

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Jennings Elementary School	School District	Fairfield Public Schools
Principal's Name	Anthony Vuolo	School Year	2024-2025

School's Mission/Vision

The mission of the Jennings School community is that every individual is promised safety, opportunity, respect, comfort, dignity and acceptance. We are dedicated to developing critical thinkers who take responsible risks, love to learn, strive for their personal best, and become community leaders.

Theory of Action

If we:

- Provide meaningful and equitable opportunities for all students
- Implement a standards-based curriculum
- Incorporate a strong focus on Social-Emotional Learning (SEL)
- Improve collaboration and communication across all staff
- Measure student performance and intervene accordingly at all tiers of instruction

Then we will:

- Increase student achievement
- Improve student attendance
- Enhance students' attainment and acquisition of specific content and skills
- Support students' growth as whole individuals
- Ensure equitable outcomes for all learners

This theory of action combines multiple elements to create a comprehensive approach that addresses curriculum, instruction, assessment, social-emotional learning, and school-wide collaboration to drive student success and overall school improvement.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Tony Vuolo	Principal	Christina Fuller	Assistant Principal
Kathleen Ruppert	MST	Eileen Strycharz	LAS
Lauren DiMeglio	LAS	Sara Bocchiere	Teacher
Lauren Hall	SE Teacher		

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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 three years.

SBA - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
3rd	77/53	76/33	74/54	67/ 53	72/43
4th	64/30	72/29	90/100	65/45	65/60
5th	79/22	79/56	80/60	85/50	78/53

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	88/91 91/69	N/A	73/67 86/108	79/61	66/52

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
3rd	79/67	76/33	76/69	82/79	82/57
4th	76/45	78/29	85/67	70/45	71/60
5th	84/22	67/38	78/60	83/50	75/47

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SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	88/91 91/69	N/A	73/67 86/108	79/61	72/64

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
5th	82/45	77/56	82/60	93/67	83/59

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	6.1	3.3	8.5	8.8	6.4 %
High Needs	8.6	8.6	13.3	5.3	10 %

STAR - Early Literacy Acadience Reading % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience All / HNS
Kindergarten		78/63	84/62	87/75	79/67
1st		71/88	82/67	80/67	69/67
2nd		62/39	78/78	79/65	89/86
3rd		78/57	65/45	73/58	89/67

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STAR or NWEA - Literacy % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS
1st		71/88	82/67	80/67	n/a
2nd		62/39	78/78	79/65	n/a
3rd		78/57	65/45	73/58	n/a
4th		67/36	85/50	70/52	86/35
5th		74/45	67/27	80/57	65/23

STAR or NWEA - Math Median Achievement(Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS
K					77/50
1st					67/45
2nd					76/37
3rd					83/63
4th					80/93
5th					84/54

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Overall, Spring 2024 ELA SBA scores for grades 3 - 5 indicate 71% of students are meeting / exceeding, with 52% of High Needs Students (HNS) meeting / exceeding. In comparison to NWEA, students scoring at the 61%ile or above, in grade 4 students scored 61% and grade 5 students scored 55%ile, with 23% of High Needs Students (HNS).

The K - 3 Acadience Spring EOY data indicates 81.5% of students are meeting / exceeding on the reading composite score, with 72% of High Needs Students (HNS) meeting / exceeding.

Strengthening Tier 1 is a vital component of continued academic improvement in order to increase achievement. The implementation of HMH Into Reading, will develop proficient skills in the areas of Structured Literacy, in order to increase student performance as evidenced by SBA, NWEA and Acadience score analysis.

