

DRAFT- Federal Street School Improvement Plan 2025-26

Mission: The Greenfield Public School District is a place where every child is supported on their path to success.				
District Strategic Objectives I. Provide Greenfield Public School students with high-quality instructional programs geared to meet the needs of all students and ensure their success. II. Ensure we have a welcoming environment for students to learn. III. The Greenfield Public schools will build and maintain strong relationships through communication and outreach within the schools and greater community. IV. Every classroom is a place where every student succeeds.				District Instructional Priority Through the continued implementation of evidence-based and aligned instruction and interventions, and the routine practice of reviewing student outcome data (including looking at student work) to inform and/or adjust instruction, all students (particularly SwD, MLLs, and Hispanic/Latino students) will improve academic achievement in grade-level standards. This will result in increased outcomes in literacy, including improved fluency and reading comprehension across all grade levels.
Federal Street School Improvement Plan 2025-26				
Goal	Strategic Objective	Action steps	Evidence	Person(s) Responsible
1. Improve early literacy skills in grades K–4 by	I	1. Provide professional development for K–2 teachers on effective	1. All staff professional development; 2. Learning walk observation	1. Building Administration 2. Staff and students 3. Instructional Leadership Team

implementing differentiated small group instruction, resulting in an increase in the number of students, including students with disabilities and MLL, meeting or exceeding grade-level literacy benchmarks by the end of the academic year.		strategies for differentiated small group instruction through Teaching Lab. 2. Implement a school-wide assessment system (e.g., DIBELS, PASS,CORE) to regularly monitor student progress. 3. Schedule dedicated time for daily small group reading instruction in all K–2 classrooms. 4. Provide high-quality curriculum resources to support delivery of instruction (UFLI, Heggerty) 5. Use assessment data to form flexible groups based on students’ specific literacy needs (e.g., phonemic awareness, decoding, fluency,	tool data 3. Teacher self reflections and professional development feedback. 4. Collaboration time meeting notes. 5. Lesson Plans	4. Reading Interventionist 5. District Administration 6. Student Support Team
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		comprehension). 6. Monitor fidelity of implementation through classroom observations. 7. Provide collaboration time for grade level teams that include interventionists and special education teacher. 8. Engage families with strategies and resources to support early literacy at home. Progress Monitoring: • Benchmark assessments administered three times per year (BOY, MOY, EOY). • Progress monitoring in 4-6 week cycles for students identified as at-risk.		
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		• Instructional Learning walkthroughs		
2. By the end of the 2025–2026 school year, the school will fully implement restorative practices to improve school climate and reduce student disciplinary incidents, resulting in a 10% decrease in office referrals compared to the previous year.	II, III, IV	1. Provide staff-wide professional development on restorative practices, including restorative circles, affective statements, and conflict resolution. 2. Establish a Restorative Practices Team to support implementation, gather feedback, and monitor progress. 3. Integrate daily or weekly community-building circles into classroom routines across all grade levels. 4. Develop a tiered response system where restorative conversations or conferences are used as alternatives to exclusionary discipline. 5. Engage students and	1. Monthly review of office referral and suspension data 2. Surveys of students and staff on school climate and sense of belonging 3. Walkthroughs and classroom observations noting use of restorative practices 4. Logs of restorative circles and conferences conducted 5. Staff feedback through surveys or PLC discussions 6.	1. Administration 2. Building Restorative Practices Team 3. Staff and Students 4. Collaborative Educational Services, Joy and Justice in Schools team

		families through informational sessions and resources explaining restorative approaches. 6. Track discipline data disaggregated by subgroup to ensure equity and inform practice.		
3. Reduce the percentage of FSS students who are chronically absent (absent more than 10% of school days) to 15% and maintain an average daily attendance of at least 95%	IV	1. Weekly attendance meetings. 2. Send letters, that include resources, when students are absent 5,10 and 15 + days. 3. Communicate DESEs attendance expectations to all stakeholders to develop a clear understanding of the importance of a student's daily attendance 4. Establish an attendance team to	1. Reduction in the number of 10 and 15 day letters sent home as compared to SY 2024-25; reduction in the number of absences school wide; fewer than 15% of students will be considered "chronically absent" 2. Guidelines will be communicated, posted and understood by students, teachers and parents/families 3. Weekly attendance meetings will be scheduled and all meetings will have an agenda, minutes and result in action steps to address attendance concerns; fewer than 15% of students will be	1. Administration 2. Attendance Team 3. Parents and Families 4. School Council 5. Teachers

		review and address attendance (this includes tardiness) 5. Introduce attendance incentives monthly and quarterly for students and classrooms.	considered “chronically absent” and the FSS average daily attendance will be 95% or higher 4. All students who are absent for 5, 10 and/or 15 days will receive the appropriate letters; meetings will be scheduled with parents/families and school staff once student reaches 5 absences 5. Attendance information will be shared with families in the Flourishing at Federal Street monthly newsletter	
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