

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Greensboro Academy
(As it should appear in the official records)

School Mailing Address 4049 Battleground Avenue
(If address is P.O. Box, also include street address.)

City Greensboro State NC Zip Code+4 (9 digits total) 27410-8410

County NC

Telephone (336) 286-8404 Fax (336) 464-2753

Web site/URL
<https://www.nhaschools.com/schools/greensboro-academy/en> E-mail 20.tduhaime@nhaschools.com

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.

(Principal's Signature) Date _____

Name of Superintendent* Tracey Duhaime E-mail 20.tduhaime@nhaschools.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greensboro Academy Tel. (336) 286-2404

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Brian Clarida
(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.

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

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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
0 High schools
0 K-12 schools
- 1 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, 2022 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 Students
PreK	0
K	86
1	84
2	84
3	85
4	86
5	84
6	84
7	84
8	83
9	0
10	0
11	0
12 or higher	0
Total Students	760

*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):
- 1.1 % American Indian or Alaska Native
 - 20.8 % Asian
 - 18.7 % Black or African American
 - 6.8 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 52.2 % 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 2021 - 2022 school year: 7%

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, 2021 until the end of the 2021-2022 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	45
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1, 2021	763
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Albanian, Amharic, Arabic, Bengali, Bosnian, Burmese, Chinese Mandarin, French, Gujarati, Hindi, Kannada, Korean, Malay, Marathi, Nepalese, Nepali, Oriya, Pilipino, Portuguese, Romanian, Russian, Spanish, Tagalog, Tamil, Telugu, Thai, Ukrainian, Urdu, Vietnamese

English Language Learners (ELL) in the school: 8 %

58 Total number ELL

7. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 75

8. Students receiving special education services with an IEP: 10 %
Total number of students served 73

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>20</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>0</u> Other Health Impaired
<u>2</u> Developmental Delay	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>55</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 23

10. Number of years the principal has been in the position at this school: 2

11. 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	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

12. 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 27:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	99%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

To challenge students to reach their highest potential in academic excellence and moral character; at the same time, our school will imbue in every student a deep sense of individual responsibility and an appreciation for the dignity of work.

17. Provide a URL link to the school's nondiscrimination policy.

https://app.sharebase.com/#/document/6576/share/239-bH95yVSAswHOacFNsyObLNOMUfU_

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

Greensboro Academy holds a lottery every year to fill vacant spots in each grade level.

PART III – SCHOOL OVERVIEW

Francis Wayland Parker, a pioneer of education, said, “The end and aim of all education is the development of character.” Often times, the aim of developing the character of students is pushed aside because of the focus on higher test scores and showing a year of growth in academic subject areas. The techniques and programs at Greensboro Academy aim for the growth of character alongside growth in academic subject areas. Some but not all of our programs and techniques include Moral Focus, Manner of the Month, Partnership with Back Pack Beginnings, Buddy Classrooms and Fun Calendars.

Our Moral Focus occurs each morning in grades K-8 beginning with a lesson highlighting the moral focus virtue of the month. The year begins in September with Wisdom, and continues with the following virtues in order by month, Respect, Gratitude, Self-Control, Perseverance, Courage, Encouragement, Compassion and ending with Integrity. The lessons include read a louds, discussions and group activities that provoke students to think and develop behaviors that demonstrate the virtue. Students evaluate behaviors in scenarios to determine if they are a reflection of the virtue. The definitions of the virtues build in intensity as the students move to the next grade level, further challenging students to reflect and develop their behaviors as their life experiences begin to test their virtues in new ways. The virtues are utilized in academic lessons and conversations with students as they work through mastering academics concepts and interacting with peers and adults.

In conjunction with Moral Focus Virtues each month, Greensboro Academy has created a Manner of the Month. Each month a new manner is introduced to the class during our Moral Focus time. The manners are as follows, beginning with September and ending in May, Greeting and Responding to others, Saying please and thank you, Looking for opportunities to compliment others, Saying “Excuse me”, Being present, Offer to help without being asked, Don’t interrupt others; listen thoughtfully, Clean up after yourself! Be Honest/Take Responsibility. The Manner of the Month is posted as the students enter the building each morning and discussed during our daily Moral Focus time each morning. As teachers, we look for students who are modeling the manner of the month and celebrate their behavior. The common language allows us to praise students throughout the building and help them practice as we come across their paths.

Paths cross not only in the hallways but in the classrooms. Teachers within the building are paired with a teacher in a different grade level. Every month the two homerooms come together to complete an activity linked to the Moral Focus virtue of the month. The interaction provides the other student with an opportunity to be a positive influence on a younger student. For example, in the month of March our Buddy Classroom activity was to work with your partner coloring an encouraging words picture. Students then gave the words picture to a student they saw in need of motivation to persevere. Not only are the students given the opportunity for positive interaction with a student in another grade level but the staff are able to build a relationship with another staff member they may not have an opportunity to collaborate with throughout the year. The peer relationship fosters an environment for new perspectives and discussions about best practices.