School's Goal	Increase overall literacy performance as indicated by EOY Spring 2025 universal data points.
SMART Goal	By the end of the 2024-2025 school year, indicators of academic growth and development will be met in relation to individualized IAGDs.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<u>ACADIENCE :</u> 80% of students in Kindergarten will meet or exceed ELA standards as measured on Acadience EOY composite data. 80% of students in grade 1 will meet or exceed as measured on Acadience EOY composite data. 80% of students in grade 2 will meet or exceed ELA as measured on Acadience EOY composite data. <u>NWEA :</u> NWEA achievement percentile (61%tile or above) by spring of 2025: - Grade 4 75th %ile - Grade 5 75th %ile <u>SBA:</u> SBA achievement percentile by spring of 2025 the following grades will: 75% of students in grade 3 will meet or exceed SBA ELA standards in Spring

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	2025 75% of students in grade 4 will meet or exceed SBA ELA standards in Spring 2025 75% of students in grade 5 will meet or exceed SBA ELA standards in Spring 2025
District Improvement Plan Connection	All grade 2 students will score at or above on Acadience EOY composite score.

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	Utilize HMH instructional strategies incorporating all Five Pillars of the Science of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) in Tier 1 literacy instruction.
MOY Results (Expectation / Reality)	70% of students in Kindergarten will meet or exceed ELA standards as measured on Acadience MOY composite data. 70% of students in grade 1 will meet or exceed as measured on Acadience MOY composite data. 70% of students in grade 2 will meet or exceed ELA as measured on Acadience MOY composite data. 65% of students in grade 3 will meet or exceed SBA ELA standards in Winter 2025 65% of students in grade 4 will meet or exceed SBA ELA standards in Winter 2025 65% of students in grade 5 will meet or exceed SBA ELA standards in Winter 2025
EOY Results (Expectation / Reality)	80% of students in Kindergarten will meet or exceed ELA standards as measured on Acadience EOY composite data. 80% of students in grade 1 will meet or exceed as measured on Acadience EOY composite data. 80% of students in grade 2 will meet or exceed ELA as measured on Acadience EOY composite data. 75% of students in grade 3 will meet or exceed SBA ELA standards in Spring

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	2025 • 75% of students in grade 4 will meet or exceed SBA ELA standards in Spring 2025 • 75% of students in grade 5 will meet or exceed SBA ELA standards in Spring 2025
Responsible Individuals	All Staff
Timeline	August 2024 - June 2025
Resources	• Time for planning during grade level meetings and coaching cycles for all staff. • Calibration training on NWEA and Acadience administration and analysis and use of results to guide and plan small group instruction. • Training on the newly adopted HMH Into Reading. • Time to analyze ELA IAB results to plan small group instruction. • <i>Engaging Teachers in Classroom Walkthroughs</i> by Donald. S. Kachur, Judith A. Stout and Claudia L. Edwards
Budget Implications	Language arts budget / Consultant/Professional development HMH / Professional development budget

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review SIP Strategic Plan (BOY data) Implement HMH Into Reading K-5 with fidelity. Engage in comprehensive analysis of data points (Acadience, NWEA, CORE, Heggerty, HMH Assessments,	Update SIP Strategic Plan (MOY data) Continue implementation of HMH Into Reading K-5 with fidelity. Continue comprehensive analysis of data points in meetings, and triangulate with other assessments to determine focus for small group instruction.	Update SIP Strategic Plan (EOY data) Reflect on implementation of HMH. Reflect on comprehensive analysis of data points in meetings, and triangulate with other assessments to

