

SCHOOL IMPROVEMENT PLAN

2025 - 2027

Greenfield Public Schools

Newton School



District 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.

Newton School Vision

We envision a safe, caring, and inclusive community where every student is inspired to learn, grow, and achieve their full potential while developing confidence, kindness, and a lifelong love of learning.

Newton School Mission Statement

Our mission is to provide a caring, safe and supportive community in which students acquire a love of learning and perform to the best of their ability. We will respond to diverse learning and social needs of all students as we challenge them to reach their fullest potential.

We are all careful and friendly with our words and actions so we can do our best to learn and play and feel good together in a safe and happy environment.

Newton School Values

The Newton Way is to be safe, kind, and respectful.

Goals 2025-2027

Goal I - Increase the literacy and math performance of students in grades K-4 using district benchmarks and diagnostic assessment. The goal is to meet or exceed established targets for improvement based on students and grades.

Goal II - By the end of the 2027 school year, social emotional learning strategies will be used throughout the school to promote inclusion of all students, a sense of belonging, clear expectations, rules and logical consequences, and restorative justice.

Goal III - Reduce the percentage of Newton students who are chronically absent (absent more than 10% of school days) to 15% and maintain an average daily attendance of at least 95%. Reduce the number of tardies to school by 10%.

Goal I

Increase the literacy and math performance of students in grades K-4 using district benchmarks and diagnostic assessment. The goal is to meet or exceed established targets for improvement based on students and grades.

Objectives	Action Steps	Evidence	Person(s) Responsible	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 benchmark assessments with all students in grades K-4 to determine their status as above, on, or below grade-level expectations. We conduct DIBELS progress monitoring monthly for students identified as below grade level, and we adjust intervention groupings accordingly. We conduct the PASS/CORE assessments for students whose DIBELS shows them below grade level expectations to aid teachers in creating small groups focused on common deficits. We hold Data Meetings for each grade level with the Reading Interventionist to create small groups with common needs. We schedule a daily intervention block in each classroom to instruct specific groups of students based on CORE/PASS data and regularly monitor their progress. We provide high-quality curriculum resources to support	In the Fall of 2025, 29% of all students were able to reach or exceed grade level benchmarks according to the DIBELS midyear composite scores. With the implementation of the intervention block, we have improved the schoolwide DIBELS benchmarks to 36% for the midyear composite scores. By Fall of 2026, 40% of all students (K-4) will reach or exceed grade level benchmarks according to the DIBELS end of year composite scores. By Spring 2027, 60% of students will reach or exceed grade level benchmarks according to the DIBELS end of year composite score at each grade level, K-4. Observations of small group instruction indicate that the teachers are successfully grouping students, using the materials to instruct the groups and monitoring student progress and making adjustments. Collaboration time meeting notes indicate that teachers are reflecting, discussing and sharing their work with students	Building Principal is responsible for monitoring and oversight of flexible small group instruction through observation, Collab meetings with staff, data review meetings with school and district leaders The Instructional Leadership Team (ILT) will assist with on-going training and in-building coordination, data monitoring and job embedded support to staff. The Reading Interventionist will work collaboratively with teachers on designing groups and using the curriculum. They will continue to provide small group lessons to students as well and share results. They will attend a collaboration meeting at least once a week and data teams as scheduled District Administration will continue to oversee the implementation of the literacy program and small group instruction and progress monitoring student performance on local and state assessments. They will regularly conduct learning walk-throughs focusing	Fall, Winter, Spring benchmark periods for DIBELS, PASS, and CORE completed by June 2027 Monthly progress monitoring as needed for specific students

	delivery of flexible small group instruction during this intervention block (UFLI, Heggerty). We regularly collect data regarding the skills students are being taught during the intervention block and share this data with the members of the data meetings. We ensure that there is designated time for all teachers working with students to collaborate, plan, and monitor progress at least once per week.	in small groups including discussing data. Progress will be monitored and tracked on the benchmark data that is administered three times per year.	on identified district indicators. Classroom teachers will regularly collect and share data and adjust small groups based on the data. They will administer DIBELS progress monitoring or benchmark assessments, CORE/PASS tests as needed, and NWEA MAP testing. Teachers refer students with academic concerns to the SST Team. The SST Team will review individual student data and collaboratively brainstorm solutions to best meet the needs of students who are not making progress in the general curriculum or Tier II interventions.	
Objective 2: All students will be assessed regularly to identify their specific math needs and to arrange small groups for math interventions based on common needs.	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 USNS Math Screeners 3 times yearly and input these scores into PowerSchool and a school-wide data spreadsheet. We administer unit tests in the Eureka Math curriculum at the end of each unit.	Observations of small group instruction indicate that the teachers are successfully grouping students, using the materials to instruct the groups and monitoring student progress and making adjustments. Collaboration time meeting notes indicate that teachers are reflecting, discussing and sharing their work with students in small groups including discussing data. Progress will be monitored and tracked on the benchmark data that is administered three times	Building Principal is responsible for monitoring and oversight of flexible small group instruction through observations and collaboration meetings with staff. The Math Interventionist will administer the USNS Math Screener interviews with students. Teachers administer the written USNS math screeners. The math interventionist will work collaboratively with teachers on brainstorming ways to best meet the needs of their students such as designing	Fall, Winter, Spring benchmark periods for MAP and USNS completed by June 2027 Monthly progress monitoring as needed for specific

