

**Greystone Elementary School
School Improvement Plan
School Year
2020-2021**

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District Strategic Goal: The North Providence School Department will utilize a variety of methods of communication to provide all families and community members to feel welcomed, informed, and engaged in each student’s education.

ACTION PLAN – FAMILY ENGAGEMENT		RESULT STATEMENT: Parents/Guardians will receive and respond to communication from the school community.				
Target: Ensure communication between home and school is regular and two way, utilizing a variety of methods while promoting a mutually respectful environment.						
Strategies and Activities (Instructional, Organizational, Program, Environmental) <i>What will the adults do?</i>	Desired Results	Ongoing Monitoring When and how will we monitor our progress toward results?	Evidence <i>What are the indicators that the strategy or activity is having the intended effect?</i>	Person/s Responsible	Timeline/Deadline	Resources Needed <i>What are the possible sources for obtaining necessary resources?</i>
Principal's parent/guardian newsletter shared via email/social media (every 6-8 weeks); Grade-levels/special subject areas to submit information to publish for each newsletter (subject-based)	Increase communication	Analytics data from Smore (number of times accessed)	Analytics data from Smore (number of times accessed)	Classroom teachers, Special subject area teachers, specialists as well as social worker, school nurse teacher, school psychologist, Principal	2020-21 School Year	Smore account
Encourage parent/guardian participation to assist and attend various activities including but not limited to field trips, Field Day, Reading Week, Open House, PTA fundraising	Increase parental engagement	Attendance data	Increase of parent/guardian attendance over time	Principal	2020-2022 School Year*timeline extended due to COVID-19 guidelines	N/A

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activities and family events, SIT meetings						
Conduct community outreach activities (Title 1 Evenings, Open House, School Report Night) to inform the public of academic programs offered at Greystone	Increase communication	Attendance data	Increase of parent/guardian attendance over time	Principal	2020-2022 School Year*timeline extended due to COVID-19 guidelines	N/A

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District Strategic Goal: All students will have equal access to a guaranteed, viable, and blended curriculum in all disciplines aligned to state and national standards through personalized, data driven, student-centered instruction.

ACTION PLAN – LITERACY		RESULT STATEMENT: All students will have equal access to a guaranteed, viable, personalized curriculum aligned to the Common Core Standards through personalized, data driven student-centered instruction. Students will increase ELA achievement through personalized, data driven student-centered instruction.				
Target: Students will improve in the area of ELA proficiency as demonstrated by district assessments and/or state testing. 48% of Greystone students will be proficient in ELA as measured by the RICAS (5% increase from 2019 Spring data)						
Strategies and Activities (Instructional, Organizational, Program, Environmental) <i>What will the adults do?</i>	Desired Results	Ongoing Monitoring When and how will we monitor our progress toward results?	Evidence <i>What are the indicators that the strategy or activity is having the intended effect?</i>	Person/s Responsible	Timeline/Deadline	Resources Needed <i>What are the possible sources for obtaining necessary resources?</i>
Teachers will incorporate RACES for written reader response during ELA blocks and across the content areas in grades K-5	Increased reading and writing performance	Lesson plans Collection of samples Benchmarking periods Grade-level meetings SIT Grade-level data meetings (held each trimester)	Increased scores on district and state assessments	Classroom teachers, Special Education Teachers, Reading Specialists, Principal	2020-2021 School Year	Graphic organizers (Ex. RACES/Writing Rubric), anchor charts
Continue ways to provide learning opportunities for students before/ after school, and during the summer months	Offer more before and/or after school opportunities for all students K-5	Review list of offerings at end of each trimester Grade-level meetings SIT	List of offerings Learning Academies (Spring/Fall; 1 hour, 6 week program, 2 days per week for students in grades 3-5 dependent on data analysis) Student Book Club(s) Homework Club	Principal, Learning academy teachers, Reading Specialists, all teachers including classroom teachers	2020-2022 School Year*timeline extended due to COVID-19 guidelines	Title I funding Teacher volunteers

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			Summer Reading Packet On-line Reading Programs (Squiggle Park, DreamScape, IXL, etc.)			
Full implementation of the station rotation model during the ELA instructional block	Increased reading and writing performance	Lesson plans Grade-level meetings	Increased scores on district and state assessments	Classroom teachers, Special Education Teachers, Reading Teachers, Principal	2020-2021 School Year	Professional Development, Access to various instructional resources computer/paper-based Highlander Pathways Schools RI Project Grant & staff participation
Conduct community outreach activity: Museum/Title I Literacy Night	Offer an evening to families & students which includes partnerships with various community members including but not limited to police, fire, Museum of Natural History, RIMOSA, etc. Increased family participation over 2020 total	SIT: Literacy Team Results (attendance)	Attendance tally	Literacy Action Team	Spring 2021 (dependent upon COVID-19 guidelines)	Volunteers (school/community)

