

U.S. Department of Education
2022 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 Mr. Joe Green
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 700 East Division Street
(If address is P.O. Box, also include street address.)

City Greenwood State WI Zip Code+4 (9 digits total) 54437-9330

County Clark County

Telephone (715) 267-7211 Fax (715) 267-7209

Web site/URL https://www.greenwood.k12.wi.us/ E-mail jogreen@greenwood.k12.wi.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Joe Green E-mail jogreen@greenwood.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Greenwood Tel. (715) 267-6101

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	14	10	24
K	4	12	16
1	15	14	29
2	15	12	27
3	7	14	21
4	11	13	24
5	17	11	28
6	12	8	20
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	95	94	189

*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):
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 5 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: ≤1%

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, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2020	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

7. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 80

8. Students receiving special education services with an IEP or 504: 25 %
47 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>6</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>13</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 5
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.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
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.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	93%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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.

"To meet the needs of every student, every day" is our Mission. We do this by focusing on the identified Core Values including: 1) Students First; 2) Stakeholder committed to pride, passion, and excellence; 3) Parent and community partnerships; 4) Results matter; 5) Next generation skills; 6) Quality facilities and equipment.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

The Board does not discriminate in the employment of administrative staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District’s premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices.

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

PART III – SCHOOL OVERVIEW

Greenwood Elementary School is a small, rural school located in the heart of Clark County, Wisconsin. Our school is composed of students in grade 4K through grade 6. We have approximately 190 students with an average student to teacher ratio of 12:1. Our school is an open concept school. There are no walls separating our classrooms. All grade level classrooms are open to the library located in the middle of the building. This creates a greater sense of community and collaboration.

Greenwood is a blue collar farming community that prides itself on the beauty of outdoor recreation. Hunting, fishing, and other outdoor activities are enjoyed by our families year round. We have a strong passion for the co-curricular opportunities we give our students. Being in a rural area presents challenges to accessing resources, but our community works hard to overcome these challenges and ensure opportunities for numerous experiences are available to our students and families.

There are many things that set our school apart from many other schools. With the small size of our school and community, we capitalize on the opportunity to know our students extremely well. This deep knowledge of our students and their families allows us to better serve their specific learning needs each and every day. The staff at Greenwood Elementary School is dedicated to finding success for each and every student.

We provide students with robust curriculum and several enrichment opportunities to help create a culture of leadership, learning, and growth. Some of the activities that foster leadership and learning in our students include our reading buddies, Kids' Club, reading challenges, and our summer school programming. In all of these programs, students are put in roles to offer leadership to other students, work with each other, and create a culture of mentorship within our building. This modeling allows our younger learners to learn from our upper elementary students as they set a positive example for civic engagement and invested learning.

Our small school is also the heart of the Greenwood community. The support for our students and school is tremendous. Throughout the year, we offer several events that involve our community. Two of these events, Literacy Night and the Celebration of the Arts, are greatly attended by our community. Family involvement and engagement in learning is a key to our success and finding ways to celebrate these successes happens through events like these. Our Family Literacy Night is a night for students to showcase their work in reading and writing. Each student displays their work for our families to view; it is work they are proud of. We offer a family meal in our gym and the Scholastic Book Fair is also on site for this event. We are proud of our work with literacy and we know the importance of celebrating it! The other night is a Celebration of the Arts. During this evening, the community is invited to share in the successes of our music, art, and physical education work. Students perform music, display pieces of art, and then the community participates in a Color Run! This is a great celebration of our school and community!

