

Sherman Elementary – School Improvement Plan for 24-25

School Information

School's Name	Sherman Elementary School	School District	Fairfield Public Schools
Principal's Name	Dr. Ian Banner	School Year	2024-2025

School's Mission/Vision

The school's mission, vision and core values are the district's mission, vision, and core values. Refer to link: <https://www.fairfieldschools.org/district-information/dip22-27>

District Mission

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program

District Vision

The fulfillment of the mission, for all students PK-12+, demands our ongoing commitment to realize the Vision of the Graduate.

All students will be:

1. Critical thinkers
2. Collaborators
3. Communicators
4. Innovators
5. Goal-directed, resilient learners
6. Responsible citizens

District Core Values

All Fairfield Public School students will:

1. Achieve and exemplify mastery of the FPS Academic Expectations
2. Perform at high levels in regard to Social and Civic Expectations
3. Develop into responsible citizens who exhibit ethical behavior
4. Acknowledge, explore, and value the importance of diversity
5. Develop a healthy personal identity and self-reliance
6. Demonstrate strong motivational persistence to learn
7. Exhibit an inquisitive attitude, open mind, and curiosity
8. Acquire an understanding and appreciation of other cultures

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Background

Over the years and including during the pandemic, Sherman grade 3-5 students have continued to achieve high scores on both the ELA and Math portions of the SBA scoring above the state and district averages and scoring, in most cases, the highest amongst our Fairfield schools. However, in the 23-24 school year, we saw declines in some areas of our achievement, especially in 3rd grade and in both ELA and Math. Yet, there were improvements in other areas, such as grade 5 ELA whereby 94% of students scored At or Above. Grades 4 and 5 also scored in the high 80s for math.

We believe that there were certainly factors that impacted some of our scores throughout the year, and especially in the spring testing window. These included the increase in the overall time dedicated to testing, as well as behavioral challenges such as high student anxiety and inattentiveness, which resulted in behavior/performance that was inconducive to high achievement.

Nonetheless, we firmly believe that our continuing efforts in embracing a strong SRBI (behavior and academic) process in addition to employing an effective and purposeful intervention (WIN) period and ensuring that our K-5 teachers implement targeted small-group instruction based on individual student needs, along with improving our GenEd – SpEd staff collaboration, and enhancing our understanding of and practices in developing and refining greater consistency in behavioral instruction, will increase our academic achievement (on the SBA and universal screens) by June 2025.

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Theory of Action

In **literacy**, we believe that...

1. Ensuring fidelity of teacher implementation of the new ELA curriculum (Into Reading by HMH) in grades K-5 (instructional knowledge),
2. Focusing teacher planning on
 - a. Purposefully implementing the intervention (WIN) block (Planning for intervention block through GLMs and faculty meetings (dedicating specific GLMs within a month to focus on a given topic, i.e. #1 intervention planning; #2 math; #3...; professional time after a faculty meeting and SpEd/GenEd collaboration through GLMS, Tier 2-3 SRBI)
 - b. Improving collaboration between colleagues (i.e. GenEd and SpEd staff) at Tier 2-3 MTSS meetings and during professional time on faculty days,
3. Enhancing teacher instruction to
 - a. ensure that K-5 teachers implement targeted small-group instruction based on individual student needs (per achievement and observational data)

will lead to the following:

4. A high percentage of grade 3-5 students (85%+) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB district assessment and SBA, and
5. A high percentage of students (90%+) demonstrating achievement at **Benchmark** on the district-expected literacy skills (as measured by Acadience Reading for grades K-3) and CORE, Heggerty for Grade K-1).
6. A high percentage of students (80%+) **at or above the 61st percentile** (as measured by NWEA MAP *Reading* for grades 4-5),

In **math**, we believe that...

7. Improving teacher understanding of the Math CCSS in grades K-5 to ensure to the maximum extent possible grade-level work is assigned (instructional knowledge),
8. Focusing teacher planning on
 - a. Purposefully implementing the intervention (WIN) block (Planning for intervention block through GLMs and faculty meetings (dedicating specific GLMs within a month to focus on a given topic, i.e. #1 intervention planning; #2 math; #3...; professional time after a faculty meeting and SpEd/GenEd collaboration through GLMS, Tier 2-3 SRBI)
 - b. Improving collaboration between colleagues (i.e. GenEd and SpEd staff) at Tier 2-3 MTSS meetings and during professional time on faculty days,
 - c. developing specific and measurable student learning outcomes reflective of the CCSS,
9. Enhancing teacher instruction to
 - a. ensure that K-5 teachers implement targeted small-group instruction based on individual student needs (per achievement and observational data)

will lead to the following:

10. A high percentage of grade 3-5 students (85%+) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the Math IAB district assessment and SBA, and
11. A high percentage of students (85%+) demonstrating achievement at **or above the 61st percentile** on the district-expected math skills (as measured by NWEA MAP for grades K-5), which we believe will later influence more students scoring at level 3 or 4 when they take the Math SBA in grades 3-5.

