

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	2024-2025

School's Mission/Vision

Empowering creativity, nurturing humanity - together.

Theory of Action

Literacy: If we work collaboratively to implement effective Tier 1 reading instruction (pedagogical strategies, routines, tasks) during the literacy block, then students will be more cognitively engaged, conceptually aware, and skill confident, and their ability to read complex texts at or above grade level will increase.

Numeracy: If we implement targeted, standards-aligned Tier 1 math instruction (pedagogical strategies, routines, tasks) that responds to the individual needs of students, then they will become more cognitively engaged, conceptually aware, and skill confident, and their ability to accurately solve a wide range of numerical tasks will improve.

School Climate: If we teach and reinforce kindness utilizing a variety of cultural, socioeconomic, and learning perspectives through literature and other mediums, then students will demonstrate more empathy and tolerance, leading to a more inclusive, safe school climate for everyone.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Jason Bluestein	Principal		
Mike Glasgow	Assistant Principal		
Julie Sherwood	LAS		
Lisa Henkel	LAS		
Leslie Mackenzie	MST		
Judy Salemme	LMS		
Michelle Levine-Schmitt	Psychologist		
Emily Halderson	Kindergarten Teacher		
Angela Direnno	Special Education Teacher		

Fairfield Public Schools – School Improvement Plan

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. *HNS includes SPED and ELP/MLL students only.

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%/29%	75%/51%	85%/69%	76%/50%	77%/27%
4th	92%/69%	78%/42%	76%/63%	75%/13%	81%/55%
5th	83%/58%	80%/50%	84%/81%	79%/33%	78%/23%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	79.7%/	N/A	77.7%/	64.7%/	N/A

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
3rd	77%/36%	76%/54%	86%/77%	80%/60%	82%/36%
4th	80%/54%	67%/49%	66%/50%	75%/25%	74%/45%
5th	79%/67%	72%/41%	77%/69%	74%/25%	73%/31%

Fairfield Public Schools – School Improvement Plan

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	79.2%/	N/A	69.3%/	71.6%/	N/A

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
5th	72%/54%	64%/33%	76%/58%	72%/57%	73%/31%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	7.5%	15.1%	8.6%	8.0%	6.8%*
High Needs	14.1%	18.5%	12.1%	7.4%	15.4%*

*Includes SPED and ELP students only.

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	74%/NA	86%/64%	89%/67%	76%/38%	91%/56%*
1st	94%/NA	81%/70%	92%/67%	75%/84%	87%/56%*

Fairfield Public Schools – School Improvement Plan

2nd	94%/NA	77%/60%	78%/50%	75%/33%	84%/50%*
3rd	N/A	73%/50%	72%/36%	71%/75%	98%/89%*

*Includes SPED and ELP students only.

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					
2nd					
3rd					
4th	N/A	65%/50%	61%/31%	64%/10%	71%/58%*
5th	N/A	61%/36%	67%/58%	61%/29%	65%/0%*

*Includes SPED and ELP students only.

STAR or NWEA - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS
K					76%/29%*
1st	92%/N/A	85%/73%	96%/83%	90%/100%	63%/37%*
2nd	92%/N/A	80%/67%	74%/62%	85%/80%	82%/42%*
3rd	N/A	76%/53%	88%/64%	80%/63%	75%/46%*

Fairfield Public Schools – School Improvement Plan

4th	N/A	90%/83%	84%/63%	84%/50%	77%/46%*
5th	N/A	73%/43%	88%/83%	80%/43%	68%/12%*

*Includes SPED and ELP students only.

Fairfield Public Schools – School Improvement Plan

SMART Goal 1

Root Cause Analysis - Based on School Performance

Last year, Burr implemented new district assessments and used ongoing progress monitoring strategies to track student progress toward grade level standards. As a result, 78% of students in grades 3-5 met or exceeded proficiency on grade level standards on the 2023-2024 SBA. Additionally, 69% of students in grades 4 and 5 scored above the 60th percentile on NWEA Reading, and 85% scored above the 40th percentile. In the spring administration of Acadience, 91% of kindergarten students, 87% of grade 1 students, 87% of grade 2 students, and 98% of grade 3 students met or exceeded benchmark goal.

