



School Improvement Plan End-of-Year Analysis 2025-2026



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

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	68.8%	Our goal was for 55% of high needs students to hit proficiency. Last year 64% of these students met the proficiency requirement. We are pleased to report that this year, of the 270 students who took the March SAT, 186 of them scored 480 or higher on the EBRW portion of the test. Overall 81% of our 11th grade students scored 3 or higher. Successful strategies included the following: • Social Studies and English teachers collaborated in PLC groups to monitor progress and determine effective strategies. • Teachers also included SAT questions on assessments, on the midterm and final exams, and with primary source documents. • At the beginning of the school year, students were presented with an overview of the new SAT to 9th and 10th graders. • Intense and regular grammar work continues as does regular practice with close reading of texts. • World Language teachers also supported the cause by teaching these same skills in students' native and target languages.
	Goal #2: Mastery of Mathematics	64%	Our goal was 72%. We stayed the same. We did not meet the goal. Strategies this year included: • Building Thinking Classrooms • Khan Academy including School AI • Pre-AP Implementation Next steps will include heavy focus on SAT practice and preparation for students, specifically those enrolled in the Algebra 2B course.

	Goal #3: Mastery of Next Generation Science Standards	88%	Our goal was 83% of our students meeting proficiency. We met the goal, with our scores staying stable at 88% of students earning proficiency. The Greenwich High School Science Department continues to demonstrate high levels of achievement on the Next Generation Science Assessment. These results reflect the department's commitment to inquiry, problem-solving, collaboration, and the application of scientific knowledge. During the academic year, the department focused on student accountability, making student thinking visible, and providing teachers with evidence of universal student comprehension. Across science classrooms, educators increased the use of comprehension checks, problem-solving structures, and assessment practices that require participation from all students. Instructional practices included vertical whiteboarding, Building Thinking Classrooms principles, Switch-Its, individual whiteboards, and questioning protocols. These practices provided students with opportunities to explain their reasoning, evaluate evidence, respond to others' ideas, revise their thinking, and demonstrate their understanding. Students analyze data, identify patterns, apply scientific concepts, construct explanations, and defend their responses with evidence. The department's achievement reflects the work of students and educators. Students responded to expectations through participation and persistence, while teachers continued to review evidence of learning, adjust instruction, and provide access to the science curriculum.
Grad. Rate	Goal #4: Graduation Rate	98.6%	All students who started senior year in 2025 graduated in 2026. We met the goal. Five are moving to Community Connections or another district approved transition program. Two known students dropped out. One is currently an active student. One is finishing their coursework over the summer. Strategies to keep our students moving toward graduation included: • Track students who are deficient in credit and create plans for each • Twice per quarter, each House administrator will meet with the principal to discuss students struggling academically • Refining the MTSS process, focusing on using LinkIt to track student intervention • Offering online credit recovery and acceleration for students • Expanding our ECE offerings and programs focused on career readiness, such as personal finance.

			Utilizing our attendance tracking system to pinpoint students at risk, and developing individualized attendance contracts to support these students Next year we will continue to work on training staff to use LinkIt to track student intervention. Our focus will also shift to ninth grade students.
FaCE Goal	Goal #5: Increase Family & Community Engagement	85%	There was an increase from 83% last year based on district survey results. The goal was 83%. We met the goal. One other significant piece of data illustrates our strong connection with the community. Each year most of our seniors participate in our senior internship project, where they seek work in the larger Greenwich community. When surveyed this year, 100% of our community sponsors shared that they were satisfied with the quality of our students' work, with 90% of them stating that they were VERY satisfied with the work of our students. In addition, 100% of our sponsors said they were likely to host another GHS intern in the future. We are proud that our seniors represent our school appropriately. The following strategies were used to connect with our community: - In addition to Open House, Aspen, and Schoology, teachers will proactively communicate with parents. - Teachers will proactively communicate with 100% of parents in their classes or caseload at least once per marking period. Proactive communication may include class emails updating parents on student progress, curriculum changes, and/or correspondence in preparation for upcoming assignments/assessments. Teachers will also contact parents (via email or phone) by progress report time and at the end of the marking period whose children are struggling with grades (C—or below), attendance, or behavior. - This year we will partner with the PTA in continuing to brainstorm ways to reach all parents in our community. - We will continue to spend time focusing on high needs groups and their parents with information sessions about college, connecting with staff, and celebrations of diversity throughout the year. - Our Counseling Department holds a multitude of meetings for our parents. - In addition, we hold open house meetings, ELL and AVID parent meetings, and special events such as "Multicultural Night." - All meetings are filmed to make everything accessible to parents. - Use of translation services is standard to communicate with families needing interpreters.