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	QSI, IAB).	(Acadience, NWEA, CORE, Heggerty, HMH Assessments, QSI, IAB).	determine focus for small group instruction for Fall 2025. (Acadience, NWEA, CORE, Heggerty, HMH Assessments, QSI, IAB).
	Establish and review norms and expectations for regularly scheduled grade level meetings focused on analyzing data points, sharing effective instructional strategies and materials and evaluating student achievement. Conduct continuous and frequent conversations between all service providers around support plans for identified students within subgroups.	Continue to meet with teachers at regularly scheduled grade level meetings with a focus on analyzing data points, sharing effective instructional strategies and materials and evaluating MOY data. Conduct continuous and frequent conversation between all service providers around support plans for identified students within subgroups.	Reflect in meetings to analyze all data points to discuss performance on EOY data for all identified students within subgroups.
	Utilize IAB data (grades 3 - 5) for the purpose of small group targeted instruction in order to expose children to general test taking strategies with a focus on question structure, vocabulary, open ended written response and rubrics on student data.	Continue to utilize IAB data (grades 3 - 5) for the purpose of small group targeted instruction in order to expose children to general test taking strategies with a focus on question structure, vocabulary, open ended written response and rubrics on student data.	Using data from the IABs, teams will reflect on the efficacy of implementation of HMH Into Reading. This data will be used to drive discussion during Common Planning Time and plan for building based Professional Development for 2025-2026 school year.
	Conduct instructional walkthroughs bi-monthly. Upon completion, review Look Fors and make any needed adjustments in Tier 1 literacy block.	Continue instructional walkthroughs. Upon completion, review Look Fors and make any needed adjustments in Tier 1 literacy block.	Reflect on instructional walkthroughs. Upon completion, review Look Fors and make any needed adjustments in Tier 1 literacy

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			block.
Leading Indicators	K-3 Acadience and 4-5 NWEA data for all students. SRBI Meetings to analyze and all other data points. 3-5 IAB data for all students Heggerty PA Assessment Grade 1 : BOY). CORE Phonic Survey (Grades K - 3) Qualitative Spelling Inventory (Grades 1 - 5) HMH Unit Assessments	K-3 Acadience and 4-5 NWEA data for all students. SRBI Meetings to analyze and all other data points. 3-5 IAB data for all students Heggerty PA Assessment (Kindergarten MOY ; Grade 1 : MOY). CORE Phonic Survey (Grades K - 3) Qualitative Spelling Inventory (Grades 1 - 5) HMH Unit Assessments	K-3 Acadience and 4-5 NWEA data for all students. SRBI Meetings to analyze and all other data points. 3-5 IAB data for all students Heggerty PA Assessment (Kindergarten EOY ; Grade 1 : EOY). CORE Phonic Survey (Grades K - 3) Qualitative Spelling Inventory (Grades 1 - 5) HMH Unit Assessments SBA (Grades 3 - 5)
Lagging Indicators	N/A	N/A	SBA ELA
Equity Goals and Shared Responsibility	Identify students in Hispanic/Latino subgroup to analyze NWEA and Acadience spring and fall 2024 data and provide targeted instruction. Identify High Needs Students	Continue to meet about students in Hispanic/Latino subgroup to analyze NWEA and Acadience data to decide if targeted instruction is working or needs to be adjusted to meet student needs. Continue to follow High Needs Students	Reflect on students in Hispanic/Latino subgroup to analyze NWEA and Acadience data and decide if targeted instruction is working or needs to be adjusted to meet student needs. Reflect on High Needs

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	(HNS) subgroup to analyze NWEA and Acadience spring and fall 2024 data and provide targeted instruction.	(HNS) subgroup to analyze NWEA and Acadience spring and fall 2024 data and provide targeted instruction.	Students (HNS) subgroup data on NWEA and Acadience to provide targeted instruction for the 2025-2026 school year.
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SMART Goal 2

Root Cause Analysis - Based on School Performance

76% of the students in grades 3-5 were at or above proficient on the SBA math standards in Spring 2024.

Grade 3: 82% at or above proficient

Grade 4: 71% at or above proficient

Grade 5: 75% at or above proficient

Jennings NWEA median achievement percentile in math was 78th%ile in Spring 2024.

School's Goal	Increase overall mathematics performance
SMART Goal	By the end of the 2024-2025 school year, indicators of academic growth and development will be met in relation to individualized IAGDs.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% of fourth graders will be at or above proficient on SBA math standards by spring 2025 75% of fifth graders will be at or above proficient on SBA math standards by spring 2025. On NWEA median achievement percentile by spring of 2025 the following grades will: Kindergarten 60th%ile Grade 1 80th%ile Grade 2 70th%ile

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	Grade 3 80th %ile Grade 4 85th %ile Grade 5 83rd %ile
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.

