

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2021-2022

Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs

School Name: Frederic T. Greenhalge Elementary School Principal: Jennifer Scarpati			
School-Site Council Members: Jennifer Scarpati, Principal; Susan Cappellini, Grade 3 Teacher; Elizabeth Kulesza, Grade 4 Teacher; Taylor Mendonca, Grade 1 Teacher; Erin Hart, Pre-K Teacher; Danielle Baribeault, Kindergarten Teacher; Cheryl Squeglia, Music Teacher; Sharon Kearney, Special Education Teacher; Taryn Terwilliger, ELL Teacher; Abby Phillips, Parent; Christine McCann, Parent; Jenelle Lamarche, Parent; Denise Moses, Parent, Nyel Espinola, Parent; Laura Morse, Parent; Officer Mindy Dower, LPD; William Ma,, 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			
<ul style="list-style-type: none"> ▪ 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			
<u>Leadership, Shared Responsibility, and Professional Collaboration</u> 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.	<u>Intentional Practices for Improving Instruction – Engaged Learning</u> 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.	<u>Student-Specific Supports and Instruction to All Students</u> 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.	<u>School Climate and Culture</u> Provide human and financial resources to support high quality, engaged learning. <i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.
<ul style="list-style-type: none"> ▪ 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, including presentation of student reading benchmarks every 6 weeks. 	<ul style="list-style-type: none"> ▪ PD to focus on improved tier one instruction and incorporation of UDL strategies. UDL course (UDL 101) will be offered. ▪ Increase frequency of administrator feedback to teachers regarding use of discourse strategies, hands-on learning, and rigor of discussion and learning tasks. ▪ At the K-2 level, implement Heggerty phonemic awareness program. Support Teachers’ College Phonics program through purchase of decodable texts ▪ Increase volume and quality of classroom libraries ▪ Offer book study on “Number Sense Routines” to support work in fluency and numbers & operations K-4 ▪ Provide professional development time for curriculum alignment of social studies and science with reading, writing, and Content Literacy in grades 3 & 4. ▪ Refine implementation of Open Circle, a tier one SEL curriculum for K-4, and Second Steps for Pre-K, including supplemental resources. 	<ul style="list-style-type: none"> ▪ School goals and professional development have focused on providing more targeted small group instruction based on data. This work will continue by aligning strategic intervention schedule and research-based interventions with student needs. ▪ Staff need continued training on how to use results of BAS testing to plan guided reading groups. ▪ Strategically utilize i-Ready personalized learning modules for math intervention. ▪ Plan and systematize tier two SEL interventions and social skills groups, using the DESSA assessment. ▪ Collaborate with BRYT for proper implementation of Reset Room model for students exhibiting Tier 2 and Tier 3 behaviors 	<ul style="list-style-type: none"> ▪ Increase parental participation in PTO through use of language affinity groups, and other recruitment methods ▪ Diversify communications, including twitter, facebook, and improving the school website. ▪ Offer at least two events for families that showcase students’ work and learning. ▪ Pending grant status, continue to offer FISS program for families ▪ Implement strategies for improving student attendance including attendance incentives, effective use of SBATMs, and home visits.
School Data Profile			

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[Data 2019-2021](#) - click for full data presentation

- Showing growth on i-Ready even in remote setting
 - Reading went from 28% Tier 1 to 34% Tier 1
 - Math went from 17% Tier 1 to 21% Tier 1
- In February 2020, BAS Reading proficiency were as follows (Gr. 1-4) - 58, 48, 56, 51%
- In Fall 2020, scores were 18, 2, 22, 23%, we are waiting on the February scores
- Attendance - significant reduction in % of students chronically absent - 27% (2018) - 22% (2019), this has increased during remote learning to 34%
- Conduct - conduct referrals increased last year- over 500 major referrals in 2019-2020 SY.

Reflection on Current Practices

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

Offering UDL course for staff

Focus on phonics & phonemic awareness work K-2

Focus on guided reading 3-4

Continue implementation, monitor, and refine SEL initiatives from 20-21

All special educators Orton-Gillingham trained

These will build the foundational work for the next steps listed above.

2. 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 has been demonstrated through i-Ready testing and benchmark assessments. A continued focus on phonics and comprehension is warranted, as well as continued focus on numbers & operations and problem solving. We continue to struggle with progress with some of our students that are significantly below level in reading. We will focus on phonics & phonemic awareness in K-2 and guided reading in 3 & 4.

