| **School Name: Frederic T. Greenhalge Elementary School**  **Principal: Jennifer Scarpati**  **School-Site Council Members: Loubna Belamar, Christine McCann, Abby Phillips, Julee Sozanski, Safeena Niazi, Andrea Grier, Jess Savas, Brenda Finch, Erin Hart, Amanda Rivard, Jenn Scarpati** | | | |
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| **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, Site Council, and PTO * Hold at least two vertical team meetings per year, one focused on literacy and one on math * Create structures to support increased collaboration with interventionists. * Increase use of peer observations * Increase use of interim assessment measures towards benchmarks in Literacy and Mathematics. | * Focus CPT time on continued development of math workshop model with a focus on engaging learning tasks * Ensure adequate math intervention staff for this model * Implement FUNdations and Keys to Beginning Reading in Grade 3 | * Review use of TAT process as an opportunity for increased professional collaboration and establishment of short-term, student-specific learning goals. * Ensure adequate staffing for our English learners. * Continue to refine use of Tier Two SEL supports for students with identified needs. * Expand offerings during after school hours, vacation weeks and summer to support academic and social-emotional learning needs. | * Continue to assess family and student needs and utilize the Community Schools model to support these areas. * Provide supplemental classes for families focused on school engagement and supporting students with their academics. * Continue to refine our use of diverse strategies to improve and support student attendance. |
| **School Data Profile** | | | |
| [Greenhalge Needs Assessment 2023](https://docs.google.com/presentation/u/0/d/1G9qWe62s2IvlS3Ke1BiLtN9ZVn4-bCqvTYkJr5DZU3M/edit) | | | |
| **Reflection on Current Practices** | | | |
| 1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?   We have implemented Keys to Beginning Reading, FUNdations, and Heggerty in K-2. We will continue this training into grade 3 next year. We have also implemented a math workshop model this year. As we plan into next year we will leverage this training and refine our implementation through having school-wide collaboration through vertical team meetings, reviewing data from interim assessments regularly at CPTs, and targeting short term goals for struggling learners through a revision of our TAT process. We will also increase communication and collaboration between our intervention service providers and our classroom teachers.   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?   Deficits with vocabulary and comprehension impact reading growth, especially in grades 2-4.  Deficits with measurement & data and geometry impact math performance across grade levels.  Efforts noted above will address these areas.   1. Where are students making the greatest academic gains and why? The least academic gains and why?   We have seen strong academic gains in phonemic awareness and phonics in K-2 as a result of implementation of Keys to Beginning Reading, Heggerty, and FUNdations. We look forward to these improvements continuing into grades 3 and 4 over time. | | | |

| **Problem of Practice** | | | | | |
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| *Due to the wide range of learning needs within each grade level, we see an acute need to address this through focused tier one instruction and targeted tier two and three interventions. Within Tier one instruction, teachers will focus on providing lessons that address power standards for the grade level within that content area and providing appropriate scaffolds to maximize student engagement. There will be continued focus on quality of the learning task. Lessons will be designed to engage students in productive struggle through the gradual release of responsibility.*  *Tier two instruction will focus on providing strategic interventions that meet students at their learning edge. Specific focus will be on short-term, measurable objectives for students learning below grade level.* | | | | | |

| **CLSP Goal** | | | | | |
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| *Engage diverse families in supporting their child’s academic progress and serving as advocates for their child’s education. The School DEI team will also continue to plan PD for staff around issues of equity and inclusion.* | | | | | |