Regarding **student behavior**, we believe that...

12. Improving educator knowledge of the underlying drivers of student behavior (including identifying, acknowledging our own misconceptions/biases),
13. Improving educators' capacity to explicitly support student behavior and provide positive recognition/reinforcement of students following expectations,
14. Focusing on developing strong and trusting relationships with all students and employing restorative practices at the necessary

will lead to the following:

15. A high percentage of teachers will express that they feel more understanding of student behavior and more capable of supporting their social and academic behavior.
16. A high percentage of teachers reporting that students in their classes frequently demonstrate socially and academically appropriate behavior.

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School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Dr. Ian Banner	Principal	Nicki Callahan	Assistant Principal
Lauren Moreno	Literacy Specialist	Karli Smith	Literacy Specialist
Robyn Walters	Math Resource Teacher	Jessica Hoyt	Teacher: Grade 2
Jen Mencio	Teacher: Grade 2	Krissy Rufa	Teacher: Grade 3

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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 five years.

Key.

- The percentages highlighted in green indicate an all-student cohort *increase* or plateau compared to the previous year.
- The percentages highlighted in yellow indicate an all-student cohort decline or plateau compared to the previous year.
- The percentages highlighted in blue indicate an IDEA-student cohort decline or plateau compared to the previous year.
- The percentages highlighted in Red indicate an all-student or IDEA-student cohort group whose score is being very closely monitored in the upcoming year.

Literacy

Table 1.

SBA - ELA % Proficient	2018-2019 All Ss HNSs	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HN Ss	2023-2024 All Ss IDEA Ss	2024-2025 All Ss IDEA Ss
3rd	91 78	93 100	86 83	85 (12, 3)* 64	66 (24, 10) 33	
4th	88 56	90 73	86 72	81 (13, 6)* 42	87 (10, 3) 58	
5th	90 88	91 62	87 75	82 (10, 7)* 62	94 (5, 2) 73	
School	84	91	87	83 (12, 5)*	82 (13, 5)*	

Note. * (Level 2, level 1)

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Table 2.

SBA - ELA Growth %	2018-2019 All Ss (3-4/4-5) HNSs (3-4/4-5)	2020-2021 All Ss (3-4/4-5) HNSs (3-4/4-5)	2021-2022 All Ss (3-4/4-5) HNSs (3-4/4-5)	2022-2023 All Ss (3-4/4-5) HNSs (3-4/4-5)	2023-2024 All Ss (3-4/4-5) HNSs (3-4/4-5)
School	86/75 77/76	N/A	75/55 67/59	-	

Table 3.

Acadience (at Benchmark)* NWEA-MAP (at or above 61 st tile)^	2023-2024 All Ss HNSs	2024-2025 All Ss HNSs	2025-2026 All Ss HNSs	2026-2027 All Ss HN Ss	
K *	63% 50%				
1 st *	70% 40%				
2 nd *	84% 73%				
3 rd *	84% 54%				
4 th ^	77% 55%				
5 th ^	70% 45%				
School	- */- ^				

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Math

Table 4.

SBA - Math % Proficient	2018-2019 All Ss HNSs	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs	2023-2024 All Ss IDEA Ss
3rd	98 94	89 100	91 83	93 (6, 1) 79	75 (19, 6) 55
4th	89 56	81 91	90 100	90 (10) 75	87 (12, 1) 75
5th	84 88	87 62	87 88	93 (6, 1) 85	87 (13, 0) 73
School	82	83	84	91 (1, 7)*	83 (15, 3)*

Note. * (1, 7) = Level 2, level 1

Table 5.

SBA - Math Growth %	2018-2019 All Ss (3-4/4-5) HNSs (3-4/4-5)	2020-2021 All Ss (3-4/4-5) HNSs (3-4/4-5)	2021-2022 All Ss (3-4/4-5) HNSs (3-4/4-5)	2022-2023 All Ss (3-4/4-5) HNSs (3-4/4-5)	2023-2024 All Ss (3-4/4-5) HNSs (3-4/4-5)
School	74/76 83/88	N/A	72/51 90/89	-	

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Table 6.

NWEA-MAP (at or above 61 st tile)^	2023-2024 All Ss HNSs	2024-2025 All Ss HNSs	2025-2026 All Ss HNSs	2026-2027 All Ss HN Ss	
K *	76% 60%				
1st *	62% 67%				
2nd *	81% 82%				
3rd *	71% 64%				
4th ^	88% 82%				
5th ^	82% 78%				
School	- */- ^				

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Science

Table 7.

