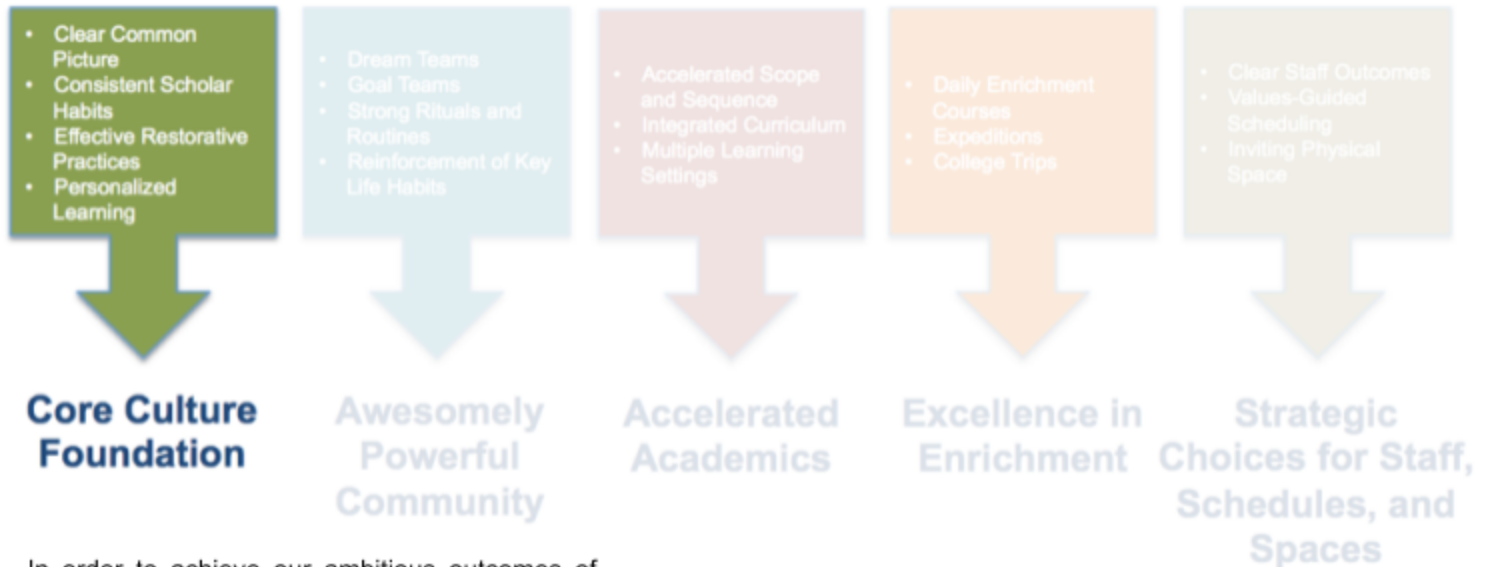


Document Overview:

In the Greenfield model, we aim to support students to achieve exceptional academic outcomes within a school community laser-focused on developing self-motivated learners, problem-solvers and leaders. This document describes the five systems that drive Greenfield's model of success, which are referred to as our Core Structures.



In order to achieve our ambitious outcomes of Accelerated Academics, Student Investment and Life Habits, Excellence in Enrichment, and an Awesomely Powerful Community, students must have a safe and focused academic environment that maximizes time for learning and growth. We provide this environment by implementing shared systems and routines that give students a clear picture of the culture standard to which they will be held and empowers them with the tools they need to meet this standard.

Specifically, teachers use a core taxonomy of teacher moves and explicitly teach scholar habits designed to support their learning. Also, staff members work to help students learn and grow from their mistakes in ways that strengthen the community.

After students demonstrate consistent success, scaffolds are slowly reduced in ways that increase student agency and stickiness of long-term outcomes.

