

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. James E. Kyner

Official School Name: Greenbrier Elementary School

School Mailing Address:
2228 Greenbrier Drive
Charlottesville, VA 22901-2918

County: United States State School Code Number*: 0090

Telephone: (434) 245-2415 Fax: (434) 245-2603

Web site/URL: http://www.ccs.k12.va.us/schools/greenbrier/ E-mail: james.kyner@ccs.k12.va.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Rosa Atkins

District Name: Charlottesville City Public Schools Tel: (434) 245-2400

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Ned Michie

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 7 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| | Other |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 14362

Average State Per Pupil Expenditure: 10584

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

10 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	7	9	16	7			0
K	31	31	62	8			0
1	21	24	45	9			0
2	24	29	53	10			0
3	25	31	56	11			0
4	22	31	53	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							285

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
9 % Asian
28 % Black or African American
10 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
53 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 14 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	41
(4)	Total number of students in the school as of October 1.	288
(5)	Total transferred students in row (3) divided by total students in row (4).	0.142
(6)	Amount in row (5) multiplied by 100.	14.236

8. Limited English proficient students in the school: 20 %

Total number limited English proficient 58

Number of languages represented: 15

Specify languages:

Our LEP numbers fluctuate throughout the year. The numbers above represent the beginning of the school year. We also have more languages listed because many of our students speak multiple languages, but only one language is listed in the registration database. Currently we have 63 LEP students, 35 of which are refugees.

Languages at Greenbrier:

Karen, Burmese, Mon, Thai, Pashto, Farsi, Uzbeki, Arabic, Dari, Russian, Italian, Ewe, Swahili, Krahn, Spanish, Albanian, Chin, Turkish, French, Turkmen, Arabic, Krio, Tibtan, Lingula, Japanese, Chinese, Hindi, Urdu

9. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 129

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

The 129 students eligible for free/reduced priced meals is the data as of February, 2009.

10. Students receiving special education services: 12 %

Total Number of Students Served: 34

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 7 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 6 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 17 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> 4 </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> 0 </u>
Classroom teachers	<u> 17 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 8 </u>	<u> 3 </u>
Paraprofessionals	<u> 9 </u>	<u> 2 </u>
Support staff	<u> 8 </u>	<u> 2 </u>
Total number	<u> 44 </u>	<u> 7 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	95%	96%
Daily teacher attendance	95%	95%	96%	95%	95%
Teacher turnover rate	9%	4%	12%	24%	17%

Please provide all explanations below.

The higher percentages of teacher turnover rates are due to living near the University of Virginia. Many of our teachers have been spouses of graduate students at the University and are in the area for a temporary time. In addition, one teacher suffered the loss of a spouse and two teachers stayed home after having babies. Greenbrier works each year to staff the school with the very strongest candidates.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

As an urban school, Greenbrier's population is increasingly diverse. Between September 2003 and January 2009, our English as a Second Language (ESL) population nearly tripled, from 23 to 63 students, including two thirds who are refugees. Of our 285 total students, 9 percent are Asian, 28 percent are black, 10 percent are Hispanic, and 53 percent are white. In addition, 22 percent of our students are Limited English Proficient (LEP), 45 percent are eligible to receive free or reduced priced meals, and 12 percent receive special education services.

Greenbrier Elementary School prides itself on making a reality of the abstract concept that every student can learn. Our expectations are high and made clear to students, parents, and teachers. Academic excellence is pursued with a challenging instructional program designed to meet the different needs of our students. We work to help all children become responsible for their learning through establishing high expectations and providing the support to meet those expectations. A critical component of our educational practices is our commitment to reading as shown by our schoolwide reading initiative. Called STAR (Students, Teachers, Authors, and Readers), it is highly motivating for our students (who are known as reading STARS; staff members are "STAR makers"). Stars are earned by individual students for reading hours and then accumulated towards a schoolwide reading goal for the year. Other individual and schoolwide incentives are provided throughout the year. As of the end of the first semester, our STAR count has topped 30,000. That is over 100 hours per student!