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	Analyzing NWEA and IAB results to identify grade level needs and provide consistent and targeted whole group and small group instruction to improve identified needs.
MOY Results (Expectation/ Reality)	On NWEA median achievement percentile by winter of 2025 the following grades will: Kindergarten 55th%ile Grade 1 78th%ile Grade 2 68th%ile Grade 3 78th %ile Grade 4 84th %ile Grade 5 83nd %ile
EOY Results (Expectation/ Reality)	On NWEA median achievement percentile by winter of 2025 the following grades will: Kindergarten 60th%ile Grade 1 80th%ile Grade 2 70th%ile Grade 3 80th %ile Grade 4 85th %ile Grade 5 83rd %ile
Responsible Individuals	All staff- Principal, Assistant Principal, classroom teachers, math science teacher, special education teachers, paraeducators

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Timeline	September 2024-June 2025
Resources	• Time for planning and professional development for certified and non certified staff. Training as needed for non certified staff on Common Core Math standards and objectives. • Continued training on NWEA analysis and use of results to guide and plan whole and small group instruction. • Time to analyze Math IAB results and plan whole and small group instruction. • <u>Building Thinking Classrooms</u> by Peter Lilledahl • <u>Building Thinking Classrooms Mathematics Tasks for the Thinking Classroom, Grades K-5</u> by Peter Liljedahl and Maegan Giroux.
Budget Implications	Purchase <u>Building Thinking Classrooms Mathematics Tasks for the Thinking Classroom, Grades K-5</u> for grade level teams.

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Discuss 24-25 SIP and review 2023-2024 SBA and NWEA results. Implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding and skills (K-5). Grades K-5 will administer fall assessments and engage in comprehensive analysis of data points with a focus on subgroups (NWEA, fluency, NC baseline) to plan targeted small group instruction to implement during	Review SIP progress and recent NWEA/IAB data. Continue to implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding and skills (K-5). Grades K-5 will administer winter assessments. Will continue comprehensive analysis of data points in meetings with a focus on subgroups, and triangulate with other assessments to determine focus for small group instruction to implement during WINN	Review SIP progress and final NWEA/IAB data. Reflect on the implementation of FPS mathematics curriculum (K-5). Reflect on comprehensive analysis of data points in meetings with a focus on subgroups, and triangulate with other assessments to determine focus for small group instruction for Fall 2025.

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	intervention time. Conduct continuous and frequent conversation between all service providers, General Education teachers, and support staff around support plans for identified students. Provide Professional Development as needed. Introduce and implement effective test taking strategies, with a focus on format, content, question types, and vocabulary. Engage in professional learning opportunities across the grades.	time (District unit assessments, fluency, NC check ups, NWEA, IABs). Conduct continuous and frequent conversation between all service providers, General Education teachers, and support staff around support plans for identified students. Provide Professional Development as needed. Students will practice effective test taking strategies, with a focus on format, content, question types, and vocabulary. Engage in professional learning opportunities across the grades.	(NWEA, SBA, fluency, end of year kindergarten NC check ups). Debrief with each grade level, service providers, support staff, and special education staff, to celebrate and reflect on results and make plans for next school year. Teachers reflect on and share best practices. Reflect on professional learning and set goals for next year.
Leading Indicators	K-5 NWEA data for all students. Meetings to analyze all other math data points. Analysis of 3-5 Oct IAB data for all students.	K-5 NWEA data for all students. Meetings to analyze and all other data points.(Data analysis is Fall 2024 to Winter 2025). 3-5 Jan IAB data for all students.	K-5 NWEA data for all students. Meetings to analyze and all other data points.(Data analysis is Fall 2024 to Spring 2025). 3-5 Mar IAB data for all students. Reflect on IAB data and analyze it with SBA data for all students.

