

Steven Stone
Superintendent of Schools

Marybeth Veilleux
Principal

Dracut Public Schools

Greenmont Elementary School

School Improvement Plan



SY24-SY26 Improvement Cycle

District Mission Statement

The Dracut School Community is committed ...

<i>To Fostering</i>	a safe and caring learning environment where autonomy, collaboration, and mutual respect are valued.
<i>To Providing</i>	our students with the knowledge and skills necessary for reaching their individual potential.
<i>To Inspiring</i>	all students to persevere, to become critical thinkers, to become good community members, and to become lifelong learners.

District Vision Statement

The Dracut Public Schools aspires to be a world-class school system that develops the heads, hearts, and hands of its students and inspires them to be critical thinkers, problem-solvers, and innovators who make contributions to their communities, our nation, and the world.

We believe and value:

- The individuality and uniqueness of each child
- The special talents and abilities of each unique child
 - The truth that all children can learn
 - The respect for personal and cultural diversity
- The respect and dignity of each member of the school community
- The student's right to equal access to educational opportunity
 - The necessity of strong community partnerships
 - The dedication and passion of our employees

Section 1: School Demographics (School Specific)

Enrollment Information

<u>Grade</u>	<u>2023-2024</u>
Kindergarten	35
Grade 1	40
Grade 2	31
Grade 3	42
Grade 4	45
Grade 5	42
Total	235

Greenmont Avenue Student Information (DESE Website)

<u>Subgroups</u>	<u>% of Population</u>
White	56.1%
African American	9.6%
Asian	9.1%
Hispanic	21.7%
Multi-Race, Non-Hispanic	3.5%
Native Hawaiian or Other Pacific Islander	0%
Native American	0%
<u>Selected Population</u>	<u>% of Population</u>
Low Income	51.7%
Students with Disabilities	11.3%
English Language Learners	10.0%
First Language not English	11.7%
High Needs	57.4%

Section 2: Staff Profile

<u>Principal:</u>	Mrs. Marybeth Veilleux	
<u>Lead Teacher:</u>	Mrs. Kristi Dorant	
<u>Secretary:</u>	Mrs. Yaima Pareja	
<u>Nurse:</u>	Mrs. Janice Cunha	
<u>Adj. Counselor:</u>	Mrs. Ellen McManus	
<u>Teachers/Specialists:</u>	Kindergarten – Mrs. Kristi Dorant, Mrs. Erin Roberson	
	Grade 1 –Mr. Michael Aloisi, Ms. Delia Newell	
	Grade 2 – Mrs. Kelly Albert, Mrs. Mackenzie Cruz	
	Grade 3 – Mrs. Kimberly LaBranche, Mrs. Emily Richall	
	Grade 4 – Mrs. Ashley Borges, Ms. Kasey Williams	
	Grade 5 – Mrs. Alicia Mezzoni, Mrs. Sharon Mikutel	
	Special Education –Ms. Jessica Shomphe, Mrs. Ashley Catalano [Paraprofessional /LTS], Team Chair	
	Instructional Coaches – Lindsey Caron, Christa Archibold, Katelyn Stone	
	Literacy Tutor – Kimberly DiZazzo	
	PE – Mr. Alex Demarais	
	Music – Mrs. Eva Ostrovsky - Kaminsky	
	Art – Ms. Shawne Hart	
	Physical Therapy – Robert DiFiore	
	Occupational Therapy –	
	Speech/Language Pathologist – Mrs. Tiffany Emerson	
	Speech/Language Pathologist Assistant – Mrs. Denise Hayes	
	Instrumental Music – Mrs. Valerie Callahan and Mr. Zach Cooper	
	Band - Daniel Buchner	
<u>Paraprofessionals:</u>	Mrs. Courtney Arnold, Mrs. Michelle Kennedy, Mrs. Donna LeVie, Ms. Veronica Pena, Mrs. Jaime Sullivan, Ms. Yacinda Santiago, Mr. Mark Santee	
<u>Building Based Support:</u>		
<u>Custodian:</u>	Mr. Stephen Champoux	
<u>Cafeteria Staff:</u>	Mrs. Paula Labonte	
<u>School Council:</u>	Mrs.Marybeth Veilleux - Principal/Co-chair	Mrs. Michelle Kennedy – Parent
	Mrs. Kristi Dorant - Teacher	Mrs. Sarah Powling - Parent
	Mrs. Courtney Arnold -Paraprofessional	New SY24-25 – Community Member