Greensboro Academy has partnered the BackPack Beginnings. BackPack Beginnings is a local organization which provides child-centric services to feed, comfort and clothe children in need within the community. Greensboro Academy contributes to the Food programs which include, Kids Bags which provide foods for children over the weekend, Family Bags which provide pantry staples, and Snack Pantry which provides teachers with snack for students within their classrooms. Each month communication is sent to families about the food item being collected. Bins are located at the end of each hallway for students to donate the named item. The year began asking for wrapped snacks and then the following items were requested, various canned food items, macaroni & cheese/instant potatoes, boxes of cereal, peanut butter and jelly, boxes of pasta/bags of rice, cans of SpaghettiOs/ravioli and then ending with boxes of crackers/cookies. Our partnership not only provides families in need with the necessary food items but it is also a way for our students, families and staff to actively demonstrate Moral Focus virtues to others outside of the school community.

The programs and techniques previously described are all located on our Fun Calendar. The administration

team creates a calendar with reminders of the Moral Focus Virtue, Manner of the Month and Backpack Beginnings collection items as well as fun activity days for both students and staff. In the month of March some of the activities included, creating encouraging notes to friends and teachers, flashlight Fridays where students brought in their flashlights to read in the dark, a Bouncy House party, \$1 Wacky Tacky Day fundraiser and random acts of Kindness week, where students tracked acts of kindness they observed in their classroom. Staff also have special days on the calendar like jeans days, potluck food days to share favorite food dishes and recipes and other days, like Muffins in March gifted by Administration. A focus on fun cultivates positive morale amongst students and staff.

At the core of all programs and techniques within Greensboro Academy are the Moral Focus virtues. Building a student's character and working through the virtues stimulates growth in all areas of the student, not just their academics. Strong relationships are developed amongst teachers, students and staff because of the virtues upheld throughout the building.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At Greensboro Academy, ELA teachers align their lessons to the NC standards. Our ELA content includes spelling, vocabulary, phonics, reading comprehension and fluency, as well as writing and listening. Teachers utilize the NHA curriculum to teach standards through engaging, rigorous, and relevant lessons. Each lesson in the curriculum ties to one or two standards, and those standards are assessed throughout the lesson with intentional questioning, writing assignments, and exit tickets. Curricular tools include likable class novels and other texts that are strategically selected because they are complex and explore important and thought-provoking topics. All texts are either archaic, have a non-linear time structure, have complexity of narrator or plot, or are resistant texts, which make them complex.

Each teacher at Greensboro Academy carefully studies a year-long plan that is broken down into units. Each unit addresses key standards and uses engaging and grade-level texts to do so. These texts mostly include novels, articles, short stories, but sometimes short films, photographs, or other types of media are added into lessons as well. Each unit also poses a couple of essential questions that tie in with moral focus virtues, as it is vital for students to identify the themes and life lessons that both fiction and nonfiction text explore. Through reading and writing, students analyze these questions to learn more about themselves, each other, and the world around them.

At the beginning of each lesson, teachers communicate standards and “I can” statements with students to ensure that they comprehend their learning goals. Students review any unfamiliar vocabulary that might be embedded in the text. Many lessons include an intriguing hook, such as a video, anecdote, or activity, to create excitement for students. Teachers model skills through direct instruction and then provide an opportunity for students to practice the skill independently or in a group.

Students practice these skills further as they navigate the text at hand through a mix of whole-group reading, small-group reading, and independent reading. Teachers pose questions through cold calls, volunteers, and turn-and-talks to assess understanding, and teachers circulate the room to monitor comprehension and facilitate engagement. Finally, teachers wrap up lessons with exit tickets or other assessment methods to truly determine whether or not students are understanding the skill. For example, if the lesson taught is focused on determining a theme, students will be asked to determine a theme from the text at the end of the class period. These questions are differentiated for learners on diversified levels.

Students also practice writing at Greensboro Academy in various ways. Each unit focuses on a different type of writing, and the NHA curriculum outlines enjoyable and real-world writing tasks for students to create products that showcase their writing skills. For example, students may write a narrative poem to practice creative writing, an art critique to practice literary analysis, or an Amazon review to practice argumentative writing.