This year we will be implementing a new K-5 language arts curriculum with new instructional resources and materials. In order to support this with fidelity, it is imperative to promote horizontal and vertical collaboration in order to reflect, plan, and execute instruction to meet student needs and ensure literacy progress for all students. We have seen positive success with both foundational skills and higher level comprehension work in the past, but we still have much work to do to exceed the 85% proficiency threshold.

School's Goal	Increase overall literacy performance
SMART Goal	85% of students in grades 3-5 will meet or exceed SBA standards in spring of 2025. 70% of high needs students in grades 3-5 will meet or exceed SBA goal (level 3) in spring of 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% of students in grades K-3 will meet or exceed benchmark on Acadience in spring of 2025. 70% of high needs students in grades K-3 will meet or exceed benchmark on Acadience. 75% of students in grades 4 and 5 will score at or above the 61st percentile on NWEA Reading, and 90% will score above the 40th percentile. 60% of high needs students in grades 4-5 will score at or above the 61st percentile on

Fairfield Public Schools – School Improvement Plan



	NWEA Reading.
District Improvement Plan Connection	Program and resource adoption Pre-K - 5 (Academic Strategic Initiative)

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	Plan and implement effective Tier 1 reading instruction (pedagogical strategies, routines, tasks) that is responsive to the needs of students using ongoing formative assessment.
MOY Results (Expectation/ Reality)	75% of students in grades K-3 will meet or exceed benchmark on Acadience. 50% of high needs students in grades K-3 will meet or exceed benchmark on Acadience. 65% of students in grades 4 and 5 will score at or above the 61st percentile on NWEA Reading, and 70% will score above the 40th percentile. 40% of high needs students in grades 4-5 will meet or exceed benchmark on NWEA Reading.
EOY Results (Expectation/ Reality)	85% of students in grades K-3 will meet or exceed benchmark on Acadience. 70% of high needs students in grades K-3 will meet or exceed benchmark on Acadience. 75% of students in grades 4 and 5 will score at or above the 61st percentile on NWEA Reading, and 90% will score above the 40th percentile. 60% of high needs students in grades 4-5 will meet or exceed benchmark on NWEA Reading.
Responsible Individuals	K-5 Classroom Teachers, Special Education Teachers, LAS, Specialists, ELL Teacher,

Fairfield Public Schools – School Improvement Plan



	Assistant Principal, Principal
Timeline	September 2024 - June 2025
Resources	Time (CPT, Faculty Gathering Time, Collaborative Planning Time), District Curriculum and Program Resources (HMH, TC Writing Units, Serravallo Reading and Writing Strategies, Structured Literacy), Assessment Data (Acadience, Heggarty, CORE, Words Their Way, Student work Samples), Professional Learning (HMH Trainers, Learning Walks, Peer Observations)
Budget Implications	Lexia

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Collaboratively establish planning, instruction, and assessment protocols and routines for implementing Tier 1 curriculum. Monitor for effective implementation of literacy standards as they appear in daily lessons. (observations, coaching, etc.) Create and implement systems that connect effective prior pedagogical strategies to new curriculum and Tier 1 instruction through a collaborative weekly Common Planning Time.	Collaboratively strengthen planning, instruction, and assessment protocols and routines for implementing Tier 1 curriculum. Monitor for effective implementation of literacy standards as they appear in daily lessons. (observations, coaching, etc.) Implement and strengthen systems that connect effective prior pedagogical strategies to new curriculum and Tier 1 instruction through a collaborative	Increase grade level team independence with planning, instruction, and assessment protocols and routines for implementing Tier 1 curriculum. Monitor for effective implementation of literacy standards as they appear in daily lessons. (observations, coaching, etc.) Maintain systems that connect effective prior pedagogical strategies to new curriculum and Tier 1 instruction through a collaborative weekly Common Planning Time.