The Covid-19 pandemic definitely took a toll on school districts, students, and learning. We are proud of the response Greenwood Elementary School gave to students through this difficult time. At the start of the pandemic, our elementary school was not equipped to handle virtual learning. We did the best we could to keep students engaged in learning virtually. Teachers spent countless hours learning new online platforms like Seesaw and Google Classroom. Our district invested in devices for each student, our community invested in meals for our students, and our students and families invested in learning in different ways. Unfortunately, our rural area still doesn't have adequate internet service for many of our families. After the initial closing of all schools statewide, we opened our doors at the start of the 2020-2021 school year with in-person learning. Since then, we have been very fortunate to keep our doors open to our students and families throughout the pandemic. This has had a great impact on the quality of teaching and learning. Our students and staff continue to persevere through trying times of quarantining and isolating. Our staff continues to provide learning to students at school and at home. This creates challenges for learners but our staff remains dedicated to ensuring our students get the personalized instruction they need. Greenwood Elementary teachers are stronger and have gained new instructional strategies due to the Covid pandemic.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our philosophy of curriculum, instruction, and assessment revolves around our district’s mission statement, “to meet the needs of every student, every day.” Furthermore, our first core value, students first, reiterates our philosophy of meeting our students’ needs. We focus on providing a comprehensive education for all students: individualize learning opportunities to respond to the uniqueness of our learners, utilize research-based, rigorous curricula and authentic applications and assessments, foster students’ successes while valuing student individuality, dignity and diversity, and encourage high standards for quality work and personal conduct. Our district has a student-teacher ratio of 12:1, which allows for individualized instruction for students to meet Wisconsin Academic Standards. We assess all of our students at the beginning of the school year using an adaptive computerized assessment program, i-Ready, to identify students’ strengths and areas to improve. This baseline diagnostic assessment allows our teachers to identify standards that need rigorous explicit instruction for the whole-class as well as modify instructional approaches for individual needs. As the year progresses, students perform growth checks to monitor their progress. The i-Ready assessment platform allows us to view student data against grade-level and national norms. Teachers also implement frequent formative assessments. They use quick checks, exit slips, pre-tests, and a variety of other measures to track student learning throughout a unit, modifying instruction for students as the need arises. We use the gradual release of responsibility while providing instruction. Teachers begin with background and explicit instruction of a concept/standard, they practice with their students, and then students work independently to show mastery of the skill. Throughout this gradual release of responsibility, students are able to individualize and enhance their work by using technology. We employ 1:1 devices for all students, beginning in 4K, providing an additional support to individualize student instruction and provide instruction for students to utilize at home as well.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The School District of Greenwood’s ELA philosophy revolves around the belief that all students have the right to be successful readers, writers, speakers, and listeners who are able to use and respond to language appropriately in order to contribute to society and become real world problem solvers. We utilize a rigorous, research-focused ELA curriculum that integrates science and social studies standards. Implementing the ARC (American Reading Company) Core framework allows our students to meet and exceed the Wisconsin Academic English Language Arts Standards. ARC Core is a comprehensive ELA framework that begins with a strong emphasis on reading and writing engagement for all students. All of our students, 4K-6th grade, have access to a large quantity of high-quality books to read both in the classroom and at home. Each grade-level classroom has a class library composed of one hundred or more books for their students to utilize, in addition to a large selection of texts in the school library. Our curriculum begins with whole-group, explicit, and systematic instruction of reading foundational skills in grades 4K-2nd grade. Beginning in kindergarten, students are assessed using the i-Ready reading diagnostic and the Independent Reading Level Assessment Framework (IRLA). Both assessments provide data showing each student’s current reading level and identify the next skill they need along the ELA skill continuum. This allows for an individualized curriculum plan for our students. Each student works at his/her own reading level, with focused instruction to teach specific skills. ARC Core integrates science and social studies into literacy. Students work at their individual level to research a chosen topic around a central science or social studies theme. Throughout the literacy blocks, students read texts at a variety of levels, both in print and digital; participate in authentic writing experiences that incorporate vocabulary, spelling, and grammar skills; and create a final project showing their knowledge of the science or social studies concept. After the initial IRLA, teachers embed assessments into their literacy block to monitor and record student growth and needs. Teachers use whole-group instruction, small-group instruction based on skills and strategies, as well as one-on-one conferencing during both independent reading and writing times. Throughout the conferencing and small-group instruction, teachers update their student’s growth and targeted skills using the digital platform,

SchoolPace. SchoolPace provides a dashboard where teachers are able to collaborate with specialists and administrators providing a place to type shared notes, assessment scores, and target goals. SchoolPace also scores student's growth in each standard and tracks individual and class progress toward grade level expectations. SchoolPace allows educators to record and monitor student ELA progress throughout the school year. SchoolPace enables our educators to view a student's entire ELA journey from 5K-9th grade. Teachers are able to look at past goals, conference notes, and student progress throughout each ELA standard, creating a big-picture of a student's literacy path. Our consistent use of individualized, explicit instruction, authentic research-focused projects, and tracking students' growth and needs allows our students to become active, literate members of society.