Aside from informal assessment during class, other tools for assessment in ELA include Readworks and CommonLit. Teachers use NHA-created quizzes, called Edcite quizzes, that directly align with the standards. A few times throughout the school year, students take NC Check-Ins and NWEA tests as well. Each of these tools allows teachers to assign reading passages and multiple-choice and written response questions that assess skills. Teachers review the data from these tools daily and weekly to reteach misconceptions, create small groups, and check for understanding. At Greensboro Academy, we also utilize IXL and Lexia to study data and observe students’ understanding.

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

At Greensboro Academy, math teachers align their lessons to the NC standards. Our math content includes, in various grade levels, problem solving, basic math facts and operations, ratios, exponents, geometry,

prealgebra, and algebra. Teachers utilize the NHA curriculum to teach standards through engaging, rigorous, and hands-on lessons. Each lesson in the curriculum ties to one or two math strands from the standards, and those standards are assessed throughout the lesson with manipulatives, dry erase board practice, partner work, independent digital assignments, assessments, and exit tickets. Curricular tools include lessons that move from concrete to abstract linking the concepts strategically to the standards. Teachers teach and reteach as needed to whole class and well as flexible small groups. Teachers and students create anchor charts to support each key idea in math and hang in the room as a resource to reinforce the concept being taught. Often teachers create math cheers and sayings to create a repetitive way to remember key ideas.

Each teacher uses the NCDPI Unpacking Standards to pinpoint expectations within the curriculum and sample questions to drive their plans. Teachers write and announce daily their “I Can” statement so students are aware of what is expected to be taught that day. Teachers spiral back to that key statement throughout the lesson for reinforcement. Often teachers begin the lesson with an open ended question that all students can feel successful answering and sharing with the class. Partners also offer a safe way for students to participate and are utilized in daily lessons. Small table groups are planned out in advance so each that many levels are present within each group. This allows all students to play a role in answering and participating in rigorous questioning during a lesson. As students move from the opening question into the main standard, teachers model and explain the key idea from the lesson. Manipulatives are often used to show the concept in a concrete hands-on learning method. As teachers observe the success of these activities, they will move into practice without the manipulatives, yet still spiral back to how this connects to the main idea being taught

Students often practice the concept on dry erase boards as the teacher checks and corrects their work. After seeing dry erase board success, teachers will move into partner or table group activities. Teachers guide the groups rotating throughout the class to ask probing questions to assist the students through their activities without “giving them the answer”. This allows the learning to be focused on the student's exploration of the standard in a safe way. At the end of the lesson an exit ticket is utilized to determine the students understanding or lack thereof of the standard. This guides the teachers next lesson and the formation of small groups with common misunderstandings. Students who have provided a clear understanding will have many independent activities to challenge and offer practice to solidify their clarity. These activities can vary according to the standard. This could include lessons on Dream Box, IXL, or Google Classroom. Often paper activities are utilized as well as centers. Math is learned through practice and exposure and requires more than one day on a standard. Mini-assessments are used daily so teachers can reteach as needed. A final formative assessment is given at the end of a unit.

Teachers often create their own assessments referring back to the NCDPI Unpacking standards. Other materials utilized to provide assessments are School Net Item Banks, TPT, Open Up / Illustrative Math, and Bridges. Teachers in 3-8 utilize the NC check-in data and NWEA to reteach concepts that students are still struggling with within the standard.

Across the grades teachers have a clear understanding of the standards taught before and after their grade level. Throughout the school year teachers meet with the grade above and below their level to provide cohesive teaching that steps up appropriately throughout the entire K-8 school.

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

In Science, Greensboro Academy uses the North Carolina Standard Course of study for our standards. Science content includes life, physical, and earth science units. To address these standards, Science is taught using the 5E method of teaching. Using this method, the teacher becomes a facilitator, guiding students as they learn new concepts.

The 5E instructional approach allows students to learn through experiences. In the Engage part of the lesson, students are asked to recall any prior knowledge they have on the subject matter. This allows the teacher to identify any gaps in previous student learning. In the Explore part of the lesson, students usually explore the topic with a hands-on approach. Students make a lot of observations in this part of the lesson and are able to talk ideas through with classmates. This concrete learning experience allows students to

connect this topic back to their exploration later in the lesson. In the Explain part of the lesson, the teacher takes an active role in asking questions of students to gain a better understanding of what they learned during the explore phase. This will allow the teacher to address any unanswered questions from the explore phase and address any gaps or misunderstandings. This is also where the teacher introduces any technical information to the students such as vocabulary or class notes. In the explain phase, teachers also use a variety of materials to boost student understanding. The Elaborate phase is where students will apply what they have learned so far and helps them gain a deeper understanding of the topic. In this phase, students may complete a different investigation of the subject matter or even complete a project that demonstrates what they have learned about the topic. The final phase is Evaluate. This is where the teacher can assess- either formal or informal- student understanding of the topic covered. Some examples would include class exit tickets, quizzes, tests, writing assignments and exams.