Core Structures

Five Core Structures of Greenfield's Success

Core Culture Foundation

Key Components of the School Culture:

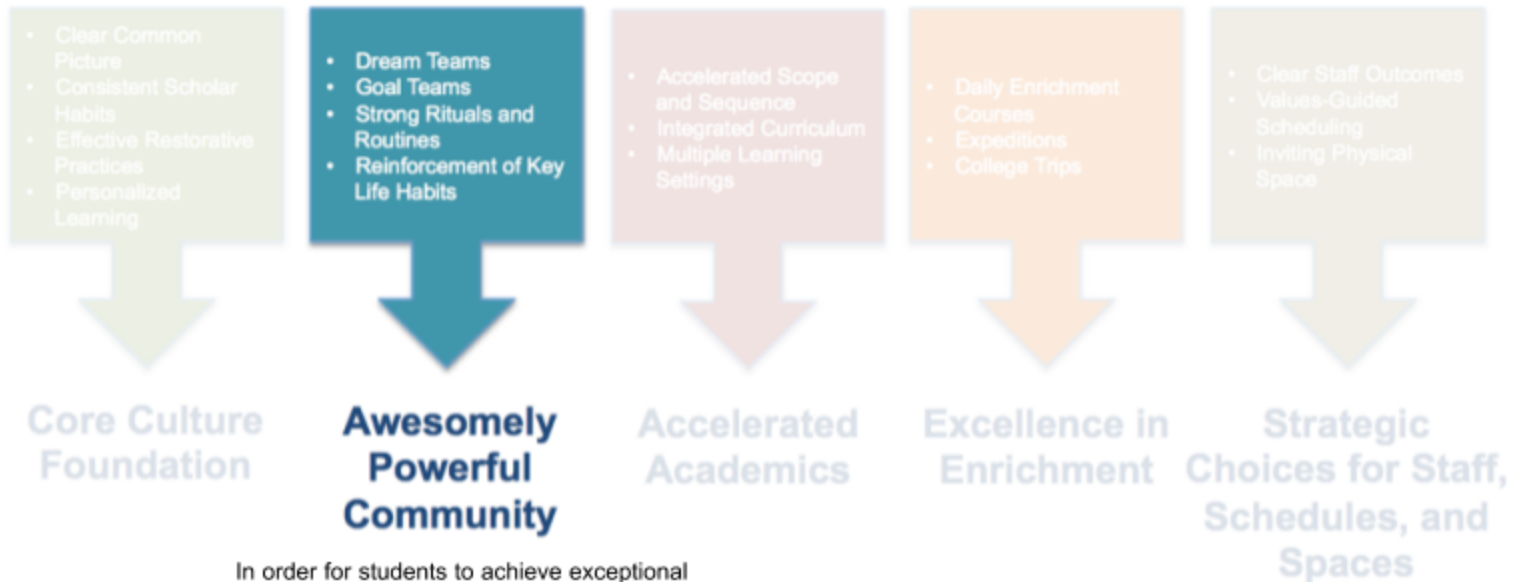
- **A Strong School Culture Foundation:** Greenfield schools leverage a clear common picture, consistently reinforced scholar habits, high expectations, and a transparent behavior system with immediate consequences. This foundation fosters a safe, secure environment where focused learning can take place, and where we can build deep student investment and ownership.
- **Clear Common Picture of Student Routines and Expectations:** Each school has a succinct and comprehensive articulation of the routines that teachers & students follow for core routines & expectations within classes, transitions between classes, and common times during the day.
- **Consistent Scholar Habits:** The school identifies, teaches, and reinforces key norms for how to participate in class. These scholar habits include Loud & Proud, Jump to It, Vertical Hands, Posture/Sit Up (SLANT), and Tracking the Speaker. They provide students with a clear set of expectations that support an effective learning environment.
- **Transparent Behavior Management Protocol:** All students clearly understand core behavioral expectations. Staff members reinforce these expectations by consistently praising behaviors that reflect the school culture and correcting those that do not. Merits and demerits can support this consistency in praising and correcting behaviors.
- **Core Taxonomy:** All Greenfield teachers are directly trained in the teacher moves they need in order to deliver effective instruction. These include teacher moves such as Strong Voice, MVP, Narration, Verbal and Nonverbal Corrections, Challenge, and Break the Plane/Be Seen Looking. These moves are part of a broader toolkit guides teachers in support students to meet high expectations for behavior and scholar habits so that we have the safe, focused learning environment necessary for deep student thinking.
- **Consistent Uniform Policy:** Greenfield sets high expectations and reinforces a strong sense of community with its uniform policy.

At a Glance:

A strong school culture foundation enables a safe, focused environment where deep student thinking and learning can take place and where we can build deep student investment and ownership. Order precedes learning, so this foundation must be established and vigilantly safeguarded.