Our STAR Start program provides intensive interventions to our neediest ESL students. Reading specialists, mathematics specialists, enrichment teachers, resource teachers, an instructional coordinator, and our Spanish teacher all collaborate with classroom teachers to provide customized services to our students. Perhaps more important to our success is our commitment to collaboration. Teams of classroom teachers, paraprofessionals, and specialists meet on a weekly basis to analyze data, share ideas, look at student achievement, and discuss best practices in teaching and learning. Teachers establish times to observe other classrooms. Staff members work on building positive relationships with each other, students, and parents to create a school culture that's warm and supportive, yet demanding. Staff and families are proud of our nurturing environment; parents and other visitors often comment on the positive feeling they get as they walk through Greenbrier's halls. Greenbrier School possesses a peacefulness that is no accident. Student effort is fostered with a strong, long-term commitment to social and emotional growth. A life skills program, presented by the guidance counselor and classroom teachers, helps students with the skills they need to be successful, which in turn helps to maintain a calm and caring school. In addition, our staff has received training in the Olweus anti-bullying program.

As a result of all of these efforts, barriers to learning have been removed, and students are learning how to treat others with dignity and respect. Greenbrier students may represent 24 different countries and speak 28 different languages, but they all are bound together in a community of learning. The success of our approach is shown in our Standards of Learning (SOL) assessment pass rate and other statistics.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Greenbrier Elementary School tests students on the Virginia Standards of Learning (SOL), which provide the basic knowledge criteria for each grade level and are used to determine Accreditation and Adequate Yearly Progress (AYP) for schools and school divisions. SOL scores are reported on a scale from 0 to 600, with scores between 400 and 500 graded as pass/proficient and scores between 500 and 600 graded as pass/advanced.

Our school has been fully accredited and has met AYP every year since 2002-2003, even as our population has become increasingly diverse. We are now home to students from 24 countries, including refugees from such troubled areas as Afghanistan, Somalia, and Burma. Some of these students speak a native language with no written component and can present extremely difficult cultural challenges. In 2003-2004, we tested just two LEP students in grade three SOL reading, compared to 11 in 2007-2008 (as well as nine LEP students in grade four reading.) These twenty LEP students achieved a combined pass rate of 86 percent, and 45 percent scored pass/advanced on the SOL reading test.

Students' language proficiency levels indicate increased successes in our ESL program. Of the 26 students who were in the ESL program for both the 2005-2006 and 2006-2007 school years, 15 students or 58 percent progressed to the next level or higher. In 2006-2007 and 2007-2008, 23 out of 32, or 72 percent progressed to the next level or higher. This result far exceeds the state's LEP progress target, currently set at 45 percent.

Significant gains also have been made on the third-grade reading test: the pass rate for all students increased from 73 percent in 2003-2004 to 88 percent in 2007-2008, and the pass rate for Black Students increased from 50 percent to 75 percent in the same period. The pass rate for Disadvantaged Students increased from 50 percent to 76 percent; the rate for students receiving special education services increased from 25 percent to 67 percent.

Our third grade mathematics scores show a less dramatic improvement, due in part to increased ESL participation. From 2003-2004 to 2007-2008 our advanced pass rates and average passing score continued to climb, but the pass rates for all students were 84 percent, 95 percent, 96 percent, 93 percent, 88 percent, respectively. We are currently addressing achievement gaps by targeting goals for students in specific subpopulations. We also incorporate mathematics "exit slips" (short assessments) for each student aligned to the pacing and curriculum guides. These assessments then determine the amount and pace of remedial mathematics instruction.

Grade four students began taking SOL tests in 2005-2006. Their reading scores have been consistently strong each year, with pass rates of 96 percent, 92 percent, and 95 percent. In mathematics, Grade four students have had great success. For example, the pass rate of Black Students increased from 73 percent in 2005-2006 to 94 percent in 2007-2008. Students receiving special education services also improved from a zero percent pass rate in 2005-2006 to an 80 percent pass rate in 2007-2008.