NGSS % Proficient	2018-2019 All Ss HNSs	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs	2023-2024 All Ss IDEA Ss
5th	81 65	91 85	95 100	77 (19, 3) 62	78 (21, 2)* 54

Note. * (20, 4) = Level 2, level 1

Attendance

Table 8.

Attendance Chronic Abs.%	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	5.2	4.7	13	10	5.9
High Needs	7.7	5.6	18.4	12	9.4

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SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

Background

In recent years, Sherman grade 3-5 students have achieved high scores on the ELA. We have also identified the following...

1. The percentage of grade 3-5 students scoring at level 3 or 4 in ELA dropped from *higher-* to *lower-*eighties, and our IDEA students' scores showed inconsistencies (grade 3 to 4 declined from 22-23 to 23-24, but grade 4 to 5 increased across the same years).
2. In our first year testing students with Acadience and NWEA revealed only moderate achievement (a range of 63% to 84% for all students and a range of 40% to 55% for IDEA students).

Therefore, to increase our achievement in this area, we believe that specific steps (outlined below) are necessary.

Root Cause

We theorize that our core-classroom and SpEd teaching staff in grades K-5 will require work on:

1. understanding the new ELA curriculum (Into Reading by HMH) in grades K-5 and implementing it with fidelity.
2. planning to purposefully implement the intervention (WIN) block and utilize small-group instruction based on individual student needs (per achievement and observational data)
3. collaborating at Tier 2-3 MTSS meetings and during professional time on faculty days to better identify and plan to address student academic and behavioral needs.

Theory of Literacy Action

In **literacy**, we believe that...

1. Ensuring fidelity of teacher implementation of the new ELA curriculum (Into Reading by HMH) in grades K-5 (instructional knowledge),
2. Focusing teacher planning on
 - a. Purposefully implementing the intervention (WIN) block (Planning for intervention block through GLMs and faculty meetings (dedicating specific GLMs within a month to focus on a given topic, i.e. #1 intervention planning; #2 math; #3...; professional time after a faculty meeting and SpEd/GenEd collaboration through GLMS, Tier 2-3 SRBI)
 - b. Improving collaboration between colleagues (i.e. GenEd and SpEd staff) at Tier 2-3 MTSS meetings and during professional time on faculty days,
3. Enhancing teacher instruction to
 - a. ensure that K-5 teachers implement targeted small-group instruction based on individual student needs (per achievement and observational data)

will lead to the following:

4. A high percentage of grade 3-5 students (85%+) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB district assessment and SBA, and
5. A high percentage of students (90%+) demonstrating achievement at **Benchmark** on the district-expected literacy skills (as measured by Acadience Reading for grades K-3) and CORE, Heggerty for Grade K-1).
6. A high percentage of students (80%+) **at or above the 61st percentile** (as measured by NWEA MAP *Reading* for grades 4-5).

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School's Goal	Increase overall <i>literacy</i> performance.
SMART Goal	85% of students (in each grade level, K-5) will achieve <i>typical growth</i> on Acadience or meet their <i>growth target</i> on NWEA by June 2025. 85% of IDEA students (in each grade level, K-5) will achieve <i>typical growth</i> on Acadience or meet their <i>growth target</i> on NWEA by June 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. A high percentage of students (90%+) demonstrating achievement at Benchmark on the district-expected literacy skills (as measured by Acadience Reading for grades K-3) and CORE, Heggerty for Grade K-1) 2. A high percentage of IDEA students (90%+) demonstrating achievement at Benchmark on the district-expected literacy skills (as measured by Acadience Reading for grades K-3) and CORE, Heggerty for Grade K-1) 3. A high percentage of students (80%+) at or above the 61st percentile (as measured by NWEA MAP <i>Reading</i> for grades 4-5), 4. A high percentage of IDEA students (80%+) at or above the 61st percentile (as measured by NWEA MAP <i>Reading</i> for grades 4-5), 5. A high percentage of grade 3-5 students (85%+) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB district assessment and SBA, and 6. A high percentage of grade 3-5 IDEA students (85%+) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB district assessment and SBA,
District Improvement Plan Connection	All grade 2 students will complete second grade reading at or above a grade 2 end-of-year level based on the district's reading screener. English Language Arts performance, as measured by SBA proficiency indicator (3-8) will close the gap between subgroup performance by 20% and raise the bar by 10% from 2021 district performance in a positive direction.