| **Monitoring Progress - Process Benchmarks**  *What will be done, when, and by whom* | | | | | |
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| **Leadership, Shared Responsibility, and Professional Collaboration** | **Person Responsible** | **Aug 2023** | **Dec 2023** | **June 2024** | **Status** |
| Maintain representative leadership structures through ILT, PBIS, Family Engagement, Site Council, and PTO | Principal | X |  |  |  |
| Plan time for vertical team meetings & peer visits | ICT/ILT | x | x |  |  |
| Schedule data review meetings for interim assessments | Principal, AP & Coaches | x | x |  |  |
| Create a model for collaboration with interventionists, implement, and monitor success | ICT/ILT | x |  |  |  |
| **Intentional Practices for Improving Instruction – Engaged Learning** | **Person Responsible** | **Aug 2023** | **Dec 2023** | **June 2024** | **Status** |
| Provide time and resources to support teacher development of high quality, engaging tasks for all students, specifically within math workshop model | Principal, MRT | x | x |  |  |
| Provide professional development for third grade teachers in FUNdations and Keys to Beginning Reading | Literacy specialist | x | x |  |  |
| Schedule vertical team meetings to support implementation of math and literacy curriculum | ICT/ILT | x | x |  |  |
| Ensure adequate staffing for math workshop/intervention time | Principal | x |  |  |  |
| **Student-Specific Supports and Instruction to All Students** | **Person Responsible** | **Aug 2023** | **Dec 2023** | **June 2024** | **Status** |
| Increase attendance in and specificity of academic focus of after school programing, summer school, and vacation week camps | Community Schools Manager, Principal | x | x | x |  |
| Review protocols for TAT process to increase level of professional collaboration for struggling learners | SWers, Coaches, Principal | x | x | x |  |
| Insure staffing levels support needs of English learners | Principal, Lead ELL teacher | x |  |  |  |
| Increase repertoire of SEL supports based on data/needs, social skills group pre/post-assessments | SWers, Principal | x | x | x |  |
| **School Climate and Culture** | **Person Responsible** | **Aug 2023** | **Dec 2023** | **June 2024** | **Status** |
| Attendance team will meet at least biweekly to review student attendance and implement improvement strategies including SBATMs, home visits, and attendance incentives. | Principal, parent liaisons, SWers | x | x | x |  |
| Analyze family needs survey and school-wide data to drive decision-making as part of our community schools program. | Community Schools Manager, Principal | x | x | x |  |
| Provide supplemental programming for families targeted at helping families to support students with their academics and to be supportive advocates for their children’s education. | Community Schools, SWers, Parent Liaisons | x | x | x |  |

| **Measuring Impact**  *Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.* | | | |
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| **Leadership, Shared Responsibility, and Professional Collaboration** | **Person Responsible** | **Date** | **Status** |
| CPT minutes will reflect regular use of data | ICT/Principal | 2.1.24 |  |
| Vertical team meeting notes will reflect curricular review across grade levels in reading and math. | ICT/Principal | 4.1.24 |  |
| Evidence of schedule that supports regular collaboration between classroom teachers and interventionists. | ICT/Principal | 1.2.24 |  |
| **Intentional Practices for Improving Instruction – Engaged Learning** | Person Responsible | Date | Status |
| Students will demonstrate expected growth in Reading, as measured by the F&P Benchmark assessment and i-Ready | Principal & AP & ILT & Literacy Specialist | 6.24 |  |
| Students will meet phonics benchmarks, as measured by the DIBELS assessment | Principal & AP & Literacy Specialist | 6.24 |  |
| Students will demonstrate expected growth in Math, as measured by i-Ready | Principal & AP & MRT | 6.24 |  |
| **Student-Specific Supports and Instruction to All Students** | Person Responsible | Date | Status |
| Increased growth in reading levels, as measured by the BAS & i-Ready | Principal, Literacy Specialist | 6.24 |  |
| Increased growth in math levels, as measured by the i-Ready math assessment | Principal, AP & MRT | 6.24 |  |
| Tier two SEL interventions will be provided for all students identified through the universal screening process (DESSA) | Principal, Social Workers | 6.24 |  |
| Increased participation and attendance in after school and summer programming | Principal & Community Schools Manager | 8.24 |  |
| TAT meeting notes that reflect team collaboration and use of specific short-term goals | SWers, Principal | 6.24 |  |
| **School Climate and Culture** | Person Responsible | Date | Status |
| Reduction in percentage of students deemed chronically absent | Principal, SWers, Parent liaisons | 6.24 |  |
| Parent attendance at classes and other school-sponsored family nights | Principal, SWers, Community Schools Manager, Parent liaisons | 6.24 |  |
| Meeting of established benchmarks for community schools programming | Community Schools Manager, Principal | 6.24 |  |