|  |
| --- |
| **School Name: Frederic T. Greenhalge Elementary School****Principal: Jennifer Scarpati****School-Site Council Members:** Jennifer Scarpati, Principal; Susan Cappellini, Grade 3 Teacher; Danielle Baribeault, Kindergarten Teacher; Cheryl Squeglia, Music Teacher; Cindy Sampson, CSA Teacher; Carolyn Jedraszek, Special Educator; Taryn Terwilliger, ELL Teacher; Abby Phillips, Parent; Christine McCann, Parent; Jenelle Lamarche, Parent; Santos Cruz, Parent; Toni Cruz, Parent; Helene Guido, Parent; Denise Moses, Parent, Officer Mindy Dower, LPD; Junior Fernandez, CTI |
| **School Mission** |
| Educators will support students to master rigorous standards across academic domains within a safe and caring learning environment. |
| **School Vision** |
| All students will graduate the Greenhalge fully prepared for their middle school experience. |
| **Core Values/Commitments** |
| * High quality tier one instruction in all academic domains is our priority.
* Some students will require differentiated learning supports. These must be provided in a thoughtful, targeted way.
* Students must feel safe and cared for in school in order to learn.
* Families are a critical component of the educational process.
* Extended learning opportunities help to enrich students’ overall educational experience.
 |
| **School Strategic Objectives and Initiatives** |
| **Leadership, Shared Responsibility, and Professional Collaboration**Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement. | **Intentional Practices for Improving Instruction – Engaged Learning**School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student. | **Student-Specific Supports and Instruction to All Students**Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports. | **School Climate and Culture**Provide human and financial resources to support high quality, engaged learning.*Student Safety*Ensure two-way, respectful communication, with families, and the LPS community. |
| * Maintain representative leadership structures through ILT, PBIS,Family engagement, and site council committees, as well as PTO.
* Continue to hold weekly CPT meetings
* Plan at least two opportunities per year for vertical collaboration
* Increase the use of data within CPTs.
 | * School goals and PD focus on improved tier one instruction and incorporation of UDL strategies. Common instructional expectations are shared with staff.
* Increase opportunities for student engagement through discourse, hands-on learning, and other techniques to increase student engagement and learning. Increase rigor of teacher questions and learning tasks.
* Increase frequency of administrator feedback to teachers.
* Implement Open Circle, a tier one SEL curriculum.
 | * School goals and professional development have focused on providing more targeted small group instruction based on data.
* Staff need continued training on how to use results of BAS testing to plan guided reading groups.
* Improve accessibility of real-time data and usage in CPTs.
* Plan and systematize tier two SEL interventions and social skills groups.
* Collaborate with BRYT for proper implementation of Reset Room model for students exhibiting Tier 2 and Tier 3 behaviors
 | * Continue to refine implementation of tier one PBIS programming.
* Increase staff comfort with using Crisis Go app.
* Increase parental participation in PTO
* Diversify communications, including twitter, facebook, and improving the school web site.
* Offer more events for families that showcase students’ work and learning.
* Administer school culture survey and use data to guide next steps
* Examine ways to increase the use of restorative justice practice in lieu of more traditional responses to code of conduct violations.
 |
| **School Data Profile** |
| [Data 2019-2020](https://docs.google.com/presentation/d/1G2iVe61Kzi9MYOYEnIxyGXv2dBKLgvhkWkBBAwnyd7k/edit?usp=sharing) - click for full data presentation* Significant improvement on i-Ready Reading (September-December) - Reduced tier 3 students from 39% to 21%
* All grade levels showed increases in percentage of students on level or above in reading between October and February
* Still a significant number of students not meeting grade level benchmark for reading
* Significant improvement on i-Ready Math (September-December) - Reduced tier 3 students from 40% to 18%.
* Math - focusing on problem solving & fluency skills
* Discrepancies on MCAS assessment in Reading and Math for English Learners
* Attendance - significant reduction in % of students chronically absent - 27% (2018) - 22% (2019)
* Conduct - conduct referrals have increased - over 500 major referrals this year.
 |
| **Reflection on Current Practices** |
| 1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

Team attending UDL trainings and presenting to staff.Targeted training on guided reading.Consistent focus for CPT agendas.Social-emotional goal - focused on PBIS tier two initiatives and refinement of morning meeting.These will build the foundational work for the next steps listed above.1. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

School-wide progress demonstrated through i-Ready testing and benchmark assessment. A continued focus on reading fluency and comprehension is warranted, as well as continued focus on problem solving. We continue to struggle with progress with some of our students that are significantly below level in reading. To address this, we need to purchase more leveled texts, examine our reading intervention programs, and ensure interventionists are not pulled for classroom coverage/testing as much as possible.1. Where are students making the greatest academic gains and why? The least academic gains and why?