Fairfield Public Schools – School Improvement Plan



	Analyze Acadience, NWEA, CORE, and Heggerty literacy data to plan for student needs. Create and implement systems/protocols to analyze student work to plan for student needs. Implement coaching cycles with a specific focus on effective and responsive Tier 1 reading instruction. Establish vertical collaboration teams to ensure cohesion in schoolwide literacy instruction Implement at least one formal learning walk (as well as a specified number of informal walks) to capture best practices and ensure fidelity of instruction with the Tier 1 Curriculum. Create a framework and protocols for utilizing homework as formative assessment.	weekly Common Planning Time. Analyze Acadience, NWEA, CORE, and Heggerty literacy data to plan for student needs. Maintain systems/protocols to analyze student work to plan for student needs. Implement coaching cycles with a specific focus on effective and responsive Tier 1 reading instruction. Maintain vertical collaboration teams to ensure cohesion in schoolwide literacy instruction Implement at least one formal learning walk (as well as a specified number of informal walks) to capture best practices and ensure fidelity of instruction with the Tier 1 Curriculum. Analyze homework samples K-5 to improve their purpose and relevance.	Analyze Acadience, NWEA, CORE, and Heggerty literacy data to plan for student needs. Maintain systems/protocols to analyze student work to plan for student needs. Implement coaching cycles with a specific focus on effective and responsive Tier 1 reading instruction. Maintain vertical collaboration teams to ensure cohesion in schoolwide literacy instruction. Implement at least one formal learning walk (as well as a specified number of informal walks) to capture best practices and ensure fidelity of instruction with the Tier 1 Curriculum. Analyze homework samples K-5 to improve their purpose and relevance. Revise homework framework and protocols as necessary.
Leading Indicators	Acadience CORE Heggerty NWEA	Acadience CORE Heggerty NWEA	Acadience CORE Heggerty NWEA

Fairfield Public Schools – School Improvement Plan



	Analyze Student Work Words Their Way Spelling HMH Summative IAB's	Analyze Student Work Words Their Way Spelling HMH Summative IAB's	Analyze Student Work Words Their Way Spelling HMH Summative IAB's
Lagging Indicators	N/A	N/A	SBA
Equity Goals and Shared Responsibility	All Burr staff	All Burr staff	All Burr staff

Fairfield Public Schools – School Improvement Plan

SMART Goal 2

Root Cause Analysis - Based on School Performance

Last year, Burr began using NWEA Math as our district assessment. In the spring we had 75% of Kindergarten, 64% of 1st grade, 81% of 2nd grade, 74% of 3rd grade, 76% of 4th grade, and 67% of 5th grade students score at the 61st percentile or above on NWEA math. 82% of 3rd grade, 74% of 4th grade, and 73% of 5th grade students scored proficient or above on the math SBA. There is much to be proud of here, but there is still much to do in order to reach the 80% proficiency target (or higher) for all students.

For the 2024-2025 school year, we plan to build on the work we started last year building thinking classrooms using engaging, non-curricular tasks that promote student conceptual thinking and problem solving skills. We will do this by focusing on strengthening teacher knowledge of math standards in order to provide tier 1 differentiation for all students in grades K-5. Through the use of resources such as IXL, pedagogical strategies that promote routines and systems within the math block, and a fidelity to both the curriculum and Number Corner, we plan to reduce the number of students who enter and remain in math intervention and/or are referred to special education and improve the math performance of our high needs students.

School's Goal	Increase overall mathematics performance.
SMART Goal	80% of students in grades 3-5 will demonstrate mastery (level 3 or 4) on the math SBA in spring 2025. 70% of high needs students in grades 3-5 will demonstrate mastery (level 3 or 4) on the math SBA in spring 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% of students in grades K-5 will score at the 61st percentile or above on NWEA Math. 70% of high needs students K-5 will score at the 61st percentile or above on NWEA Math.
District Improvement Plan Connection	Standards-based professional development with looking at student work protocols. (Professional Development Strategic Initiative)

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	Implement Tier 1 math instruction that is responsive to the needs of every student through the use of engaging tasks and targeted differentiation strategies.
MOY Results (Expectation/ Reality)	70% of students in grades K-5 will score at the 61st percentile or above on NWEA Math. 50% of high needs students K-5 will score at the 61st percentile or above on NWEA Math.
EOY Results (Expectation/ Reality)	80% of students in grades K-5 will score at the 61st percentile or above on NWEA Math. 70% of high needs students K-5 will score at the 61st percentile or above on NWEA Math.
Responsible Individuals	K-5 Classroom Teachers, Special Education Teachers, Math Science Teacher, Specialists, ELL Teacher, Assistant Principal, Principal
Timeline	September 2024 - June 2025
Resources	IXL, <i>Building Thinking Classroom in Mathematics</i> books, dry-erase posters, Number Corner materials/resources, NWEA Math
Budget Implications	<i>Building Thinking Classroom in Mathematics</i> books and dry-erase posters