After evaluation, teachers can then use the assessment data collected to plan small or whole group reteaching of concepts to ensure that all students gain a deeper understanding of the concept or topic.

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

In elementary school classrooms, students are taught using a variety of resources and assessments that the teachers have chosen to teach the NC State Standards. Social Studies content includes NC history, US history, and World History. They also do an amazing job with cross curricular opportunities that incorporate social studies into the ELA classroom whether it be reading an informational article or doing research for a specific novel that will be studying.

Middle School Social Studies is moving towards an Inquiry based approach to learning. To be most effective with this process, the students are taught how to use the Claim-Evidence-Reasoning format as a summative assessment for each lesson or unit depending on grade level.

With this process, students to be able to make a Claim that is based on a Compelling Question. To help the student build their case for the Claim that they have made, each lesson has Supporting Questions that help to guide the inquiry process. Once the students have progressed through the curriculum resources (textbook, primary and secondary sources, etc...), they will use information gathered to provide Evidence that directly supports their Claim. Students are asked to choose two to four pieces of evidence that they believe best connects to their thoughts about the Compelling Question. Once the evidence has been given, students are then asked to complete the Reasoning section of the assessment. To be effective here, they are explaining how their evidence effectively connects to their claim as well as make a connection with the world today.

This approach to the curriculum is a great way to build the skill of inquiry-based learning. As students move into high school, this approach helps to set them up for success moving into classes that require Document Based Questions on both formative and summative assessments.

1e. For schools that serve grades 7-12:

At Greensboro Academy, being college and career ready is at the forefront of everything we do. We want our students to succeed in whatever pathway they choose for themselves after high school and we want them to be prepared by the end of 8th grade to perform to their fullest potential thus allowing all doors to be open to them when they graduate. We have advanced programming beginning in 4th grade and in grades K-3, we offer differentiated workshop instruction to meet the students needs and provide enrichment activities where applicable. Advanced programming in ELA continues into middle school and students in grades 7-8 have the opportunity to take high school level math courses. Students in grades 7 may qualify to take Math 1 and students in grade 8 may qualify to take both Math 1 and Math 2. Our students also have the opportunity to earn a high school Spanish 1 credit while enrolled at our school.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Greensboro Academy has an excellent art department, that supports all students Kindergarten through 8th grade. Students in Kindergarten through 6th grade come to art 1 to 2 times a week, 7th and 8th grade students who choose to take art come daily for a semester. Through art at Greensboro Academy students are introduced to many skills, techniques, artists, cultures, styles, and materials. Students begin by learning the basic foundations of art and then moving into more student lead decisions and higher skill based work. Upper elementary has a high focus on learning about artists, styles of art and different cultures. They do this while also exploring creative ways of learning math, history, science and ELA. By middle school students have begun working on advanced skill building along with research and writing skills. Using art, students at Greensboro Academy learn to have a dialogue with others, make interesting observations, self-evaluate, express themselves, learn from their mistakes, embrace diversity, envision solutions, see multiply points of view, and persevere. The art program allows students to engage in a well-rounded learning environment, that caters to many different learning styles.

Our Music Program follows the NC Standard Course of Study for Music. We get kids excited to learn about music through playing different instruments. This hands on approach allows all kids to explore a variety of sounds and textures. Our elementary students enjoy learning recorders, working on Orff instruments and playing the Ukuleles to name a few. General goals include reading non-traditional and traditional music notation, performing in a group or solo setting, and identifying the different instruments and families. We meet weekly for 30 minutes. Music class is a great opportunity to build relationships amongst classmates and continue to learn how to work together. We also offer band to our middle school students. From band classes during the school day to pep band and jazz band as after school clubs, our students leave GA ready to join their high school bands immediately.

2b. Physical education/health/nutrition

Physical education at Greensboro Academy supports student's acquisition of essential skills and knowledge by giving the students the learning opportunities through a variety of cooperative games and team sports from kindergarten to eighth grade. From Kindergarten, students begin working on life skills such as locomotors, focus, self-control, communication, making connections with peers, and critical thinking building upon these skills each year until eighth grade. Even though everyone is unique, some factors that affect some of these acquisitions such as personality, prior experience, confidence and ability vary from student to student. Greensboro Academy helps to bridge the gap with afterschool programs that align with our physical education program ranging from youth programs, middle school sports (Basketball, Soccer, Volleyball, Baseball, Softball) to after-school care. At Greensboro Academy, students are developing a stronger sense of self-worth based on their skills, they become more independent, confident and less impulsive. These acquisitions help shape the students into successful, contributing members of society.

