

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Burr Elementary School	School District	Fairfield Public Schools
Principal's Name	Jason Bluestein	School Year	2023-2024

School's Mission/Vision

To educate and empower critical thinkers and global citizens.

Theory of Action

If we explicitly teach decoding and encoding through the use of sound walls and teach students to transfer these skills into authentic reading and writing experiences, then students will be cognitively engaged and intrinsically motivated and their reading comprehension and writing fluency will improve.

If we explicitly teach word meaning and word parts (vocabulary) and teach students to transfer these skills into authentic reading and writing experiences, then students will be cognitively engaged and intrinsically motivated and their reading comprehension and writing craft and elaboration will improve.

If we explicitly teach and model math vocabulary language and problem modeling terminology, then students will be cognitively engaged and intrinsically motivated and their ability to accurately solve both simple and complex numerical tasks will improve.

If we implement proactive SEL strategies to promote our school climate vision of understanding, respect, and responsibility, then students will understand what is expected of them, will feel included and connected to both peers and adults, and students' absenteeism will decrease.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Jason Bluestein	Principal	Matt Varrone	EPF
Julie Sherwood	LAS	Lisa Henkel	LAS
Leslie Mackenzie	Grade1 Teacher	Judy Salemmme	LMS
Caitlin Frank	Special Education Teacher		

School Data Review

In the section below, indicate all historical indicators of school performance (SBA, NGSS, PSAT, SAT, PE, etc.) and other historical school indicators (attendance, course taking, participation, etc.) over the past three years.

SBA - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/HNS
3rd	77%/29%	75%/51%	85%/69%	76%/50%
4th	92%/69%	78%/42%	76%/63%	75%/13%
5th	83%/58%	80%/50%	84%/81%	79%/33%

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SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/HNS
School	74.2%	N/A	TBD	

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
3rd	77%/36%	76%/54%	86%/77%	80%/60%
4th	80%/54%	67%/49%	66%/50%	75%/25%
5th	79%/67%	72%/41%	77%/69%	74%/25%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	71.6%	N/A	TBD	

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
5th	75%/47%	74%/43%	76%/60%	72%/38%

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Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	7.5%	15.1%	9.0%	9%
High Needs	14.1%	18.5%		7% SPED 16% MLL

STAR - Early Literacy % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
Kindergarten	74%	86%/64%	89%/67%	76%/38%

STAR - ELA % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st	94%	81% /70%	92%/67%	75%/84%
2nd	94%	77% /60%	78%/50%	75%/33%
3rd		73% /50%	72%/36%	71%/75%
4th		65% /50%	61%/31%	64%/10%
5th		61% /36%	67%/58%	61%/29%

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STAR - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st	92%	85%/73	96%/83%	90%/100%
2nd	92%	80%/67%	74%/62%	85%/80%
3rd		76%/53%	88%/64%	80%/63%
4th		90%/83%	84%/63%	84%/50%
5th		73%/43%	88%/83%	80%/43%

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SMART Goal 1a

Root Cause Analysis 1a - Based on School Performance

Burr's STAR K-2 Phonics Skills Grade Level Mastery Average Scores were the following: K-70.3%, 1st- 78.3%, 2nd: 83%. We would like to see 90% or higher on our next phonics screener for each grade - including high needs subgroups and students in tiered intervention. Additionally, 86% of students in grades 3-5 met the goal on the spring spelling inventory assessment. We would also like to see 90% or higher. Sound walls will continue to build student strengths in early literacy skills, as well as act as a scaffolded support for spelling transfer skills.

School's Goal	Increase overall literacy performance.
SMART Goal	85% of students in grades 3 - 5 will meet or exceed SBA standards in spring 2023. 75% of high needs students (HNS) will meet or exceed SBA standards.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% of students in grades K-2 will meet or exceed benchmark on Acadience 75% of high needs students (HNS) will improve their fluency score on Acadience.
District Improvement Plan Connection	100% of second graders will meet or exceed district wide standards in literacy.

