' and Law Enforcement Appreciation Luncheons enable Greendale students to learn about others, practice respect, and express gratitude to key figures in our community. The annual Greendale Fall Festival and monthly Parent-Teacher Organization (PTO) nights invite community stakeholders inside the walls of our school to share in the accomplishments of our students and to participate in hands-on learning activities.

Greendale Elementary has continued to maintain high expectations for students even throughout the COVID-19 closures. Administrators, teachers, and staff have educated themselves and one another regarding best practices in meeting the needs of students throughout distance learning. Educators have adapted to new technology programs, met with students via Zoom conferencing, and held individual virtual conferences to ensure the success of each student. Faculty and staff communicate with parents through phone calls, emails, and texts to keep them updated on their child's progress and their social and emotional well-being.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Greendale Elementary School's core curricula of reading, math, science, and social studies are based on the Virginia Standards of Learning and division-wide pacing guides. Instruction is delivered in a differentiated format, based on student performance data, and learning styles. Classroom teachers collaborate with specialists and interventionists to analyze and deliver multi-tiered instruction in all grade levels and content areas.

Greendale Elementary School employs a systematic literacy approach based on the science of reading. The school's balanced literacy program provides a developmentally appropriate progression of literacy skills ranging from PK-5th grade. Preschool and kindergarten students develop and refine their oral language skills through a variety of multisensory activities designed to build phonological and phonemic awareness. Early instruction of literacy skills continues through work in evidence-based programs that focus on explicit phonics, letter formation, manuscript and cursive writing instruction.

As readers develop and build reading fluency, the instructional focus shifts to applying these language skills while reading a variety of texts, making connections, and honing written language. Direct and explicit instruction provides a transition from foundational literacy to more critical thinking, developing complex vocabulary, and incorporating specific comprehension strategies.

Explicit writing instruction further complements the overall reading program as students apply basic skills of grammar, mechanics, and syntax. Students are encouraged to make connections to their reading as they craft a variety of written responses. Writing rubrics and individual student conferences are utilized to assess and communicate progress to students regarding their writing.

Student assessment data is collected through a variety of formal and informal tasks. Students in grades K-3 are assessed using the Phonological Awareness Literacy Screening (PALS). Formative running record assessments are conducted to measure students' reading fluency, comprehension, and rate of self-correction. Summative assessment data is collected through quarterly benchmark assessments and regular unit tests. This data is used as the basis for flexible instructional groupings, student goal setting, and shifts in instructional practice. Students who are at-risk, based on student assessment data, receive additional classroom support from specialists.

The mathematics curriculum at Greendale is based upon the Mathematical Process Goals for Students as suggested by the Virginia Department of Education (VDOE). Our core curriculum combines problem-based and visual learning to deepen students' conceptual understanding. Students are empowered to become mathematical problem solvers, to reason and communicate mathematically, and make real-world mathematical connections. Instruction focuses on the students' development and knowledge of number and number sense using visual and tactile models. Mathematical representations are used regularly to model and interpret practical solutions using manipulatives. Daily mathematical reasoning exercises, or Number Talks, encourage students to attempt multiple ways to solve a problem. Cross-curricular methods, such as integrating musical theory and physical education concepts into the math classroom are also implemented. Instruction is delivered in whole group, small group, and one-on-one settings. Online programs with immediate and explicit student feedback have served as cornerstones of independent practice opportunities, as teachers conduct individual student conferences to check for understanding. Formative assessments such as quick checks and running records are utilized to determine areas of needed remediation.

Greendale students are encouraged to become active investigators who collect, analyze, and interpret data about the natural world through educated observation. Critical questioning and exploration lead students to self-discovery and increased understanding of scientific concepts. Project-based learning activities allow students to collaboratively solve problems, and apply knowledge in real-world situations. STEM challenges are regularly provided to gauge students' ability in applying, creating, and extending their knowledge of the scientific method. Greendale's Outdoor Classroom, complete with a pavilion, pond, and a variety of garden boxes provides a natural venue for many of these challenges and experiments. Local performance tasks

provide opportunities to demonstrate mastery of concepts related to water cycle, simple machines, and animal adaptations.

