

Greenfield Middle School
School Improvement Plan
UPDATE

Greenfield Middle School Instructional Priority Goal:

Strengthen Tier 1 instruction and build Instructional Leadership Team (ILT) capacity to lead schoolwide initiatives through strategic, data-informed professional learning that promotes equitable outcomes for student subgroups.

Greenfield Middle School Improvement Priority Goal: Reduce chronic absenteeism by fostering a culture of attendance, prioritizing relationship building, strengthening school-family partnerships, and implementing proactive systems of support so that all students have equitable access to learning.

Greenfield Middle School Improvement Priority Goal: Increase family and community participation in school-sponsored engagement events (e.g., Parent/Teacher conferences, Cookies and Cocoa, STEM Night, etc.) compared to the 2024–25 school year, as measured by event sign-in sheets and participation logs. The school will achieve this by strengthening communication strategies, offering varied formats (in-person and virtual), and building partnerships with community organizations to reduce barriers to participation.

Greenfield Middle School Objectives:

1. Ensure high-quality, standards-aligned Tier 1 instruction that meets the needs of all students, with a focus on equity and access.
2. Build a strong ILT that can effectively lead, monitor, and support schoolwide improvement efforts.
3. Use data to design and deliver professional learning that directly addresses instructional needs and promotes equitable outcomes
4. Ensure all instructional and leadership actions are evaluated for impact on historically underserved student groups
5. Reduce the percentage of students who are chronically absent (missing 10% or more of instructional days) through consistent monitoring, targeted family outreach, and tiered interventions that address barriers to attendance
6. Strengthen partnerships with families and the community by implementing inclusive communication strategies, reducing participation barriers, and offering varied engagement opportunities so that more families are able to attend and actively participate in school-sponsored events

Goal	Objective	Action Steps	Evidence	Person(s) Responsible
Strengthen Tier I Instruction	1	Instructional Framework -Develop/refine a shared instructional vision (look-fors, non-negotiables, and best practices). -Communicate expectations through walkthroughs, PLCs, etc. Data-Driven Practice	-Walkthrough data and/or observations showing at least 80%+ consistently applying focus Tier I instructional practices (TWPS, Scaffolding) -Student subgroup achievement gaps decrease on benchmark assessments (Fall, Winter, Spring MAP data) -Teacher feedback collected by ILT on Tier I professional	-Instructional Leadership Team (ILT) -Building leadership -Teachers and Staff

		-Implement consistent use of benchmark assessments and data protocols to identify student strengths and needs. -Disaggregate data by subgroups to identify inequities and plan targeted supports. Inclusive Practices -Provide professional learning on inclusive practices and differentiation. -Monitor implementation walkthroughs and peer visits	development delivered and reflections on own practice.	
Build Instructional Leadership Capacity	2, 3, 4	ILT Development -Provide systems and protocols for ILT members to analyze data -Establish clear team roles and responsibilities. -Conduct ILT Self-Assessment 3 times per year - Fall, Winter, and Spring Meeting Structures -Implement monthly ILT meetings with structured agendas focused on data	-Regular staff feedback collected showing increased clarity of shared instructional vision and overall instructional goals for school -ILT members lead staff meeting professional development for 9 out of 20 faculty meetings -ILT agendas and minutes clearly demonstrate alignment of shared instructional goal and the use of data to drive professional development -ILT Self-Assessment results and improvement on identified areas 📄 ILT Self-Assessment Focu...	-ILT members -Building Leadership

		review, instructional planning, and progress monitoring. -Align ILT work with schoolwide professional learning and PLCs. Shared Leadership -ILT members model best practices in collaboration, faculty meetings, and classrooms. -Assign ILT members to lead specific initiatives (Cold Call, Talk Moves, etc.)		
Strategic, Data-Informed Professional Learning	2, 3	Needs Assessment -Use staff feedback and student data to identify professional learning priorities. -Reassess needs quarterly to adapt PD focus. Professional Learning Design -Implement cycles of learning: training, practice, observation, feedback, and reflection. -Use Looking at Student Work (LASW) protocols to connect PD directly to outcomes.	-Faculty feedback from faculty meeting exit tickets, and feedback from collaboration -Walkthrough data and peer visits show implementation of instructional strategies from PD -Subgroup achievement gaps narrow in both ELA and Math (Fall, Winter, Spring MAP data)	-Instructional Leadership Team (ILT) -Building Leadership

