



SCHOOL IMPROVEMENT PLAN 2025-2026

Developed by the DSFC School Council

**Greenfield Public Schools
The Discovery School at Four Corners
School Improvement Plan 2025-2026**

Discovery School at Four Corners Instructional Focus

At the Discovery School at Four Corners (DSFC), we work with each child as a member of the school community and as an individual to develop their strengths. We expand each child's vocabulary by opening up the world through high interest themes, hands-on opportunities, and real life experiences. We use teacher observation, family input, and formative and summative assessments including classroom and standardized tests to measure each child's progress. Working as a team: family, child, and educators, we endeavor to motivate each child toward continued growth. Together we develop learners who are kind, resilient, and engaged members of the community.

Introduction

DSFC is undergoing a transition this year due to the re-districting of students and the district-focused initiative of developing small group, data-informed literacy instruction. The re-districting of students has created the need for teachers and staff to welcome a small but significant group of new students to our building and school culture, and to adapt our classroom practices as a result. The shift to data-informed small group literacy instruction has also created the need for us to adapt classroom practices and to collaborate more intensively around assessment, data, and instruction based on the science of reading.

DSFC utilizes an interactive math program and a leveled literacy model to address the needs of all students. All students are provided with online accounts for programs to practice and master math and reading skills. Academic progress monitoring is utilized to optimize student achievement; progress is reviewed at weekly grade level meetings to ensure acceleration in both math and reading. Expectations for DSFC students are high and include excellent attendance, effort, achievement and citizenship.

School Improvement Plan

Goals 2025-2026

Goal I - Improve Academic Achievement: Discovery School at Four Corners will continue to accelerate student learning in literacy by providing focused, data-informed small group literacy instruction daily by every classroom teacher in conjunction with the reading interventionist, and tracked by way of regular data meetings to ensure that small group assignments are adjusted based on monthly progress monitoring and benchmarking assessments 3 times per year.

Goal II - Utilize Technology to Improve Student Achievement: Discovery School at Four Corners will use technology in the form of Interactive Whiteboards and student Chromebooks to support small group literacy and math interventions, engage students in whole-class instruction, and improve student achievement.

Goal III - Reduce Schoolwide Student Absenteeism: Discovery School at Four Corners will continue to focus on efforts designed to reduce student absenteeism, by having weekly Attendance Meetings which include the school principal, adjustment counselor, nurse, and administrative assistant. These meetings identify students who accumulate 5, 10, 15, and/or 20 absences. The meeting participants discuss communication strategies for these families, review interventions for helping to improve attendance for specific students, and ensure that an attendance letter is sent to each family which documents the number of absences and the resources available from the school to support the family for improved attendance.

Goal I - Improve Academic Achievement: Discovery School at Four Corners will continue to accelerate student learning in literacy by providing focused, data-informed small group literacy instruction daily by every classroom teacher in conjunction with the reading interventionist, and tracked by way of regular data meetings to ensure that small group assignments are adjusted based on monthly progress monitoring and benchmarking assessments 3 times per year.

Objectives	Key Actions	Measures of Success	Timeline
Objective 1: All students will be assessed regularly to identify their specific reading needs and to arrange small groups for reading interventions based on common needs.	We conduct DIBELS assessments with all students in grades K-4 to determine their status as above, on, or below grade-level expectations. We conduct the PASS/CORE assessments for students whose DIBELS shows them below grade level expectations. We use Data Meetings for each grade level with the Reading Interventionist to create small groups with common needs. We conduct DIBELS progress monitoring monthly for students identified as below grade level, and we adjust intervention groupings accordingly. We conduct NWEA MAP assessments 3 times yearly. It is also used to monitor student progress, and to plan instruction in grades K-4. We conduct MCAS testing once	By Spring 2026, 80% of all students (K-4) will reach grade level benchmarks on DIBELS Composite scores. By Spring 2026, 70% of students will pass the ELA Skills end-of-year testing at each grade level, K-4. By Spring 2026, 70% of students will meet or exceed the expected grade level growth goal on NWEA MAP tests in Reading. By Spring 2026, 50% of students in grades 3 and 4 will meet or exceed the state average score on the ELA portion of the MCAS.	Sept 2025-June 2026

	per year in grades 3 and 4.		
Objective 2: We will use whole-class and small-group reading instruction to support students to make progress with reading and writing skills. and analysis of student growth to ensure that students make continual progress toward proficiency and excellence in reading and writing	We meet consistently with students for small-group reading interventions based on their common needs as identified with the above assessments. We utilize the CKLA curriculum for whole-class instruction, in addition to the UFLI and Heggerty intervention programs, to support all learners with their literature, reading, and writing skills. We adjust the reading intervention groups based on student growth, as indicated by DIBELS progress monitoring and benchmarking.	The principal will conduct observations as outlined in the Educator Evaluation Agreement. Based on any concerns with teachers' fidelity to the instructional expectations, the principal will request to see lesson plans from the relevant teachers with professional status. The principal and the grade-level data teams will consistently review students' literacy progress by way of shared trackers that document weekly progress monitoring and triennial benchmarking.	Sept 2025-June 2026