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ACTION PLAN – MATH/NUMERACY		RESULT STATEMENT: All students will have equal access to a guaranteed, viable, personalized curriculum aligned to the Common Core Standards through personalized, data driven student-centered instruction. Students will increase mathematics achievement through personalized, data driven student-centered instruction.				
Target: Students will improve in the area of mathematics proficiency as demonstrated by district assessments and/or state testing. 34% of Greystone students will be proficient in math as measured by the RICAS (5% increase from 2019 Spring data)						
Strategies and Activities (Instructional, Organizational, Program, Environmental) <i>What will the adults do?</i>	Desired Results	Ongoing Monitoring When and how will we monitor our progress toward results?	Evidence <i>What are the indicators that the strategy or activity is having the intended effect?</i>	Person/s Responsible	Timeline/Deadline	Resources Needed <i>What are the possible sources for obtaining necessary resources?</i>
K-5 teachers will implement daily math fact fluency practice and daily “Number Talks” to increase student thinking strategies. Teachers will give students the opportunity to set daily goals and monitor their own progress (Grades 1-5). Students will engage regularly in mental math tasks and activities. Students will	Increased mathematics performance	Lesson plans Benchmarking periods Grade-level meetings SIT Grade-level data meetings Review student goal setting sheets	Increased scores on district and state assessments	Classroom teachers, Special Education Teachers, Principal, Students (goal sheets)	2020-2021 School Year	Access to various instructional resources computer/paper-based Highlander Pathways Schools RI Project Grant & staff participation Student goal setting sheets

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learn routines and strategies, and have opportunities to practice those strategies, in order to improve their number sense and fact fluency, develop their mathematical practices, and to improve prerequisite grade skills and concepts.						
K-5 teachers will include problem solving investigations in their daily instruction using the UPS check model	Increased mathematics performance	Lesson plans Benchmarking periods Grade-level meetings SIT	Increased scores on district and state assessments	Classroom teachers, Special Education Teachers, Reading Specialists, Principal	2020-2021 School Year	Access to various instructional resources computer/paper-based Highlander Pathways Schools RI Project Grant & staff participation UPS check worksheet
Full implementation of the station rotation model during the math instructional block.	Increased mathematics performance	Lesson plans Grade-level meetings	Increased scores on district and state assessments	Classroom teachers, Special Education Teachers, Principal	2020-2021 School Year	Professional Development, Access to various instructional resources computer/paper-based Participate in Personalized Learning Highlander Grant

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District Strategic Goal: All students will have equal access to a guaranteed, viable, and blended curriculum in all disciplines aligned to state and national standards through personalized, data driven, student-centered instruction.

ACTION PLAN – SOCIAL EMOTIONAL LEARNING		RESULT STATEMENT: To explore the area of social/emotional supports to establish a safe, respectful school environment.				
Target: Students' will increase their ability to integrate skills, attitudes, and positive behaviors to deal effectively and ethically with daily tasks and challenges will increase. Greystone's school culture & climate will be strengthened by providing SEL education and supports for students and staff.						
Strategies and Activities (Instructional, Organizational, Program, Environmental) <i>What will the adults do?</i>	Desired Results	Ongoing Monitoring When and how will we monitor our progress toward results?	Evidence <i>What are the indicators that the strategy or activity is having the intended effect?</i>	Person/s Responsible	Timeline/Deadline	Resources Needed <i>What are the possible sources for obtaining necessary resources?</i>
Hold daily morning and afternoon meetings	Increase in student ability to deal with social emotional regulation and identify and use these resources in daily tasks and challenges	Lesson plans PBIS/SEL Team Meetings Teacher/staff check ins with techniques presented	Increase in student ability to express, identify and implement the strategies	All teachers, school social worker, school psychologist, principal	2020-2021 School Year	N/A
Familiarize students with The Learning Pit	Increase in students' ability to persevere through challenging tasks	Common language throughout school Posters displayed in each classroom	Increase in students' ability to persevere through challenging tasks	All Greystone teachers/staff, school social worker, school psychologist, principal	2020-2021 School Year	Posters
Start with Hello. Sept-Oct	Getting to Know each other, building class relationships Welcoming each student in the morning, setting tone for the day, Positive emphasis	Teacher Feedback Are students receptive to it, Classroom climate	Students should become more welcoming and accepting as a result	Classroom Teachers, school social worker, school psychologist	Sept-Oct 2020	Say Hello Packet