Social Studies instruction at Greendale is divided into four main categories of history, civics, economics, and geography. Interactive learning opportunities are regularly provided to assist students in making connections and finding modern-day relevance to historical events. Fourth grade students are exposed to daily life prior to the American Revolution during the annual Muster Grounds field experience in Abingdon. In addition, these students annually welcome the Jamestown-Yorktown Foundation as they share and explain relevant artifacts from that historic time period. Virtual field trips to ancient civilizations are taken by third graders, as they work to identify ancient contributions to our modern world. The local 4-H Extension Office provides Kids' Marketplace, a hands-on marketing and finance activity for all third graders, whereby students distinguish between needs and wants, practice decision-making challenges, and meet a budget with a specific career and salary. Local performance tasks, assessed using project-based rubrics, allow students to apply their knowledge of early colonies, ancient civilizations, and the American Constitution.

Since March 2020, Greendale teachers have adapted their instructional practices to meet the needs of their students in a distance learning format. Through complete immersion in digital literacy, they have established online student libraries, secured virtual manipulatives, recorded and presented instructional videos, and maintained Google Classrooms. Flexible groupings and one-on-one instruction continued through small group and individual Zoom and Google Meet settings. Assessment appointments were made on an individual basis, both in-person and virtually. Student mastery goals in reading and mathematics were set and tracked by students and teachers alike using online instructional programs.

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

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

Greendale Elementary School has one Virginia Preschool Initiative (VPI) classroom and one center-based Early Childhood Special Education (ECSE) preschool classroom. The VPI classroom follows the curriculum set forth by the Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds. These standards address key components of literacy, mathematics, science, history and social science, physical and motor development, and personal and social development. They are aligned with Virginia's Kindergarten Standards of Learning (SOL) and serve as the foundation on which future skills are built. Preschool students are immersed in an engaging literature-rich environment, with an intense focus on receptive and expressive oral language experiences. Strategies of self-regulation are woven into academic content activities, as one of the strongest indicators of future academic achievement for all preschool students. The ECSE classroom maintains a focus on communication and other adaptive skills, abiding by each student's individualized education plan. Both preschool classrooms collaborate closely to provide effective inclusive opportunities for all students. As these students transition to kindergarten each year, assessment data continually indicates the positive impact the preschool experience has on students' acquisition of early literacy and basic cognitive skills.

During distance learning, teachers worked to establish relationships with students and families via virtual conferencing, conducted informal assessments of students' incoming social-emotional strengths and weaknesses, and provided parents the strategies needed to effectively assist their children while learning from home. In addition, Google Classrooms were created and maintained, small group instructional zoom sessions were conducted, and home learning packets were sent home.

Upon returning to in-person learning, an intentional focus was given to social-emotional learning and orienting students to the routine of a typical school day. Individual learning center trays were provided for students when they were not engaged in small learning groups. Plexiglass dividers separated the small group table to meet mitigation criteria and provided the opportunity to meet with differentiated groups.

2. Other Curriculum Areas:

Greendale students in PK-5th grade participate in library, guidance, art, music, and physical education classes weekly. This schedule remained during distance learning as teachers established Google Classrooms and provided both synchronous and asynchronous instructional opportunities for all grade levels.

The library program at Greendale focuses on research, literature appreciation, literary genres, STEM, and book selection. The many interactive STEM stations, the wide selection of books and resources, the available technology resources, and our librarian's devotion to individual student conferencing creates an inviting and inclusive atmosphere for all. During the pandemic, online libraries were made available to students, as well as an online option to reserve and check out physical books from the library, made available for pickup. When in-person learning resumed, books continued to be checked out in the same manner, delivered instead by Library Limousines, i.e. rolling carts, to each classroom. This allowed for proper sanitizing and quarantine of all books. The Little Free Library, a recent addition to our campus, provides yet another opportunity for students to access books as they donate or take books to read on the weekends, over holidays, or during the pandemic.