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Establish routines and systems for effectively implementing Tier 1 curriculum during the math block. Develop routines and structures for effectively incorporating Number Corner into the 60 minute math block and utilizing WIN time for math 2 days per 6 day cycle. Facilitate teacher understanding of grade-level math standards through the unpacking of curriculum units. Administer and analyze results of fall NWEA Math assessment K-5 to plan tier 1 targeted instruction. Implement and analyze IXL diagnostic data for grades 3-5 to plan tier 1 targeted instruction during WIN and math block. Develop and implement a professional learning series (MST) with a focus on data analysis/Tier 1 planning and Building Thinking Classroom pedagogy.	Strengthen routines and systems for effectively implementing Tier 1 curriculum during the math block. Maintain fidelity to Number Corner scope and sequence within the 60 minute math block. Increase WIN time for math to 3 days per 6 day cycle. Share best practices horizontally and vertically. Facilitate teacher understanding of grade-level math standards through the unpacking of curriculum units. Administer and analyze results of winter NWEA Math assessment K-5 to plan tier 1 targeted instruction. Implement and analyze IXL diagnostic data for grades 3-5 to plan tier 1 targeted instruction during WIN and math block. Develop and implement a professional learning series (MST) with a focus on data analysis/Tier 1 planning and Building Thinking Classroom pedagogy.	Increase grade-level independence with routines and systems for effectively implementing Tier 1 curriculum during the math block. Maintain fidelity to Number Corner scope and sequence within the 60 minute math block. Maintain WIN time for math to 3 days per 6 day cycle. Share best practices horizontally and vertically. Facilitate teacher understanding of grade-level math standards through the unpacking of curriculum units. Administer and analyze results of spring NWEA Math assessment K-5 to plan tier 1 targeted instruction. Implement and analyze IXL diagnostic data for grades 3-5 to plan tier 1 targeted instruction during WIN and math block. Develop and implement professional learning series (MST) with a focus on data analysis/Tier 1 planning and Building Thinking

	Utilize monthly CPT and/or morning collaborative time to plan for Tier I math instruction during math block and WIN. Identify and implement <i>Building Thinking Classroom</i> tasks to use during math block. Administer grade 3-5 unit-aligned IABs and analyze results to identify targeted areas of tier 1 instruction. Implement at least one formal learning walk (as well as a specified number of informal walks) to capture best practices and ensure fidelity of instruction with the Tier 1 Curriculum. Form Math Olympiad team for 4th and 5th grade students who demonstrate an interest and/or high level proficiency with math skills. Utilize pre-unit assessment information to guide tier 1 instruction. Create a framework and protocols for utilizing homework as	Utilize monthly CPT and/or morning collaborative time to plan for Tier I math instruction during math block and WIN. Identify and implement <i>Building Thinking Classroom</i> tasks to use during math block. Administer grade 3-5 unit-aligned IABs (including the performance task) and analyze results to identify targeted areas of tier 1 instruction. Facilitate grade 4-5 Math Olympiad team contests. Continue to utilize pre-unit assessment information to guide tier 1 instruction. Analyze homework samples K-5 to improve their purpose and relevance.	Classroom pedagogy. Utilize monthly CPT and/or collaborative time to plan for Tier I math instruction during math block and WIN. Identify and implement <i>Building Thinking Classroom</i> tasks to use during math block. Implement at least one formal learning walk (as well as a specified number of informal walks) to capture best practices and ensure fidelity of instruction with the Tier 1 Curriculum. Facilitate grade 4-5 Math Olympiad team contests. Continue to utilize pre-unit assessment information to guide tier 1 instruction. Analyze homework samples K-5 to improve their purpose and relevance. Revise homework framework and protocols as a staff.
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Fairfield Public Schools – School Improvement Plan



	formative assessment.		
Leading Indicators	Fall Grades K-2 Baseline Assessment Fall Grades 3-5 IXL Diagnostic Grade K-5 Unit Assessments Grade K-5 NWEA Math Gr 3-5 Math IABs Grades 3-5 IXL Snapshot Data Fall Grades 1-5 District Fluency	Grade K-5 Unit Assessments Grade K-5 NWEA Math Gr 3-5 Math IABs and Performance Task Grades 3-5 IXL Snapshot Data Winter Grades 1-5 District Fluency	Grade K-5 Unit Assessments Grade K-5 NWEA Math Gr 3-5 Math IABs Grades 3-5 IXL Snapshot Data Spring Grades 1-5 District Fluency
Lagging Indicators	N/A	N/A	SBA Math for Grades 3-5
Equity Goals and Shared Responsibility	All Burr staff	All Burr staff	All Burr staff