Goal 1 (a) - Strategic Plan K-2

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Whole class and individual implementation of sound walls K-2 in order to support student transfer of phonics knowledge to decode and encode.
MOY Results (Expectation/ Reality)	80% of students in grades K-2 will meet or exceed benchmark on Acadience.

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	60% of high needs students (HNS) will improve their fluency score on Acadience.
EOY Results (Expectation/ Reality)	85% of students in grades K-2 will meet or exceed benchmark on Acadience 75% of high needs students (HNS) will improve their fluency score on Acadience.
Responsible Individuals	K-2 Classroom Teachers, Special Education Teachers, Language Arts Specialists, Specialists, ELL Teacher, Assistant Principal , Principal
Timeline	September 2023 to June 2024
Resources	UFLI sound wall materials, small mirrors, medium standing mirrors, (potentially) LIPS resources
Budget Implications	LIPs training, Tools for Reading, SERC training (TBD)

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Create systems/routines and begin to utilize Common Planning Time 1x per month and faculty meeting time (at least 1x per month) to implement new learning about sound walls and coaching into transfer of phonics skills. Begin Staff professional reading book study- <i>Shifting</i>	Continue utilizing common planning time and faculty meeting time 1x per month to continue learning about sound walls and phonics transfer into writing. Continue professional book study - <i>Shifting the Balance</i>.	Continue utilizing common planning time and faculty meeting time 1x per month to continue learning about sound walls and phonics transfer into writing. Reflect on new learning within the book <i>Shifting the Balance</i> and determine core practices to implement / reinforce.

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	<i>the Balance.</i> Review Spring and Fall 2023 assessment data, LAS Links proficiency levels, SRBI and SPED articulation data, and current student work. Create and implement a process to utilize Common Planning Time 1x per month to review progress of targeted (below grade level) learners. Begin three environmental walkthroughs to analyze the implementation and effectiveness of sound walls. Analyze (vertically and horizontally) student writing across K-2 classrooms - noting trends with transfer of phonics skills. Implement coaching cycles - with a specific focus of implementing small group and individual supports to meet students' instructional needs.	Review Fall and Winter Acadience assessment data, LAS Links proficiency levels, SRBI and SPED articulation data, and current student work. Continue three environmental walkthroughs to analyze the implementation and effectiveness of sound walls. Analyze (vertically and horizontally) student writing across K-2 classrooms - noting trends with transfer of phonics skills. Continue Common Planning Time and 1x monthly to review progress of targeted (below grade level) learners. Implement coaching cycles - with a specific focus of implementing small group and individual supports to meet students' instructional needs.	Review Winter and Spring Acadience assessment data, LAS Links proficiency levels, SRBI and SPED articulation data, and current student work. Begin planning SIP work for 24-25. Reflect on environmental walkthroughs and discuss successes/next steps for improving the implementation of sound walls next year. Analyze growth of student writing K-2 - with a specific focus on the transfer of phonics skills. What have we learned about how to improve the effectiveness of transfer skills? Continue Common Planning Time and 1x monthly to review progress of targeted (below grade level) learners. Implement and reflect on successes/next steps with coaching cycles. Reflect on the overall quality, effectiveness, and transfer of PD.
Leading Indicators	Acadience CORE	Acadience CORE	Acadience CORE

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	Analyze Student Writing Words Their Way Spelling Assessment	Analyze Student Writing Words Their Way Spelling Assessment	Analyze Student Writing Words Their Way Spelling Assessment
Lagging Indicators	N/A	N/A	SBA CTAA
Equity Goals and Shared Responsibility	Subgroup performance on indicators. All Burr staff	Subgroup performance on indicators. All Burr staff	Subgroup performance on indicators. All Burr staff

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SMART Goal 1b

Root Cause Analysis 1b - Based on School Performance

On the most recent SBA, students' literary word meaning scores and informational language were approaching the grade level standard. Additionally, vocabulary strands of STAR have been consistently below grade level in grades 2-5- both this year and in previous years. There has also been a district focus on exposure to grade level texts (with the commiserate vocabulary expectations) that accompany students' ability to read and understand these texts. Additionally, on demand and process writing tasks have demonstrated a need to improve with "writing craft" - which is the use of clear, concise, and precise vocabulary to further a message.

