School: Stratfield	2019-2020 - Final					
Stratfield staff will continue to implement and refine the SRBI process.						
Root Cause Analysis: **There is a need to continue to streamline the SRBI Process to provide clarity for staff in order to continue to meet the needs of all students.**						
Strategies and Activities	**Desired Results**	**Monitoring (When and How)**	**Results Indicator**	**Person Responsible**	**Timeline (Month/Year)**	**Resources Needed**
Continue to implement SRBI process with Web Entry linked electronic forms.	Access to student data immediately to determine support and instructional strategies through population of SRBI forms from Web Entry. Forms will be a cumulative record to provide a record of student intervention and growth. This will reduce the amount of forms and time needed to by staff to enter data.	AT SRBI 1, 2, and 3 meetings/ grade level meetings	ared electronic forms Staff feeling confident in knowing what to bring to meetings/ include Behavior EIP for for Staff	All staff to bring data to the meeting / MaryJo to update forms during meeting	Sept. through June 2020	Forms organized and uploaded. Add a checklist for what to bring to the EIP Meeting
Review the SRBI process and "What to bring to a SRBI 1, 2, and 3 Meetings" (Review checklist)	Staff will be prepared for meetings with an emphasis on student work samples (See checklist of what to bring).	SRBI 1, 2, and 3 Meetings	All staff actively participating in the process and designing lessons to support trends during grade level planning meetings.	Classroom Teachers, MST, LAS, SPED, EPF	Sept. through June 2020	District SRBI google documents and reference materials.
Creation of strategic and effective schedule of EIP Planning Sessions to include grade level planning meetings, implementation of lessons, consults and SRBI/EIP Meetings.	Teachers being able to use current student data to plan next steps, implement the instructional strategies and progress monitor student progress.	SRBI/Grade level meetings (EIP, Consult, Planning) Schedule	Cohesive schedule for the year	Leadership Team	End of September 2019	District Calendar, Assessment Calendar, Conferences dates
Creation of WINN Time, "What I Need Now", between classroom teacher and interventionists.	Teachers and specialists collaborating to share ideas and strategies in order to create flexible groups based on student needs.	SRBI I, 2, and 3 Meetings, Tuesday Meetings, Grade Level Meetings	Students will receive intervention in areas of need. Use of exit slips and student work to monitor student growth and determine next steps.	Classroom Teachers, MST, LAS, SPED, IIT, EPF, Paraprofessionals	2x week for each grade level (Oct-June)	Teacher's schedules to design intervention WINN blocks. Use of all support staff. Monthly planning of instruction, materials, folders, groupings, exit slips.

Follow-up PD on Math SRBI	An understanding of the Math SRBI Process including how students qualify, and how to support struggling students.	SRBI/EIP Meetings, Tuesday Meeting, Grade Level Meetings	Staff will have an understanding of the Math SRBI process and how to support all students in mathematics.	All Staff	September 2020	PD on Math SRBI, District Calendar, Assessment Calendar, Conferences dates
Engaging in the Looking at Student Work Protocol in both Math and Language Arts to determine WINN groupings.	Teachers and Specialists are able to use students work to make instructional decisions for whole and small group instruction to meet the needs of all students.	SRBI 1, 2, and 3 Meetings, Grade Level Meetings, Tuesday Meetings	Teachers using student work to plan small group and whole group instruction.	All Staff	Oct through June 2020	Continued professional learning throughout the year in the process of looking at student work.
Smart Goal #2 : **Stratfield will continue to use student work to design and deliver instruction with a continued focus on the balanced literacy and math model.**						
Root Cause Analysis: **In looking at SBA and STAR Data, we determined a need for continued work in both literacy and math.**						
Strategies and Activities	**Desired Results**	**Monitoring (When and How)**	**Results Indicator**	**Person Responsible**	**Timeline (Month/Year)**	**Resources Needed**
Continue to implement K-5 balanced literacy and math components with fidelity	Increased student achievement in literacy and math.	WINN, Grade Level Meetings, Informal walkthroughs by Principal	Increase in the % of students who grow a year or more using STAR, student reading logs, anecdotal notes of observations and walkthroughs, grade level instruction in line with district pacing guide.	l staff - Implementation LAS's, MST, EPF and Principal - Support	Sept. - June 2020	Continued Coaching on various components of Balanced Literacy; Continued professional development in literacy and math.
Focus on Engagement and Stamina in literacy and fluency in math	Increase student engagement during independent reading, choosing just right books, improvement in math fluency	Informal Colleague Walk-throughs, evidence in Reader/Writer Notebooks throughout the year	Evidence of all components of balanced literacy and math in the classrooms as well as student engagement and stamina. Daily fluency minute/Friday Graph	All Staff	Oct - June 2020	Professional development in the area of engagement, student goal setting, responsive teaching, and balanced literacy. Fluency sheets and graphs for math, reading logs, student goal setting examples, etc.
Tuesday after school meetings to analyze student work and plan small group instruction using the LASW.	Staff using data to respond to student need and in WINN planning instruction	Grade Level Meetings and Tuesday afternoon sessions - Agendas	PD Agendas; % of students meeting or exceeding on STAR increased; evidence of effective small group instruction in walkthroughs	LAS's, MST, Administration, EPF	Oct. - June 2020.	Student work;grade level meeting time