Greendale's guidance classes focus on knowledge and application of positive character traits and building coping skills. The guidance program supports counseling for individuals and small groups. Lunch Buddies with the school counselor provides time for specific students to dine with peers while practicing basic social skills. During the pandemic, Greendale students continued to receive support from the school counselor through virtual lunch and friendship groups.

The Greendale art program incorporates all five content strands of the Visual Arts Standards of Learning. These are taught through a variety of mediums including paint, pastels, chalk, collage, clay and glass. An annual Art Show features original compositions of each student's best work of art. During distance learning, the art teacher provided guided sketch books for each child to use as they followed along with teacher-made instructional videos.

Our music teacher recognizes the connective impact that music has on all other content areas and strives to incorporate the core curriculum into her musical instruction. Stories set to music improve reading fluency and basic oral language development. Mathematical concepts of fractions relate directly to rhythmic durations. Students use self-discovery to learn about the science of sound and explore music as reflections of societies and cultures in history. Performance programs, held four to five times per year, showcase these curriculum connections at each grade level. A student choir, established in 2014, performs at local community events as well as participates in musical competitions, receiving top honors each year. Weekly music lessons in the virtual setting were enhanced using technology as students experimented with various online instruments and recording resources. Students composed and recorded original musical pieces during this time as well.

The physical education program encourages lifelong wellness through physical activity and instruction in nutrition and healthy habits. Students participate annually in the American Heart Association's Kid's Heart Challenge and Fun Run fundraiser. Choice boards and weekly challenges were provided during the pandemic to maintain student engagement in physical activity while learning from home.

3. Academic Supports:

Greendale teachers meet the needs of a variety of student populations by collecting and analyzing student data, collaborating with colleagues, and facilitating effective flexible instructional groups in response. Interventions begin with classroom teachers in small group settings. Additional and more specific support is provided by special education teachers, interventionists, reading and math specialists, academic tutors, and classroom paraprofessionals.

Collaboration among Greendale teachers and specialists includes co-planning and creative scheduling to ensure that academically at-risk students and students with disabilities receive

supplemental instruction in response to their learning deficits. Intervention groups are created based upon a variety of assessment data from Renaissance Star Math and Reading, Phonological Awareness Screening Test (PAST), Specialized Program Individualizing Reading Excellence (SPIRE) placement tests, Virginia Kindergarten Readiness Program (VKRP), and PALS assessment.

Interventionists and specialists make specific recommendations to classroom teachers based upon targeted and ongoing progress monitoring. PALS Quick Checks provide monthly data and ongoing progress monitoring for students in grades K-3. For students not making adequate progress based on this data, classroom teachers and interventionists work together to improve the quality of instruction and/or seek further evaluation for learning disabilities. Research-based practices, including multisensory activities, are utilized to maximize student learning and engagement.

Special education teachers work collaboratively with classroom teachers to design instruction for students in need of extra support and accommodations through an individualized educational plan (IEP). Students with learning disabilities are provided accommodations both in the classroom and in the resource room. As special educators work to meet the needs and goals of students with IEPs, classroom aides provide additional support for social and emotional needs using social stories, creating visual schedules, maintaining behavior charts, and providing sensory breaks.

Academic tutors work to create an additional layer of support for students' daily instructional needs. Greendale's tutors are certified teachers who provide targeted instruction and remediation both inside and outside the regular classroom. Tutors work alongside classroom teachers at all grade levels to provide intensive individual or small group instruction.

Greendale students working above grade level, as indicated by student data, receive differentiated instruction that includes increased rigor and depth to maximize their academic potential. Students collaborate on weekly academic challenges created by the school-based Gifted Coordinator. These challenges extend the basic concepts of STEM through project-based learning and robotics construction. Students who continually demonstrate mastery above grade level standards are screened for entry into the Gifted Education program. If eligible, teachers design and write a Gifted Education Plan (GEP) outlining a variety of continued enrichment opportunities for each student.