School's Goal	Increase overall literacy performance.
SMART Goal	80% of students in grades 3 - 5 will meet or exceed SBA standards in spring 2023. 50% of students in special education and 75% of MLL students will meet or exceed SBA standards.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% of students in grades 4-5 will meet or exceed the NWEA Reading benchmark by June 2024. 60% of high needs students in grades 4 and 5 will demonstrate growth on the vocabulary score on NWEA by June 2024. 85% of students in grade 3 will meet or exceed the Acadience Reading benchmark by June 2024. 85% of students in grades 3-5 will improve from their baseline score on the <i>Language and Vocabulary Use</i> and <i>Read Informational Texts</i> IABs.
District Improvement Plan Connection	100% of second graders will meet or exceed district wide standards in literacy.

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Goal 1 (b) - Strategic Plan 3-5

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Explicit whole class and small group instruction on language and vocabulary use, with a specific focus on Common Core Tier 2 Vocabulary.
MOY Results (Expectation/ Reality)	75% of students in grades 4-5 will meet or exceed NWEA Reading benchmark. 80% of students in grade 3 will meet or exceed Acadience Reading benchmark. 50% of high needs students will demonstrate growth on the vocabulary score on NWEA.
EOY Results (Expectation/ Reality)	85% of students in grades 4-5 will meet or exceed NWEA Reading benchmark. 85% of students in grade 3 will meet or exceed Acadience Reading benchmark. 60% of high needs students will demonstrate growth on the vocabulary score on NWEA. 85% of students in grades 3-5 will improve from their baseline score on the <i>Language and Vocabulary Use and Read Informational Texts</i> IABs.
Responsible Individuals	3-5 Classroom Teachers, Special Education Teachers, Language Arts Specialists, Specialists, ELL Teacher, AP, Principal
Timeline	September 2023 to June 2024
Resources	<u>Words Their Way</u> ; <u>Bringing Words to Life</u> by Beck, McKeown and Kucan; <u>Reading and Writing with English Learners</u> by Gonzalez and Miller; <u>Vocabulary: Knowledge to Practice</u> and <u>Syntax: Knowledge to Practice</u> by Margie Gillis & Nancy Chapel Eberhart Tier 2 Academic Vocabulary; PD in Morphology; Intentional planning for vocabulary in all content; NWEA/Acadience Support

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	Materials; Running Records, SBA General Resources for Instruction; direct to instruction Grade 4 lesson Time for planning, professional development, collaboration; building a master schedule aligned to support instruction and collaboration
Budget Implications	Language Arts Budget, Professional Development and Books Budget (TBD) Progress Monitoring Assessments for Grade 3 in correlation to Acadience testing: https://www.voyagersopris.com/products/assessment/acadience-reading-survey/overview (NWEA Grade 4 - Progress Monitoring:) https://teach.mapnwea.org/impl/maphelp/Content/ReadFluency/ProgressMonitoring.htm)

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	**Master Schedule will include a 20 minute designated academic block for word work and vocabulary instruction** Plan for IAB implementation. Continue with implementing read aloud strategies that focus on vocabulary.	Review Recently administered IAB data; plan for instruction accordingly. Continue planning and implementing read aloud instruction - with a focus on vocabulary. Teach the district word work curriculum with fidelity. Map curriculum to school year	Analyze and reflect on Spring 2023 assessment data (including writing about reading samples.) Begin planning SIP work for 24-25. Reflect on CPT process for planning and supporting students below grade level. Make system adjustments accordingly.