1c. Mathematics curriculum content, instruction, and assessment:

The School District of Greenwood prepares our students to become mathematically proficient by meeting Wisconsin's Standards for Mathematics and the Standards for Mathematical Practices. We begin with assessing all students using the i-Ready Math Diagnostic assessment. This adaptive, computerized assessment provides data showing which mathematical standards are strengths for our students as well as standards that need additional instructional support. We use this assessment in the winter and spring to monitor and track students' growth throughout the school year. We also utilize quick growth checks as well as individual classroom assessments such as pre-tests, post-tests, homework checks, and performance tasks in order to monitor the growth and needs of students throughout the different units. Teachers use this data to determine how they structure the Math Expressions curriculum in their classrooms, identifying units that may need additional support and time. Math Expressions is used in grades 4K-5, transitioning to Big Ideas Math in 6th grade. The transition provides our sixth graders to transition into middle school math and prepare for high school math courses. Math Expressions sets up an active math environment for students to explore and problem solve in a hands-on method as they persevere to solve mathematical concepts.

There is also an emphasis on math talk. Our educators set up an environment where students are explaining their reasoning, describing their mathematical processes used, and justifying their answers. Big Ideas Math allows our students to activate their prior knowledge as they work collaboratively to solve real-world type problems. Teachers immerse their students in a mathematically rich environment where they use hands-on tools and resources to explore, discuss, and demonstrate their knowledge of the mathematical standard. Our students receive individualized math instruction when assessments indicate a need for extra support or show that they are ready to move to the next level.

Small class sizes make it easy to modify instructional methods and resources to meet individual student needs. Teachers use the i-Ready math platform to assign individualized math lessons and support for students. I-Ready math provides students with differentiated instruction for students, adding another avenue for an individual instructional path for our students. Students are able to employ a variety of methods and strategies to solve problems, individualizing their mathematical preferences and processes and deepening their understanding as they justify and explain their work.

Another instructional approach used in 4K-5th grade classrooms is the use of daily math routines. This is a short period (5-10 minutes) where teachers have students perform quick practice for foundational math skills. Daily math routines expose students to important math vocabulary and expectations that they will use during whole-group and small-group math lessons. This daily routine builds a student's automaticity in their knowledge of foundational skills needed to solve complex math problems. The instructional approaches we use prepare our students to have a deep conceptual understanding of math concepts and provide the skills needed to be successful in their transition to middle and high school along with the ability to transfer their knowledge into real-life situations.

1d. Science curriculum content, instruction, and assessment:

Science at Greenwood Elementary School may look a little different than other elementary schools. A large majority of our science standards are taught through our Reading and Language Arts Program, American Reading Company (ARC). Here, we use research questions to discover and learn about many different science concepts. For example, our kindergarten ARC units are mostly based on different animals to include

units on zoology, ecology, and entomology. Students read books to answer research questions about various animals in different habitats and environments. There are science units in every grade level through grade 6. When students reach third grade, we start a standalone science time to ensure we hit all science standards, as the ARC units are not all inclusive. American Reading Company offers great flexibility in the units that are taught in all grade levels. This allowed us to pick and choose units that best fit our curriculum to ensure we are hitting the standards.

During Covid, ARC had developed e-units that staff were able to access and continue delivery of the science standards through their reading and writing units to students that were not able to attend in-person learning at any given time. While we were fortunate to not have to close our doors to everyone for any extended length of time, we did have a revolving door at times, so the e-units were very helpful in continuing instruction for all students.