Our overall student pass/advanced rates for both grades three and four have been increasing steadily. Sixty three (63) percent of our third and fourth graders scored pass/advanced in reading, 62 percent in mathematics, 79 percent in history, and 48 percent scored in science.

The Virginia Department of Education site is www.doe.virginia.gov

2. **Using Assessment Results:**

To make instructional decisions, staff members use multiple sources of data, including formal and informal assessments, Phonological Awareness Literacy Screening (PALS), Ganske Developmental Spelling Analysis

(DSA), Qualitative Reading Inventory (QRI), state SOL assessment data, divisionwide assessments, and unit assessments.

Teams of professionals review performance and create plans to meet the individual needs of students. When SOL data becomes available, teachers, specialists, and administrators meet to analyze the results. This information is used to structure a plan for school improvement and to determine both goals and specific strategies for reaching them.

Early in the school year, a Positioning for Success conference is held. Representatives from each grade level along with central office leadership use multiple sources of data to review all aspects of our school and discuss the plans to address weaknesses while reinforcing strengths.

Throughout the year, teachers use the exit slip, given at the end of every lesson, assessment data to guide instruction. Every two weeks teachers give the principal a summary of student performance, including which students have mastered particular standards and what interventions are planned to help other students achieve mastery. We use this information to determine if students should participate in our after school intervention program or need one-on-one or small group instruction. Common quarterly assessments are also given throughout the year.

In addition, each teacher has created a SMART (Strategic, Measurable, Achievable, Results Oriented, Time Bound) goal for individual students. They develop plans to achieve these goals which they discuss with students and parents. Teachers meet with the principal to discuss these goals at the beginning of the year and to monitor progress during the year.

3. Communicating Assessment Results:

Communicating with students, parents, and the community is critical to maximizing student achievement. We believe that students learn best when they are given specific and timely feedback on their performance, emphasizing assessment for learning, as well as assessment of learning. Parents need accurate, timely, and frequent information about their child's performance if they are going to be effective in their support.

Classroom teachers communicate student performance to children in several ways - class meetings to address classroom performance issues, one-on-one conferences to review individual results, and exit slip assessments on how they are progressing in specific areas.

Teachers communicate with parents via face-to-face conferences, emails, message journals, or home visits several times throughout the year. Report cards are sent home on a quarterly basis marking each student's progress toward grade level goals and expectations as well as a narrative commenting on their progress. Teachers also send home a "refrigerator curriculum" quarterly that informs parents of the upcoming units of study and what they can do to support their child. Whenever a formal assessment is being given, we notify the parents and send them tips on how to help their child be successful. If necessary, teachers will call parents to discuss specific situations with respect to their child.

Formal assessment results such as SOL, Cognitive Abilities Test (CoGAT), or Lexile Linking Test results are mailed to parents. Schoolwide results are also reported at Parent Teacher Organization (PTO) meetings, Back to School Night, and through monthly newsletters. SOL results are reported by the local media each year. Our school Web site is linked to the Department of Education's School Report Card that allows the public to view SOL and other data.

4. **Sharing Success:**

Greenbrier's emphasis on teamwork and our practice of sharing ideas, problems, and successes among our own teachers and staff carries over into "outside" areas as well. In the division, we meet with our colleagues at the same grade level on a monthly basis to share effective strategies and resources. Several of our teacher leaders have been selected to present information on Greenbrier's program with other educators, and we often have visitors from other schools. We have helped other schools to create programs modeled after ours like our STAR Start ESL Academy. We have a number of resources linked to our Web site that are always available to other schools and the public. Our technology integration teacher helps teachers share successful ideas with other schools and helps link resources to the web.