Core Structures

The Systems that Drive Greenfield's Success



In order for students to achieve exceptional results, they must be immersed in a school culture that expects them to go far beyond simply staying on task. Specifically, our students must:

- Cultivate strong life habits (Drive, Personal Growth, Empathy, Gratitude, Curiosity, and Teamwork)
- Effectively set, revise, and meet academic goals, and support their classmates in doing the same.
- Be deeply invested in learning and love their school

Awesomely Powerful Community

Key Components of the Awesomely Powerful Community

- **Life Habits:** Teachers intentionally cultivate six Life Habits that directly fuel students' life-long achievement: Drive, Personal Growth, Empathy, Teamwork, Gratitude, and Curiosity. We introduce students to these Habits at the beginning of the school year, reinforce them throughout each portion of the day, guide students in setting weekly goals that support strong Habit development, and support students to reflect upon whether they have displayed these Habits in their work.

At a Glance:

Greenfield's Awesomely Powerful Community consists of students, teachers, parents, and other key influencers, working together as a force for positive growth in a student's academic and personal life.

Strong teachers and teachers in residence model Life Habits in their teaching practice. They create classrooms that embrace the "and": warm and demanding, no-nonsense and nurturing, strict and engaging, academics and life habits, high expectations and strong relationships.



- **Goal Teams:** Students are part of a Goal Team that meets daily in order to set and reflect on goals, deepen relationships with the goal coach and other goal team members, and build habits of success.

Within goal teams, students are paired off with a running partner. These pairs provide mutual support and accountability to one another as they strive for ambitious short and long-term goals.

Goal teams are led by a goal coach who is a staff member in the school. The goal coach works closely with one goal team to build an awesomely powerful community and to be a primary support for each student and running partner pair.

- **Weekly Habits Journal and Quarterly Habits Reflection:** Students define habits in their own words, set goals on how they will live out these habits over the course of a week, and reflect on their progress. They build an understanding of which habits are real strengths for them and of the areas in which they most need to grow in order to reach the goals that they set.
- **Dream Teams:** Each Greenfield student builds a Dream Team comprised of major influencers in their life. These include their families and Goal Coach and often also include other individuals like coaches or community role models. The Dream Team meets formally each quarter to talk about the students' aspirations, celebrate and understand their progress, and commit to meaningful goals for the following quarter. Dream teams serve to:
 - Build students' deeper purpose and goal-driven orientation by actively reflecting on progress towards aspirations with the people who matter most to them.

- Build strong relationships with student's influencers, especially those who will be on this journey with them through college and beyond.
- Develop student public speaking and presentation skills
- Support students in living out key aspects of the Greenfield Habits by:
 - identifying their top interests, strengths, and aspirations
 - leveraging their network of supporters
 - setting concrete goals
 - reflecting on progress and challenges over a period of time and making sense of that together



- **Other Community Involvement Rituals and Traditions:** In addition to orienting communities around goals through the Dream Team structure, each school develops and implements a set of systems and routines to celebrate student learning and engage families and communities. These include:
 - A Student and Parent Investment Calendar
 - School and Grade-level Rituals & Traditions
 - Systems for Parent Communication

The development of these systems and routines is driven at the individual school level so that they meet the unique needs of their school community.

Core Structures

The Systems that Drive Greenfield's Success



Helping students achieve academic success that is truly best-in-the-world requires that we make the most of what students learn and how they learn it.

Our academic program maximizes instructional time by using multiple modes of learning that ensure students are always working at the right level of challenge and that they have teacher support where they most need it.

Our curriculum equips students to meet and exceed ambitious grade level standards. By obsessing over student performance against pace, Greenfield teachers are able to provide immediate and highly targeted support to struggling learners while pushing all learners to reach ambitious goals. This model of targeted student support culminates in a graduating class that will enter college with passing scores in 6-10 Advanced Placement exams.

Achieving Accelerated Instruction

What They Learn:

- **Accelerated Scopes & Sequences:** The Greenfield curriculum is pitched at or above the level of rigor set by Common Core, Next Generation Science Standards, and the College Board AP standards. The curriculum is designed for students to be proficient or advanced on Common Core assessments so that they can pass 6-10 APs in high school.
- **Integrated Curriculum:** To maximize student's vocabulary development and world knowledge, the curriculum is closely aligned across content areas. This is particularly true in ELA and Humanities, where content and skills are reinforced through thematically aligned curricula.
- **Word and World Knowledge:** Word and World Knowledge are the backbone of reading comprehension, so the Greenfield curriculum is designed to directly teach it. There is a direct vocabulary program, teaching of tier 2 and tier 3 words in all subject areas, and reinforcement of vocabulary across the school day.