Coaching Cycles in Math and Literacy	Continued growth in Tier 1 Instruction - K-5	LAS/MST to work with classroom teacher for a 6-week student-centered coaching cycle	Increase in student growth and achievement on district benchmarks in reading and math. Increase in student growth on standardized and non-standardized measures. Strengthening of Tier I instruction - K-5 evidenced by observations of effective instructional practices with fidelity.	All Staff, LAS's, MST	Sept. - June 2020	*Student Centered Coaching by Diane Sweeney* *Schedule of Coaching Cycles*
Transfer of Word Work Skills to written work in all content areas	Students will generalize the skills taught in isolation to all content areas for grade specific skills	Teachers hold students accountable through timely feedback and consistent expectations Communication to parents of expectations and concepts focused upon.	Students transfer skills across the curriculm areas - K-5.	All Staff	Sept. - June 2020	Growing Checklist as Google Doc, Blasts to parents
Parent Information Sessions on Literacy and Math Topics	Information Sesssions will help strengthen the home/school connection while also providing transparency on curriculur content and instructional practices.	Throughout year from Parent Feedback after sessions. " What was beneficial?" "A question I still have."	Increase participation among parents at these sessions.	LAS's, MST, Administration, EPF	Oct. - June 2020.	Needs assessment survey of parents to determine topics.
SMART Goal #3: Stratfield will increase the capacity of all staff and students to promote positive behavior to continue to improve school culture.						
Root Cause Analysis: Based on Student/Parent/Staff Survey there is a continued need to address challenging student behaviors.						
Strategies and Activities	**Desired Results**	**Monitoring (When and How)**	**Results Indicator**	**Person Responsible**	**Timeline (Month/Year)**	**Resources Needed**
Responsive Classroom refresher for all staff with mutual committments.	Responsive Classroom strategies implemented with fidelity in all classrooms and specialty areas.	Walk-throughs by Principal throughout the year	Increased student engagement and decrease in negative student behavior	All Staff	Sept.-June 2020	Responsive Classroom
Modify school-wide referral plan for student discipline	Students will follow consistent expectations with increased parent communication by all staff	Incident Reports reviewed throughout the year by Leadership Team	Decrease in Incident Reports	All Staff	Sept.-June 2020	Modified Think-Sheets to include location, adult reporting and Sign and Return Date. **Teacher can write in if a meeting is necessary

Referral steps refresher of system of reporting and handling student discipline by all staff members.	Common Understanding of school-wide discipline	Leadership Team	Decrease negative student behavior	Principal and EPF to review steps. All staff to implement with consistency.	Sept-June 2020.	PD
Parent Information Sessions on Relevant Social Concepts	Increased home/school communication. Increased strategies for positive behavior - home - school connection.	Parent feedback sheet for each session. "What was beneficial?" "A question I still have."	Increase in parent understanding of school-wide behavior expectations and strategies to use at home	School Pschologist and Social Worker	Oct.-June 2020	Needs assessment survey of parents to determine topics.
Continue work on C.A.R.E. S. with a focus on "Be Safe, Be Reponsible, Be Kind"	Increase in positive respectful behavior	Throughout the year with incident reports and dialogue with teachers. Fifth grade students in leadership positions demonstrate respectful behavior in order to continue to hold the position (Safety Patrol, Library Helper, Pre-K Helper, Bus Buddies, etc.)	Student shout outs, CARES Assemblies, and students recognized for positive behavior.	All Staff	Sept-June 2020.	School Climate Committee and CARES assemblies. Parents invited to recognition assemblies.
Classroom Social Skills Lessons	Increase in positve respectful student behavior through the teaching of social skills.	Topics reviewed at Leadership Meetings, Topics discussed for consideration based upon school needs.	Students utilizing skills taught in these sessions to navigate social situations successfully.	Psychologist, Social Worker	Sept - June 2020	Social Skills Lessons/Resources; schedule of class sessions - K-5