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	Teach the district word work curriculum with fidelity. Map curriculum to school year calendar. Implement PD in vocabulary and word study. Review Spring 2023 assessment data, SBA, LAS Links proficiency levels, SRBI and SPED articulation, and writing about reading samples. Create a process to utilize Common Planning Time 1x and faculty meetings 1x per month to plan instruction in word work. Create a process to utilize Common Planning Time 1x monthly to review progress of targeted (below grade level) learners. Begin three word work walkthroughs. (Read Aloud to start). Begin book study - <i>Reading and Writing with English Learners</i> by Gonzalez and	calendar. Analyze Winter 2023/2024 assessment data (Acadience and NWEA) and writing about reading samples. Implement follow up instructional planning. Implement PD in vocabulary and word study. Continue a process to utilize Common Planning Time 1x monthly to plan instruction in word work. Continue utilizing Common Planning Time and faculty meetings 1x per month to review progress of targeted (below grade level) learners. Continue three word work walkthroughs. Continue book study - <i>Reading and Writing with English Learners</i> by Gonzalez and Miller Implement coaching cycles - with a specific focus on explicit teaching of words - whole class, read aloud, small group.	Implement and reflect on successes/next steps with coaching cycles. Reflect on environmental walkthroughs and discuss successes/next steps for improving the implementation of word work next year. Reflect on new learning within the book <i>Reading and Writing with English Learners</i> and determine core practices to implement / reinforce. Implement applicable IABs. Reflect on student growth. Reflect on the quality, effectiveness, and transfer of PD.
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	Miller Implement coaching cycles - with a specific focus on explicit teaching of words - whole class, read aloud, small group.		
Leading Indicators	Baseline IAB's (vocabulary) NWEA/Acadience Writing About Reading Samples	IAB's NWEA Writing About Reading Samples	SBA NWEA Writing About Reading Samples
Lagging Indicators	N/ A	N/A	SBA CTAA
Equity Goals and Shared Responsibility	Subgroup performance on indicators. All Burr staff	Subgroup performance on indicators. All Burr staff	Subgroup performance on indicators. All Burr staff

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SMART Goal 2

Root Cause Analysis 2 - Based on School Performance

On the most recent administration of the SBA, 41% of third graders, 30% of fourth graders, and 55% of fifth graders were exceeding grade level standards. (We would like to see 60% or higher at this level.) Also, 58% of students in grades 1-5 were at the 80th percentile or higher. (We would like to see 60% of our students or higher at this level.) Teacher perceptual data within grade level curriculum units shows a pattern of student misunderstanding about specific grade level content vocabulary - especially within the context of multi-step word problems. Grade 3-5 students have also demonstrated patterns of lack of understanding of tier 2 and 3 math content language on IABs. This goal also builds cohesion between our SIP literacy goal and mathematics instruction.

School's Goal	Increase overall mathematics performance.
SMART Goal	85% of students in grades 3 - 5 will meet or exceed SBA standards in spring 2023. 70% of high needs students (HNS) will meet or exceed SBA standards.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% of students in grades K-5 will meet or exceed NWEA math benchmark. 70% of high needs students will meet or exceed NWEA math benchmark.
District Improvement Plan Connection	Mathematics performance, as measured by the SBA (3-8), will close the gap between subgroup proficiency performance by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.

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Goal 2 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Explicit whole class and small group instruction with math vocabulary and problem modeling - with an emphasis on complex numerical and problem solving tasks.
MOY Results (Expectation/ Reality)	80% of students in grades K-5 will meet or exceed NWEA math benchmark. 60% of high needs students will meet or exceed NWEA math benchmark.
EOY Results (Expectation/ Reality)	85% of students in grades K-5 will meet or exceed NWEA math benchmark. 70% of high needs students will meet or exceed NWEA math benchmark.
Responsible Individuals	K-5 Classroom Teachers, Special Education Teachers, Math Science Teacher, Specialists, ELL Teacher, Assistant Principal, Principal
Timeline	September 2023 - June 2024
Resources	Number corner materials; time for planning and pacing of units and Number Corner material/resources; training as needed for new staff. Vocabulary from Bridges units and SBA vocabulary list. Friday Meets: Instructional Games for Letters, Numbers, Sight Words, Math Facts, Vocabulary & Games, Contests & Puzzles: Entertaining Ideas for Educating Students
Budget Implications	Math manipulatives and additional materials (TBD); professional learning (TBD) Marzano Vocabulary PD (Tentative)