At a Glance:

The Greenfield curriculum equips students to meet and exceed ambitious grade level standards. By obsessing over student performance continually throughout the year against a clearly defined pace-line in each subject, we know which students are advanced, on pace, just below pace, or far behind. Greenfield teachers are able to provide immediate and highly targeted support to any student below pace.

How They Learn It:

- **Core Essentials Instruction:** All planning and instruction is aligned to Achievement First's Core Essentials: Focus, Investment, Rigor, Thinking, and Feedback.
- **Aiming Upward:** We focus on the top end student, pulling all students up. This does not mean we ignore students who are struggling; it means that we raise the bar for all – and then provide intensive intervention to ensure all students are on the pace-line to mastery.
- **Settings that Maximize Learning Time and Pace:** Students engage with curriculum in a combination of settings. These varied learning environments ensure that students are working on content that is “just right” for their individual skill set, and that they have teacher support when they most need it. Learning happens in four primary settings:
 - **Teacher-Driven Learning:** In each of the four daily core academic blocks (Reading, Writing, Math and Science), students are divided into groups of 15-18 students. Group A works through self-directed content with support from a teacher in residence. At the same time, Group B participates in teacher-led small class instruction. After forty minutes, the two groups switch. Students also participate in group activities such as Socratic seminars in close reading and writing blocks, which give them the opportunity to discuss the “big questions” from units and life.
 - **Self-Directed Learning:** Students work through playlists, expertly curated journeys through academic content. These playlists leverage online and paper/pencil study, and teachers work to motivate students, provide rapid feedback to ensure strong work quality, and provide quick targeted intervention when necessary. When students are ready, the teachers approves the quality of student study guides after completing a playlist series, and students then take quizzes and longer assessments to demonstrated mastery of the content before moving onto the next module.
 - **Intervention Groups:** Intervention groups target students who are falling behind in their learning goals. These students receive extra support during enrichment time, after school, and at Saturday Studio. Intervention times are built into teacher and teacher in residence schedules so that we have the ability to ensure students are on pace.
- **Scheduling that maximizes our key outcomes:** We include ample time for robust academic study. Because we believe in the importance of goal setting and the metacognitive growth that it encourages, 40 minutes per

day are reserved for Goal Team Groups. Because we value student choice and pursuit of skill in areas outside of academics, 80 minutes per day are reserved for Enrichment.

- **Teachers with Laser-Like Focus on a Small Set of Outcomes:** Greenfield teachers are each responsible for leading one instructional block (or, for K-1 homeroom teachers, a small set of instructional blocks). This allows them to be obsessively focused on achieving ambitious results in that block. For each block, there is one critical outcome (e.g. for independent reading teachers in residence, it is the number of books/read/year per student). A yearly pace line identifies where students must perform at every point in the year in order to be on track to these ambitious outcomes. Teachers use pacing reports each day to determine where students are performing relative to the bar and to adjust their instruction in ways that will maximize the number of students who are on and ahead of pace.
- **Responsive Interventions:** We keep almost all students on the proficiency pace-line by a combination of high-quality core instruction and immediate, intensive, and accountable interventions.

Core Structures

The Systems that Drive Greenfield's Success



Enrichment and deeper learning experiences aren't "extras" or nice to have – they are critical to student learning. A school cannot be truly great unless students have the opportunity to go deep on enrichment topics in bursts (expeditions) and over time (enrichment)

Giving students a chance to go deeper in a given subject or area helps them figure out who they are and ignite their passions.

We believe in going deep and getting excellent at fewer enrichment areas rather than broad exposure to multiple areas. By going deep, our students should be able to perform at the very highest levels for their chosen enrichment focus areas; we will foster Tang Soo Do black belts, elite youth orchestra members, robotics competition winners, and award-winning dancers.

Enrichment and expeditions can be a tremendous catalyst for the other key outcomes – building deep habits/values, rallying and inspiring parents and the broader community through performances and events, and investing students in goals, school, & success.

