

Greenland Educational Improvement Plan 2021-2024

DRAFT

Mission Statement

The mission of the Greenland School District is to enable every student to acquire and demonstrate the essential skills, knowledge, and problem solving abilities needed to become thoughtful, considerate, open minded, responsible citizens and family members who value learning throughout their lives.

Core Values and Beliefs

1. Respect for self and others, dignity, and trust lay the groundwork for quality learning while creating a safe, supportive, secure environment where students embrace mistakes in order to learn and grow.
2. Effective partnerships among staff, families, and the community is vital for the success of our school.
3. Develop a core of essential skills which is achieved through healthy risk taking, flexibility, and growth mindset.
4. Each student is entitled to an education that fosters the development of the individual and is respectful of learning pace and progression.
5. Students will be active participants in their own learning and assume responsibility for their own actions.

GEIP Vision and Goals

Vision Statement 1

Our society is diverse by nature and continually evolving. This is reflected by the differences in abilities and learning styles among students in each classroom. Our school staff must be prepared to challenge each student and measure individual growth.

Goal 1 The Greenland Central School District will pursue training, programs, and initiatives with regard to effective instructional practice and assessment to assure that the academic and instructional needs of each student are met.

Strategies for Goal 1

1. Review and refine mathematics instruction and resources

Year 1 (21-22)	Year 2 (22-23)	Year 3 (23-24)
<ul style="list-style-type: none"> ● Complete Math Program Review Template for Math in Focus ● Research new math curricular programs ● PD for best practices in mathematics instruction ● Math specialist to identify and implement an additional benchmarking assessment for math ● Research math intervention resources and diagnostic assessments (Tier 2) 	<ul style="list-style-type: none"> ● Pilot new math curricular programs and complete program review templates ● Budget for potential new math program ● Select new math program including intervention resources and diagnostic assessments ● PD on new math program ● PD for best practices in mathematics instruction 	<ul style="list-style-type: none"> ● Utilize math program(s) for long term use (K-8); including intervention resources and assessments ● PD for best practices in mathematics instruction ● Reflect on effectiveness of selected math program

GEIP Vision and Goals

2. Create protocols for data collection and usage

Year 1 (21-22)	Year 2 (22-23)	Year 3 (23-24)
<ul style="list-style-type: none"> ● Form a data team ● Explore a platform that houses longitudinal data and develop a plan for data collection and review 	<ul style="list-style-type: none"> ● Utilize data platform ● Implement data plan 	<ul style="list-style-type: none"> ● Review and refine data plan

3. ANTICIPATED - **Implement a complete RtI model (K-5) - Possible move to next GEIP Plan. Should occur the year after a new math program has been implemented.**

Year 1 (24-25)	Year 2 (25-26)	
<ul style="list-style-type: none"> ● PD on RtI ● Dedicated RtI Block scheduled K-5 or K-8 ● Research math intervention resources and diagnostic assessments (Tier 2) ● Utilize data to drive RtI decisions 	<ul style="list-style-type: none"> ● Continue enhancing RtI block 	

GEIP Vision and Goals

Vision Statement 2

It is essential that our school community reflect a sense of belonging, significance, and fun.

Goal 2 The Greenland School District will implement policies, procedures, and programs to create and maintain a safe and respectful climate where all school community members are encouraged and supported to reach high standards for growth, achievement, and self-discipline.

Strategies for Goal 2

1. Continue to promote social emotional learning for all students all day everyday

Year 1 (21-22)	Year 2 (22-23)	Year 3 (23-24)
<ul style="list-style-type: none"> ● Learn about tiered systems of support for students' SEL needs. SEL Committee will lead this work. ● Continue to provide community-building activities/events to promote school culture and inclusion. Community Committee will lead this work. 	<ul style="list-style-type: none"> ● Develop a tiered system of support for students' SEL needs ● Continue to provide community-building activities/events to promote school culture and inclusion. 	<ul style="list-style-type: none"> ● Reflect and refine the tiered systems of supports. ● Continue to provide community-building activities/events to promote school culture and inclusion.

2. Support all students in their development of executive functioning skills

Year 1 (24-25)	Year 2 (25-26)	Year 3 (26-27)
<ul style="list-style-type: none"> ● Provide staff with professional development on executive functioning ● Explicit instruction in executive functioning skills during advisory and study skills (6-8) 	<ul style="list-style-type: none"> ● Create a toolbox of activities and strategies to promote executive functioning ● Possibly address significant executive functioning needs through RtI system (K-5) 	<ul style="list-style-type: none"> ● Refine RtI system ● Enhance toolbox