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	K Checkpoint Oct. - analyze for all students.	K Checkpoint Jan. - analyze for all students.	K Checkpoint March and May analyze for all students.
Lagging Indicators	N/A	N/A	SBA Math All Students K-Number Corner benchmark May assessment
Equity Goals and Shared Responsibility	Identify students in Hispanic/Latino subgroup from NWEA spring and fall 2024 data and provide targeted instruction as needed. Identify High Needs students from NWEA spring and fall 2024 data and provide targeted instruction as needed.	Review Hispanic/Latino subgroup data from winter NWEA data and provide targeted instruction as needed. Review High Needs subgroup data from winter NWEA and provide targeted instruction as needed.	Review Hispanic/Latino subgroup data from spring NWEA and SBA data to determine needs for fall 2025. Review High Needs subgroup data from spring NWEA and SBA data to determine needs for fall 2025.

SMART Goal 3

Root Cause Analysis - Based on School Performance

During the 2023-2024 school year, 6.5% of Jennings students were identified as chronically absent. Of those that were chronically absent, 3.5% were High Needs Students.

On the 2024 Spring Climate Survey:

73.9% of students said they felt safe in the school bathroom (22.39% feel unsafe in the bathroom), and 84.3% of students said they felt safe out at recess (14.93% feel unsafe at recess).

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61.2% of students stated there are groups of students who do not make others feel left out (38.8% of students feel there are groups of students who make others feel left out).

School's Goal	Through implementation of strategies and systems which promote a positive, safe and engaging school community, chronic absenteeism will decrease and student climate scores related to safety and acceptance will increase. (Q12, Q17, Q28)
SMART Goal	Chronic absenteeism will decrease to 6% for the entire school by June 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	100% of students who were identified as chronically absent during the 2023-2024 school year will improve their attendance in 2024-2025. 85% of students in grades 3-5 will identify that they feel safe in the school during recess and in the bathroom as indicated by the student climate survey. 85% of students in grades 3-5 will identify that they feel included and accepted across groups and settings as indicated by the student climate survey.
District Improvement Plan Connection	District chronic absenteeism rates will consistently be at 5% for all groups of students by 2027.

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	CASEL framework, Second Step, Responsive Classroom, Mind Up, Restorative Practices, Move This World
MOY Results (Expectation/ Reality)	90% of students who were identified as chronically absent during the 2023-2024 school year will improve their attendance by mid year. 80% of students in grades 3-5 will identify that they feel safe in the school during

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	recess and in the bathroom as indicated by the midyear student climate survey. 80% of students in grades 3-5 will identify that they feel included and accepted across groups and settings as indicated by the midyear student climate survey.
EOY Results (Expectation/ Reality)	100% of students who were identified as chronically absent during the 2023-2024 school year will improve their attendance in 2024-2025.
Responsible Individuals	Classroom teachers, specialists, school psychologist, school social worker, school administrators, para educators, BCBA, additional support staff
Timeline	September 2024-June 2025
Resources	CASEL framework, Second Step, Responsive Classroom, Mind Up, Restorative Practices, Move This World (MTW), literature and lessons to address SEL needs.
Budget Implications	Additional SEL materials

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Administer DESSA and analyze to determine students' needs.	Administer DESSA and analyze to determine students' needs.	Administer DESSA and analyze to determine students' needs to create an EOY action plan for students with behavioral needs.