Greenbrier prides itself on our relationship with the University of Virginia. Many beginning teachers embark on their teaching careers at our school. Staff members mentor beginning teachers by serving as clinical instructors. Our partnership with the University includes sharing teacher expertise with novice and veteran teachers. Several Greenbrier teachers have served as instructors in the Curry School of Education at the University of Virginia. Teachers from Greenbrier serve the profession by presenting at the Teacher Reading Academy, George Graham Lectures in Reading, and the NTTI (National Teachers Training Institute) Conference on technology.

If awarded Blue Ribbon status, the community would take great pride in our achievement. Community representatives and the media would be eager to share this success. This would enhance our opportunities to expand our policy of being open to dialogue with other educators about successful strategies we use. Staff members are encouraged to participate in professional conferences and professional organizations. Many of our staff members have developed very positive professional relationships through these conferences, workshops, and institutes.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Greenbrier Elementary school provides a rigorous core curriculum designed to help children reach their fullest potential and to motivate them to be lifelong learners. Teachers use Guides for Pacing and Standards (GPS) that are aligned to the Virginia SOL and the school division's curriculum guides. These guides facilitate lesson design through the integration of subject-specific content, instructional best practices, and student assessment. We also offer both Spanish and talent development in grades K-1, "Minds in Motion" (movement and dance production) in fourth grade, and nutrition education through our Fresh Fruits and Vegetables program in every grade.

The Language Arts curriculum seeks to develop students who are strategic readers, effective writers, engaging speakers, and creative thinkers. Our STAR reading program has proven to be very successful in motivating students to become strong readers. Teachers make use of the Open Court basal series, trade books, Reading Mastery, and the Becoming a Writer curriculum to provide students with rich learning opportunities. Students' enthusiasm for reading is shown in the reading hours they record each year exemplified in their desire to read aloud to an audience, be it the principal or a student in another grade level. One of our third grade classes partners with our pre-school in teaching our youngest students beginning literacy skills.

In Mathematics, we focus on three main areas: concepts, fluency, and problem solving. Students are taught how to think critically and analytically when approaching mathematics problems. Attention is given to building specific and specialized vocabulary. Students are given authentic, challenging, real life problems as they develop their mathematical skills. For example, classes work with area and perimeter as they plan for plantings in our courtyard. Many classes create classroom economies integrating mathematics skills with social studies.

In Science, teachers provide hands-on, problem-solving activities. Students learn scientific methodology through the systematic use of inquiry skills (scientific method). Our proximity to a wildlife park and our central courtyard, with its gardens and fish pond, give students a chance to study real ecosystems. Each year at Science Night, teams compete on such projects as building towers of straw and floating barges of pennies. Participation has been so great that we have had to expand this event into two nights.

Under our Social Studies curriculum, students apply basic map skills and learn about our country's symbols and leaders. United States Regions reviews the geography and history of our nation's geographic areas. These lessons are put in a world context through our studies of the diversity and historical contributions of other civilizations. Teachers provide students with many engaging events to support these studies, such as our Olympics (which include volleyball, races, and other contests,) China Day, and a Martin Luther King Jr. assembly.

Art, Music, and Physical Education support all the content area SOL. Students' art work is displayed throughout the school as well as in the city wide art show. All students perform in a grade level musical production and fourth graders can participate in chorus. Our Olympics are tied in with our study of Greece, and the entire physical education curriculum focuses on personal goals of health and wellness.

In summary, the Greenbrier curriculum considers the whole child. Our core curriculum meets and exceeds the state standards. By providing Spanish instruction, our young students are thinking conceptually about language. Through our Fresh Fruits and Vegetables program, our students are receiving nutritious snacks, being exposed to various fresh fruits and vegetables, and learning how to make healthy food choices. Our talent development and gifted program give advanced students opportunities to excel in critical and creative thinking, while our Title I and ESL intervention programs provide focused support to students who are at the other end of the learning spectrum.