2c. Foreign language(s), if offered (if not offered, leave blank)

Beginning in Kindergarten, students have the opportunity to take Spanish in their specials rotation. This continues through the 6th grade and Spanish is aligned to the FLANC standards to do a mixture of listening, speaking, writing and reading activities as well as a cultural immersion of Spanish-speaking countries. The teacher also uses collaborative practices to reinforce skills in all grade levels, as they are being taught in class. Students also participate in activities that include games, songs, and crafts. In 7th and 8th grade, students can choose to take Spanish for a high school credit. This course is rigorous and requires a final exam to earn the Spanish 1 high school credit. It is an opportunity for our students to leave middle school with one of their world language credits filled and creates a schedule open to higher level, more advanced foreign language exposure and learning.

2d. Technology/library/media

Greensboro Academy offers Technology as a specials class for all grades, K-8. Students are taught skills that will help them throughout their academic career here at Greensboro Academy and beyond. These are just a few key principles taught in technology. Typing (keyboarding) lessons start in Kindergarten and continue through 8th grade. The proper technique in typing is so important to help students complete work and correspondence efficiently. Online safety is something we take very seriously and teach students about the importance of being vigilant while online as well as being kind behind the keyboard. Essentials such as word processing, spreadsheets and presentations are taught and built upon each year so students leave our school with a strong understanding of each tool. Most of our classes are once a week per grade level but middle school has a Coding class daily. Along with some typing practice each day, students learn basics of coding with java script and the importance and need for those in the programming field in our workforce.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

For students who are performing below grade level, Greensboro Academy offers tiered intervention support both within the classroom and outside of the classroom. Deans and teachers compile and analyze a variety of data sources from standardized testing data to classroom data to identify areas of focus for additional instruction. We have dedicated workshop times built into the school day in which the classroom teachers work with individual and small groups of students. Additionally, we have four interventionists who pull small groups of students, utilize intervention resources, progress monitor, and complete diagnostic assessments. Students in intervention are placed there based on multiple data sources and are serviced according to the MTSS guidelines laid out by the state of North Carolina. At midyear, our intervention students are retested utilizing AIMS Web to chart progress and reevaluate services. Some students are exited at that time while others may qualify based on classroom data and other midyear testing data. We follow the response to intervention model and will refer students on to our exceptional children's department for further evaluation and services if deemed necessary. At that time, it would be determined if EC services are appropriate, and an IEP would be developed and implemented for that student. Greensboro Academy also utilizes two online programs, Lexia and Dreambox, for all students and these programs are designed to meet the students where they are at and progressively move them forward towards grade level proficiency. Greensboro Academy also hosts a Read to Achieve each summer per the guidelines of the state of North Carolina.

3b. Students performing above grade level:

Students performing above grade level in grades K-3 participate in leveled workshop. Based on numerous data points, students are placed in small groups that meet with the teacher and complete independent activities that challenge them to reach their fullest potential. These groups are fluid and reevaluated regularly to ensure that students are appropriately placed and are working on standards that offer a rigorous learning experience. These students also have differentiated reading, writing, and math activities/assignments. Teachers use a variety of resources within the classroom that allow for student enrichment and extension.

Students performing above grade level in grades 4-8 are given the option of being placed in advanced classes. These classes are taught standards both at and above grade level. While they continue to take the on-grade level end of year assessments, this advanced placement allows for students to take high school level math courses in middle school thus continuing them on the advanced pathway once they graduate from Greensboro Academy.

All students have access to digital tools for both math and reading that are designed to either remediate or enrich as they design individual learning plans based on the results of student diagnostics.

All students are also offered the opportunity to participate in various academic activities such as the school spelling bee, create it contest, moral focus art and writing contest, science fair, and in middle school, clubs such as National Junior Honor Society and Science Olympiad. These promote and challenge students to express their individual talents and skills and highlights outstanding student achievements.

3c. Students with disabilities:

Greensboro Academy prides itself on seeing all students; their unique learning styles, and individuality both academically and functionally. This is most apparent in their support of students with disabilities. Nowadays, schools are tasked with a wide-ranging spectrum of needs. At Greensboro Academy, from the moment Kindergarten children are welcomed through our doors, even before the first official day of school, at our KinderCamp, teachers and staff are observing their academic and social skills, to arrange class rosters to diversify and support the needs of each child in the best possible environment for learning and growing. Greensboro Academy follows the guidance of MTSS (Multi-Tiered Systems of Support) to provide intervention support from classroom level to intensive interventions. We do this through investing in trained interventionists and paraprofessionals. Interventionists are utilized to support at the classroom level and in small groups to help struggling students. Intervention data allows teachers to support their students at their level, targeted to their individual needs. It also allows teachers and the intervention team to recommend children for special education evaluations to determine if a child has a qualifying disability for specially designed instruction. Greensboro Academy invests in certified special education teachers, speech and language pathologists, a teacher for English language learners, occupational and physical therapists, a school social worker and paraprofessionals to support the diverse needs of our special education student population. We are committed to supporting the whole child, through academic learning, and social/emotional, behavioral, and executive functioning skills groups. Paraprofessionals provide invaluable services to our students in their classroom settings, to support across a spectrum of needs. General education teachers and staff, collaborate with a team of specialists in the best interest of our shared students. Greensboro Academy is a place of learning and support focused on developing empathetic, critical thinkers, tailored to their individual strengths and abilities.