Section 3: School Improvement Goals SY24-26 Cycle

Theory of Action

Goal 1:	<u>Social-Emotional Learning</u> : If professional staff consistently use the RULER tenets, specifically Class Charters and Mood Meters, then we will be able to create and sustain a safe, positive community climate with decreased dysregulated behavior interruptions to learning.
Goal 2:	<u>Mathematics Achievement</u> : If professional staff intentionally analyze student mathematical performance data, then they will strengthen student learning with a focus on target areas of needed improvement using their best tier one practices and scaffolded instruction .
Goal 3:	<u>Literacy</u> : If professional staff implement our HMH curriculum, as guided, to prepare every student in the area of literacy, then students will increase their non-fiction and vocabulary domains as evidenced by performance data.

Section 4: SIP Goal Detail

Goal #1

1. Goal: *By the conclusion of SY25 all staff and students will consistently use the RULER tenets, specifically Class Charters and Mood Meters, to create and sustain a safe, positive community climate which will decrease dysregulated behavior interruptions to learning.*
2. Describe data sources consulted and a summary analysis of the data that indicate the need for the goal:
 - **Staff, Student and Family Feedback**
 - **Experiences throughout the 2022 - 2024 School Years**
 - **Number of student incidents**
3. Summary Analysis: For the last four school years, the RULER Approach has been integrated into our culture. While the language and components of the program are active in all schools, it is our hope that a continued focus during the following school year will have a significant impact. We will continue to have refresher training at the beginning of the school year, which will include multiple conversations around Class Charters and how to effectively utilize the Mood Meter. Embedding the philosophy and mind set has been an impactful tool students and adults utilize on a daily basis. It has proven to be an effective method of communication and self regulation, we are ready to dive deeper.

<u>SIP Goal #1</u> : By the conclusion of SY25 all staff and students will consistently use the RULER tenets, specifically our Class Charters and Mood Meters, to create and sustain a safe, positive community climate which will decrease dysregulated behavior interruptions to learning.				
Description of Proposed Action/ Activity	Research/Rationale for activity	Results	Person(s) Responsible	Timeline
(What is going to be done to address this goal?)	(Explain how best practices and research justify this activity)	(What will be the evidence of successful completion of the activity?)		(When will the activity occur?)
● Continue professional development and meetings with SEL Task Force/RULER Lead from each building	● RULER Lead will continue to present building based professional development and assist teachers with needed implementation	● Teachers and staff will be better prepared to support students with two of the key elements of RULER - Class Charter & Mood Meter	● Principal/Admin ● RULER Lead	● SY 24-25

<ul style="list-style-type: none"> • Provide teachers and staff with implementation support 	<ul style="list-style-type: none"> • Teachers and staff need to be aligned on the purpose and benefits of the two key elements, in order to use it successfully in classrooms 	<ul style="list-style-type: none"> • Staff will be assisted through staff meetings, admin task meetings, and PD if necessary 	<ul style="list-style-type: none"> • Principal/Admin • RULER Lead 	<ul style="list-style-type: none"> • SY 24-25
<ul style="list-style-type: none"> • Teachers and staff will teach students the components of their Class Charter and purpose behind the Mood Meter 	<ul style="list-style-type: none"> • In order for students to understand their Class Charter and purpose behind the Mood Meter they must utilize it on a daily basis. Teachers and support staff will need to teach and model the components for our students. 	<ul style="list-style-type: none"> • Teachers and staff will strategically teach students the components of their Class Charter and Mood Meter 	<ul style="list-style-type: none"> • Principal/Admin • RULER Lead • All teachers and support staff 	<ul style="list-style-type: none"> • SY 24-25
<ul style="list-style-type: none"> • Teachers, staff, and students will be fluent in their use and understanding of their Class Charter and purpose behind the Mood Meter 	<ul style="list-style-type: none"> • In order for the use of this approach to become ingrained and routine, all stakeholders need to fully understand and utilize the components on a consistent and purposeful basis. 	<ul style="list-style-type: none"> • Teachers, staff, and students will utilize their Charter and Mood Meter with ease and understanding 	<ul style="list-style-type: none"> • Principal/Admin • RULER Lead • All teachers and support staff • All students 	<ul style="list-style-type: none"> • SY 24-25