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Goal 1 (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	1. <u>Ensure fidelity of teacher implementation</u> of the new ELA curriculum (Into Reading by HMH) in grades K-5 (instructional knowledge), 2. <u>Focus teacher planning on</u> a. Purposefully implementing the intervention (WIN) block (Planning for intervention block through GLMs and faculty meetings (dedicating specific GLMs within a month to focus on a given topic, i.e. #1 intervention planning; #2 math; #3...; professional time after a faculty meeting and SpEd/GenEd collaboration through GLMS, Tier 2-3 SRBI) b. Improving collaboration between colleagues (i.e. GenEd and SpEd staff) at Tier 2-3 MTSS meetings and during professional time on faculty days, 3. <u>Enhancing teacher instruction to</u> a. ensure that K-5 teachers implement targeted small-group instruction based on individual student needs (per achievement and observational data)
MOY Results (Expectation/ Reality)	1. A high percentage of students (80%+) demonstrating achievement at Benchmark on the district-expected literacy skills (as measured by Acadience Reading for grades K-3) and CORE, Heggerty for Grade K-1) 2. A high percentage of IDEA students (80%+) demonstrating achievement at Benchmark on the district-expected literacy skills (as measured by Acadience Reading for grades K-3) and CORE, Heggerty for Grade K-1) 3. A high percentage of students (75%+) at or above the 61st percentile (as measured by NWEA MAP Reading for grades 4-5), 4. A high percentage of IDEA students (75%+) at or above the 61st percentile (as measured by NWEA MAP Reading for grades 4-5), 5. A high percentage of grade 3-5 students (75%+) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB district assessment and SBA, and 6. A high percentage of grade 3-5 IDEA students (75%+) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB district assessment and SBA.
EOY Results (Expectation/ Reality)	1. A high percentage of students (90%+) demonstrating achievement at Benchmark on the district-expected literacy skills (as measured by Acadience Reading for grades K-3) and CORE, Heggerty for Grade K-1) 2. A high percentage of IDEA students (90%+) demonstrating achievement at Benchmark on the district-expected literacy skills (as measured by Acadience Reading for grades K-3) and CORE, Heggerty for Grade K-1) 3. A high percentage of students (80%+) at or above the 61st percentile (as measured by NWEA MAP Reading for grades 4-5), 4. A high percentage of IDEA students (80%+) at or above the 61st percentile (as measured by NWEA MAP Reading for grades 4-5),

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	5. A high percentage of grade 3-5 students (85%+) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB district assessment and SBA, and 6. A high percentage of grade 3-5 IDEA students (85%+) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB district assessment and SBA,
Responsible Individuals	All classroom teaching and SpEd staff
Timeline	From September 2024 to June 2025
Resources	Academic vocabulary and word meanings Question stems (for grades K-2) IAB-like practice questions (for grade 2) IAB teaching resources and fluent use Centralized Reporting System (CRS) (for grades 3-5) ELA progressions in grades K-5
Budget Implications	

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Goal 1 - Implementation and Milestones

	Beginning of the Year (9/24 – 12/24)	Middle of the Year (1/25 – 4/25)	End of the Year (4/25 – 6/25)
Implementation Milestones	Principals and Coaching Team will... 1. Establish and implement a data team meeting (one rep per grade level) to review student achievement and 23-24 goals with all staff. Use baseline data from district screener and various sources to review student achievement through SRBI and B-SRBI processes to address areas of academic and behavioral need. 2. Clarify the purpose of and expectations for the intervention (WIN) block. 3. Establish a standardized collaboration between GenEd and SpEd staff (i.e. at Tier 2-3 SRBI meetings) and at a designated time during faculty meeting days (i.e. professional time period). 4. Make Grade-level Meetings (GLMs) more systematic by dedicating specific GLMs within a month to focus on a given topic (e.g. #1 intervention-block planning; #2 math; #3 reviewing student achievement and #4 collaborating with SpEd) while still emphasizing that teachers develop specific and measurable student learning outcomes reflective of CCSS. 5. Conduct learning walkthroughs based on SIP Strategies (SRBS) Staff will... 6. Purposefully plan and implement the intervention (WIN) block to improve student learning in ELA.		

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	7. Plan with other colleagues (i.e. GenEd and SpEd staff) to improve student learning (i.e. at Tier 2-3 SRBI meetings and during professional time on faculty meeting days). 8. Implement targeted small-group instruction based on individual student needs (per achievement and observational data)		
Leading Indicators	1. Heggerty (K-1), CORE (K-2) 2. IABs for grades 3-5 3. District screener (Acadience Reading for grades K-3; NWEA MAP for grades 4-5)	4. Heggerty (K-1), CORE (K-2) 5. IABs for grades 3-5 6. District screener (Acadience Reading for grades K-3; NWEA MAP for grades 4-5) 7. Unit check-ins (outcomes focused on CCSS)	8. Heggerty (K-1), CORE (K-2) 9. IABs for grades 3-5 10. District screener (Acadience Reading for grades K-3; NWEA MAP for grades 4-5)
Lagging Indicators	-	-	SBA
Equity Goals and Shared Responsibility	Review and determine the achievement of all subgroups, especially focused on IDEA Ss and whether there's a comparative difference between them and the All-S group	Review and determine the achievement of all subgroups, especially focused on IDEA Ss and whether there's a comparative difference between them and the All-S group	Review and determine the achievement of all subgroups, especially focused on IDEA Ss and whether there's a comparative difference between them and the All-S group