Assessments for science are also largely handled through our reading and writing. Formative assessments come through conferencing with students about what they are reading and writing. Summative assessments are tied to how they carry out the research questions for their specific topics.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

A large majority of our social studies standards are also taught through our Reading and Language Arts Program, American Reading Company (ARC). We use research questions to discover and learn about many different social studies concepts. For example, we teach social studies units such as world cultures, American History, U.S. States, Westward Expansion, American Revolution, and Ancient Civilizations in our reading and language arts classes. There are social studies units in every grade level kindergarten through grade 6. American Reading Company units also allow us to connect with Academic and Career Planning (ACP) themes. Units such as Jobs in our Community give students a look at a variety of careers and the impacts of these jobs on a community.

In addition, third through sixth grade have a stand-alone social studies time built into their schedules. This allows teachers to meet the social studies standards that the ARC curriculum does not have aligned.

Students engage in authentic social studies concepts through field trips designed to extend the content taught in the classrooms. Examples of the field trips taken are the fourth graders' experience in Madison to visit the Capitol Building, the fifth graders' annual trip to The Highground Veterans Memorial Park, and sixth grade trips to art museums as they learn about other cultures and rope courses where they work on skills needed to be an active citizen in the community.

Many assessments for social studies are entwined in our ARC reading and writing program. Some forms of formative assessments used are classroom debates defending students' viewpoints on a topic, quick checks, and conferencing with students. Summative assessments used are final research writing projects, unit pre-tests and post-tests, and digital presentations.

1f. For secondary schools:

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

The School District of Greenwood provides 4K programming four whole-days per week, Monday-Thursday. We provide two 4K sections, with an average of 11 students per classroom. We also provide additional aides and employ an Early Childhood team to provide the necessary support needed for our 4K students. This provides students with a safe, positive environment to receive quality care and instruction and establishes a strong foundational education path that helps them transition into kindergarten. We provide a theme and play-based program that integrates science and social studies concepts with language, vocabulary, early literacy, math, and social skills development. Students receive explicit early literacy instruction as well as authentic play opportunities where they practice using language and vocabulary skills. All of our 4K

students go through school readiness testing at the beginning of the year.

A collaborative team, including our 4K teachers and Early Childhood team members, assess the student's early literacy, math, and social skills. Hearing and vision screening is provided during this assessment period. Our 4K teachers use the PALS assessment as well as our schools' ESGI assessments in order to establish the ELA and math instruction needed for the whole class as well as each student. Our ELA instruction focuses on reading engagement, early print concepts, foundational phonemic awareness, and phonics skills. We utilize the Math Expressions Pre-K curriculum. This is the same math curriculum used in K-5, beginning our youngest students with the early numeracy skills needed as they are exposed to the same vocabulary and instructional approaches used in K-5.

Our play-based curriculum provides students with authentic experiences used to develop our students' skills in critical thinking, problem solving, and communicating (language and vocabulary development), as well as fine and gross motor skills. Students have the opportunity and time needed to develop foundational skills necessary for a successful educational journey.

2. Other Curriculum Areas:

Greenwood Elementary School has a range of other curricular areas that students participate in to enhance the acquisition of essential skills. We offer general music, physical education, visual arts, band, library skills, technology, and general guidance. All of these work together with our core curriculum to ensure student support in learning, exposure to various life skills, and to provide a well-rounded education.

General Music is offered to all students at Greenwood Elementary School, grades 4K-6. All students receive a minimum of 60 minutes of general music instruction weekly. In 6th grade, we offer students the opportunity for band. This is not a requirement. Students that participate in 6th grade band receive an additional 60 minutes of band instruction each week as well as a personalized 15 minute lesson each week. Offering this for our students provides a strong framework for a successful band in our secondary setting. Physical Education is also a requirement for all students at Greenwood Elementary School. Students receive a total of 90 minutes of physical education each week. Physical Education focuses on the health and well-being of our kids, teaching them about the importance of regular physical activity, and exposing them to games and activities that they may not otherwise participate in. We are fortunate to have a large outdoor area to include a small school forest, nature center, and two baseball fields to provide spaces for our student activities.