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Administer and analyze BOY baseline assessment data, spring 2023 STAR math data, and SBA data for specific standards. Use results to plan for instruction. MST leads PD about vocabulary and problem modeling implementation. Collaborate with LASs. Utilize 1x CPT before each new unit to review and plan for relevant vocabulary and problem modeling. Plan and begin coaching cycles for math vocabulary and problem modeling instructional strategies - with a focus on improving student reasoning. Investigate and begin implementing environmental vocabulary systems and supports. Plan and begin	Administer and analyze pre-unit assessment data for each math unit. Conduct fall and winter NWEA data analysis. Use results to plan for instruction. Continue utilizing 1x CPT before new unit to review relevant vocabulary and problem modeling strategies. MST leads PD about vocabulary and problem modeling implementation. Collaborate with LASs. Continue coaching cycles for math vocabulary and problem modeling instructional strategies - with a focus on improving student reasoning. Implement environmental vocabulary systems and supports. Administer IABs. Use results to plan for instruction.	Analyze post assessment data for each math unit. Conduct fall, winter, and spring NWEA data analysis. Reflect on growth trends and begin planning SIP work for 24-25. Analyze student growth on 2024 SBA Math - specifically for complex tasks. Reflect on the effectiveness of environmental vocabulary systems and supports as well as PD. Determine core practices for next year.

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	administering IABs. Use results to plan for instruction.		
Leading Indicators	September- K- Number Corner Baseline September: 1-5: Baseline Assessment Grade K-5 Unit Assessments Grade K-5 NWEA Gr 3-5 Oct IABs	November-January: Kindergarten: Number Corner check up assessments Grade K-5 Unit Assessments Grade K-5 NWEA Gr 3-5 Feb IABs and March IABs	March, May Kindergarten Number Corner check up assessments Grade K-5 Unit Assessments Grade K-5 NWEA Benchmark Math analysis
Lagging Indicators	N/A	N/A	SBA Math - All school and high needs students
Equity Goals and Shared Responsibility	Subgroup performance on indicators. All Burr staff	Subgroup performance on indicators. All Burr staff	Subgroup performance on indicators. All Burr staff

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SMART Goal 3

Root Cause Analysis 3 - Based on School Performance

During the 2022/23 climate survey, 49.68% of 3rd, 4th and 5th grade students either agree or strongly agree that they have seen students being hurt at school more than once by other students. In the same survey, 28.93% of students neither agree nor disagree that students at Burr school treat each other with kindness. 30.82% of students who took the school climate survey either agree or strongly agree that students are mean to each other.

[Burr DESSA & Second Step Data Analysis 2021-2023](#)

School's Goal / District	Through implementation of strategies and systems we will teach students social awareness of kindness and empathy to promote a positive school environment.
SMART Goal	Chronic absenteeism will decrease to 7.5% for our entire school by June 2024. Chronic absenteeism will decrease to 7.5% for our high needs sub group by June 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The percentage of students in grades 3-5 who strongly disagree or disagree that they have seen students being hurt at school will increase to 80%. 80% or more of grade 3-5 students will strongly agree or agree that students at my school treat each other with kindness. 80% of students in grades 3-5 will strongly disagree or disagree that students at my school are mean to each other.
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027.

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Goal 3 - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Implement the Move this World SEL program to promote our school climate vision of understanding, respect, and responsibility.
MOY Results (Expectation/ Reality)	The percentage of students who strongly disagree or disagree that they have seen students being hurt at school will increase to 60%. 60% or more of students will strongly agree or agree that students at my school treat each other with kindness. 60% of students will strongly disagree or disagree that students at my school are mean to each other.
EOY Results (Expectation/ Reality)	The percentage of students who strongly disagree or disagree that they have seen students being hurt at school will increase to 80%. (Currently at 37.11%) 80% or more of students will strongly agree or agree that students at my school treat each other with kindness. 80% of students will strongly disagree or disagree that students at my school are mean to each other.
Responsible Individuals	K-5 Classroom Teachers, Paraprofessionals, Special Education Teachers, Support Staff, Specialists, AP, Principal
Timeline	September 2023 - June 2024