The English Language Learners (ELL) at Greendale are afforded the same high-quality intervention in the classroom, with an additional layer of support from the Speech teacher and division-wide ELL teacher. The Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) assessment is administered in the fall, identifying the students' level of proficiency in the English language. This data illustrates deficits in social, instructional, and/or academic skills. The ELL teacher provides weekly support in these areas, while the Speech teacher collaborates to assist with increased vocabulary acquisition and consistent language application.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Many activities at Greendale engage students academically and serve to strengthen their social and emotional growth. The Friendly Helper program in grades 4 and 5 affords students an opportunity to build and model leadership skills and practice social interaction with younger students. Students who participate in Safety Patrol also have a place to practice and model leadership skills while directing and guiding traffic patterns in and around the building. These students model respectful and responsible behavior while making positive connections with their peers.

Traveling within the hallways of the school is yet another engaging opportunity for students in all grade levels. Multisensory hallways provide a venue for students to take quick sensory breaks while hopscotching, jumping, counting, reciting the alphabet, and even crab walking from one destination to another.

Afterschool clubs are offered to students in a variety of areas. The Greendale Run Club, a favorite of many students, meets weekly on the school track during the fall and spring. The highlight of each season is the culminating event of a community sponsored 5K Run, benefitting a local charity. Reading Club and Writing Club provide an opportunity for students to further enhance their love of literacy with peers as they engage in high interest novels and writing topics. Students interested in more hands-on learning are encouraged to join the Robotics Club, whereby they work collaboratively to design and create robots that carry out carefully crafted challenges.

Schoolwide events throughout the year serve to unite the school community and recognize the contributions of all students. Monthly celebrations recognize the individual growth and achievement of students regarding their personal reading and math goals. Both the Living History Museum and Vocabulary Parade are two annual traditions that ensure schoolwide participation in showcasing student learning and creativity.

During school closures, positive student engagement became a vital link to continued academic growth. Regular video announcements made by the principal were posted on Google Classrooms and the school website, celebrating the specific efforts and acts of achievement of students. Students were encouraged to serve as guest hosts of the WGES News Show by recording the news on their personal device and sending it in for schoolwide broadcast. A host of reading and math challenges were provided to students, with ongoing motivational communication from teachers. Lunch and friendship groups consisting of various staff members and students met virtually via Zoom conferencing, to bridge relational gaps that had been created during the pandemic.

2. Engaging Families and Community:

Building and maintaining close ties with parents and the community is certainly a key to student success at Greendale. Ongoing and open communication with parents and families through newsletters, websites, emails, and communication apps such as Class Tag addresses both academic and individual student needs. The Greendale Parent Teacher Organization (PTO) hosts monthly events showcasing student talent and supporting parent involvement through themed activities such as Math and Science Night, Creative Arts Night, and Fall Festival. Family Instructional Nights are focused on parent education, as instructional strategies are demonstrated and modeled in a family-friendly atmosphere.

Greendale is fortunate to partner with a variety of community organizations to meet the physical and social-emotional needs of students and families. United Way of Southwest Virginia, Washington County 4-H Extension Office, local restaurants, churches, and individual benefactors offer financial support in providing clothing, backpacks, after-school care, school supplies, shoes, and food to students in need. Additional local businesses donate food and supplies for specific events such as Grandparents' Luncheon, Veterans' Day Breakfast, and Law Enforcement Appreciation Luncheon, affording students the opportunity to share their gratitude with local heroes. Local businessmen partner with Greendale fathers and grandfathers to support the All-Pro Dads program, whereby students and their dads or mentors enjoy a weekly breakfast and team-

building activity. The Abingdon High School football team has established a special partnership to visit and read with students regularly. The annual Career Fair each spring welcomes community members from a variety of professions as they impart firsthand knowledge of specific career paths to students through various demonstrations.

School closures halted many of these special in-person learning events, however the Greendale community remained committed to engaging its families during this time. Parents and caregivers visited the school in the early days of the closure to retrieve instructional materials and meals through drive-through pickup, as well as through a contact-free outdoor filing system. The school resource officer assisted with making home visits to those students who were unable to contact the school or travel to pick up materials. A team of teachers then responded by making home deliveries to ensure that these students' needs were met, and their level of engagement was maximized.