2a. (Elementary Schools) Reading:

We call our school “Home of the Reading STARS” (see Part III above) which indicates how integral reading is to our school culture. Total reading hours to date are shown on an eight foot “STAR thermometer” by the street in front of the school. Children go to the school library daily, and students have reading buddies (older grades paired with younger grades) who meet weekly. Our “Caught Reading” bulletin board displays pictures of students, staff, and parents who are caught in the act of reading.

At the beginning of the school year, we review data from the previous year as well as current reading assessments. Information obtained from PALS assessments are used to guide instruction. Kindergarteners who do not know some letters and sounds at the beginning of the year get extra assistance, so that by mid-year half of these students are on grade level and no longer need additional support. Very few of our returning first grade students need additional intervention. Other students who are below grade level, even in one area (i.e., fluency) get additional reading support.

Instruction during the language arts block is based on a well-balanced literacy approach to reading and writing. It focuses on five key components: phonemic awareness, phonics, fluency, vocabulary and comprehension. Teachers use a multitude of reading materials to teach these skills. Open Court Reading, research-based core curriculum by SRA, is supplemented with books and other materials designed to increase reading skill and develop a love of reading. Students use non-fiction books that incorporate social studies and science standards.

Teachers make use of various technologies such as Classroom Performance Systems (CPS) allowing students to interact with comprehension questions and giving the teacher immediate feedback. Qualitative Reading Inventory (QRI), running records, Open Court end of unit tests, Ganske Developmental Spelling Inventory (DSI), Scholastic Reading Inventory, fluency checks, and quarterly tests are among the assessments that teachers on a frequent basis.

We have chosen a varied approach to reading to meet the needs of our diverse population. We have been successful in motivating our students to love reading, diagnosing student performance and matching each child with the right approach and focus.

3. Additional Curriculum Area:

Our mathematics curriculum supports the following five goals: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Teachers use a variety of materials and strategies to accomplish this goal. They develop lessons that involve higher level thinking, problem solving, and authentic situations. Fluency of basic facts is stressed. Cognitively Guided Instruction (CGI) is an approach to teaching mathematics where teachers utilize what they know about children’s understanding of skills to select and pose problems, question students, and facilitate discussion and sharing. As students share their problem solving strategies with peers, struggling students are exposed to higher level thinking that they can use in their own work. Through this method, children as young as kindergarten are able to solve multiplication and division word problems using a variety of methods.

Investigations in Number, Data, and Space curriculum teaches mathematics through engaging activities, discussions, and problem solving. Students are involved in meaningful mathematical problems, and teachers engage in ongoing learning about mathematics content and how children learn mathematics. Students have a chance to play some of the Investigations “games” with their parents on Math Night. During Math Night students become the teachers of their parents as they show them the strategies they have learned in solving math problems and playing mathematics games. Scott Foresman-Addison Wesley Mathematics is also a resource. Mathematics is taught as whole group, in small groups, and with work centers and individual practice.

Technology, such as the use of interactive SMART Boards, is infused throughout the lessons, making math a fun hands-on experience for students.

Mathematics is interwoven throughout the day, whether it is calendar mathematics, lunch counts, or incorporated into science lessons. Students are presented with problems that build their mathematical skills and challenge them to be creative problem solvers.

4. Instructional Methods:

Parents, visitors, and new staff frequently comment how well our staff works together to provide support for each child. We have high expectations for students, and we provide the support each child needs to achieve them. Specialists (special education, gifted, talent development teacher, Spanish teacher, ESL teachers, instructional coordinator) collaborate with classroom teachers and work in classrooms.

Grade level teams, including specialists, meet weekly to collaborate and develop inquiry-based lessons which honor the diversity and individuality of students. Teachers incorporate Marzano's high yield instructional strategies in their lessons and use both formal and informal assessments to ensure that desired learning outcomes are achieved. The curriculum is integrated, and technology is used to engage students and accelerate learning. Every classroom is fitted with a SMART Board interactive white board, and students often can be found using classroom laptops.