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Resources	Tie in activities with SEL district monthly theme, CPT and faculty meeting time, Move this World Program, Friday meets and grade level partnership planning and support <u>SEL Committee Framework</u> - <u>Burr Handbook</u> - <u>Burr Resources - Climate, Behavior, Social Emotional Learning</u> - <u>Interactive Modeling Lessons</u>
Budget Implications	TBD

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Send home a monthly newsletter to parents regarding Move this World SEL topics. Revise, review, and model behavior handbook and behavior expectations. Plan for fall SEL work - August PD days, faculty meetings, etc. (Classroom teachers, SPED, specialists)	Continue sending home a monthly newsletter to parents regarding Move this World SEL topics. Implement virtual Friday meets - SEL focus with connection to district SEL district monthly theme. Include shout outs and students of the month (respect, responsibility, and understanding)	Continue sending home a monthly newsletter home to parents regarding Move this World SEL topics. Review and model behavior handbook and behavior expectations. Implement virtual Friday meets - SEL focus with connection to district SEL district monthly theme.

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	Implement virtual Friday meets - SEL focus with connection to district SEL district monthly theme. Include shout outs and students of the month (respect, responsibility, and understanding) Utilize faculty meetings to plan Move this World curriculum. Publicly share student work and SEL reflections. (Ex. School bulletin board) Plan and Implement one parent presentation on SEL topics and home connections. Create and implement buddy classroom structure. The focus being connection and mentorship. Provide grade 4,5 students and Student Council with opportunities to be leaders in relation to SEL (safety patrol for bus, Friday meets, assemblies, role play.)	Utilize faculty meetings to plan Move this World curriculum. Review and model behavior handbook and behavior expectations. Publicly share student work and SEL reflections. (Ex. School bulletin board) Analyze attendance and DESSA data. Celebrate class attendance. Implement one focus group with students in grades 3-5 to discuss kindness and belonging at Burr. Implement a mini climate survey with three questions. Implement one parent presentation on SEL topics and home connections. Utilize buddy classroom structure for assemblies, meets, and academic opportunities. Provide grade 4,5 students and Student Council with	Include shout outs and students of the month (respect, responsibility, and understanding) SEL Committee meets twice in the spring and reflects on implementation and successes. Analyze attendance and DESSA data, and school climate data. Celebrate class attendance. Implement one focus group with students in grades 3-5 to discuss kindness and belonging at Burr. Provide grade 4,5 students and Student Council with opportunities to be leaders in relation to SEL (safety patrol for bus, Friday meets, assemblies, role play.) Implement the district climate survey.
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	Create an SEL Committee that meets that twice in the fall.	opportunities to be leaders in relation to SEL (safety patrol for bus, Friday meets, assemblies, role play.) SEL committee meets twice in the winter/early spring.	
Leading Indicators	Monthly attendance data DESSA Pre	Monthly attendance data The percentage of students who strongly disagree or disagree that they have seen students being hurt at school will increase to 60%. 60% or more of students will strongly agree or agree that students at my school treat each other with kindness. 60% of students will strongly disagree or disagree that students at my school are mean to each other. DESSA Mid Focus Group Data	Monthly attendance data The percentage of students who strongly disagree or disagree that they have seen students being hurt at school will increase to 80%. 80% or more of students will strongly agree or agree that students at my school treat each other with kindness. 80% of students will strongly disagree or disagree that students at my school are mean to each other. DESSA Post Focus Group Data

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Lagging Indicators	Review Chronic Absentee Data 2022-2023 - baseline. Review School Climate Data 2022-2023.	Review Winter DESSA Mini Data. Review Mid Year Attendance Data -Baseline.	Less than or equal to 5% of Burr students will be indicated as T3 need on DESSA Mini Spring 2024 Assessment. Final Attendance for the school year 2023-2024 (whole school and high needs.)
Equity Goals and Shared Responsibility	Tracking high needs attendance data and attendance data for all chronically absent students. Tracking high needs survey data	Tracking high needs attendance data and attendance data for all chronically absent students. Tracking high needs survey data	Tracking high needs attendance data and attendance data for all chronically absent students. Tracking high needs survey data