Faculty, staff, and PTO members were also able to celebrate the accomplishments of the outgoing 5th grade class by hosting a drive-through graduation ceremony whereby families drove through the school campus, collecting awards at various stations, bidding farewell to their teachers and friends in a safe, sweet, and socially distanced manner.

3. Creating Professional Culture:

As professional educators, Greendale teachers strive to embody the spirit and practice of lifelong learners. They work to improve their instructional practices by educating themselves in current research and effective strategies. This occurs through their participation in and the delivery of a wide array of quality professional development opportunities. Training experiences from content-related conferences and webinars are shared in vertical team and faculty meetings. Pilot teams for the acquisition of problem-based learning, multisensory literacy, and mathematical problem-solving strategies have recently been established. These teams attended ongoing outside training in these areas and returned to share newly acquired best practices with their colleagues. Recent in-house professional development opportunities for the school community at large have included instructional technology training, explicit handwriting instruction, recognizing dysgraphia, strategies for phonological awareness, systematic strategies for basic number sense, and the use of multisensory instructional methods in all content areas. Additionally, teachers participate in shared observations among and between grade levels and content areas, resulting in post-observation conferences regarding instructional practices.

Schoolwide book studies allow the faculty to read and discuss innovative and research-based topics. Group presentations at faculty meetings and corresponding small discussion groups provide opportunities for teachers to deepen professional knowledge and understanding of timely topics including formative assessment, project-based learning, and social-emotional learning.

In response to abrupt school closures, Greendale teachers participated in various online training opportunities to assist in the transition to virtual and hybrid instruction. Teacher training in virtual technology platforms such as Google Classroom and Schoology, along with communication options of Zoom and Google Meet, provided teachers with the tools to assist in reaching, teaching, and engaging their students. Teachers also collaborated with one another and conducted informal, yet informative, training sessions across grade levels and specialty areas. These sessions demonstrate Greendale's deep-rooted community spirit, as teachers helped one another navigate and utilize unfamiliar technology. Teachers also assisted one another in learning how to build classroom websites, maximize use of online resources, conduct virtual library book checkout, and use additional features of hardware such as hovercams to enhance the new virtual aspect of student learning.

4. School Leadership:

The shared leadership model of Greendale Elementary is characterized by high academic achievement and quality student character. The school motto, "Greendale Lions are Respectful, Responsible, and Ready to Learn" is not merely an empty phrase, but a true credo for the entire school community that can be heard frequently throughout the instructional day. These qualities, set forth and modeled by teachers and

administration alike, provide structure, set clear expectations, and build a sense of pride within the school community.

Greendale's principal not only excels in her ability to lead by example, she strongly supports Greendale students, parents, and staff members in a respectful and equitable manner. One unique quality of the Greendale community is the absence of distinction among all stakeholders. Everyone is valued for the role they play in the overall success of our school and are thus empowered with a vested interest in that success.

Teachers demonstrate leadership in all aspects of their personal and professional duties. Whether conducting professional development opportunities for their colleagues, leading school-wide committees, planning and providing parent education assemblies, or simply modeling true character in their daily interactions, our teachers also lead by example.

Greendale strives to increase the leadership capacity of all students by providing opportunities for them to serve both their local and school communities. Schoolwide service projects benefiting the local food bank, homeless shelter, and animal shelter have been extremely successful efforts in teaching students the importance of giving back to their local community. After-school and weekend service projects on the school grounds have allowed students to actively serve their school community by renovating and maintaining the Outdoor Classroom and other gardens throughout the campus.

The Leadership Team, comprised of representative staff members, was charged with developing a reopening plan for families as the school transitioned to hybrid learning. Families and teachers worked together in individual training sessions allowing parents to ask questions, allay fears, and assist in making a smooth transition back to the school building. Upon students' return, Greendale's principal remained committed to school safety by placing visual guides along the floors and walls to assist students in understanding the concept of social distancing. Schedules were adjusted to maintain distance between classes in the hallways and on the playground. Breakfast carts were placed at each building entryway for morning distribution to students, and cafeteria staff began lunch delivery to classrooms in an effort to minimize student travel to and from the cafeteria.