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SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

Background

In recent years, Sherman grade 3-5 students have achieved high scores on the Math SBA. We have also identified the following...

1. The percentage of grade 3-5 students scoring at level 3 or 4 in ELA dropped from *higher-* to *lower-*eighties, and our IDEA students' scores showed inconsistencies (grade 3 to 4 declined from 22-23 to 23-24, but grade 4 to 5 increased across the same years).
2. In our first year testing students with Acadience and NWEA revealed only moderate achievement (a range of 63% to 84% for all students and a range of 40% to 55% for IDEA students).

Therefore, to increase our achievement in this area, we believe that specific steps (outlined below) are necessary.

Root Cause

We theorize that our core-classroom and SpEd teaching staff in grades K-5 will require work on:

1. understanding how the math standards are being directly addressed in daily student-work tasks and assessments so that when students are asked questions on the SBA in grades 3-5, they are well versed in the vocabulary and thinking expectations required.
2. planning to purposefully implement the intervention (WIN) block and utilize small-group instruction based on individual student needs (per achievement and observational data)
3. collaborating at Tier 2-3 MTSS meetings and during professional time on faculty days to better identify and plan to address student academic and behavioral needs.

Theory of Math Action

In **math**, we believe that...

7. Improving teacher understanding of the Math CCSS in grades K-5 to ensure to the maximum extent possible grade-level work is assigned (instructional knowledge),
8. Focusing teacher planning on
 - a. Purposefully implementing the intervention (WIN) block (Planning for intervention block through GLMs and faculty meetings (dedicating specific GLMs within a month to focus on a given topic, i.e. #1 intervention planning; #2 math; #3...; professional time after a faculty meeting and SpEd/GenEd collaboration through GLMS, Tier 2-3 SRBI)
 - b. Improving collaboration between colleagues (i.e. GenEd and SpEd staff) at Tier 2-3 MTSS meetings and during professional time on faculty days,
9. Enhancing teacher instruction to
 - a. ensure that K-5 teachers implement targeted small-group instruction based on individual student needs (per achievement and observational data)

will lead to the following:

10. A high percentage of grade 3-5 students (85%+) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the Math IAB district assessment and SBA, and
11. A high percentage of students (85%+) demonstrating achievement at **or above the 61st percentile** on the district-expected math skills (as measured by NWEA MAP for grades K-5), which we believe will later influence more students scoring at level 3 or 4 when they take the Math SBA in grades 3-5.