Students that are closer to benchmark have shown the most gains, while students significantly below level have shown less progress. I think we need to consider more targeted programming. Our newcomers’ progress does not readily show on the benchmark assessment. |

|  |
| --- |
| **Monitoring Progress - Process Benchmarks***What will be done, when, and by whom* |
| **Leadership, Shared Responsibility, and Professional Collaboration** | **Person Responsible** | **Aug 2020** | **Dec 2020** | **June 2021** | **Status** |
| Ensure representation on school committees and create schedule for 20-21 school year; create master calendar for weekly CPT meetings | Principal | X |  |  |  |
| Recruit new members for PTO - hold spring & fall event | Principal, Parent Liaison, site council | X |  | X |  |
| Plan time for vertical team meetings | Principal, AP & Coaches | May | 2 next year |  |  |
| Increase regularity and comfort with data usage in CPTs - work with coaches, then roll-out with teachers | Principal, AP, coaches, ILT | x |  |  |  |
| **Intentional Practices for Improving Instruction – Engaged Learning** | **Person Responsible** | **Aug 2020** | **Dec 2020** | **June 2021** | **Status** |
| Focus professional development sessions and CPT work on increasing student engagement through discourse, hands-on learning, etc. | Principals & Coaches & ILT | x | x | x |  |
| Focus professional development sessions and CPT work on increasing the rigor of teacher questioning and student learning tasks | Principals & Coaches & ILT | x | x | x |  |
| Improve students’ math fluency and problem solving skills through continued assessment and monitoring of growth, as well as staff training on strategies to build these skills. | Principals & Coaches & ILT | x | x | x |  |
| Implement coaching cycles in reading to support teachers in the above instructional improvement. | Coaches | x | x | x |  |
| Increase administrator feedback in these areas for teachers - provide frequency data for analysis at CPTs. | Principal & AP | x | x | x |  |
| Provide training in and implement a Tier One curriculum for SEL | Principal, social workers | x | x |  |  |
| **Student-Specific Supports and Instruction to All Students** | **Person Responsible** | **Aug 2020** | **Dec 2020** | **June 2021** | **Status** |
| Provide more in-depth training on using the benchmark assessment results to tailor lesson plans for guided reading groups through formal lesson study. | Literacy specialist |  | x |   |  |
| Increase regularity and comfort with data usage in CPTs - work with coaches, then roll-out with teachers | Principal, AP & Coaches & ILT | x |  |  |  |
| Create a formal plan for tier two SEL interventions including specialized curriculum for students requiring more targeted teaching | Principal, Social Workers |  | x |  |  |
| Participate in BRYT trainings and implement intake process for Reset Room | Principal, Social Workers | x | x |  |  |
| **School Climate and Culture** | **Person Responsible** | **Aug 2020** | **Dec 2020** | **June 2021** | **Status** |
| Provide continued training and opportunities to practice using Crisis Go app | Principal/AP |  | x |  |  |
| Recruit new members for PTO - hold spring & fall event | Principal, Parent liaison | x |  | x |  |
| Diversify communications to include paper/online newsletters (S’more), Class Dojo messages, facebook, twitter, and up to date website. | Principal, AP | x |  |  |  |
| Offer at least two parent showcases of student work in order to increase parental engagement in the curriculum | Principal, ILT, parent liaison |  | x | x |  |
| Administer school culture survey and use results to inform actions to improve school climate | Principal, AP, PBIS team |  | x | x |  |
| Learn about restorative justice theories and strategies as an alternative to more traditional disciplinary actions | Principal, AP, Social workers | x | x |  |  |

|  |
| --- |
| **Measuring Impact***Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.* |
| **Leadership, Shared Responsibility, and Professional Collaboration** | **Person Responsible** | **Date** | **Status** |
| Data will be actively used during at least 75% of CPT meetings | Principals, Coaches | December 2020 |  |
| Teachers will report satisfaction with their collaborative opportunities with colleagues as measured by the school climate inventory (increase from 13.5% on June 2019 survey) | Assistant Principal | May 2021 |  |
| **Intentional Practices for Improving Instruction – Engaged Learning** | Person Responsible | Date | Status |
| Increased observation of teachers ‘sustaining’ student engagement according to the DESE teaching strategies rubric on instructional rounds (1/20 - 80+% providing, 10% sustaining). | Principal & AP & ILT | May 2021 |  |
| Increased (from 75%, 1/20) observation of teachers ‘providing’ rigorous learning activities according to the DESE teaching strategies rubric on instructional rounds. | Principal & AP & ILT | May 2021 |  |
| Increased feedback to teachers and teaching teams on their use of the above strategies - feedback will be provided at least every 6 weeks. | Principal & AP | May 2021 |  |
| A tier one SEL curriculum will be provided to all students according to curriculum guidelines | Principal & Social Workers | December 2020 |  |
| **Student-Specific Supports and Instruction to All Students** | Person Responsible | Date | Status |
| Increased growth in reading levels, as measured by the BAS | Literacy Specialist | May 2021 |  |
| Data will be actively used during at least 75% of CPT meetings | Principals, Coaches & ILT | December 2020 |  |
| Tier two SEL interventions will be provided for all students identified through the universal screening process (DESSA) | Principal, Social Workers | June 2021 |  |
| **School Climate and Culture** | Person Responsible | Date | Status |
| All staff will have logged in to Crisis Go and used it during at least two drill opportunities | Principal/AP | April 2021 |  |
| Increase PTO participation from less than 1% to 5% | Principal, Parent liaison | June 2021 |  |
| The school will disseminate at least 3 communications per week, utilizing a range of media, including paper, DOJO, Facebook, Twitter, website updates, Blackboard Connect | Principal, AP, parent liaison | December 2020 |  |
| At least two curriculum showcase events will be hosted for parents. Attendance sheets will be collected. | Principal, ILT, Coaches, Parent liaison | May 2021 |  |
| At least 75% of staff will complete the school climate survey. A written action plan will be developed based on survey results | Principal, AP, PBIS team | January 2021 |  |
| Through increased use of restorative justice practices, out of school suspensions will decrease by at least 50% | Principal, AP, Social workers | June 2021 |  |