Ongoing assessments and data analysis drive instruction. There are numerous instructional methods and high yield strategies in place at Greenbrier Elementary School: differentiated instruction; flexible grouping within classes and among grade levels; technology integration; specialists collaborating and working in classrooms; and other staff volunteering to tutor, read books, and help in other ways.

In response to the dramatic increase in our ESL population, we developed our STAR Start program. Level 1 and 2 students are instructed in a small group setting for two hours a day with two ESL teachers and a Title I teacher. In addition to intense language arts instruction, social skills, academic language, and technology are taught in a safe, caring environment. Our data show these students have made dramatic gains in literacy.

5. Professional Development:

Greenbrier has a history of establishing life long learning habits for both students and staff members. Both teachers and other staff members are encouraged to participate in opportunities to grow professionally.

The Charlottesville City Public School system provides extensive training opportunities for staff. New teachers are provided with three additional days of training during August. Throughout the year, there are many staff development opportunities, including using outside education experts, providing assistance for workshops or graduate classes, and in-division training by school system staff members. Curriculum changes are implemented only after sufficient training both prior to and during implementation.

Professional development at Greenbrier is ongoing, based on the needs of our school, and aligned with the division's goals and objectives. Concentrated self-analysis allows staff members to develop individual learning goals to support their professional and personal growth. As a school, our focus for 2008-2009 has been to align professional development with individual student needs through a "SMART Goal" (Strategic Measurable, Achievable, Results-oriented, Time-bound). As teachers develop plans to help individual students, we have looked at what supports the teachers need to make those plans successful.

Each new teacher participates in a two-year mentor program with an experienced teacher that is orchestrated by our instructional coordinator. Our biweekly staff meetings have an instructional focus and give teachers an opportunity share successful strategies and receive training in curriculum, instruction, assessment, and

classroom management. Weekly collaborative meetings occur for each grade level and include review of common assessments and planning for differentiated instruction. The administration conducts walkthroughs of teachers and discussions of data gathered during them.

Staff members also receive weekly technology training from the division's traveling tech trainer. The trainer provides instruction on technology resources available in the classroom to increase student engagement and achievement. Teachers have received training on creating pod casts, using CPS Clickers, flip cameras, SMART Boards, and ipods and have been able to implement their training immediately.

6. School Leadership:

Structurally, leadership at Greenbrier consists of two administrators, the principal and instructional coordinator (IC). In reality, the school is led by these administrators working collaboratively with the rest of the staff. Both our school culture and our management philosophy are centered on teamwork and empowerment. All staff embrace the responsibility for student growth and achievement. Though administrators have the final say, they work to achieve consensus among all staff members with monthly team meetings, regular communications, and one-on-one meetings. School administrators encourage open discussion with other staff members on both a collective and an individual basis. During our meetings teachers discuss student progress, review SMART goals, and express concerns. The administration's job is to listen, to support, and to ensure that the needs of the school are met.

We encourage staff members to take leadership roles. For example, special schoolwide events like Math Night, when students teach their parents mathematics games; science nights, when parents and children cheer on competing fun contests; and MotherRead/FatherRead, which brings parents and children to school for pizza and a chance read to each other, are all planned by teams of teachers. At least one half of our faculty meetings are guided by staff members rather than administrators. Teachers facilitate staff diversity training and conduct Olweus (bullying) training in small groups.

Subject: Reading

Grade: 3 Test: Virginia Standards of Learning Test

Edition/Publication Year: 2003-2008 Academic Years

Publisher: Harcourt /Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass Proficient plus Advanced	89	96	83	89	76
Pass Advanced	60	57	46	34	22
Number of students tested	53	57	62	50	39
Percent of total students tested	100	100	98	95	96
Number of students alternatively assessed	4	6	2	1	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass Proficient plus Advanced	76	95	74	73	50
Pass Advanced	33	32	19	13	0
Number of students tested	21	20	30	20	16
2. Racial/Ethnic Group (specify subgroup): African American/Black					
Pass Proficient plus Advanced	75	94	81	71	46
Pass advanced	25	25	27	7	0
Number of students tested	12	16	28	16	14
3. (specify subgroup): Caucasian/White					
Pass Proficient plus Advanced	97	97	85	96	95
Pass Advanced	83	67	70	43	42
Number of students tested	29	33	27	24	19
4. (specify subgroup): Limited English Proficient					
Pass Proficient plus Advanced	73				
Pass Advanced	36				
Number of students tested	11				