Visual art classes are also part of each student's weekly schedule. Students in grades K-2 receive 60 minutes of art instruction each week. It is broken into two 30 minute sessions. Students in grades 3-6 receive one 45 minute art period each week. Our art teacher is a shared position with our middle and high school so time is a definite constraint. Our art instruction follows the Wisconsin State Academic Standards. Each year, we host a night to celebrate the arts. Each student in our elementary school has a piece of their artwork on display for our families and community members to enjoy.

Library skills and technology is also part of our curricular programs that enhance the skills of our students. Each grade level at Greenwood Elementary School has a 30 minute library time each week. During this time students return books, check out books, listen to a read aloud, and participate in a short activity. Sometimes these activities are tied to the read aloud and sometimes the focus is on STEAM ideas. All students in 4K and kindergarten have iPads. All students in grades 1-6 have a Chromebook. Teachers are responsible for, with the assistance of our Library Media Specialist, integrating the use of technology into their daily instruction.

Lastly, we also provide guidance classes to our students. These classes are taught to each classroom by our school counselor. The range of topics varies and depends greatly on the specific needs of our students and our grade levels. Our counselor typically provides a lesson per quarter to each grade level and then additional lessons based on specific needs.

3. Academic Supports

3a. Students performing below grade level:

Classroom teachers provide additional instruction for small groups and one-on-one support for students using ARC toolkits for ELA support, Think Central for additional math instruction, and i-Ready Reading and Math. ARC Toolkits provide teachers with additional explicit instruction lessons designed for use in a small group or a one-on-one setting for phonemic awareness, phonics, vocabulary, and comprehension skills. The kits include leveled texts in a variety of formats that allow students to practice the learned skills while reading an authentic text. Think Central allows teachers to access materials that provide additional support for each lesson as well as access to materials from other grade levels-allowing teachers to access materials needed to modify instruction for students who need it.

Teachers implement additional instructional methods during independent reading times and during our i-Ready block. While teachers are providing small group and one-on-one instruction during i-Ready, the other students are able to complete individualized lessons assigned for reading and/or math. These digital lessons provide another method of support for students who perform below grade-level to access this at home for additional home support.

Our small class sizes also allow teachers to reteach and provide additional instructional time for students during classroom work time. Our 1-to-1 technology enables student access to digital supports such as speech-to-text, audiobooks, and additional videos of lessons and instructions for extra review at home for homework support.

Beyond the classroom, our school is a school-wide Title I school. Any student showing a need for additional support in reading or math is able to receive additional interventions working with our Title I teacher. Interventions for both small groups and for individuals include the use of intensive research-based interventions targeted to support the identified skills. All students receiving additional classroom and Title I support go through weekly progress monitoring to track student growth. A collaborative team composed of administration, the Special Education Director, Title I and classroom teachers reviews the data and monitors and adjusts instructional support as needed.

3b. Students performing above grade level:

Greenwood Elementary School offers opportunities for students that perform at or above their grade level to continue their growth and enhance their learning.

Math Expressions allows these opportunities within the regular curriculum. Students are challenged each day to push themselves to the highest level possible and Math Expressions has enrichment opportunities within each lesson that allows students to stretch their thinking.

Within our ARC reading and writing programming, students spend time reading and researching various topics. Then, they are pushed to write in response to various research questions. These questions and responses can be geared toward the level of learning that each student needs. Students at higher levels have the opportunity to take their writing to different levels and depths. Each unit provides a range of texts so students are met with challenging reading, but reading that is meaningful and appropriate.

Each day our students participate in an online iReady platform. i-Ready is a program that checks student learning progress with a diagnostic assessment. From that assessment, students are placed in an instructional path that allows them to work at their own pace, at a level that is appropriate for them. Students that need to be pushed or challenged will receive that through i-Ready. i-Ready is used for both reading and math intervention and enrichment.

Lastly, our summer school program offers a huge variety of courses that our students participate in. Many of these courses are enrichment focused. One in particular, Camp Invention, is a STEM program that offers opportunities for problem solving, innovation, and teamwork. This program provides our students with great opportunities to advance their thinking skills and collaborate with others to solve real-world problems!