3d. English Language Learners:

Greensboro Academy provides both ELD and SEI support for EL Students. The EL Teacher also regularly meets with and discusses EL student progress with classroom teachers. We differentiate instruction in a small group setting (ELD) for EL students by delivering content below, at, and above grade level in EL class, as well as explicitly teaching vocabulary and reading strategies. EL students are supported by activating their prior knowledge when introducing a new topic, as this process allows students to engage background information in familiar language and encourages their ability to grasp new concepts. We utilize modeling, group practice, and informal independent assessments in the ELD classes. When engaging students in a lesson, the EL teacher provides linguistic support through providing varied levels of reading, providing definitions and examples of new vocabulary, and providing sentence starters for their writing. Visuals are encouraged in both the EL classroom and the core classrooms, as they support ELs, and teachers are all encouraged to give clear directions one or two steps at a time, depending on their language skills.

In regard to assessments, the EL teacher engages students in numerous, brief, informal assessments to ensure the students are mastering the skills in class. For the standardized assessments, students who qualify are allowed accommodations on their testing. Typically, we utilize the Read Aloud option for Math, Science, and Social Studies tests. Occasionally we also employ the extended time and the small group setting accommodations. We only have one student with a high-level of need that uses the Word-to-Word translation accommodation. All allotted accommodations are provided on any testing the students complete.

A large focus of the EL support is helping students with their comprehension in oral and written English. Many EL students need additional support in understanding context, idioms, and culture. These areas are communicated and practiced via many American English stories with an American setting, therefore allowing the students to immerse themselves in literature that fosters their English development.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We strive to provide an environment that is supportive to the whole child and embraces the cultural and academic diversity of our unique student population. The staff at GA work hard every day to make students feel supported and accepted, while also encouraging them to reach their full potential. In the mornings, every student is greeted by a teacher or staff member on his or her way in the door. Students are then warmly welcomed by their teacher as they enter the classroom. Each day begins with a moral focus lesson that focuses on the virtue of the month, and many teachers also integrate these lessons into their core instruction. Upper and lower grades pair up once a month for an activity, where the older kids get to help mentor the younger, and the younger students are provided with support and encouragement, as well as someone to look up to. The familial feeling radiates throughout the building as the staff takes ownership for the success and wellbeing of all students and not just the kids in their classes.

The Boosters program at GA also plays a big role in the atmosphere the school creates. They encourage the sense of community in students by holding events at local restaurants, conducting fundraisers, and hosting functions at the school for students and families. The school staff hosts clubs after school, intramural sports nights, summer camps, and much more throughout the year. It is not uncommon to see staff members at athletic events supporting their students, and many students continue to visit for years after they graduate and move on.

Academics have always been a strong focus at the school. Greensboro Academy employs highly qualified teachers who work tirelessly to ensure the success of their students. We have an intervention block daily to work on remediating skills identified by formative assessment data and teachers utilize a variety of programs both concrete and digital. Our honor society students host free, schoolwide tutoring sessions before the start of the school day. We provide students with summer bridge books to help keep skills fresh during the break, and to help connect parents with the content. We also participate in the science fair and Science Olympiad.

Greensboro Academy has cultivated a school climate that is accepting, inviting, inclusive, and loving while still managing to be rigorous and academically focused. The relationships between students and teachers, as well as the relationships the students have with one another, creates a sense of community that allows each child to be the best version of themselves each and every day they walk through the doors.

2. Engaging Families and Community:

As parents play an important role in their child's success, the Greensboro Academy staff works to ensure that families are a part of the growth process for each student. Every year teachers hold parent information sessions, where parents can learn more about the classroom expectations and day to day operations. Teachers send out weekly newsletters, as does the principal, to make families feel connected. Teachers meet with every parent during our conference days and take pride in our open and genuine communication that occurs all year long.