3. Where are students making the greatest academic gains and why? The least academic gains and why?

Prior to the shutdown, students in K and 1 were demonstrating significant growth in reading scores. Students in grades 3 & 4 have larger gaps in their reading scores, due to less than expected progress for students who are below level in reading.

Monitoring Progress - Process Benchmarks

What will be done, when, and by whom

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Ensure representation on school committees and create schedule for 21-22 school year; create master calendar for weekly CPT meetings	Principal	X			
Recruit new members for PTO and hold at least two family events	Principal, Parent Liaison, Family engagement committee, PTO	X		X	
Plan time for vertical team meetings	Principal, AP & Coaches		X	X	
Generate and review reading data in 6 week intervals	Literacy Coach, teachers	x	X	X	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Offer UDL 101 course for staff	AP, teachers	x	x		
Provide feedback to teachers on use of strategies that increase rigor and engagement in 6-8 week intervals	Principals & Coaches & ILT	x	x	x	
Offer a book study on “Number Sense Routines” for teachers	Principals & Coaches & ILT	x	x		
Offer PD time for curriculum development to integrate social studies and science with language arts and content literacy	Principal, Grade 3 & 4 teachers	x	x		
Implement Heggerty phonemic awareness program K-2	Literacy Specialist, K-2 teachers	x	x	x	
Purchase decodable readers and classroom libraries	Principal & Literacy specialist	X			

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Monitor implementation of and enrichment of Open Circle Curriculum	Principal, social workers	x	x		
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Provide more in-depth training on using the benchmark assessment/Reading A-Z Assessment results to tailor lesson plans for guided reading groups through formal lesson study/PD/Coaching.	Literacy specialist	x	x		
Design a strategic intervention schedule that targets research-based interventions to students' needs	Principal, literacy specialist	X			
Match students struggling in math with i-Ready instructional modules, as appropriate	Principal & AP	x	x		
Continue implementation of Tier 2 SEL interventions based on universal screeners	Principal, Social Workers		x		
Participate in BRYT trainings and implement intake process for Reset Room	Principal, Social Workers	x	x		
<u>School Climate and Culture</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Recruit new members for PTO through recruitment at Open House and language affinity groups	Principal, Parent liaison	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, leverage language affinity groups as part of this process	Principal, ILT, parent liaison		x	x	
Hold orientations and meetings for our PK & K families to increase engagement as well as parent education meetings	SW & parent liaison	X	X		
Attendance team will meet at least biweekly to review student attendance and implement improvement strategies including SBATMs, home visits, and attendance incentives	Principal, Social workers, Parent Liaison	x	X	X	

Measuring Impact

Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Date	Status
CPT notes will reflect regular use of data to drive instruction	Principals, Coaches	December 2021	
Survey results indicating staff approval of opportunities for input, collaboration, and shared leadership	Principal	September 2021 & May 2022	
Family attendance at student showcases	Parent liaison	June 2022	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Date	Status
Students will demonstrate expected growth in Reading, as measured by the F&P Benchmark assessment	Principal & AP & ILT	May 2022	
Increased feedback to teachers and teaching teams on their use of student engagement strategies - feedback will be provided at least every 6 weeks.	Principal & AP	December 2021	
Teacher enrollment in UDL 101 course and Number Sense book study	Principal & AP	December 2021	
A tier one SEL curriculum will be provided to all students according to curriculum guidelines	Principal & Social Workers	September 2021	
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Date	Status
Increased growth in reading levels, as measured by the BAS/Reading A-Z	Literacy Specialist	May 2022	
Increased growth in math levels, as measured by the i-Ready math assessment	Principal, AP & teachers	May 2022	
Tier two SEL interventions will be provided for all students identified through the universal screening process (DESSA)	Principal, Social Workers	December 2021	

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Reduced conduct referrals	Principal, AP, Social workers & teachers	May 2022	
<u>School Climate and Culture</u>	Person Responsible	Date	Status
Increase PTO participation so that average meeting attendance is at least 10 members	Principal, Parent liaison	December 2021	
The school will disseminate at least 3 communications per week, utilizing a range of media, including paper, S'more, DOJO, Facebook, Twitter, website updates, Blackboard Connect	Principal, AP, parent liaison	September 2021	
At least two curriculum showcase events will be hosted for parents. Attendance sheets will be collected.	Principal, ILT, Coaches, Parent liaison	May 2022	
Reduction in percentage of students deemed chronically absent	Principal & AP & Social Workers	May 2022	