SEL Goal	Goal #6: Increase Student Sense of Belonging Stronger Connection to GHS	76%	The goal was for 70% of our students to respond favorably in district survey results. The 2025-26 results show an increase of 4% from last year. We met the goal. Significantly, when interviewed by our counseling department, 97.6% of our 9th, 10th, and 11th grade students were able to name at least one trusted adult in the building. Effective strategies included: • The Office of Student Life hosted more school-wide activities in the Student Center throughout the year, such as “Minute to Win It” games and “Meet Your House Team”. • To proactively support struggling students, Assistant Deans implemented strategies such as peer mediation and individual support plans, and identified key staff members to assist. • To ensure Advisor Base sessions were impactful and relevant, the committee reconvened over the summer to refine and enhance the program's activities. • Counselors checked in with every student this year regarding their mental health and connection to the school. Next year, we will continue with these strategies. In addition, there will be increased focus on limiting device use at the high school, making more time for in-person relationship building.
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.	45%	We stayed the same as last year. We did not meet the goal. This one composite score does not tell a detailed story. For some questions on the staff survey our scores went down, but in others our scores went up. The composite score is made up of the following questions: • Question 4: To what extent are staff trusted to work in the way they think is best? • Question 5: How positive are the attitudes of your colleagues? • Question 8: How optimistic are you that your school will improve in the future? • Question 10: When new initiatives are presented at your school, how supportive are your colleagues? • Question 11: Overall, how positive is the working environment at your school? Our results for question 8 actually went up by five percentage points. In addition, there were favorable results for questions not added to the composite. For the question--“how respectful are relationships between staff and students?”--staff showed an increased score from last year’s results by three percent. In addition scores continue to go up

		regarding feelings of safety in the building, with 91% of our staff feeling that our building is “quite safe.” Still, it is clear that more work has to be done to increase a positive working environment in our school. This year, the principal held small focus group meetings with staff to discuss the staff survey results from the previous year. These meetings were held at 7:30AM and ten staff were invited to each of the 22 sessions taking place. The discussions focused on the following three survey questions: questions 4, 8, and 11. The information gathered was used to develop an action plan last year, and will continue to serve as a foundation for developing an action plan for the 2026–2027 school year. The insights gained through these conversations have provided valuable direction for strengthening our school culture, improving staff morale, and fostering a more positive and productive work environment for all members of the Greenwich High School community. As a result of the feedback gathered through staff meetings, surveys, and ongoing conversations, several actions have been implemented to address concerns related to trust, optimism, and the overall working environment at Greenwich High School. These include: • Conducting multiple staff surveys throughout the year to gather input before making significant decisions that would impact the working environment of faculty and staff. • Establishing regular staff recognition opportunities. Staff members are recognized as "Difference Makers" at the beginning of every faculty meeting and are highlighted in the ParentLink newsletter, which is distributed to all stakeholders twice per month. • Creating an appeals process for personal day requests. If a personal day request is denied by an administrator, staff members have the opportunity to appeal the decision directly to the principal. • Committing to a more focused approach to school improvement by reducing the number of initiatives undertaken during the 2026–2027 school year. • Providing Professional Learning Communities (PLCs) with greater autonomy by eliminating the requirement to meet in the Student Center and allowing teams to determine their own agendas and areas of focus. • Maintaining class size limits of twenty-four students, with some classes capped at twenty students to better support teaching and learning.
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| | | | <ul style="list-style-type: none">• Developing an enhanced communication system to improve efficiency and transparency when student schedule changes are required.• Strengthening support for new staff members by scheduling quarterly meetings with the Principal and Vice Principal and ensuring ongoing support through their PLC teams.• Meeting with all Program Administrators to gather departmental feedback and make adjustments to scheduling parameters so that ASPEN can better meet the needs of students, staff, and families.• Advocating for staff during the transition from Schoology to ASPEN by requesting that the Superintendent provide a full school year for implementation, allowing teachers adequate time to reflect on and transfer instructional materials.• Maintaining the integrity of grading practices by not authorizing grade changes unless a teacher identified a calculation error or failed to provide a required progress report. |
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These actions represent meaningful steps toward improving staff trust, strengthening communication, and creating a more positive and supportive working environment. Discussions will need to continue around this particular part of our School Improvement Plan.