Notes:

In addition, we tested students representing Hispanics and Students with Disabilities subgroups. These groups were made up of less than 10 students. Many of our students represent multiple subgroups.

The SOL results data that is reported above is taken from the Virginia Department of Education’s Standards of Learning Report Card website. The website can be viewed at <https://p1pe.doe.virginia.gov/reportcard/>

School: Greenbrier Elementary

Division: Charlottesville City Public Schools

Subject: Mathematics

Grade: 4 Test: Virginia Standards of Learning Test

Edition/Publication Year: 2005-2008 Academic Years

Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Pass Proficient plus Advanced	96	87	84		
Pass Advanced	59	56	56		
Number of students tested	57	57	52		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	2		
Percent of students alternatively assessed	100	100	100		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass Proficient plus Advanced	90	71	74		
Pass Advanced	29	29	30		
Number of students tested	24	22	25		
2. Racial/Ethnic Group (specify subgroup): African American/Black					
Pass Proficient plus Advanced	100	76	64		
Pass Advanced	40	38	21		
Number of students tested	16	22	14		
3. (specify subgroup): Caucasian/White					
Pass Proficient plus Advanced	100	100	96		
Pass Advanced	72	80	76		
Number of students tested	29	25	25		
4. (specify subgroup): Limited English Proficient					
Pass Proficient plus Advanced	82	75			
Pass Advanced	36	25			
Number of students tested	12	10			

Notes:

Fourth grade has only been given these assessments for the last three years.

In addition, we tested students representing Hispanics and Students with Disabilities subgroups. These groups were made up of less than 10 students. Many of our students represent multiple subgroups.

The SOL results data that is reported above is taken from the Virginia Department of Education’s Standards of Learning Report Card website. The website can be viewed at <https://p1pe.doe.virginia.gov/reportcard/>

School: Greenbrier Elementary

Division: Charlottesville City Public Schools

Subject: Reading

Grade: 4 Test: Virginia Standards of Learning Test

Edition/Publication Year: 2005 - 2008 Academic Years

Publisher: Harcourt/ Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May		
SCHOOL SCORES					
Pass Proficient plus Advanced	98	91	92		
Pass Advanced	67	56	72		
Number of students tested	54	55	52		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	4	0		
Percent of students alternatively assessed	100	100			
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Pass Proficient plus Advanced	95	81	83		
Pass Advanced	37	19	52		
Number of students tested	21	21	25		
2. Racial/Ethnic Group (specify subgroup): African American/Black					
Pass Proficient plus Advanced	92	90	86		
Pass Advanced	46	33	43		
Number of students tested	15	21	14		
3. (specify subgroup): Caucasian/White					
Pass Proficient plus Advanced	100	96	96		
Pass Advanced	79	84	88		
Number of students tested	29	25	25		
4. (specify subgroup): Limited English Proficient					
Pass Proficient plus Advanced					
Pass Advanced					
Number of students tested	9	8	9		

Notes:

Fourth grade has only been given these assessments for the last 3 years.

In addition, we tested students representing Hispanics and Students with Disabilities subgroups. These groups were made up of less than 10 students. Many of our students represent multiple subgroups.

The SOL results data that is reported above is taken from the Virginia Department of Education's Standards of Learning Report Card website. The website can be viewed at <https://p1pe.doe.virginia.gov/reportcard/>

School: Greenbrier Elementary

Division: Charlottesville City Public Schools