



School Improvement Plan End-of-Year Analysis 2024-2025



SCHOOL: Greenwich High School PRINCIPAL: Ralph F. Mayo [School Improvement Plan Link](#)

Goals Type:	Goals: (Written in SMART language)	Metric Actual:	Goal Outcome: (Please explain whether your goal was met, the success criteria used, and potential next steps.)
Academic	Goal #1: Mastery of Reading a) 55% of 11th-grade students with high needs will score at or above Level 3 on the CT School Day SAT Goal #1 Strategies i. PK-12+ implementation of Universal Design for Learning ii. Implementation of tiered systems of support and individualized targeted interventions (MTSS) iii. Training of Special Education and ELL Teachers on PSAT/SAT result interpretation to better inform practices and IEP Creation. iv. Classroom use of Khan Academy or a similar-type SAT practice at least 1-2 times per month. v. Universal participation in the October PSAT and analysis of scores	64.33%	Goal met. We have made gains across all high needs groups in reading, as evidenced by performance on the Reading/Writing portion of the SAT. • Twenty-two percent of our ELL students met the proficiency standard, as compared to 10% in 2023-24. • Most significantly, Free/Reduced Lunch students increased to 71% this year compared to 54% scoring proficiency last year. • Our special education students also went up to 56% from 52% in the 2023-2024 school year. • Students on 504 plans increased to 96% scoring proficiency, compared to 85% last year. • Eighty-seven percent of our eleventh graders scored proficiency or above. Much of this success stems from data-driven decisions made at the grassroots level, by teachers collaborating in PLC groups. This year there was a significant push to incorporate grammar lessons into daily curricula, and teaching students how to closely read excerpts of text. Collaboration was extended to interdepartmental groupings, as ESOL teachers attended Program meetings and SAT training. World Language teachers also supported the cause by teaching these same skills in students' native and target languages.
Academic	Goal #2: Mastery of Mathematics a) 69% of 11th-grade students will score at or above Level 3 on the CT School Day SAT Goal #2 Strategies i. Provide comprehensive PK-AGA curricula ii. PK-12+ implementation of Universal Design for Learning iii. Implementation of tiered systems of support and	64.9%	Goal not met. Although we did not hit our target in Math, we are pleased to see an increase in the number of 11th grade students who met or exceeded proficiency on the math section of the SAT. Almost sixty-five percent of our students are meeting or exceeding proficiency, with six percent more approaching proficiency. There was also a three percent increase in the number of high needs students who scored proficiency or better.

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	individualized targeted interventions (MTSS) iv. Teachers will register all students for Khan Academy SAT Prep and practice 1-2 times per month. v. All juniors will sit for the PSAT in October, and results will be used to inform intervention strategies.		This year math teachers worked closely in PLCs to determine best practices, conferenced with their administrator on every single student who fell below proficiency, and attended professional development on the Khan Academy. In addition, special education co-teachers were added to Algebra/Geometry classes to support our most challenged students. Next year we will continue supporting our students by implementing a more systematic, data driven use of Khan Academy, exploring AI tools which is a focus at GHS, using our Pre-AP curriculum for our Algebra/Geometry classes, and exploring Edgenuity options for students who need remediation or an alternate setting to access content.
Academic	Goal #3: Mastery of Next Generation Science Standards a) NGSS 83% of 11th-grade students score at or above Level 3 Goal #3 Strategies i: Provide comprehensive K-12 NGSS-aligned curricula ii. Leverage the NGSS Interim Assessments and Inner Orbit formative assessments for student exposure iii. PK-12+ implementation of Universal Design for Learning iv. Implementation of tiered systems of support and individualized targeted interventions (MTSS) v. Increased instructional time in all practical-level courses	88%	Goal met. This school year marked a critical step forward in advancing high-quality, equitable science instruction at Greenwich High School. The GHS department's goal was clear: <i>If appropriate formative and summative assessments are planned for and used to monitor ongoing student progress, students collaborate with teachers to self-assess, then students will be able to increase their scientific literacy skills, allowing for mastery on the State NGSS Assessment.</i> By leveraging these initiatives and working collaboratively, we planned to achieve our district goal of 83% of grade 11 students scoring 3 or above. Thanks to the collective commitment, innovation, and professionalism of our science faculty, we not only met this ambitious goal but exceeded it, with 89% of Grade 11 students at Greenwich High School and 88% of students in the Greenwich District earning a 3 or 4 on the assessment. Student performance data underscores the impact of these efforts. • 88% of Grade 11 students scored a 3 or 4 on the NGSS science assessment • Among students designated under IDEA, 66% scored a 3 or 4, an improvement from 58% last year A major contributor to this success was our department's strategic and consistent use of InnerOrbit as a formative and diagnostic assessment tool. Teachers across disciplines leveraged the platform to monitor student progress between units and adjust instruction accordingly. The use of real-time data enabled teachers to target areas of need, reinforce key concepts, and better prepare students for the format and rigor of the NGSS assessment. Throughout the year, PLCs and department collaboration time were used with intention and focus. Teachers and administrators worked closely to revise and implement assured experiences that were tightly aligned to the NGSS Performance Expectations. These revised experiences were implemented with greater fidelity across course levels and helped create a more coherent and equitable learning progression for students. In addition, instructional strategies from "Powerful Teaching" and "Building Thinking Classrooms" were infused into lessons to promote retrieval practices, collaborative problem-solving, and deep