Goal #2

1. **Goal: Mathematics Achievement:** *Through an ongoing assessment of student performance, we will target areas of needed improvement and provide best tier one practices and scaffolded instruction in order to increase student achievement for all students.*

2. **Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**

- iReady Data
- MCAS Data
- Mathematics Assessments – Unit based, formal, informal, comprehension checks
- Teacher Meetings / PLCs

3. **Summary Analysis:** In order to better instruct students in the area of mathematics, our goals continue to focus on the achievement of students and to make greater strides in supporting the specific learning needs of our students. Teachers will collect and analyze data to inform next steps in instruction. RtI, small group instruction and intentional academic lessons will be used. Under this goal, efforts will include supporting teachers during PLC meetings to share multiple data points, including iReady, and to analyze these assessments which will therefore drive instruction and support specific student learning goals.

<u>SIP Goal #2:</u> Mathematics Achievement: Through an ongoing assessment of student performance, we will target areas of needed improvement and provide best tier one practices and scaffolded instruction in order to increase student achievement for all students.				
Description of Proposed Action/ Activity	Research/Rationale for activity	Results	Person(s) Responsible	Timeline
(What is going to be done to address this goal?)	(Explain how best practices and research justify this activity)	(What will be the evidence of successful completion of the activity?)		(When will the activity occur?)
<ul style="list-style-type: none">• Provide ongoing support for teachers/staff based on curriculum changes, understanding of grade level standards and individual needs	<ul style="list-style-type: none">• Teachers need to have an understanding of the grade level content and our curriculum in order to utilize it with students and begin to analyze data	<ul style="list-style-type: none">• Teachers will have a solid understanding of both grade level content and our curriculum	<ul style="list-style-type: none">• Principals• Instructional Coaches	<ul style="list-style-type: none">• Ongoing 2024-2026

<ul style="list-style-type: none"> Administration of iREADY Math Assessments, including use of comprehension checks 	<ul style="list-style-type: none"> Consistent data point check-ins allow for intentional planning and clear student centered objectives 	<ul style="list-style-type: none"> An administered assessment tri-annually that will provide student benchmark math levels which will highlight our growth trends 	<ul style="list-style-type: none"> Principals Instructional Coaches Teachers / Support Staff 	<ul style="list-style-type: none"> Fall/Winter/Spring, Ongoing 2024-2026
<ul style="list-style-type: none"> Utilize PLC meetings to support teachers with implementation, programmatic understanding, and data analysis 	<ul style="list-style-type: none"> Teachers will need time to process data once students complete assessments in order to understand the various reports and ways the data can be dissected 	<ul style="list-style-type: none"> Teachers will understand the data in a way that allows them to utilize it to tier instruction and support student learning 	<ul style="list-style-type: none"> Principals Instructional Coaches Teaching Staff w/a focus on new staff members 	<ul style="list-style-type: none"> 2024-2026
<ul style="list-style-type: none"> Data meetings with teachers to review iReady Math Data from diagnostic testing for the purposes of grouping, differentiated instruction and measurement of tracking 	<ul style="list-style-type: none"> Data meetings multiple times over the course of the year, specifically after each district wide assessment cycle, will allow us to address specific student needs and appropriately adjust instructional groups 	<ul style="list-style-type: none"> Specific students are identified for intentional targeted interventions. The SST process may be considered for select students. Teachers will use iReady data, and other data points, to create and adjust fluid small instructional groups. 	<ul style="list-style-type: none"> Principals Special Education Teachers Classroom Teachers Instructional Tutors Other Specialists 	<ul style="list-style-type: none"> Ongoing
<ul style="list-style-type: none"> Teachers and staff will communicate iReady information and assessment results with parents/guardians. 	<ul style="list-style-type: none"> Parents/guardians, as school partners, will understand their child's results and how it impacts their instructional next steps 	<ul style="list-style-type: none"> Parents/guardians will be able to support and encourage their children by focusing on specific skills sets and the use of iReady at home. 	<ul style="list-style-type: none"> Principals Teachers Instructional Tutors Students Families 	<ul style="list-style-type: none"> Ongoing

MV -5/30/24

Goal #3

1. **Goal: Literacy Achievement:** *Professional staff will implement our HMH curriculum, as guided, to prepare every student in the area of literacy. Students will show an increase in their non-fiction and vocabulary domains as evidenced by performance data. Teachers will provide best tier one practices and scaffolded instruction to bolster literacy achievement for every student.*

2. **Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**

- iReady Data
- HMH Assessment Data
- MCAS

3. **Summary Analysis:** In order to better instruct students in the area of Literacy, our goal continues to focus on the achievement of students and continued growth in Literacy. Teachers will incorporate our standards based, newly adopted, HMH literacy curriculum. Continued supports, such as intentional small group instruction and RTI, will continue to be highlighted. Under this goal, efforts will include supporting teachers with embedded professional development through coaching and online resources, well structured PLC meetings, and data dives of varied assessments, including iReady. We will utilize non-fiction and vocabulary supports such as Flocabulary, Nearpod and student specific iReady learning paths.