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School's Goal	Increase overall <i>math</i> performance.
SMART Goal	85% of students (in each grade level, K-5) will or meet their <i>growth target</i> on NWEA by June 2025. 85% of IDEA students (in each grade level, K-5) will or meet their <i>growth target</i> on NWEA by June 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. A high percentage of grade 3-5 students (85%+) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the Math IAB district assessment and SBA, and 2. A high percentage of grade 3-5 IDEA students (85%+) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the Math IAB district assessment and SBA, and 3. A high percentage of students (85%+) demonstrating achievement at or above the 61st percentile on the district-expected math skills (as measured by NWEA MAP for grades K-5), which we believe will later influence more students scoring at level 3 or 4 when they take the Math SBA in grades 3-5. 4. A high percentage of IDEA students (85%+) demonstrating achievement at or above the 61st percentile on the district-expected math skills (as measured by NWEA MAP for grades K-5), which we believe will later influence more students scoring at level 3 or 4 when they take the Math SBA in grades 3-5.
District Improvement Plan Connection	Mathematics performance, as measured by the SBA proficiency indicator (3-8), will close the gap between subgroup performances 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	1. <u>Improve teacher understanding</u> of the Math CCSS in grades K-5 to ensure to the maximum extent possible grade-level work is assigned (instructional knowledge), 2. <u>Focus teacher planning on</u> a. Purposefully implementing the intervention (WIN) block (Planning for intervention block through GLMs and faculty meetings (dedicating specific GLMs within a month to focus on a given topic, i.e. #1 intervention planning; #2 math; #3...; professional time after a faculty meeting and SpEd/GenEd collaboration through GLMS, Tier 2-3 SRBI) b. Improving collaboration between colleagues (i.e. GenEd and SpEd staff) at Tier 2-3 MTSS meetings and during professional time on faculty days, 3. <u>Enhancing teacher instruction to</u> a. ensuring that K-5 teachers implement targeted small-group instruction based on individual student needs (per achievement and observational data)
MOY Results (Expectation/ Reality)	1. A high percentage of grade 3-5 students (75%+) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the Math IAB district assessment and SBA, and 2. A high percentage of grade 3-5 IDEA students (75%+) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the Math IAB district assessment and SBA, and 3. A high percentage of students (75%+) demonstrating achievement at or above the 61st percentile on the district-expected math skills (as measured by NWEA MAP for grades K-5), which we believe will later influence more students scoring at level 3 or 4 when they take the Math SBA in grades 3-5. 4. A high percentage of IDEA students (75%+) demonstrating achievement at or above the 61st percentile on the district-expected math skills (as measured by NWEA MAP for grades K-5), which we believe will later influence more students scoring at level 3 or 4 when they take the Math SBA in grades 3-5.
EOY Results (Expectation/ Reality)	1. A high percentage of grade 3-5 students (85%+) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the Math IAB district assessment and SBA, and 2. A high percentage of grade 3-5 IDEA students (85%+) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the Math IAB district assessment and SBA, and 3. A high percentage of students (85%+) demonstrating achievement at or above the 61st percentile on the district-expected math skills (as measured by NWEA MAP for grades K-5), which we believe will later influence more students scoring at level 3 or 4 when they take the Math SBA in grades 3-5. 4. A high percentage of IDEA students (85%+) demonstrating achievement at or above the 61st percentile on the district-expected math skills (as measured by NWEA MAP for grades K-5), which we believe will later influence more students scoring at level 3 or 4 when they take the Math SBA in grades 3-5.
Responsible Individuals	All classroom teaching and SpEd staff
Timeline	From September 2024 to June 2025

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Resources	IAB pre- and post-assessments Academic vocabulary and word meanings Question stems (for grades K-2) IAB-like practice questions (for grade 2) Math progressions in grades K-5
Budget Implications	IAB teaching resources and fluent use Centralized Reporting System (CRS) (for grades 3-5)

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Goal 2 - Implementation and Milestones

	Beginning of the Year (9/24 – 12/24)	Middle of the Year (1/25 – 4/25)	End of the Year (4/25 – 6/25)
Implementation Milestones	Principals and Coaching Team will... 1. Establish and implement a data team meeting (one rep per grade level) to review student achievement and 23-24 goals with all staff. Use baseline data from district screener and various sources to review student achievement through SRBI and B-SRBI processes to address areas of academic and behavioral need. 2. Clarify the purpose of and expectations for the intervention (WIN) block. 3. Establish a standardized collaboration between GenEd and SpEd staff (i.e. at Tier 2-3 SRBI meetings) and at a designated time during faculty meeting days (i.e. professional time period). 4. Make Grade-level Meetings (GLMs) more systematic by dedicating specific GLMs within a month to focus on a given topic (e.g. #1 intervention-block planning; #2 math; #3 reviewing student achievement and #4 collaborating with SpEd) while still emphasizing that teachers develop specific and measurable student learning outcomes reflective of CCSS. 5. Conduct learning walkthroughs based on SIP Strategies (SRBS) Staff will... 6. Purposefully plan and implement the intervention (WIN) block to improve student learning in ELA.		

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	7. Plan with other colleagues (i.e. GenEd and SpEd staff) to improve student learning (i.e. at Tier 2-3 SRBI meetings and during professional time on faculty meeting days). Implement targeted small-group instruction based on individual student needs (per achievement and observational data)		
Leading Indicators	1. District screener (NWEA MAP for grades K-5) 2. End-of-unit math assessments 3. IABs for grades 3-5		
Lagging Indicators	-	-	SBA
Equity Goals and Shared Responsibility	Review and determine the achievement of all subgroups, especially focused on IDEA Ss and whether there's a comparative difference between them and the All-S group	Review and determine the achievement of all subgroups, especially focused on IDEA Ss and whether there's a comparative difference between them and the All-S group	

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SMART Goal 3

Root Cause Analysis 1 - Based on School Performance

Background

We have witnessed behavior issues increasing over the last few years and we are experiencing many more students who come to us not having the appropriate self-regulation skills and social skills (see CASEL Framework) to positively interact and connect with others. Additionally, we have seen an increase in the number of students who demonstrate an incapacity to behave/perform in ways that are conducive to supporting their need to (a) initiate learning tasks, (b) remain working on a task, (c) deal with frustration and disappointment, and (d) appropriately integrate with peers. As such, we have observed students exhibiting behavioral challenges—primarily dysregulation as opposed to misbehavior. We characterize *misbehavior* as a deliberate and conscious violation of a known expectation/rule likely without regard for the safety and feelings of others, whereas we view *dysregulation* as behavior that is presently out of the child's control and likely requires some sort of counseling support, direct behavioral instruction, and a greater degree of compassion.