3c. Special education:

Greenwood Elementary has a close-knit special education team consisting of one cross-categorical teacher, two skilled educational assistants, and a speech & language pathologist. Additionally, the team employs a full-time special education director/school psychologist to support special education needs across the district. The team prioritizes weekly collaboration with teachers to ensure coordination of service. Speech & language services are provided in a 3:1 model which allows the practitioner the opportunity to push-in for service to ensure generalization of skills every fourth week. The team strives to incorporate inclusive practices in the general education setting and utilizes accommodations, modifications, and educational assistants, support to allow students to be mainstreamed to the greatest extent possible. Special education instruction is built upon the general education curriculum to ensure that all students have access to grade level content that is tailored to their individual needs.

Regarding intervention, data is collected frequently to assess progress on IEP goals. The team collaborates with the district Title 1 teacher to provide high quality academic intervention and teaching strategies targeted toward specific reading, writing, or math skill needs. Crisis prevention/intervention strategies are utilized to support students with behavioral needs through a trauma-informed lens. Additionally, Greenwood Elementary has partnered with Clark County Community Services to provide targeted social skills instruction through a licensed therapist and social worker. Several students with special education services have been able to access this program. Lastly, our 4K special education programming is committed to early intervention through a primary coach approach model that offers all special education service and coaching in the general education and home settings. Our EC special education team provides service to, and collaboration among, our four neighboring Clark County school districts. The team prioritizes building relationships with parents and teachers to improve results and build a strong foundation for home-school partnership.

3d. English Language Learners, if a special program or intervention is offered:

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Greenwood Elementary School continues to make a safe and positive learning environment for our students the top priority in all we do. This safe and positive environment is the foundation for engaging, motivating, and supporting our students' academic, social, and emotional growth. Although this was made extremely difficult over the past couple of years, our school has persevered through and maintained high levels of student engagement even during times of remote learning. We have found that providing challenges throughout the year and celebrating our successes has been extremely successful in maintaining student engagement.

One example of the engagement opportunities we provide our students is in the area of reading. Several times throughout the year, we organize and present reading challenges to our students. These reading challenges are typically connected to something, such as a holiday or a literacy event. We have held reading challenges around Thanksgiving that reward numerous students with a Thanksgiving turkey to help celebrate the holiday with their families. We have run challenges connected to our Scholastic Book Fair, where several students are awarded extra money to purchase additional books from the book fair, for themselves or their classroom. These challenges are motivating to many students.

We take time to celebrate our successes. For example, each year that our school report card comes out with a positive message, we stop and recognize the work that goes into a successful school report card. We celebrate with books and cake. This sort of recognition and celebration motivates our students to continue working hard to perform at higher levels.

The School District of Greenwood was fortunate enough not to close down very long during the Covid-19 pandemic. However, this pandemic has made us stronger in engaging students that are not able to be at school for a day or longer. Teachers in grades 4K-3 have received training and have set up online classroom support through Seesaw. Teachers in grades 4-6 have received training in Google Classroom. Not only have these been great resources for keeping students engaged when they are not in school, it also helps very much when they are at school. Most teachers utilize these resources on a daily basis to help increase student engagement.

2. Engaging Families and Community:

The School District of Greenwood has a very supportive and involved community which makes engaging them in our elementary school quite easy. First and foremost, our families are amazing. They provide so much support for our students and form a great partnership with our staff to ensure high levels of learning.

Communication is the key to quality engagement of our families. Each classroom sets up a method of communication with the parents of their students. Teachers communicate with parents regularly with happenings in the classroom and our school. Our school office sends messages to all families about events in our school. Each classroom sends home weekly newsletters to share learning goals and events from the week and the week ahead. The principal sends a monthly newsletter to all families to share events and updates. Our success as an elementary school is largely due to the high levels of communication and involvement we have with each other and our families.