Additionally, Greensboro Academy has found success with community outreach, parental involvement, connecting with resources within our school families such as local businesses, trades, and expertise. The benefits of partnering with our community and student family resources is that we can help provide students with basic needs such as food, clothing, and supplies. We can make sure our building grounds and playgrounds are maintained and safe (families have donated playground and landscaping needs). We can model more intently our Moral Focus Virtues with volunteering, acts of service and kindness. The children experience firsthand how to give back to their community which in return, the children become better citizens thus better students and GA alumni. Our Booster (parent leadership team) has a field trip scholarship fund through donations from parents for those students' facing hardships and might not be able to experience off-campus activities. We have allotted donations for families who are facing serious illness or deaths and gift cards for gas and food are given on behalf of our GA community. Greensboro Academy is the exemplary representation of protecting, supporting, and providing for not only our student needs and

chances of success but also in partnering with local non-profit organizations and businesses to ensure school improvement.

Here are some examples.

Community partnerships nonprofits- Simple Gestures (monthly food drives), Back Pack Beginnings (backpacks of food/supplies for students over the weekends/holidays), Urban Ministries, SPCA of Guilford County (pet food/supply drive), YMCA scholarships for students for school supplies and uniforms, blessing bags, Veteran's day letters, Special Olympics, Give-A-Coat, and Out Of the Garden programs.

GA takes great pride in connecting with local businesses such as Spring Arbor retirement community where our students hold music performances (chorus), send crafts/cards, donated socks (1st Grade Sock'tober). Our foreign language department involves local restaurants for language skill practice, our music program visits our local theatre for music productions, all grade levels go on several off-campus field trips to promote higher learning but also to connect with the community.

Family Outreach- Heritage Day (families of varying cultures represent their countries in a school wide event), Family Game Nights (free to families), curriculum nights, HW help, free tutoring in the mornings, Open House, Q & A with the principal, visits to local high schools/IB programs for our 8th graders, Kinder Camp before school starts, Visiting Author day, and more.

3. Creating Professional Culture:

Greensboro Academy has created a family environment where teachers feel valued and supported. The K-8 school is divided into three wings with a dean for each. The dean supports teachers through weekly meetings. During the one-on-one meetings the dean provides teachers with feedback from short and full-length observations and best practices to support the teacher's goal. Bi-weekly the dean meets with grade level teams to review student data, discuss grade level needs, and gather teacher input on school initiatives. Twice a year staff are surveyed, and the data received from the survey is analyzed by the administrative team and action steps are taken to address and meet the needs identified in the survey.

Professional development is planned based on staff interest and need and is offered at a minimum of three times a year. Along with outside professional development opportunities, teachers are encouraged to lead sessions at the school where they present to their fellow teachers on best practices and new initiatives. Teachers feel valued through High 5 recognitions where staff and administrators submit shout outs and points to staff. Staff recognize fellow teachers and staff through the "Living the Mission" nomination where a certificate and t-shirt are presented to the person who exemplifies the school vision and mission.

As a new teacher to the school, support is provided through a before school orientation where the administrative team meets on campus to acclimate the new hires with Greensboro Academy and to go through the school ABC handbook. The new staff members also participate in New Teacher Orientation training where they receive professional development from curriculum specialists. Beginning teachers are paired with a mentor and monthly meetings provide the new teacher with the support they need to learn and grow. The support provided throughout the school year for veteran staff and new hires creates a safe learning environment where the focus is on development and personal growth. The Greensboro Academy family is built on support, trust, the desire to grow, and the belief that every child can learn. When staff who have been part of the Greensboro Academy family for 10 plus years are asked why they stay, the answer is the support they receive motivates them to be better educators and the family environment makes them feel at home.

4. School Leadership:

At Greensboro Academy, we have a four-person administrative team that consists of the principal and three deans. Each dean oversees certain grade levels and areas of the school building as both an administrator and instructional coach. The philosophy of the leadership team is to lead by example; to embrace academic excellence and to build relationships with our staff, students, and families. We infuse fun and culture

building into everything we do at school by focusing on the whole person and not just the job at hand.

Our strong focus on academics begins with the administrative team who meets with either grade levels or individual teachers on a biweekly basis. The intent of these meetings is to support the growth and development of our teachers while also ensuring all instructional time is being used wisely to meet the needs of all students. Deans conduct short observations twice a month, work with teachers on their individual goals, conduct data review meetings, ensure curricular tools and resources are being used with fidelity, and maintain high expectations for performance. All parties are fully invested in the success of our students and our school. As the needs of our staff and students change, the dean roles change as we work to assign roles and responsibilities that play to the strengths of each member of the team.

We firmly believe that caring for children is our first priority and that children who feel loved and safe can learn and reach their fullest potential. We have monthly calendars of fun that include moral focus activities, a manner of the month, a donation to a local food pantry, classroom buddy activities, special dress up days, and of course, yummy treats!

