Successful Use of Title I-Supported Tier II Interventions

Practiced by the Greenfield Public Schools
School wide Title I

‘Rural’ urban setting; classified as the ‘Town of Greenfield’

October 1 student count: 1778 students, pre-k-12

District is 60% poverty
Greenfield’s Accountability Status: Level 2

★ Greenfield serves 1788 students in 6 schools:
★ All schools are within 5 miles of city center
★ The Academy of Early Learning – 105 preschoolers
★ Newton School – 221 students in grades k – 3
★ Federal Street – 207 students in grades k – 3
★ Discovery School at 4 Corners – 209 students in grades k – 3
★ Greenfield Middle School including a Math & Science Academy – 514 students in grades 4 – 7
★ Greenfield High School – 520 students in grades 8 - 12

Massachusetts Department of Elementary and Secondary Education
GPS Elementary Schools: Grades K-3
All receive Title I services

★ Newton School: Level 2
   An Extended Learning Time school:
   additional 300 academic hours in 180 days
   20% are transient, homeless
   Level of poverty: 79%

★ Federal Street School: Level 1
   An urban in-town school
   Level of poverty: 71%

★ Discovery School at Four Corners: Level 1
   An Innovation School: practicing curriculum and scheduling
   autonomies focusing on hands-on STEM & nature learning
   5% homeless
   Level of poverty: 38%

Massachusetts Department of Elementary and Secondary Education
GPS Upper Schools: Middle & High

★ Greenfield Middle Schools: Grades 4 – 7
   Level 2
   An Extended Learning Time school
   14% homeless
   Level of poverty: 61%

★ Greenfield High School: Grades 8 – 12
   Level 2
   8th Grade Academy (high school transition)
   4% homeless
   Level of poverty: 56%
Greenfield’s Use of Interventions

★ Student achievement indicates need for Tier II interventions
★ Title I-support use of research-based interventions
★ Alignment to Common Core
★ Provide benchmarks
★ Provides immediate student data
★ Individual assessments made
★ Interventions implemented
Data-driven Instruction

- NWEA MAPS testing three times a year for screening, benchmark and progress
- DIBELS for fluency
- LEXIA for data gathering driving instructional changes
- SPIRE for targeted interventions
- Keys to Literacy: Comprehension Routine, Vocabulary Routine and Close Reading
- Reading Street
- Read 180
- Envision Math
- Piloting Symphony Math
Extended Learning Time Initiatives complement Title I strategies

★ Greenfield’s Newton School and the Middle School participate as Extended Learning Time schools whereby students have additional classroom time in Core subjects with academic enhancement opportunities embedded within the day.

★ Teachers have Common Planning Time built into their day.
Common Professional Training

★ ELT allows for PLC and common planning time
Common Planning Time

★ Link between regular ed, SPED & Title I
★ Teachers review student progress during grade-level meetings
★ Meetings include all parties involved: classroom, SPED, and Title I teachers
★ Reading tutors and paras trained to implement classroom learning strategies
★ Strategic use of blended learning for student achievement
Newton School is featured in *Time for Teachers*, published by the National Center on Time & Learning

“At Newton School, a K-3 school in Greenfield...a group of second-grade teachers collaborate regularly...”

Newton School teacher Jackie Swist

they are better able to help their students master the standards. As Baltimore Principal Faith Burtamsh explains: “The planning is the key to quality implementation. The more that teachers plan and talk and think about what it is we’re asking our kids to do, the better the teaching will be.”

When it works well, providing additional time for collaborative planning makes a teacher’s job both easier and more rewarding. Teachers are dividing up work to reduce the individual burden of lesson planning, and they are also pooling their collective experience and knowledge to share the most effective instructional practices. The division of labor on lesson planning can also be a time saver.

At Newton Elementary School, a K-3 school in Greenfield, Massachusetts, for instance, a group of second-grade teachers working together recently accomplished their planning in a single session. They spent the entire session discussing how to plan and how to employ school’s common curriculum. Before the session, the team members divided planning tasks for the unit. One teacher agreed to develop the activities for the lessons; another agreed on outlining a research component; and the third agreed on selecting specific texts, which they will all use throughout the unit. By sharing the responsibility for developing this unit, the Newton team reduced the amount of time required for preparation on the part of each individual teacher, while increasing the quality and thoughtfulness of the lesson taught by all.

Across the 17 schools featured in this report, the time that teachers spend collaborating on lesson plans and curriculum development would be much more difficult to arrange without each school’s expanded schedule. While collaborative planning can happen without an expanded schedule, schools with conventional school calendars are hard-pressed to find the time needed for meaningful and consistent collaboration. With only a 6.5-hour school day, there is more pressure to preserve the time teachers spend with students.

At UP Academy Boston, students are in school for seven additional hours per week, compared to their peers at other Boston Public Schools, and they also have five additional days of school per year. With this additional learning time built into their schedule, the long, uninterrupted planning block for UP Academy teachers does not cut into the total instructional time for students. To make time for this weekly planning block, school leaders have designed a schedule that clusters together specialty classes, such as art, music, and physical education, for different grade levels, so that they take place one morning or afternoon a week. Teachers are able to meet during this time period because their students are engaged in specialty classes with other teachers.

Of course, simply scheduling time for collaborative planning will not transform a school from one where teachers primarily work independently into a school where teachers engage deeply with one another to continuously improve instruction. At each of the schools profiled in this report where teacher time is invested in collaborative planning, teachers and school leaders alike work hard to structure this time so that it is highly effective. On the next several pages, we discuss five keys to organizing and implementing successful common planning meetings.
Success of Greenfield’s Schools

In spite of:

★ High poverty
★ High percent of homeless from around Commonwealth resulting in social-emotional concerns

We have:

★ Dedicated professionals
★ Common goals for student achievement
★ Belief that all students can learn
★ Strategies to adjust instruction per student
★ Use of resources for student learning goals
★ “I believe every child will enter middle school able to read.”

Melodie Goodwin, principal of Newton School

Massachusetts Department of Elementary and Secondary Education
Greenfield Mayor William Martin celebrated Pajama Night at the Newton School as he read Pete’s Dragon and The Greatest Dinosaur Ever to Newton’s students.

About 250 parents and their children enjoyed a reading of “Good Night Moon” displayed on a big screen and read in multiple languages by Newton School students. This year students read in Russian, English, Chinese and Moldavian!