The Greenwood community is also very involved and invested in the success of our elementary school. We hold many events throughout the school year that require solid partnerships with our local businesses and community members. Popcorn Friday is a fun day, about twice each month, that we invite parents or community members into our school to make popcorn for all of our students, free of charge. We have an increasing number of volunteers that help with various projects throughout the year such as reading with kids, wrapping presents for our Santa visit, movie nights, whole school book clubs, and summer school. Summer recreation is a school program in Greenwood that offers baseball and softball to all students. This takes a lot of work to pull off. We have a great relationship with local businesses that sponsor shirts for all

our teams and a Lions Club that has both provided jerseys and sponsored tournaments for our kids.

We have so many great businesses that help out where they can. We are finishing our build of an Outdoor Classroom/Nature Center on our grounds. This was mostly funded through donations from businesses within Greenwood. Many volunteer hours have gone into making this building beautiful and ready to enhance learning. Greenwood is such a giving community!

3. Creating Professional Culture:

Greenwood Elementary School values its staff and their collective knowledge. Teachers collaborate within their grade level, with special education staff, and with special area educators. In recent years, staff have had to adapt to teaching in new ways, including providing instruction virtually. Our school employs Seesaw, Google Classroom, and Google Meet most often when instructing virtually. Our school also has a variety of online resources available, including online database subscriptions such as PebbleGO, WorldBook Online, Discovery Education video streaming, and more. Whole group, small group, and just-in-time professional development sessions have been offered continually in Greenwood for educators to learn to utilize these tools. Whole and small group sessions occur after school and/or during in-service days. Educators are also encouraged to attend conferences in their subject areas. We have had staff travel locally and nationally to conferences, which enabled them to meet with like-minded peers, solidify and grow their core content knowledge, and expose them to new ideas that are working elsewhere. We have seen the benefits of sending our educators to events like these, both in person and virtually.

When COVID struck, specialized training was offered by our library media technology specialist and other district teachers, as well as bringing in an external trainer for Seesaw. These professional development sessions ensured all teachers were comfortable and capable of providing instruction via online methods. Using online learning platforms was new for most of our staff in March 2020 and we were able to quickly adapt to our new circumstances. Sharing our knowledge with our fellow teachers is encouraged in Greenwood and teacher leaders naturally began to emerge as far as those who were most comfortable with online learning. These leaders were, and still are, open and willing to answer questions for their fellow educators, making our staff feel more connected while having to be farther apart. This culture of learning from our peers continues to grow in Greenwood, as we implement programs and work to make our school the best it can be.

4. School Leadership:

The leadership philosophy at Greenwood Elementary is one that focuses on building the capacity of our staff and charging all of our stakeholders with the success of our students. The principal of Greenwood Elementary believes firmly in maintaining the idea that students are not mine and yours, they are all of ours. This creates a sense of ownership in the success of our school as a whole, not just a classroom.

Greenwood Elementary School is set up with grade-level team meetings, staff meetings, in-service time, and collaboration time. All of these serve the purpose of ensuring we are building relationships and carrying out programs that will focus on student achievement. For example, each week grade level teachers meet with their teaching partner to discuss weekly plans, review assessment data, and discuss interventions. These are set times each week. The principal will join these meetings periodically to discuss this data with the team and help identify areas of need. Also, the special education director and Title I reading teacher will join these meetings to discuss the progress of specific students, evaluate growth, and adjust interventions as needed.

Staff meetings at Greenwood Elementary are held on an as needed basis. Most information can be shared through email, but sometimes there is a greater need to meet in order to have direct dialogue with staff. Staff are invited to add items to the agenda for discussion. The meetings are led by the principal but all staff are welcome and encouraged to participate.

Up until five years ago, Greenwood Elementary had not had a full time principal dedicated solely to their building, staff, and students. The district has tried different approaches to include a

superintendent/elementary principal role and a K-12 principal role that was split between two buildings. With the change to a full time principal at the elementary school, more focus has been placed on quality instruction, student engagement and achievement, and the idea of continuous improvement. Staff have been given more feedback, a clearer structure and expectation to collaborate with each other, and a closer eye has been kept on student data and growth. This change has also allowed a clearer vision on putting resources where the greatest need is and maximizing staffing to meet the individual needs of our students.