Fairfield Public Schools – School Improvement Plan

SMART Goal 3

Root Cause Analysis - Based on School Performance

Burr's school climate data revealed areas of need with how students treat each other. Kindness and meanness data have remained consistently stagnant during the past three administrations of the school climate data survey. As students gain more access to social media (even at the elementary level) and as the general tenor of how adults treat each other in our nation intensifies, we believe this is an area we need to address.

48% of students in grades 3-5 strongly agree or agree that students at my school treat each other with kindness.
 33% of students in grades 3-5 strongly agree or agree that students at my school are mean to each other.

30 students stated that someone has been mean to them because of what they were wearing.
 37 students stated that someone has been mean to them because of how I looked.
 7 students stated that someone has been mean to them because of what holidays they celebrate.
 16 students stated that someone has been mean to them because of what my family does or doesn't have.

School's Goal	All community members will demonstrate a greater understanding and appreciation for others' cultural, learning, and individual differences.
SMART Goal	By June 2025, 80% of students in grades 3-5 will strongly agree or agree that students at my school treat each other with kindness.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	By June 2025, 80% of students in grades 3-5 will strongly disagree or disagree that students at my school are mean to each other. By June 2025 (grades 3-5): 10 or fewer students will state that someone has been mean to them because of what they were wearing. 10 or fewer students will state that someone has been mean to them because of how they looked. 5 or fewer students will state that someone has been mean to them because of what

Fairfield Public Schools – School Improvement Plan



	holidays they celebrate. 10 or fewer students will state that someone has been mean to them because of what their family does or does not have.
District Improvement Plan Connection	Implement explicit SEL instruction and professional learning. (SEL and Equity Strategic Initiative)

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 Strategies	Implement research based instructional strategies (i.e. restorative practices, mindfulness, perspective taking) to teach and reinforce kindness. Implement the Move this World SEL program with fidelity - incorporating specially-selected read alouds to promote our school climate vision of treating each other with understanding, respect, and responsibility.
MOY Results (Expectation/ Reality)	“Mini-Interviews” or Focus Groups with Students - Anecdotal Conversations with Grades 3-5. Students will report on decreasing levels of mean behavior and increasing levels of kind behavior, specifically related to students’ cultural, learning, and individual differences. 60% of students in grades 3-5 will strongly agree or agree that students at my school treat each other with kindness on informal school survey. 60% of students in grades 3-5 will strongly disagree or disagree that students at my school are mean to each other on informal school survey.
EOY Results (Expectation/ Reality)	By June 2025, 80% of students will strongly agree or agree that students at my school treat each other with kindness on district school climate survey. By June 2025, 80% of students will strongly disagree or disagree that students at my school are mean to each other on district school climate survey.

Fairfield Public Schools – School Improvement Plan



Responsible Individuals	K-5 Classroom Teachers, Paraprofessionals, Special Education Teachers, Support Staff, Specialists, AP, Principal
Timeline	September 2024 - June 2025
Resources	Move This World, SEL Book Lists, Behavior Handbook, Revised Think Sheet, Author Visits and Speakers, Evidence Based Strategies (perspective taking, mindfulness), read aloud texts
Budget Implications	Potential author visits & speakers, read aloud texts

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Teach BURR behavior expectations (handbook.) Revise Think Sheet and train staff on use/implementation. Plan for fall SEL work - August PD days, faculty meetings, etc. (Classroom teachers, SPED, specialists) Implement virtual Friday meets and monthly in-person meetings with a specific focus on kindness and students' cultural backgrounds. Include shout outs and BURR students of the month.	Continue to teach and strengthen BURR behavior expectations (handbook.) Review data related to Think Sheets and revise implementation/fidelity systems as necessary. Plan for winter SEL work - PD days, faculty meetings, etc. (Classroom teachers, SPED, specialists) Continue to implement virtual Friday meets - with a kindness and cultural focus. Include shout outs and BURR students of the month. Continue to publicly share examples of what kindness and cultural	Garner feedback on behavior handbook and behavior expectations with grade 4 and 5 students. Revise handbook/expectations as necessary. Review data related to Think Sheets and revise implementation/fidelity systems as necessary. Plan for spring SEL work - PD days, faculty meetings, etc. (Classroom teachers, SPED, specialists) Continue to implement virtual Friday meets - kindness and