	We provide high-quality curriculum resources using Eureka Math and Math Recovery. We schedule a daily intervention block in each classroom to instruct specific data-driven groups based on the students' needs.	per year.	groups and using the curriculum. They will provide small group lessons to students and share results. They will attend SST meetings where there is an academic concern. Classroom teachers will administer NWEA MAP testing. They will use the math intervention block to meet with students that are not making progress in the general curriculum. Teachers refer students with academic concerns to the SST Team. The SST Team will review individual student data and collaboratively brainstorm solutions to best meet the needs of students who are not making progress in the general curriculum or Tier II interventions.	students
Objective 3: Provide professional development and training for teachers, interventionists and special educators on effective strategies for differentiating small group instruction based on benchmark and diagnostic assessments and target goals.	All staff attend professional development and training sessions. Administrators implement learning walkthroughs to allow teachers to observe fellow teachers that have strengths in areas that staff wants to improve on. Teams are provided collaboration time meetings. Faculty meetings are strategically planned to allow	Faculty meetings, professional development sessions, and training sessions include agendas in which strategies for differentiations and small-group instruction are addressed. Pre and post-observation notes indicate the use of small group instruction and differentiation. Collaboration time meeting notes indicate that teachers are reflecting, discussing and sharing their work with students in small groups including discussing data.	Staff will attend professional development, training sessions, collaboration time meetings, faculty meetings, and pre- and post- observation meetings. Administrators will conduct learning walkthroughs. The Building Principal will conduct observations. The Instructional Leadership Team (ILT) will plan faculty meetings.	PD sessions throughout the year Bimonthly faculty meetings Daily collaboration time

	staff to discuss results and strategies for accelerating learning. Teachers will have the opportunity to reflect on lesson observation with a pre- and post-observation meeting with administration.	Learning walkthrough notes indicate teachers are putting the strategies regarding differentiation and small group instruction into practice in their classrooms.		
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Goal II

By the end of the 2025–2027 school year, social emotional learning strategies will be used throughout the school to promote inclusion of all students, a sense of belonging, clear expectations, rules and logical consequences, and restorative justice.

Objective	Action Steps	Evidence	Person(s) Responsible	Timeline
Objective 1: Establish clear behavioral expectations using restorative conversations to address conflicts.	Establish clear expectations for the “Newton Way” in the cafeteria, bathrooms, hallways, classrooms, and at recess. Convene a team to develop a tiered system for S&E support from a reminder to restorative conversations or conferences as alternatives to discipline. Create and offer restorative calming places to process and reflect for those students who need assistance being successful in the classroom and throughout the school. Define clear expectations for restorative calming places. Hold morning meetings daily. Use the Second Step curriculum and integrate the monthly themes into the classroom. Establish a record-keeping and communication routine.	Walkthroughs and classroom observations note the use of SEL strategies and restorative circles. The “Newton Way” expectations are posted in every classroom and throughout the school. Students will be able to discuss this with anyone.	Classroom teachers will hold morning meetings daily, use the Second Step curriculum, create a break area for students, and integrate the monthly S&E themes from Second Step into the classroom. The building monitor, counselor, principal, and interventionists will attend the S&E meetings regularly and oversee the school’s PBIS & Restorative Justice program. The BCBA and nurse will attend the S&E meetings as needed. The S&E team will guide teachers in the expectations of the restorative calming places and how to start them.	Hold the first S&E team meeting in Sept.