The leaders of our school are invested and dedicated to making our school the best choice for parents and students. They are the first folks parents and students see in the morning at arrival time and the last ones parents see as they depart the parking lot in the afternoon. The administrative team is very visible in the school building during transitions, in the classrooms, and during lunch periods.

Administration has special activities planned for students such as intramural nights for middle school students, small group “real talks”, celebrations, family nights, and lunch with the principal! The deans host monthly moral focus assemblies to recognize students who are exemplifying our virtues and are a part of special events/activities going on in the classrooms. Monthly all school assemblies are led by the principal, and it is a time used to gather our school together and celebrate the accomplishments of our staff and students.

5. Culturally Responsive Teaching and Learning:

Greensboro Academy strives to make a positive impact on the lives of teachers, students and their families. At Greensboro Academy we want to leave a legacy that will be talked about for generations to come. We provide that education along with a culture that makes our school feel like a second home. Greensboro Academy encourages and challenges all students to develop their full potential academically, emotionally, physically, socially, and culturally. We believe in educating the whole child. Students at GA start each day by greeting teachers at the door as they enter the school. They are also greeted at the door of the classroom day by the homeroom teacher. Every student knows he is valuable to the class as he is looked in the eye and addressed by name. Students launch into the school day by saying the Pledge of Allegiance, the Preamble to the Declaration of Independence and our Student Creed. This show of solidarity exemplifies a strength within the school; something that connects us. Additionally, each month we focus on a specific virtue and intentionally begin each day with a moral focus lesson.

At the beginning of each year, classrooms build the school community by creating individual vision boards and social contracts. These are hung within the classroom and referred back to as the year progresses. Students are a big part of creating these contracts, which allows them to feel ownership and guides behavior, both academic and social.

Greensboro Academy further increases an inclusive model through social interaction with other grade levels. Students are paired up with other grade level classes and participate in fun activities such as reading with a Book Buddy and completing “get to know you” activities. Such activities encourage social and emotional interaction with peers of different ages and different cultures. The students become very excited when they see their classroom buddies throughout the school which encourages further positive interaction.

Through the ELL program, we had our first annual Heritage Festival! Families from different cultures set up booths in the gym representing their native land. Each classroom learned about a different country, creating a poster. Students participated in a “walk through” scavenger hunt and Bingo game. Over 30

countries were represented, and students were exposed to various cultures that are within our school. This festival was the epitome of what healthy school culture should look like. Students had the opportunity to “travel around the world” while absorbing information about each country. The students stayed actively engaged with these hands-on activities.

All staff at Greensboro Academy hold the same vision. We strive to educate the whole child by embracing our core values as a way of life at Greensboro Academy. Those values include: taking ownership for the success of students, doing the right thing always, behaving with care, making our schools the best choice for parents and students, and acting with discipline to sustain our academic success and financial viability. Teachers at Greensboro Academy have a core belief that all students have the potential to succeed, and that teaching is a team sport.

PART VI - STRATEGY FOR EXCELLENCE

In the 24 years Greensboro Academy has been a charter school, the most instrumental strategy to our success has been retaining quality teachers, staff, and families. Our staff, students, and families are the reason that GA has had success and been the standard to which other schools compare themselves.

We adopt the philosophy that it takes a village to raise a child. Embracing our parents and welcoming them into our building has created a community environment which leads to having parent volunteers that support the academics, the logistics, the fun, and the staff. Parents build relationships with other families and staff members. They attend activities and events. They come into the school during the day to make copies, do bulletin boards, read with students, share their talents via presentations, chaperone field trips, attend conferences, and genuinely care about those around them. The sense of community can be felt the minute a person walks through our front door.

This feeling is why our teachers continue to come back year after year. Our teachers are second to none. They take the time to get to know the students and families. They make themselves available after hours and on the weekends. They attend outside events for their students, they celebrate with the families, and they are grateful for the opportunity this school has given them to be a part of something amazing. Our staff members send their own children to this school and have done so since the beginning. Our alumni come back and visit their teachers years after graduating because this school is where they grew up and where they learned what kind of people they wanted to be; this is where they developed lifelong friendships and relationships.

Our Boosters Organization and our Board of Directors are comprised of people who believe in what we are doing here. They support the staff and the students by providing financial assistance to purchase needed items/programs, host student and staff events such as school dances, bouncy house parties, and staff appreciation week as well as monthly tokens of appreciation for our staff.

Growing and caring about people is the most instrumental thing that Greensboro Academy has done. We have developed a reputation for excellence and that continues to attract like minded people to our school. We consistently uphold our values and expectations and do our very best to demonstrate care and compassion in everything we do.