Therefore, to increase our students' behavior/performance and as a result, their achievement, we believe that specific steps (outlined below) are necessary.

Root Cause

Compounding this issue is that the Sherman staff have not received any professional learning in classroom management and student behavior in the past five years, and likely beyond that possibly dating back to the training in *Responsive Classroom* around 2010. While Sherman Behavioral Expectations and Rules have been established, communicated and emphasized, they have been implemented and reinforced inconsistently across K-5 classrooms.

Theory of Behavior Instruction Action

Regarding student behavior, we believe that...

1. Improving educator knowledge of the underlying drivers of student behavior (including identifying and acknowledging misconceptions/biases),
2. Improving educators' capacity to support student behavior (by developing common-grade-level, school-aligned behavior plans and action steps, explicitly teaching behavior, providing authentic and positive recognition/reinforcement of students following expectations, as well as applying appropriate logical consequences when necessary).
3. Focusing on developing strong and trusting relationships with all students and employing restorative practices at the necessary)...

will lead to the following:

4. A high percentage of teachers will express that they feel more understanding of student behavior and more capable of supporting their social and academic behavior.
5. A high percentage of teachers reporting that students in their classes frequently demonstrate socially and academically appropriate behavior.

In keeping with the perspective of the *Responsive Classroom's* approach, appropriate behavior must be (1) explicitly *taught*, (2) constantly *reinforced* (by acknowledging and highlighting it), and (3) frequently *reviewed*. Adherence to these principles will eventually result in less time wasted for behavior redirection.

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School's Goal	Create a highly positive and accepting learning environment.
SMART Goal	By June 2025, 90% of staff will report that student interactions will be level 3 of 4 because they create environments that foster connection, acceptance and positive interaction between students (Culture and Climate 4.1, 4.2).
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. 90% of teachers will express that they feel more understanding of student behavior and more capable of supporting their social and academic behavior by June 2025. 2. 90% of teachers reporting that students in their classes frequently demonstrate socially and academically appropriate behavior by June 2025. From formal and informal observations... 3. 90% or more of interactions between students will be positive, supportive, and accepting (see Appendix A). 4. 90% of student feedback (grades 3-5) will indicate that they feel their environments are positive, supportive and accepting (see Appendix A) 5. Students will primarily act and behave in academically, socially and emotionally appropriate ways as observed in formal and informal observations
District Improvement Plan Connection	-

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Goal 3 (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	1. Increase teachers' capacity to explicitly instruct student behavior by June 2025. 2. Improve educator knowledge of the underlying drivers of student behavior (including identifying and acknowledging misconceptions/biases), 3. Improve educators' capacity to support student behavior by fostering positive relationships with all students, developing common-grade-level, school-aligned behavior plans and action steps, explicitly teaching behavior, providing authentic and positive recognition/reinforcement of students following expectations, as well as applying appropriate logical consequences when necessary.
MOY Results (Expectation/ Reality)	1. 90% of staff will express that they feel more understanding of student behavior and more capable of supporting their social and academic behavior by June 2025. 2. 90% of staff will report that students in their classes frequently demonstrate socially and academically appropriate behavior.
EOY Results (Expectation/ Reality)	1. 90% of teachers will express that they feel more understanding of student behavior and more capable of supporting their social and academic behavior by June 2025. 2. 90% of teachers reporting that students in their classes frequently demonstrate socially and academically appropriate behavior.
Responsible Individuals	Administration, social worker, school psychologist, SLP, teachers, paras
Timeline	From September 2024 to June 2025
Resources	<i>Yardsticks, 4th ed. (Wood, 2017)</i> <i>The Behavior Code (Minahan & Rappaport, 2012)</i> <i>Responsive Classroom</i> (selected books and articles)
Budget Implications	N/A

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Goal 3 - Implementation and Milestones

	Beginning of the Year (9/23 – 12/23)	Middle of the Year (1/24 – 4/24)	End of the Year (4/24 – 6/24)
Implementation Milestones	Principals and Behavior Team will... 1. Remind all staff of the school's behavioral rules and expectations. 2. Clarify the overall goal, purpose and procedures for improving student behavior and positive connections/relationships between students and staff. 3. Develop a consistent process for all staff to follow in establishing common grade-level behavior goals that align with the school's behavioral rules and expectations. 4. Develop a consistent process and purpose for all staff to follow in addressing behavioral issues (Think Sheets vs. speaking with an administrator). 5. Create slides for all staff to include in their Open House presentation. 6. Frequently communicate to families (and staff) the school's expectations for behavior as well as updates on behavior in school through monthly parent newsletters and at PTA meetings. 7. Provide direct instruction (at GLMs and faculty meetings) on...		