<u>SIP Goal #3: Literacy Achievement:</u> Professional staff will implement our HMH curriculum, as guided, to prepare every student in the area of literacy. Students will show an increase in their non-fiction and vocabulary domains as evidenced by performance data. Teachers will provide best tier one practices and scaffolded instruction to bolster literacy achievement for every student.				
Description of Proposed Action/ Activity	Research/Rationale for activity	Results	Person(s) Responsible	Timeline
(What is going to be done to address this goal?)	(Explain how best practices and research justify this activity)	(What will be the evidence of successful completion of the activity?)		(When will the activity occur?)
<ul style="list-style-type: none">● Provide initial Professional Development for teachers/staff with a focus on HMH	<ul style="list-style-type: none">● Teachers need to have an understanding of the grade level content, and our curriculum, in order to utilize it with students and begin to analyze data	<ul style="list-style-type: none">● Teachers will have a solid understanding of both grade level content and our curriculum	<ul style="list-style-type: none">● Principals● Instructional Coaches	<ul style="list-style-type: none">● Ongoing 2024-2026
<ul style="list-style-type: none">● Administration of iREADY Reading Assessments and benchmark assessments.	<ul style="list-style-type: none">● Measuring student growth will allow teachers to assess growth and eventually drive instruction	<ul style="list-style-type: none">● An administered assessment tri-annually that will provide additional data points to support purposeful	<ul style="list-style-type: none">● Teachers	<ul style="list-style-type: none">● Fall/Winter/Spring 2024-2026

		planning for skills and strategies instruction.		
<ul style="list-style-type: none"> Utilize PLC meetings to support teachers with implementation, programmatic understanding, and data analysis 	<ul style="list-style-type: none"> Teachers will need time to process data once students complete assessments in order to understand the various reports and ways the data can be dissected 	<ul style="list-style-type: none"> Teachers will understand the data in a way that allows them to utilize it to tier instruction and support student learning 	<ul style="list-style-type: none"> Principals Instructional Coaches Teaching Staff w/a focus on new staff members 	<ul style="list-style-type: none"> 2024-2026
<ul style="list-style-type: none"> Data meetings with teachers to review multiple HMH assessments, as well as iReady data, focusing on differentiated instruction and tracking of student achievement 	<ul style="list-style-type: none"> In addition to bi-weekly PLC Meetings and CPT's, we will hold data meetings aligned with iReady assessment dates allowing us to address specific student needs and appropriately adjust instructional groups . 	<ul style="list-style-type: none"> Specific students are identified for intentional targeted interventions. The RTI process may be considered for select students. Teachers will have analyzed multiple data points, to create and adjust fluid small instructional groups. 	<ul style="list-style-type: none"> Principals Special Education Teachers Classroom Teachers Instructional Tutors Support Staff 	<ul style="list-style-type: none"> Ongoing
<ul style="list-style-type: none"> Teachers and staff will communicate domain specific information, assessment results and student goal setting with parents/guardians. 	<ul style="list-style-type: none"> Parents/guardians need to understand how HMH supports the grade level standards 	<ul style="list-style-type: none"> Parents/guardians will be able to support their children in closing gaps by encouraging the reinforcement of content objectives at home 	<ul style="list-style-type: none"> Principals Teachers Families Students 	<ul style="list-style-type: none"> Ongoing
<ul style="list-style-type: none"> Teachers will ensure students embrace HMH and the productive struggle they may feel while navigating the curriculum 	<ul style="list-style-type: none"> It takes a minimum of three years for a curriculum to prove consistent results. 	<ul style="list-style-type: none"> Students will be able to meet their learning goals due to a standards based, high quality curriculum as the foundation to strong teacher implementation. 	<ul style="list-style-type: none"> Principals Teachers Support Staff 	<ul style="list-style-type: none"> Ongoing