Fairfield Public Schools – School Improvement Plan



	Publicly model and share examples of what kindness and cultural understanding looks like. (Ex. students of the month bulletin board). Develop a plan collaboratively with the Burr IDEA Committee to build connections from school to home and within our community (authors, speakers, etc.) Create and implement a buddy classroom structure with a focus on connection and mentorship. Develop and implement Student Council initiatives for SEL and kindness Create an SEL/School Climate Committee. Focus on planning <i>Move this World</i> / read aloud texts. Schedule CLC specials classes (LLC, Music, Art) to build more cohesion between CLC and general education classrooms. Implement Move This World/Tier 1 units SEL lessons with fidelity K-5. Utilize read alouds centered around unifying themes.	understanding looks like. (Ex. students of the month bulletin board). Support Burr IDEA Committee events including potential visitors and implementation of initiatives. Utilize buddy classes for whole-school meets/events, and continue to build opportunities for connection and mentorship. Continue monthly Student Council SEL and kindness initiatives. Implement monthly School Climate Committee planning sessions with a specific focus placed on <i>MTW</i>/read alouds. Continue CLC specials classes (LLC, Music, Art) to build more cohesion between CLC and general education classrooms. Begin to integrate general education peers for collaborative mentorship. Implement Move This World/Tier 1 units SEL lessons with fidelity K-5. Utilize read alouds centered around unifying themes. Continue Unified Sports team for CLC and their general education	cultural focus. Include shout outs and BURR classroom and special area students of the month. Continue to publicly share examples of what kindness and cultural understanding looks like. (Ex. students of the month bulletin board). Support Burr IDEA Committee events including potential visitors and implementation of initiatives. Utilize buddy classes for whole-school meets/events, and continue to build opportunities for connection and mentorship. Continue monthly Student Council SEL and kindness initiatives. Implement monthly School Climate Committee planning sessions with a specific focus placed on <i>MTW</i>/read alouds. Reflect on strengths and challenges and plan for work in 25-26. Continue CLC specials classes (LLC, Music, Art) to build more cohesion between CLC and general education classrooms. Assess the effectiveness/impact of
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Fairfield Public Schools – School Improvement Plan



	Create Unified Sports team for CLC and their general education peers. Train staff on Restorative Practices and utilize strategies with behavior based incidents.	peers. Utilize Restorative Practices with behavior based incidents. Share case studies and effective practices. Implement at least one formal learning walk (as well as a specified number of informal walks) to capture best practices and ensure fidelity of Move this World and SEL instruction.	this new system. Implement Move This World/Tier 1 units SEL lessons with fidelity K-5. Utilize read alouds centered around unifying themes. Assess the effectiveness/impact of this new system. Participate in Unified Sports Day, if feasible. Assess the effectiveness/impact of this new system. Utilize Restorative Practices with behavior based incidents. Share case studies and effective practices.
Leading Indicators	23-24 School Climate Survey (specifically questions #25 and #31 on Student Survey) Review Chronic Absentee Data 2023-2024 - baseline	“Mini-Interviews” with Students - Anecdotal Conversations with Grades 3-5 Mini-Survey (to be created by Climate Committee) Review mid year attendance data.	Mini-Survey (to be created by Climate Committee) Review spring attendance data.
Lagging Indicators	N/A	N/A	24-25 School Climate Survey (specifically questions #25 and #31 on Student Survey) 80% or more of students will strongly agree or agree that

Fairfield Public Schools – School Improvement Plan



			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.
Equity Goals and Shared Responsibility	All staff will monitor, track, and redirect/reinforce student behavior for evidence of kindness and cultural respect and individual differences, as well as unkind behavior.	All staff will monitor, track, and redirect/reinforce student behavior for evidence of kindness and cultural respect and individual differences, as well as unkind behavior.	All staff will monitor, track, and redirect/reinforce student behavior for evidence of kindness and cultural respect and individual differences, as well as unkind behavior.