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Increase positive student recognition for displaying CASEL competencies	Increase in student recognition through PAW Program	PAWS earned PBIS/SEL Team Meetings	Increase in student ability to deal with daily tasks and challenges	All Greystone staff PBIS/SEL Action Team	2020-2021 School Year	N/A
Focus on a character trait each month established by PBIS/SEL Action Team	Increase in student awareness of social emotional challenges and implement strategies to help regulate their emotions and daily success	Meeting notes Review of activities PBIS/SEL Team Meetings	Increase in student ability to deal with daily tasks and challenges	All Greystone staff PBIS/SEL Action Team	2020-21 School Year	Greystone-TBD Funds for monthly activities as needed Special programs/assemblies
Implementing Calming/Quiet Break Space in grades PK-4	Promoting self regulation Learning when to take a break Students Asking for space	Increase in student coping abilities Student feedback Teacher reports	Decreased prompting to use corner, students are accessing more independently Increase in student coping abilities	Classroom teachers Support staff	School year 2020-2022*timeline extended due to COVID-19 guidelines	stress balls Calming objects Cube or bean bags for space

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District Strategic Goal: All students will have equal access to a guaranteed, viable, and blended curriculum in all disciplines aligned to state and national standards through personalized, data driven, student-centered instruction.

ACTION PLAN – Multilingual Learners (ELL)		RESULT STATEMENT: All students will have equal access to a guaranteed, viable, personalized curriculum aligned to the Common Core Standards through personalized, data driven student-centered instruction. Students will increase mathematics achievement through personalized, data driven student-centered instruction.				
Target: ELL/MLL students will develop and maintain listening, speaking, reading and writing competency in English as outlined in the WIDA (World-class Instructional Design and Assessment) standards and measured by the ACCESS for ELLs assessment.						
Strategies and Activities (Instructional, Organizational, Program, Environmental) <i>What will the adults do?</i>	Desired Results	Ongoing Monitoring When and how will we monitor our progress toward results?	Evidence <i>What are the indicators that the strategy or activity is having the intended effect?</i>	Person/s Responsible	Timeline/Deadline	Resources Needed <i>What are the possible sources for obtaining necessary resources?</i>
Academic language development within vocabulary-rich environments will be provided to students within the general education classroom. For students who need more individualized instruction, language development and vocabulary instruction will also occur during the supplemental support services they receive.	Increase in student achievement as measured by ACCESS for ELLs assessment, state testing, and district assessments	Benchmarking periods Grade-level meetings SIT Grade-level data meetings	Increase in student achievement as measured by ACCESS for ELLs assessment, state testing, and district assessments	All teachers, principal	2020-2021 school year	N/A

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<p>General educators, specialists and ELL/MLL teachers will increase their collaboration in order to accelerate the growth and achievement of all ELL/MLL learners.</p>	<p>Increase in student achievement as measured by ACCESS for ELLs assessment, state testing, and district assessments</p>	<p>Benchmarking periods Grade-level meetings SIT Grade-level data meetings</p>	<p>Increase in student achievement as measured by ACCESS for ELLs assessment, state testing, and district assessments</p>	<p>All teachers, principal</p>	<p>2020-2021 school year</p>	<p>N/A</p>
<p>Explore potential SIOP trainers to provide PD to Greystone teachers</p>	<p>Increase in student achievement as measured by ACCESS for ELLs assessment, state testing, and district assessments</p>	<p>Review progress at end of each trimester</p>	<p>Increase in student achievement as measured by ACCESS for ELLs assessment, state testing, and district assessments</p>	<p>ELL/MLL teachers in collaboration with principal</p>	<p>2020-2021 school year</p>	<p>TBD</p>
<p>Through job-embedded and additional professional development opportunities, school personnel will receive training and coaching in cultural competency strategies and approaches aligned with best practice for English Language Learners.</p>	<p>Increase in student achievement as measured by ACCESS for ELLs assessment, state testing, and district assessments</p>	<p>Review number of offerings at end of each trimester</p>	<p>Increase in student achievement as measured by ACCESS for ELLs assessment, state testing, and district assessments</p>	<p>ELL/MLL teachers in collaboration with principal</p>	<p>2020-2021 school year</p>	<p>N/A</p>

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