Our school believes we are successful because of the high expectations we hold for ourselves and our students, the collaboration that happens daily, and the leadership from our staff to reflect and adjust to meet the needs of our students.

5. Culturally Responsive Teaching and Learning:

The School District and community of Greenwood is generally low in diversity as far as race and ethnicity. Our greatest area of diversity is with our socioeconomic status. The poverty rate in Greenwood is rather high, and that presents challenges for our school and for students' exposure to and understanding of cultural awareness, social movements, and global current events. We try to overcome these challenges by integrating these into our daily instruction, taking opportunities that arise to communicate about the significance of diversity with our students, and leaning on our library to provide access for our students to learn about these various topics.

In the classroom, we stop and celebrate days that are important to our history and give our students opportunities to learn about other cultures. Whether it is MLK Day, Native American Heritage Month, or the anniversary of the bombing of Pearl Harbor, all are important for our students to stop and understand the impact these events have on our lives today. Most classrooms use weekly readers to lead discussions about historical events and current events.

With the diverse socioeconomic needs in our community, our school takes a lead role in ensuring our students have access to basic needs. This whole community is generous beyond belief. We host a community closet for necessities for our students that includes clothing and toiletries. Our students take a lead role in organizing these efforts. During the times of the Covid-19 shutdown, we offered free meals to any resident student each and every day. We offered a couple of different locations to help with those that are not able to drive. Along with meals, we had generous donations of other necessities for families such as milk, bread, eggs, and butter. We use our social media and district communication to share the generosity of this great community so that our students understand the importance of equity and the idea of community.

Finally, our library serves a large role in ensuring our students have access to the knowledge they need to better understand and respect cultural differences. Our Library Media Specialist makes sure we have texts to help students engage in thought and discussion about cultural inequities in our community and world. For example, Greenwood Elementary School, in partnership with our public library, ran a whole school read of the book *Amal Unbound*, written by Aisha Saeed. This is a story about a Pakistani girl that was a servant for a leader of the Pakistan government. We used this book to foster conversation and comparison about the lives in different countries. We then were able to bring the author to our school to discuss the writing of this book. This was extremely powerful for our students as many would not otherwise get to experience something like this. Although we are not a culturally diverse school or community, we are proud of the learning about diversity we provide our students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Greenwood Elementary School continues to be a highly successful school in rural Wisconsin because of the relationships we have with our students, their families, and the community. This community is passionate about making sure our students have everything they need to be healthy, successful, and strong. These relationships help us identify the specific needs of our students early, and then provide them with the personalized educational service and curriculum they need to succeed.

Within our 4K program, we have a dynamic relationship with our Cooperative Educational Service Agency (CESA 10), where our staff works hand in hand with CESA professionals to screen the abilities and monitor the growth of our students. We also have a relationship with Greenwood Lions Club. They screen our students for vision concerns, making referrals and supporting the cost for vision exams and glasses as needed. From there, we continue with the services needed to ensure growth.

We have several opportunities for families and community members to visit our school and celebrate the successes of our students throughout the year. Our annual Literacy Night and Scholastic Book Fair brings in over 95% of our students and their families to celebrate literacy work completed during the school year. We understand the importance in stopping to celebrate successes and ensuring our families get to celebrate also. This builds a strong sense of ownership and trust for all stakeholders. We have an annual Color Run that brings over 300 community members together to celebrate learning and builds strong partnerships with many of our local businesses and the community as a whole. Funds raised through this event help cover the cost of the many extra activities we are able to provide our students such as recreation programs, field trips, and academic challenges throughout the year.

Our elementary school continues to build staff capacity through collaboration. We are fortunate to make continuous learning and improvement a main priority and continue to provide collaborative learning and professional development for our staff. It is this collaboration that also keeps our relationship building strong and helps us to recognize the strengths that lie within our staff, our students, and our community. Again, it is the strong relationships that we continue to build that make Greenwood Elementary School a thriving place for our students!