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	Attendance meetings with all staff members to indicate chronically absent students and monitor their attendance and review behavior EIP students from previous year.	Families of chronically absent students will receive ongoing communication by a designated SEL member through phone calls, meetings, or letters.	Review/reflect on student absences and contact families regarding follow up for the beginning of 2025 school year.
	Beginning to plan SEL lessons that align with Move This World- on acceptance, safety, belonging, inclusivity, etc.	Carrying out the provided calendar of the SEL lessons aligned with Move This World.	Reflect on what worked through SEL lesson administration. What adjustments need to be made for the 2025 school year?
	Schoolwide SEL time to execute lessons/activities with targeted groups based on teacher input including school psychologist/all specialist/related services staff.	Continued schoolwide SEL time to execute lessons/activities with targeted groups based on teacher input including school psychologist/all specialist/related services staff.	Reflect on schoolwide SEL time/small groups.
	Administer school climate survey to students in grades 3-5 and analyze results.	Re-administer school climate survey to students in grades 3-5 and analyze results.	Administer school climate survey to students in grades 3-5 and analyze results.
	Continued training on Restorative Practices for all staff including specialists and support staff.	Monitor understanding of Restorative Practices and implement practices.	Staff reflects on Restorative Practices and what was successful, what they implemented?
	Begin discussions with the SEL committee about Look Fors during walkthroughs. Start discussions with teachers during PLC meetings.	Conduct walkthrough during SEL block/recess to provide support as needed.	Reflect what we previewed in our walkthroughs. Determine Fall 2025 SEL lessons/needed support

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	Provide teachers with completed lesson calendar and time to look through materials on the SEL drive at a monthly PLC.	All staff, including specialists and support staff will provide SEL lessons to students and be involved in conducting small group SEL support.	Staff reflects on SEL blocks (during PLC, Tuesday, or survey) and how their small groups went. What worked? What was challenging?
	Provide classroom teachers with student specific absentee data as related to their class to be reviewed at Monthly PLC meetings.	Regular check ins during PLC meetings to review chronic absenteeism and SEL lessons.	Continued conversation during PLC meetings about chronic absenteeism.
	Classroom teachers and support staff review behavior EIPs (SRBIs) and attend meetings with data to support student goals.	Ongoing review behavior EIPs (SRBIs) with classroom teachers, support staff, and attend meetings with data to support student goals.	EOY review of behavior EIPs (SRBIs) and attend meetings with data to determine next steps.
	SEL committee work to address SEL and absenteeism; identifying roles for each member. (classroom teacher, special education teacher, support staff, specialist, etc).	Ongoing SEL committee meetings meet every 8 weeks to provide any additional materials and review surveys and next steps.	SEL committee meeting reflects on staff feedback from SEL block to determine adjustments for 2025 school year.
	Monthly school wide assemblies K-5 to target SEL focus areas along with DEI topics.	Continue monthly school wide assemblies K-5 to target SEL areas.	Reflect on monthly school wide assemblies and adjust as needed for the 2025 school year.
	Begin implementing school-wide expectations around CARES in the classroom, hallway, bathroom, cafeteria, recess, arrival and	Review current SIP to ensure implementation of the action steps provided.	Reflect on SIP goals for 2024-2025. Determine needs for 2025-2026.

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	dismissal.		
Leading Indicators	Baseline school climate survey Absentee report from 23-24 school year SEL drive with lessons DESSA fall administration	Mid year school climate survey Updated absentee report to identify students chronically absent DESSA winter administration	EOY school climate survey Updated absentee report to identify students chronically absent DESSA spring administration
Lagging Indicators	Review chronic absenteeism data from 23-24 school year Analyze DESSA results	Review updated chronic absenteeism data Analyze DESSA data and determine if students need behavior EIPs	Review final data for chronic absenteeism data for 2024-2025 Analyze DESSA results and determine students needs for articulation in the Fall 2025
Equity Goals and Shared Responsibility	All staff Analyze continuous review of expectations across settings with all staff. Schoolwide designated SEL time and planned monthly assemblies. Provide communication to all parents regarding information around absenteeism at open	All staff Analyze continuous review of expectations across settings with all staff. Continue SEL committee meetings to determine needs and next steps based on walkthrough information. Provide communication to parents of chronically absent students.	All staff Analyze continuous review of expectations across settings with all staff. Continue SEL committee meetings to determine needs and next steps based on walkthrough information. Provide communication to parents of chronically absent students and EOY action plan.

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	house/Monday memo. BCBA/support staff consultation to support student goals for Behavior EIP meetings.	Ongoing BCBA/support staff consultation to support student goals for Behavior EIP meetings.	Review student goals for Behavior EIP meetings with BCBA/support staff.
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