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			critical thinking. Whether through vertical whiteboarding, peer discussions, or modeling tasks, students were encouraged to be active participants in constructing scientific understanding. Professional learning played a vital role in our success. Through after-school PLCs, program meetings, and District PD Days, teachers engaged in high-quality professional learning on: • <i>Building Thinking Classrooms</i> • <i>InnerOrbit as a formative tool</i> • <i>PocketLab and Vernier Probes for hands-on data collection</i> • <i>Effective retrieval strategies from Powerful Teaching</i> • <i>Formative Assessment Probes from Page Keely</i> • <i>Use of AI to support student learning</i> These opportunities strengthened instructional coherence, built teacher capacity, and reinforced our department's shared commitment to student-centered learning.
Grad. Rate	Goal #4: Graduation Rate a) GHS will increase the graduation rate to 97%. Goal #4 Strategies i. Reassess student support in academic areas. ii. Focus support for Grade 8: <i>Level 1 and 2 SBA</i>. iii. Implementation of a new attendance policy and tracking system. iv. Monitoring individualized social, emotional, and academic supports. v. Year-round credit recovery and acceleration. vi. Career and work-ready education to engage and prepare students.	97%*	Goal met, based on preliminary data. GHS strategies aim to increase our graduation rate by engaging students with rigorous courses that prepare them for their future. We also provide different tiers of support for students who struggle, including communication with family and community agencies. Every single student who started the 2024-2025 school year as a senior made it to graduation. There are tiered levels of support to help students reach their goals. • GHS this year has been fine tuning our MTSS, or Multi-Tiered System of Supports, process. ○ All student progress is monitored by general education teachers, House teams, and support staff. Students whose grades slip below C range are automatically enrolled in subject specific learning centers. ○ PBIS activities, outreach from club and sport faculty advisors, and advisor base meetings aim to connect students with trusted adults and to engage them in the GHS community. ○ In addition, administrators meet twice per quarter with the principal to review students who are deficient in credits and to inform him on progress that struggling students have made. ○ For students who need more intensive support, we have interventions such as our STARS program, homework clubs, reading intervention courses, math interventions through our learning centers, proactive behavior support plans which are monitored weekly, and regular student check-ins with counselors, mental health staff, teachers, and assistant deans. ○ For those needing the highest levels of support we have programs that offer an alternative setting: the Wellness and Education Center and Windrose

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			- The Wellness Center aims to “provide high quality comprehensive services to students in a supportive and flexible structured setting...” Through collaboration with our community, we reduce barriers so that students and families can take advantage of services, such as Family Centers, Kids in Crisis, and the YWCA. - Windrose achieves its goals through a combination of in-person and Edgenuity (Online) courses, project and mastery-based assessments, and independent study options. These elements provide flexibility and personalized learning plans, allowing students to recover credits and progress at their own pace. With dedicated teachers and a supportive, small-school environment, Windrose ensures that students remain engaged and on track to reach their academic and career goals. - The AVID program nurtures high-performing students who may be the first in their family to attend college. - Last year, we began tracking students “deficient in credits,” meaning they were in danger of not graduating on time. We looked at the classes of 24, 25, and 26. We will continue this practice to ensure that no student falls through the cracks. - Students with deficient credits are enrolled students in extra courses both in person and online to aid with credit recovery. Students who struggle with attendance are put on contracts that are monitored by our House teams. - Our new attendance policy focuses on unexcused absences. Whereas in the past a student would lose credit in a standard 6 block per 8 day cycle course at the 11th total absence, this year students lose credit in ANY course after 5 unexcused absences. To monitor this stricter policy, administrators and deans track absences through a spreadsheet that gets updated weekly. House support staff then meet with each student to create a plan. Families are also involved in these plans to promote student growth. GHS continues to remind parents of the importance of school attendance, and that even excused absences may affect student performance. This is supported by state data in the Next Generation Accountability report which shows that our chronic absenteeism went down from 18.2% to 13.6% for High Needs students and 10.9% to 9.2% for all of our enrolled students. *Final data will be issued by the state in October.
FaCE Goal	Goal #5: Increase Family & Community Engagement Families will feel a stronger sense of connection & support from GHS We will collaborate and communicate with families and the GHS community to build stronger relationships and	82.9%	Goal met. We are pleased that we met our goal in the number of families who feel a stronger sense of connection to GHS. Overall, our FACE data is positive, with scores increasing in most areas. Most notable were the scores in Safety and Student Experience. Over seventy-nine percent of our families reported feeling safe at GHS, an increase of over 6 percent from 2024. Families also