Goal II - Utilize Technology to Improve Student Achievement: Discovery School at Four Corners will use technology in the form of SMART Boards and student Chromebooks to support small group literacy and math interventions, engage students in whole-class instruction, and improve student achievement

Objectives	Key Actions	Measures of Success	Timeline
Objective 1: Students will use their individual Chromebooks to access the Lexia reading intervention program.	Students use Lexia, where they are individually assessed and placed at a level appropriate to their strengths and needs. Students are supported to work independently in the Lexia program, which reinforces the skills they need to master for optimum growth. During the daily Reading Intervention time in each classroom, students will work with Lexia or do independent literacy activities when they are not working with the teacher in a small group intervention. Teachers print Lexia worksheets, individualized to each student's targeted needs for growth in their reading skills.	The principal will conduct observations as outlined in the Educator Evaluation Agreement. Based on any concerns with teachers' fidelity to the instructional expectations, the principal will request to see lesson plans from the relevant teachers with professional status. Student usage data is available for review and analysis by the principal. (Students on or above grade level will have much more time on Lexia.)	Sept 2025-June 2026

Objective 2: Students will use their individual Chromebooks to access the Imagine Math intervention program.	Students use Imagine Math, where they are individually assessed and placed at a level appropriate to their strengths and needs. Students are supported to work independently in the Imagine Math program, which reinforces the skills they need to master for optimum growth. During the daily Math Intervention time in each classroom, students will work with Imagine Math when they are not working directly with a teacher in a small group intervention.	The principal will conduct observations as outlined in the Educator Evaluation Agreement. Based on any concerns with teachers' fidelity to the instructional expectations, the principal will request to see lesson plans from the relevant teachers with professional status.	Sept 2025-June 2026
Objective 3: Teachers will lead whole-class ELA instruction with support from Interactive Whiteboard slides from the CKLA curriculum.	Teachers will prepare weekly lesson plans to demonstrate their progress with teaching whole-class lessons based on the CKLA slides. Each class schedule has daily blocks for teaching whole-class lessons focused on ELA Knowledge & Skills.	Weekly, the principal will review the lesson plans of teachers who lack professional status. The principal will conduct observations as outlined in the Educator Evaluation Agreement. Based on any concerns with teachers' fidelity to the instructional expectations, the principal will request to see lesson plans from the relevant teachers with professional status.	Sept 2025-June 2026

Objective 4: Teachers will lead whole-class Math instruction with support from the Interactive Whiteboard slides from the Eureka Math curriculum.	Teachers will prepare weekly lesson plans to demonstrate their progress with teaching whole-class lessons based on the Eureka Math slides. Each class schedule has daily blocks for teaching whole-class lessons focused on Eureka Math.	Weekly, the principal will review the lesson plans of teachers who lack professional status. The principal will conduct observations as outlined in the Educator Evaluation Agreement. Based on any concerns with teachers' fidelity to the instructional expectations, the principal will request to see lesson plans from the relevant teachers with professional status.	Sept 2025-June 2026
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Goal III - Reduce Schoolwide Student Absenteeism: Discovery School at Four Corners will continue to focus on efforts designed to reduce student absenteeism, by having weekly Attendance Meetings which include the school principal, adjustment counselor, nurse, and administrative assistant. These meetings will identify students who accumulate 5, 10, 15, and/or 20 absences. The meeting participants will discuss communication strategies for these families, review interventions for helping to improve attendance for specific students, and ensure that an attendance letter is sent to each family which documents the number of absences and the resources available from the school to support the family for improved attendance. Attendance updates by class will also be shared at All-School meetings in order to keep students focused on the importance of being at school.

Objectives	Key Actions	Measures of Success	Timeline
Objective 1: Track student attendance consistently.	Attendance reviews will occur weekly	Attendance letters will be sent weekly for students who have accumulated a benchmark number of absences: 5, 10, 15 and above. The Principal requests a parent meeting when absences exceed 10 days.	Attendance reports are printed daily for the principal to review. Weekly Attendance Meetings ensure that significant attendance concerns are assessed and addressed regularly.
Objective 2: Attendance communication and interventions will be discussed and implemented as needed	The nurse, counselor, and principal comprise the Attendance Team, which will develop specific communication and/or intervention ideas for the parents of students with attendance issues that do not relate to typical illness or medical appointments.	These situations will be tracked in an Monthly Tracker printed out and reviewed by the Attendance Team DCF will be notified as needed to support families with chronic absenteeism.	Reviewed weekly, implemented as needed
Objective 3: An All-School attendance incentive program will help to focus students' awareness on how important it is to "Bee Here & Bee Amazing" as often as possible.	Cumulative class attendance percentages will be shared during All-School Assemblies	A bulletin board encouraging students to Bee Here Every Day will be created with Bees showing each class's attendance percentage.	Assembly announcements and bulletin board updates will occur at the end of each semester - celebrations will be awarded to the top 3 classes per month.

			Students who have perfect attendance each month, will be entered into a prize drawing, with one student winner per month.
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Our vision is that *all members* of our school community collaborate to create a positive, caring, innovative learning environment.

Our Mission Statement

Every day we engage in meaningful learning using our hearts, our heads and our hands.

Our Values

Community

Safety

Resilience

Kindness