Providing Excellence in Enrichment

The “Double Wow” Philosophy: In order to be fully engaged and invested, students need to experience double wows: “Wow! This is really cool!” and “Wow! Look what I can do!” To that end, Greenfield provides enrichment opportunities in two modes: daily enrichment courses and quarterly expeditions.

- **Daily Enrichment Courses:** In grades K-2, students engage in music and physical education twice per week. Through this early-age enrichment, students learn to strive for excellence outside of the core subjects as well as within them. In addition, this work provides a critical foundation for student achievement in later grades, when they have the opportunity to pursue an even deeper level of excellence in music, dance, and martial arts.

At a Glance:

Enrichment and deeper learning experiences aren't “extras” or nice to have – they are critical to student learning. We believe in going deep and getting excellent at fewer enrichment areas rather than broad exposure to multiple areas.

In grades 3-6, students engage in daily study of two of the following, one of STEM or Music/Band and one of Dance or Tang Soo Do:

- **STEM Courses:** Students are empowered with the tools they need to succeed in the 21st century through a multi-year course of study in science, technology, engineering and math through the lens of coding and robotics. Students receive forty minutes of daily instruction in STEM. In grades three and four, students receive a mix of instruction in coding and robotics, and in grades 5 and onward, students focus on coding exclusively.
 - **Music and Band:** Research has consistently demonstrated that the ability to play an instrument correlates with increased self-discipline and contributes to feelings of positive self-worth. Students who choose to study music attend this class for forty minutes daily.
 - **Dance:** In this fast-paced class, students learn the fundamentals of two dance genres: ballroom and hip hop. Over the course of the year, they master increasingly difficult choreographed pieces.
 - **Tang Soo Do:** Under the instruction of an expert, students work to earn belts that signify increasing mastery of the movements and practices of Tang Soo Do.
- **Expeditions:** Three times each year, students have the opportunity to step away from daily instruction to attend a weeklong expedition of their choosing. These expeditions allow students to explore their community, experience careers first hand, and deepen their understanding of how academics connect to life outside the school walls. For example, some students may study *Macbeth*, close read and perform and act at a local theater, and lead a discussion after the performance. Other students might do an in-depth study of the civil rights era in town and do an oral history project interviewing senior citizens, culminating in a professional-quality podcast. Every expedition has a “showcase” where parents, other students, and dream team members can support and celebrate scholar achievement.
 - **High Heart Rate Activities:** Each day, students break up their academic study with a 10-minute high-heart rate activity that is both a creative outlet and a way to get physical activity between rigorous courses. Research has shown that small bursts of high-intensity exercise improves physical health and academic focus.
 - **College Trips:** By visiting colleges and universities, students have the opportunity to build a concrete picture of college life that they may pursue as a result of their hard work today. Students will visit at least one college each year in grades K-12.

Core Structures

The Systems that Drive Greenfield's Success



Every decision about how to structure our staffing model, daily & yearly schedule, and physical space is based on what we believe needs to be true in order to efficiently and effectively reach our intended outcomes.

Teachers are provided with clear roles and responsibilities that allow them to be laser-focused on a small set of key student outcomes. They are afforded myriad opportunities for professional growth in the form of professional development sessions during the school year and in the summer.

Strategic Choices for Staff, Schedule, and Spaces

Strategic Choices for Staff:

- **A Clear Division of Roles:** Teacher roles are clear and focused, with lead teachers running small classes of ~15-18 students and teachers (including teachers in residence) providing rapid feedback on groups of ~15-18 students doing self-directed work. Each teacher has one critical outcome that is tracked on a pace line which provides strong clarity and accountability. This structure also enables new educators to be successful from the start, and it builds a pipeline of future teachers.
- **Teacher Development:** Our teachers grow with robust professional development. Daily, we have dedicated and sacred IPP/LASW/practice time and strong real-time coaching from deans and principals. Weekly, we have 2.5 hours of professional development and an individual coaching meeting. Monthly, we have a subject-specific roll-off day, and at each expedition cycle, we take advantage of two dedicated PD days. This is in addition to robust new staff training and 2-3 weeks of training and setup time before each year.
- **Teaching for the Long Term:** The job of the teacher – especially in historically underserved communities -- is hard (and incredibly rewarding). Roles and schedules have been designed so that lead teachers can sustain for the long term: smaller class sizes, very strong base curriculum, ample IPP/LASW/practice time, strong adult and school community, opportunities to coach and mentor, lead expeditions of interest, staggered schedules starting in 2nd grade, more planning and vacation time dispersed during the year.
- **Clear performance expectations and resources to support them:** The Greenfield model is built upon best practices and research about instruction that works. We provide teachers with research-based structures and tools as the foundation for our approach, including:
 - A “Fundamentals of Instruction” document that outlines clear expectations for the structure of each instructional block and high-leverage teaching moves for that discipline.
 - A [Teaching at Greenfield](#) document describes in detail the components of excellent instruction in each teaching role, and a Core Measures by Role outlines the most important measures per role.
 - Core curricular materials to support ambitious instruction, including expertly designed unit plans, assessment tools, and lesson resources that allow teachers to focus their planning on the specific things their students most need.
 - Data reporting tools that enable them to closely track and analyze student progress. These include the Personalized Learning Platform and student outcome data matched to trend lines for proficiency.
- **Professional Advancement Pathway:** Greenfield instructional staff are guided along a professional advancement pathway from Teacher in Residence to Teacher to Lead Teacher, with the most distinguished practitioners sharing their expertise as Master Teachers.

At a Glance:

At Greenfield, we are intentional to align all aspect of school life to support our ambitious school goals, from the number of minutes teachers have for preparation daily to the posters on the walls.

Strategic Choices for Scheduling:

- **Yearly Calendar:** The Greenfield school year is designed to provide students with balanced access to in-class instruction, out-of-school expeditions, and extra support in the form of Saturday Studio and Summer Academy days. Teachers are supported with a schedule that allows them to focus on one instructional area to the greatest extent possible. They are given ample, regular time for teacher reflection on student outcomes using

the Looking at Student Work protocol and preparation for instruction based on those outcomes using the IPP protocol.

- **Daily Teacher Schedule:** Teachers have responsibility for leading one specific instructional block (or a small set of instructional blocks), allowing them to focus their attention on one set of learning goals and curriculum materials. At least 110 minutes per workday are available to teachers for planning, grading, and family communication.

Example Teacher Schedule: K-1	
Time	Block
7:45 - 7:55	Planning
7:55 - 8:20	Independent Reading
8:20 - 9:50	IPP/LASW
9:50 - 10:05	High Heart Rate Activities
10:05 - 10:20	Goal Team Time
10:20 - 11:10	Close Reading
11:10 - 11:50	Reading Mastery
11:50 - 12:30	Lunch and Recess
12:30 - 1:15	Planning
1:15 - 2:05	SDL
2:05 - 2:35	TRD
2:35 - 2:40	BR
2:40 - 3:15	Planning
3:15 - 3:50	Writing
3:50 - 4:05	Packup and Dismissal

Example Teacher in Residence Schedule: K-1	
Time	Block
7:15 - 7:55	MW/B/CT
7:55 - 8:20	Independent Reading
8:20 - 9:50	IPP/LASW
9:50 - 10:05	High Heart Rate Activities
10:05 - 10:20	Goal Team Time
10:20 - 11:10	Guided Reading
11:10 - 11:50	Reading Mastery
11:50 - 12:30	Lunch and Recess
12:30 - 1:15	Planning
1:15 - 2:05	SDL and Math Interventions
2:05 - 2:35	TRD
2:35 - 2:40	BR
2:40 - 3:15	Planning
3:15 - 3:50	Writing
3:50 - 4:05	Packup and Dismissal

- Daily Student Schedule:** The Greenfield daily schedule provides students with time to engage deeply with content in multiple modes of learning, as well as 80 minutes for daily enrichment and time for goal teams to meet.

Example Student Schedule: Grade 2	
Time	Block
7:35 - 8:15	Enrichment
8:15 - 9:35	Science
9:35 - 9:45	High Heart Rate Activity
9:45 - 11:05	Writing/Independent Reading
11:05 - 11:45	Lunch/Recess
11:45 - 12:25	Enrichment
12:25 - 1:45	Math SDL
1:45 - 1:55	High Heart Rate Activity
1:55 - 3:15	Close Reading SDL
3:15 - 3:35	Goal Team Time
3:35 - 3:55	Phonics