		Monitoring and Support -ILT regularly reviews staff feedback and walkthrough data to prioritize PD topics. -Share progress data regularly with staff.		
Equitable Student Outcomes	1, 2, 3, 4	Progress Monitoring -Disaggregate and monitor student data by subgroup at regular intervals at: ILT meetings, faculty meetings, and collaboration -Include inclusive practices “look-fors” in walkthrough tool and feedback. -Family Engagement Engage families of underrepresented subgroups in Family and Community Engagement events throughout the year	-Subgroup data shows improved growth rates and reduced gaps -Inclusive practices are consistently in feedback and collaboration -Participation of underrepresented groups at school wide family events increases	-Instructional Leadership Team -Building Leadership -Assistant Director of Pupil Services -Teachers and Staff
Attendance and Equitable Access to Instruction	1, 5	Positive Attendance Culture -Prioritize relationship building and foster a culture of belonging for all students -Launch a schoolwide “It’s Great to BEE at School” campaign that highlights the importance of daily attendance. -Celebrate individual and class attendance milestones	-Monthly reports from building administration documenting rates of subgroup attendance, overall attendance, and chronic absenteeism -Compare daily attendance and chronic absenteeism monthly (Sept. 2024 vs. Sept. 2025) -Reduce chronic absenteeism from 26% (2024-2025) to 21% -Recurring newsletter message	-Building leadership -Teachers and Staff -Families -Students

		with recognition boards, announcements, or small incentives. Communication & Engagement -Share clear attendance expectations with families at the start of the year in multiple languages. -Provide monthly updates to families on their child's attendance patterns. Data Monitoring -Review attendance data weekly in leadership team meetings to identify trends and flag concerns early. Personalized Attendance Plans -Develop an individualized plan with student, family, and staff to address root causes (health, housing, transportation, social-emotional). Accountability & Support -Conduct home visits for students with severe absenteeism. -Involve district-level staff or community liaisons when necessary.	detailing attendance expectations	
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Expanding Access and Attendance at Family and Community Events	5, 6	Enhance Communication -Use multiple communication channels (SchoolMessenger emails and text messages, social media, etc) -Provide all event information in families' home languages -Send reminders 1 week before event and the day before the events Reduce Barriers to Participation -Collaborate with Assistant Superintendent's office to offer transportation to each event Build Community Partnerships -Collaborate with community organizations to participate in events (Playworks, HCC Biology Dept., Fire Dept., Police Dept.) Gather Feedback and Adjust -Distribute short surveys (paper, digital, or QR code) at	-Event information distributed in English and home languages -Increased use of transportation to and from events -Event surveys have at least a 40% response rate. -Feedback summary reports are shared with staff and leadership team each quarter. -Adjustments to events are documented in meeting notes and reflected in attendance increases.	-Building Leadership -Assistant Supt. -Family and Community Engagement Coordinators -PTO

		events for families to capture feedback -Use results to refine future events and identify new engagement opportunities.		
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Overview of Timeline

Quarter 1 (August 27-October 31)	Establish shared instructional vision; develop timeline of professional development and data analysis directly related to shared instructional vision; Define purpose of ILT and expectations of ILT; Analyze walkthrough data, plan professional development for Nov. 3; Complete ILT Self-Assessment
Quarter 2 (November 3-January 16)	Implement ILT-led professional develop and PLC facilitation, monitor PD implementation, conduct mid-year ILT Self-Assessment
Quarter 3 (January 20-April 3)	Adjust PD focus based on data, expand inclusive practices, track subgroup outcomes.
Quarter 4 (April 6-June 11)	Conduct end-of-year review of Tier 1 instruction, ILT capacity, and subgroup data; develop sustainability plan for upcoming year