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	a. Improving teacher understanding of student behavior b. Reviewing and refining common-grade-level, school-aligned behavior plans and action steps, explicitly teaching behavior, as well as applying appropriate logical consequences when necessary. 8. Provide explicit training and guided practice to para staff. 9. Schedule frequent town-wide meetings to clarify, discuss and model behavioral expectations and acceptance (diversity, sensitivity, kindness, anti-racism). 10. Review student perspectives at monthly <i>student leadership</i> meetings and discuss student behavior and classroom climates. 11. Conduct learning walkthroughs focused on behavior and observe and provide feedback to staff and students on how well they are following the school's and grade-level's behavioral expectations. Staff will... 12. Establish common, consistent and age-appropriate grade level behavioral expectations (per		
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	Yardsticks [Wood, 2017]) that include what these behaviors look like and what the teacher will do to support students meeting the expectations. 13. Ensure students know and adhere to the school's and grade-level's common behavioral expectations. 14. Employ explicit modeling of expectations, use positive reinforcement by immediately highlighting when students are following expectations, immediately address behavioral issues by reminding students of the expectations and using logical consequences when they don't. 15. Share and explain to parents the school's and their grade-level's behavioral expectations at Open House. 16. Report on student behavior and adult actions at selected GLMs and faculty meetings. 17. Provide updates on behavior and teacher actions at SRBI meetings to address areas of academic and behavioral need.		
Leading Indicators	Observations of students and staff	Observations of students and staff	Observations of students and staff
Lagging Indicators	-	Mid-Year scores (see Appendix A)	End of Year scores (see Appendix A)

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Equity Goals and Shared Responsibility	Review and determine B-SRBI numbers and teacher self-report data related to (a) understanding student behavior and feeling more capable of supporting students' social and academic behavior, as well as (b) observing students in their classes frequently demonstrate socially and academically appropriate behavior.		
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Appendix A SMART Goal 3

Measurement of Interactions between Staff and Students

This rubric is used for formal/informal in-class observations and out-of-class interactions (lunch, recess)

Component	1	2	3	4
Staff-to-Student	<i>Most</i> of the interactions between the staff member and student(s) do not seem positive, supportive nor accepting. The staff member rarely demonstrates any of the following traits: Looking and smiling at student(s), conversing with them, using appropriate humor, complimenting them. As a result, <i>few</i> student(s) appear comfortable with the staff member.	<i>Some</i> of the interactions between the staff member and student(s) are positive, supportive and accepting. The staff member may demonstrate some of the following traits: Looking and smiling at student(s), conversing with them, using appropriate humor, complimenting them. As a result, <i>some</i> student(s) appear comfortable with the staff member, but not all.	<i>Most</i> of the interactions between the staff member and student(s) are positive, supportive and accepting. This is evident by the way the staff member looks and smiles at student(s), converses with them, uses appropriate humor, compliments them. As a result, <i>most</i> students appear comfortable with the staff member.	<i>Almost all</i> of the interactions between the staff member and student(s) are positive, supportive and accepting. This is evident by the way the staff member looks and smiles at student(s), converses with them, uses appropriate humor, compliments them. As a result, <i>almost all</i> of students appear comfortable with the staff member.
Student-to-Student	<i>Most</i> of the interactions between students do not seem positive, supportive nor accepting. The students <i>rarely</i> demonstrate any of the following traits: Looking and smiling at each other, actively listening to each other, complimenting each other. As a result, <i>few</i> student(s) appear comfortable with each other.	<i>Some</i> of the interactions between students are positive, supportive and accepting. <i>Some</i> students demonstrate the following traits: Looking and smiling at each other, actively listening to each other, complimenting each other. As a result, <i>some</i> student(s) appear comfortable with each other, but not all.	<i>Most</i> of the interactions between students are positive, supportive and accepting. <i>Most</i> students demonstrate the following traits: Looking and smiling at each other, actively listening to each other, complimenting each other. As a result, <i>most</i> student(s) appear comfortable with each other.	<i>Almost all</i> of the interactions between students are positive, supportive and accepting. <i>Almost all</i> students demonstrate the following traits: Looking and smiling at each other, actively listening to each other, complimenting each other. As a result, <i>almost all</i> student(s) appear comfortable with each other.

Note. This rubric was developed based on *Marzano Teaching Framework* (2011) Domain 1: DQ8, 37.