



GREENFIELD PUBLIC SCHOOLS

Federal Street Elementary School

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Spring 2009 School Profile: Federal Street Elementary School

Federal Street School is nearly 100 years old with unique stained glass windows that lend charm and beauty to the interior. Renovated in 1991, it is located in the heart of the city of Greenfield, Massachusetts. With its proximity to downtown, Federal Street School emphasizes community service, community partnerships, and walking trips to the city center to enhance learning.

In 2008-2009, Federal Street School serves 330 students in grades K-4 with three (3) classes of Kindergarten through grade 3, and two (2) classes of grade 4*. The staff consists of sixteen classroom teachers and a wide range of specialists in reading, math, physical education, technology, art, and special education, many part-time. In addition, the faculty includes building and special education assistants, custodial and cafeteria personnel, a full-time nurse, building monitor, and a full-time administrative assistant. An elementary principal and associate principal are shared among all elementary schools. This is a caring, dedicated, professional team.

The focus at Federal Street is on academic excellence within a caring community. To help us focus on our instructional and community goals we have formed an instructional leadership team and a community action team. Through these teams, teachers are involved in school management, problem-solving, and improvement planning.

The two elementary schools currently open in Greenfield, Federal Street and Newton, use Scott Foresman Reading and Math programs. This consistency across the district helps children who may move into town or move to a different section of town fit into their new school program with ease.

Scott Foresman Reading Street is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The program takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, Reading Street prioritizes skill

instruction at each grade level, so teachers are assured they will focus on the right skill, at the right time, for every student.

Scott Foresman-Addison Wesley Mathematics incorporates multiple elements of learning to produce a curriculum that enables children to succeed in math. Each chapter begins with the Instant Check System: Diagnosing Readiness section that will determine the student's readiness for the material that will be introduced, and several Diagnostic Checkpoints throughout the chapter help gauge students' progress. Cumulative Reviews and Test Prep ensure that each child has fully grasped the material. Reading practice is also incorporated with math lessons through problem solving exercises.

In addition to the core reading and math programs, both schools use computerized supplementary programs to accelerate student performance in reading and math. The **Accelerated Reader** program allows students to read books at their level, take basic comprehension tests, and earn points toward rewards for the amount and accuracy of reading completed. The **First in Math** program allows students to practice math skills in a fun, game-like format both at school and at home that is appealing to children, families, and teachers. Both these programs boost students' basic skills while motivating children to love reading and math.

Federal Street School offers targeted assistance, Title I reading and math programs aimed at accelerating specific, eligible students who are identified as being at risk through multiple assessments. Currently at Federal Street School there is a full-time Title I Reading Teacher, a .45 Title I Math Teacher, a .45 Title I Math Coordinator who is shared with Newton School and Grades 4 and 5 at the Upper Elementary Wing at the Middle School. We also have a Title I paraprofessional for math and reading as well as a library technology aide. This team services over 50 children in reading and 25 in math using a number of different interventions, such as *Great Leaps, Guided Reading, Read Naturally, Early Reading Intervention, Early Success, Soar to Success* and *Fundations*. These programs are in addition to the Accelerated Reader and First in Math programs mentioned above.

Title I at Federal Street School promotes parent involvement through Book Bag Reading programs, Vacation Reading and Math Challenges, as well as family evening events such as Bingo for Books, Dr. Seuss Reading Night, and Math Games Night.

The Federal Street School community includes several unique special education programs which enhance the diversity of our school. Our two Resource Room classes are staffed by highly qualified Special Education teachers and two paraprofessionals providing specialized

instruction in all academic areas to special needs students with mild to moderate special needs.

In addition, we have the ALPS (Autism Learning Program and Supports) and elementary Essential Skills programs located in the South Federal building. Children in these two programs need a curriculum and learning environment that is highly modified. They spend time in their home programs as well as in their grade appropriate general education classrooms. Each of the fifteen (15) students in these classes has an individualized schedule and curriculum as well as a high level of additional adult support. Their requirements include varying amounts of service from paraprofessionals, speech and language pathologists, occupational therapists, physical therapists and vision services as well as consultation services in Applied Behavior Analysis and autism. Several children have very extensive service needs from a specialized registered nurse. The children in these programs are full and active members of the school community.

Commitment to Responsive Classroom

Federal Street School is evolving as we incorporate new staff and families into the community that is the "new" Federal Street School. *The Responsive Classroom Approach* is the umbrella under which we strive to become a strong social and academic community. All teaching professionals, and many support staff, are trained in *Responsive Classroom* and implement many of the teaching strategies in their classrooms. Students' Hopes and Dreams for the school year are proudly displayed in each classroom to remind students of their social and learning goals as they work together each day. Teachers and students work hard to build their classroom communities with agreed upon rules and logical consequences early in the school year, and continue to strengthen their community with modeling and practice each day.

All-School Meetings bring the community together regularly to celebrate and share what we are learning at Federal Street School. All-School Meetings follow the same guidelines as our *Responsive Classroom* Morning Meetings. The primary objective of both is to build a strong community in which we come to know one another to celebrate and practice both social and academic skills.

As a staff, we continue to look at our school community to identify routines, practices, and events which need to be redefined. We work collaboratively using the principles of *Responsive Classroom* with our

staff and students to establish criteria, strategies, and practices for the identified areas. Through this process we build and strengthen our new Federal Street School community to be a strong *Responsive Classroom* School.

To address some of the oversight needs of children coming and going at the beginning, during, and at the end of the day, Newton used a position titled "building monitor." This is been an extremely helpful position given the limited number of administrators and we request this position continue. Without this, it is very difficult to have consistent, daily monitoring of children outside the building.

An active, involved PTO holds meaningful fund-raising projects to support Federal Street School. The PTO helps to improve our library, increase available technology, offer field trips and enrichment performances for all our students, present family events, and meet teacher needs. An active fourth grade community service group assists teachers and PTO by offering their services weekly. Students who have up-to-date work and a good record of behavior get to participate in this worthwhile activity.

Needs:

- Music teacher to round out arts program
- Literacy/math coach full-time at building to assist principal with instructional focus, improvement, implementation, and consistency; help teachers by providing ongoing support and professional development in needed instructional skills
- Elementary librarian at each elementary building (part-time)
- Leadership team similar to model at North Parish and Green River. With reduced administrators servicing multiple schools and wearing multiple administrative hats it is important to create a stable, consistent leadership team at each building. This would likely consist of a building manager (at North Parish this is a skilled, certified social worker who understands school and family systems as well as child development, and is adept at academic and organizational improvement, behavior management, and problem-solving), a building monitor, and an administrative assistant.