Objective 2: Improve the cafeteria and recess environments to promote safety, peace, and positive peer interactions.	Establish clear expectations for the “Newton Way” in the cafeteria, at recess, in the bathrooms, the hallways and in the classrooms. These will be posted in each environment. Implement the first phase of Play Works as a lunch and recess intervention. Track and incentivize meeting or exceeding expectations. Plan ways to adapt the atmosphere in the cafeteria to provide an “experience” for students that is calm, organized and pleasant in accordance with research and reduce behavioral issues. Enlist mentors from the upper grade levels to aid in conflicts during recess resolution with the younger grade levels.	The “Newton Way” expectations are posted in every classroom and throughout the school. Students will be able to discuss this with anyone. The school council will administer a survey about the school climate with more than 75% of staff and students rating the school in the top two categories by 2027. Playworks will be operated by the Building monitor and the IAs on duty and the number of incidents of negative behaviors will be reduced.	The Building Monitor will work with the Playwork staff, IAs and the physical education teacher to plan and organize the Playwork practices in the cafeteria and at recess. They will also train 3rd and 4th grade mentors to aid in the resolution of peer conflicts at the kindergarten, 1st, and 2nd grade recess times. The Principal will administer applications, review applications, and select applicants from the upper grade levels to be mentors during the recess times of the younger grade levels. The Building Monitor and IAs on recess/cafeteria duty will record incidents and use the SEL tiered approach to address student behaviors. The Counselor and the Building Monitor will work with staff to redesign the reset room and present it to the staff with the Principal.	
Objective 3: Implement consistent incentives	Establish a system of recognition and rewards for good attendance, making good choices consistently, helping to do kind acts to make the school a better place, following the “Newton Way.” Every classroom will provide	“Shout Outs” will be presented to students and staff who exemplify meeting or exceeding the expectations and shared with the school. Monthly attendance, birthdays and Newton Way Award winners will be recognized at the monthly	The SEL Team will meet to develop a tiered system and support the staff in implementing SEL practices Teachers will nominate students for Newton Way Awards and Shout Outs.	

	opportunities for students to be highly engaged, presented with choices and systems to reinforce behavioral expectations including incentives and the chance to rethink their choices. Each classroom teacher will nominate 1-2 students a month who exhibit the Newton Way for a Newton Way Award. Students receiving the award are recognized at All School Meetings.	community gatherings A team of staff and administration will keep meeting minutes and formulate a plan to be shared with the school regarding a tired system of support.	The Building Principal will recognize students for good attendance and showing the Newton Way at All School Meetings.	
Objective 4: Create a system for tracking behavior and finding patterns within the data. Identify a tiered behavior system utilized in all classroom environments.	Track discipline data electronically that can be tracked and disaggregated by subgroups and classes to ensure equity and assess impact of actions taken.	Monthly review of incidents and discipline records will show fewer disciplinary infractions and greater evidence/ acceptance of students making positive changes by 10%. Decrease the amount of Tier 3 intervention that is necessary. Incorporating Calming Corners in each classroom to support all students.	The Building Principal and SEL Team is responsible for ensuring that data is collected, reviewed and analyzed. Every staff member will record incidents that they witness and alert administration of the incidents.	

Goal III

Reduce the percentage of Newton students who are chronically absent (absent more than 10% of school days) to 15% and maintain an average daily attendance of at least 95%. Reduce the number of tardies to school by 10%.

Objective	Action Steps	Evidence	Person(s) Responsible	Timeline
Reduce the percentage of Newton students who are chronically absent (absent more than 10% of school days) to 15% and maintain an average daily attendance of at least 95%. Reduce the number of tardies to school by 10%.	Convene an attendance team which will consist of the nurse, counselor, building monitor, and principal to review and address attendance (this includes tardiness). Conduct weekly attendance meetings and identify students who have 5 & 10 absences and look at trends. Send letters that include resources when students are absent 5, 10, 15, and 20 days. Communicate with stakeholders the importance of students' daily attendance and set up meetings to plan for improvement. Provide attendance incentives monthly and quarterly for students and classrooms. Recognize the class with the best average daily attendance at the All School Meeting. Recognize students that show improvement. Develop ways to communicate with families of the progress of	Reduction in the number of 10 and 15 day letters sent home as compared to SY 2025-26; reduction in the number of absences school wide; fewer than 15% of students will be considered "chronically absent" Guidelines will be communicated, posted and understood by students, teachers and parents/families. Data will be posted on a bulletin board and included in the school newsletters. 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 considered "chronically absent" and the average daily attendance will be 92% or higher.	The Building Principal will convene the attendance team weekly and set up a system to report to families, the School Council, the staff and students. The Building Principal will also recognize students with good attendance and incentivize classes to have good attendance. The principal will also update the percentages that are posted within the school by classroom/grade level. The Administrative Assistant will prepare letters and schedule parent meetings for the principal to discuss attendance. Parents and Families will collaborate on plans to improve attendance including limiting the barriers and offering resources The school staff will work with families and students with attendance issues to provide incentives and recognize progress and report it to the Principal/Attendance team.	Weekly reviews 2026-2027

	their children (progress monitoring notes, performance certificates, ideas to support at home etc.). Develop a way to improve the transparency of the improvement plan with school constituents and the community at large.			
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