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	increase opportunities that help students and families thrive, as evidenced by 81% of our families responding positively to our GHS Family Survey. Goal #5 Strategies i. Continue the high frequency of parent contact at all grade levels ii. Increase the frequency and depth of curriculum, instruction, and parent education-based workshops iii. Provide authentic opportunities for parents to partner in their child's education and interventions iv. Increase parent outreach for targeted students struggling academically, in attendance, or with behavior.		reported their students having a positive educational experience at GHS, with an increase of 6.6% from last year.
SEL Goal	Goal #6: Increase Student Sense of Belonging Stronger Connection to GHS Students will feel a stronger connection to GHS and feel as though they have a trusting adult to support them in all schools and at all educational levels, as evidenced by 66% of students responding positively to the GPS Annual GHS Student Survey. Goal #6 Strategies i. Implementation of tiered systems of support and targeted social/emotional interventions (MTSS) ii. Provide structures to ensure every GPS student is connected to an adult on staff iii. Develop teacher capacity around supporting student emotional regulation and behaviors iv. Implementation of Advisor Base committee to improve student voice and choice in using this time v. Increase positive school culture through House-based connections. vi. Monitor the fidelity of the new Code of Conduct and ensure transparency for parents and students.	73.7%	Goal met. We are pleased to have exceeded our goal for this year, with an increase of nine percent in student sense of belonging. Our community has been very active in engaging our students. Our strong Multi-Tiered System of Supports (MTSS) framework helps our students not only academically but also socially and emotionally. Each week, our House teams meet to discuss students who need interventions to access the curriculum. This year, we collaborated more closely with district behaviorists to develop individualized plans for our most vulnerable students. In addition to the House teams, the Office of Student Life, which includes the Dean of Student Life and Assistant Deans, meets weekly to discuss, create, and implement support plans for students who struggle with attendance and social-emotional issues. We are also continuing our work with the Advisor Base committee to foster a sense of belonging among students. This committee includes diverse stakeholders—teachers, administrators, students, and support staff—who review and revise the Advisor Base program to ensure it addresses topics important to students and provides more opportunities for connection within classes. Through the Office of Student Life, GHS coordinates monthly activities to engage students and strengthen their sense of belonging to the school and the wider community. Our dedicated PTA collaborates with us on these initiatives. Additionally, we introduced a new Code of Conduct to further ensure transparency and consistent support for students and families, aligning it with the state's emphasis on restorative practices.

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Teacher / Staff School Climate	Goal #7: Increase Positive Working Environment for Teachers and Staff GHS leaders prioritize the empowerment and professional growth of all employees. GHS leaders will prioritize the empowerment and professional growth of all employees, as evidenced by 63% responding positively on the GPS Staff Survey. Goal #7 Strategies i. Expand training to support professional growth ii. Improve climate through increased opportunities for staff to collaborate and communicate. iii. Facilitate opportunities for teachers to serve as co-creators of Student Success Indicators iv. Increasing teacher choice and voice with the implementation of cell phone and attendance policy, and the eradication of Flex time. v. Collaborate with staff to develop personalized goals for the new school year. v. Increase communication with staff to foster transparency and connectedness through informal principal meetings.	45%	Goal not met. This goal has seen no improvement, despite working toward better communication, providing professional growth opportunities based on teacher feedback, involving staff in school decision making, and giving teachers freedom in their collaboration with others. There are some factors that have affected our teacher climate, such as the difficult budget season, that we have no control over. We will focus on improving those areas where our teachers have asked for help and continue to provide transparent communication with staff and rich professional development. This year, our principal will meet with teacher focus groups to find out more about what is standing in the way of stronger teacher satisfaction.