

Greenland Educational Improvement Plan 2017-2020

Revised July 2019 - Adopted September 3, 2019

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. Separate Habits of Work and Learning (HOWLs) from academic achievement and promote consistency in grade reporting.

Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)
<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ● Created a 19-20 report card consistent K-5 ● Prepared to separate HOWLs grades 6-8 ● Defined rubrics of progress indicators ● Developed supporting documents ● Researched grading practices ● Defined common language ● PBL, STEM, Art (6-8) piloted 1-4 grading 	<ul style="list-style-type: none"> ● Implement new report card for K-5 and UA ● PD for common grading practices (recording, how to calculate final grades, creating rubrics) ● Communicate new reporting practices to students and parents ● Explore grading with 4 point scale in 6-8 ● Explore Student led conferences in 6-8 (optional)

GEIP Vision and Goals

2. Utilize differentiated practices including flexible grouping in order to meet student needs.

Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)
<ul style="list-style-type: none"> ● School-wide understanding and expectations of differentiated learning practices and RTI <ul style="list-style-type: none"> ○ Examples in practice ○ Define options: process, product, content ● Flexible models of RTI process ● RTI in grades 5-8 has been in the classroom 	<ul style="list-style-type: none"> ● WINN utilized to meet student needs ● Offer PBL class in grades 7 & 8 	<ul style="list-style-type: none"> ● PD with Mike Anderson on differentiation through student choice ● Implement flexible grouping throughout the school day ● Continue PBL class in grades 7 & 8 ● PD with Kelli on designing performance assessments that incorporate student choice during team PLCs

3. Implement Units of Study for Teaching Reading framework.

Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)
<ul style="list-style-type: none"> ● July and August teacher/planning time ● Leveled book collection ○ Shared book bins ● Possible PD focus this year K-4 	<ul style="list-style-type: none"> ● One rep from each grade (K-5) + admin attended Units of Reading PD Day ● Missy Mitchell working with Grades 1 & 5 + Tamara ● Implementing Units of Reading K-6 ● Cindy Fitzgerald PD in August ● Administering F&Ps & creation of stop-points/guidelines 	<ul style="list-style-type: none"> ● Missy Mitchell to work with staff on implementation of Reader's Workshop ● Develop Sacred Book List

GEIP Vision and Goals

4. Explore and identify common math assessments and interventions.

Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)
<ul style="list-style-type: none"> ● Explore assessments including Let's Go Learn, AIMS Web ● Develop understanding of Sharma Progressions (fluency, number sense, computation) ● Bring at least one data point to TAT to show student work/thinking in addition to STAR for normed benchmark 	<ul style="list-style-type: none"> ● Exploration of common assessments in kindergarten 	<ul style="list-style-type: none"> ● Convene math vertical alignment group to connect SAU Vision for Learning with practices at GCS ● Mike Anderson to provide PD on meeting student needs <ul style="list-style-type: none"> ● After mastery, students extending/applying within grade level standards ● Supporting students ● Explore universal assessments by grade level to benchmark growth ● Work with SAU colleagues to develop project-based learning/performance assessments

5. K-5 faculty members continue to align and refine instructional practices and resources across the grade levels in science.

Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)
<ul style="list-style-type: none"> ● Explored Mystery Science 	<ul style="list-style-type: none"> ● Implemented Mystery Science K-5 	<ul style="list-style-type: none"> ● Continue to utilize Mystery Science as the primary curricular program and supplement as needed to align to the Science Standards

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. The school will host a variety of events to foster community building and belonging between student to student, staff to student, and staff to staff.

Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)
<ul style="list-style-type: none"> ● Continue to host Field Day, Back to School BBQ, Veteran’s Day Assembly, Reading Carnival, Browne Center, Holiday Reading, Reading Buddies, Nature’s Classroom, Winter Carnival, Theme Days, Lunch Bunch 	<ul style="list-style-type: none"> ● Continue to refine established events ● Creation of Events and Tradition Summary in order to facilitate logistics and promote awareness of activities 	<ul style="list-style-type: none"> ● Continue to refine established events ● Host four school wide community days ● Create community bulletin boards

2. Explicitly teach routines and expectations along with community building, using tools such as Responsive Classroom.

Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)
<ul style="list-style-type: none"> ● Introduce components of Responsive Classroom (teacher talk and modeling expectations) ● Establish consistent schoolwide expectations including Give Me 5 (quiet signal) and cafeteria/recess behavior 	<ul style="list-style-type: none"> ● Send interested staff to Responsive Classroom training ● Share resources via Weekly Update ● Established a Social/Emotional Learning (SEL) Committee ● Mike Anderson PD on importance of SEL and classroom strategies that promote social and emotional learning 	<ul style="list-style-type: none"> ● SEL Committee to plan and lead initiatives to create consistency for all students’ social and emotional learning ● Continued work with Mike Anderson on SEL

GEIP Vision and Goals

3. We value the voice of our students and encourage student input.

Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)
<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● PD with Mike Anderson on embedding academic choice and promoting student voice ● Implementation of Lucy Calkins' program to develop readers ● Offer PBL class in grades 7 & 8 	<ul style="list-style-type: none"> ● Continue PD with Mike Anderson ● Continue Lucy Calkins ● Student leadership to plan and run community days ● Refine student council ● Explore self-assessment tools for HOWLs ● Explore student-led conferences in grades 6-8 ● Continue PBL class in grades 7 & 8

GEIP Vision and Goals

Vision Statement 3

Greenland Central School faculty members will be collaborative with GCS and SAU wide colleagues to create a school environment and structure that will promote student learning.

Goal 3 The Greenland School District will strive to ensure congruence between the SAU 50 curriculum, New Hampshire Common Core State Standards (CCSS), instruction, and assessment. Furthermore, the District will strive to ensure communication at and across grade levels regarding the curriculum.

Strategies for Goal 2

1. Continue longitudinal work through vertical content committees.

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> ● Convene K-8 Math, ELA, and Sci/SS committees to write 5 In's/Out's and discuss the DuFour's 4 Questions 	<ul style="list-style-type: none"> ● Vertical alignment of ELA using Lucy and F&P ● Vertical alignment of grading practices: HOWLs (K-8), Report Card (K-5 & UA) 	<ul style="list-style-type: none"> ● Continued alignment of grade recording/reporting practices ● Convene K-8 Math committee to explore common assessments and connect SAU Vision for Learning with practices at GCS ● Convene a schoolwide data team to determine consistent benchmarks and organize longitudinal data - This may be pushed back to 20-21

GEIP Vision and Goals

2. Reconvene the Middle School Structure Committee to plan for Phase 2 to address increasing enrollment in the middle school as well as the capacity of our facilities.

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> ● August meeting with Tamara and 5-8 team <ul style="list-style-type: none"> ○ With a lens on future K-8 enrollment ○ Look at options ○ Look at student development, and have expectations ● September look at vertical articulation with grade 4 ● September & October plan any budgetary impact/requests 	<ul style="list-style-type: none"> ● Middle School Committee recommended 2 6th grade classes for 19-20 ● Decided to change middle school schedule for 19-20 to 3 day rotation to facilitate longer class periods ● Moving to 6-8 Middle School Model ● Decided to move Spanish to UA for grades 3-5 ● Revised process for creating schedule ● Scheduling recess after lunch to facilitate cafeteria logistics 	<ul style="list-style-type: none"> ● Continue MS Structure conversations based on enrollment. Possibility of 3 6th grade classes ● Classroom locations/additional space ● Develop a plan for technology structure and support

GEIP Parking Lot

- Project-based learning
- Math (connect to PBL, differentiate through student choice, assessments/benchmarks, alignment, mathematical mindsets and practices)
- Student-led conferences