5. Culturally Responsive Teaching and Learning:

Greendale Elementary recognizes students' individual needs and diverse backgrounds as an opportunity to provide a differentiated, yet inclusive, learning atmosphere for students. Appreciation for unique talents and interests are encouraged, along with empathy and understanding for differing opinions and lifestyles.

The Gifted Education program provides instructional support for identified gifted students and twice-exceptional students. Critical thinking activities and project-based learning challenges are hallmarks of this program. The Gifted Coordinator collaborates with classroom teachers to provide independent and challenging tasks to enrich and extend the learning experiences of these students. After-school enrichment opportunities are also offered, engaging students in larger projects such as the writing and production of one-act plays, with the assistance of actors and actresses from the Barter Theatre, located in downtown Abingdon.

The needs of disadvantaged students are addressed in numerous ways. Through the collaborative effort of a local non-profit organization, our school offers an after-school program to support families with after-school childcare. In this program, students are provided snacks, dinner, and homework assistance. Other supports for our disadvantaged population include programs to assist in providing food and presents for children during the holidays, coats during the winter, and school supplies throughout the school year.

The social-emotional needs of students are addressed by all staff members. It is our belief that students are only capable of learning when they feel safe, secure, and supported. Therefore, it is

the job of every adult in every interaction to support students' emotional well-being. Those students with a more intense emotional need receive the services of behavioral counselors, through Highlands Community Services, and our school guidance counselor. Lunch groups with the principal, resource officer, and school counselor provide an extra layer of support for those students in need of structured social interaction and training. Both the school counselor and special education teachers facilitate additional social groups to promote social and coping skills .

Greendale has a small but dynamic population of bilingual students. They are revered for their ability to communicate in two languages, as well as their knowledge and experience of another culture. These students are supported in their English language acquisition with a variety of visual resources, bilingual books, and translating computer programs. Parents and families of these students receive printed communication in their native language as well as access to a translator for school-based meetings. They are invited annually to a schoolwide cultural celebration whereby they share specific aspects of their native culture with various grade levels.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Greendale Elementary School's academic success is firmly rooted in a strong tradition of a supportive community of stakeholders responding to a variety of student and family needs. The sudden school closure due to COVID-19 created a unique opportunity to provide necessary support for some within the school population. The closure isolated many Greendale families, and some experienced immediate difficulties including lack of food, school supplies, and unreliable or even nonexistent internet service. Those most impacted were the students who relied upon the school to provide daily breakfast and lunch; supplemental food donated by community partners; and a healthy, safe, and dynamic daily learning environment.

The school pivoted quickly to provide meals using a drive-through option. Moving to virtual learning platforms provided face to face interaction and learning for many students. Unfortunately, some of the neediest and most impoverished families remained in isolation and were unable to connect to virtual learning. It was unclear at the time which families were even aware of their available options.

In response, the school team contacted each family via phone call, text message, or email. This collaborative effort produced a list of families for whom we were unable to contact. Although a small percentage of the total school population, the Greendale community reached out to the neediest of these. A diverse school team, following social distancing guidelines, delivered meals, library books, supplemental food bags, end of the year supplies, and even Christmas gifts during the time period of March-May and December, 2020.

As schools reopened in a hybrid format for 2020-2021, some of these same families remained isolated and unable to connect for learning in a virtual setting. To support them, Greendale leaders and teachers created COVID-safe small learning environments for these families to bring their learners to the school for personalized learning sessions. Students worked with interventionists, classroom teachers, academic tutors, and other paraprofessionals in individual settings to help close the learning gap created by the isolation of school closure.

These efforts represent and highlight a defining and unique quality of the Greendale community. Greendale leaders and stakeholders truly understand that academic success begins, continues, and thrives in safe and healthy environments. Feeding students, providing necessary learning materials, and engaging isolated families affirms this shared and core belief that student learning and subsequent success occurs with one student and one family at a time.