

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Timothy Dwight Elementary School	School District	Fairfield Public Schools
Principal's Name	Mimi Maniscalco	School Year	2024-2025

School's Mission/Vision

Dwight School develops life-long learners who are independent flexible thinkers equipped to engage in a global community.

The mission of Dwight School is to develop educated, compassionate citizens who will positively contribute to our ever-changing world. Dwight School is dedicated to inspiring all students to be life-long learners and responsible citizens.

Theory of Action

If we implement best practices in literacy and numeracy instruction, and focus on high leverage strategies to fully engage all students, then they will be able to access grade level standards in reading, writing and mathematics. All students will be engaged, motivated, critical thinkers who will be proficient in reading, writing and mathematics.

If we implement proactive strategies to promote a safe, respectful and inclusive school culture, and regularly communicate with parents, then students will feel valued and connected to peers and adults in the school community. All students will maintain regular attendance.

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School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Mimi Maniscalco	Principal	Nicholas Brophy	Library Media Specialist
Tara Hyder	Assistant Principal	Colleen Dayton	School Psychologist
Karen Carelli	Language Arts Specialist		
Jessica Kensek	Math Specialist		
Joan Robb	Classroom 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	79% / 56%	85% / 22%	76% / 50%	83% / 71%	83% / 50%
4th	86% / 100%	94% / 70%	91% / 91%	77% / 22%	88% / 54%
5th	88% / 73%	93% / 50%	88% / 75%	90% / 50%	80% / 20%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	70.5% / 69%	N/A	85% / 83%	93.2%/51.6%	81.7%/61.3%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
3rd	90% / 67%	96% / 100%	74% / 60%	87% / 69%	88% / 75%
4th	79% / 75%	84% / 57%	91% / 82%	93% / 67%	90% / 69%
5th	75% / 46%	79% / 50%	83% / 50%	83% / 50%	87% / 60%

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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	72.5% / 70.5%	N/A	83% / 61%	94.2%/64.5%	82.7%/72.1%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
5th	82% / 60%	83% / 58%	89% / 75%	75% / 13%	69% / 33%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	5.1%	6.2%	10.9%	6.9%	3.4%
High Needs		7.1%	19.1%	13%	3.6%

Reading % Proficient: Spring (STAR & Acadience)	2020-2021 STAR All / HNS	2021-2022 STAR All / HNS	2022-2023 STAR All / HNS	2023-2024 Acadience All / HNS
Kindergarten	92.3% / NA	80.6% / NA	87% / 80%	94% / 86%
1st	82% / 67%	82% / 25%	76% / 44%	79% / 80%
2nd	77% / 22%	75% / 60%	80% / 50%	89% / 88%
3rd	91% / 55%	86% / 36%	87% / 69%	95% / 60%

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Reading % Proficient - Spring (STAR and NWEA)	2020-2021 STAR All / HNS	2021-2022 STAR All / HNS	2022-2023 STAR All / HNS	2023-2024 NWEA All / HNS
4th	83% / 63%	94% / 45%	79% / 56%	83% / 46%
5th	76% / 45%	89% / 40%	70% / 0%	69% / 30%

NWEA - Math % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS
K	88% / 67%	85% / 22%	84% / 78%	86% / 88%
1st	73% / 33%	94% / 70%	79% / 50%	70% / 43%
2nd	97% / 73%	93% / 50%	87% / 69%	73% / 40%
3rd	97% / 67%	100% / 82%	87% / 67%	88% / 63%
4th	100% / 69%	100% / 50%	83% / 25%	90% / 62%
5th	88% / 67%	85% / 22%	84% / 78%	81% / 50%

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Over the past five years, scores on SBA in ELA demonstrate consistent strong performance with results between 80% - 90% of students scoring at or above expectations across grade levels (with a slight decrease in Grade 4 data for 2023).

- Grade 3: 79% → 76% → 76% → 83% → 83%
- Grade 4: 86% → 84% → 91% → 77% → 88%
- Grade 5: 88% → 85% → 88% → 90% → 80%

High Needs Students (HNS) data over the past five years on SBA in ELA show a significant discrepancy and inconsistency between our high needs students and all students.

- Grade 3: 56% → 73% → 50% → 71% → 50%
- Grade 4: 100% → 50% → 91% → 22% → 54%
- Grade 5: 73% → 50% → 75% → 50% → 20%

School's Goal	Increase literacy performance for all students.
SMART Goal	85% of students in Grades 3 - 5 will meet or exceed SBA standards. The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% of students in grades K - 5 will meet or exceed benchmarks on District Universal screenings at the end of the year
District Improvement Plan Connection	100% of second graders will meet or exceed district wide standards in literacy. 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	Analyze literacy data results from district assessments (Acadience, NWEA, and IAB) to determine targeted grade level standards students need and provide instruction of those skills and concepts to students in all tiers.
MOY Results (Expectation/ Reality)	75% of students in grades K - 5 will meet or exceed Acadience/NWEA benchmarks at the middle of the year.
EOY Results (Expectation/ Reality)	80% of students in grades K - 5 will meet or exceed benchmarks on Acadience/NWEA assessments at the end of the year.
Responsible Individuals	All staff
Timeline	2024 - 2025
Resources	Ongoing weekly grade level meetings, data meetings after each Universal Screening cycle, monthly coaching cycles and professional development for staff to support literacy instruction.
Budget Implications	DWT budget line items for Professional Development and Language Arts Materials

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Discuss SIP and 2023-2024 SBA and NWEA/Acadience results at the beginning of the year faculty meeting.	Revise or modify SIP instructional plans based on district, school, and classroom data and feedback from teachers.	Complete IAB, SBA, NWEA, and Acadience assessments and analyze data for presentation to faculty. Reflect on student progress.
	Review pacing calendar, daily/weekly lessons, structures, new assessments, and classroom routines to successfully launch the implementation of the new HMH Into Reading program.	Provide on-going Professional Development support to review and plan each Module across all grades K-5.	Debrief with each grade level. Celebrate successes, reflect on results, and make plans for the next school year.
	Review norms for the WIN block schedule and refine best practices that will be implemented during the 2024-2025 school year. Identify data that will be used to create groups and instructional goals.	Implement WIN block schedule. Continually analyze assessment data to evaluate and revise instructional goals. Meet on a regular basis to discuss progress related to goals and adjust targeted instruction to meet the needs of all students.	Debrief on the WIN block schedule with each grade level. Celebrate successes, reflect on results, and make plans for the next school year.
	Review and establish norms for administering the NWEA and Acadience Universal Screens during the 2024-2025 school year.	Provide on-going Professional Development support on how to administer the assessments, analyze data, and use results to design instructional plans for students.	Analyze end-of-year assessments. Celebrate successes and reflect on results.

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	Following the first round of Universal Screening, analyze district and classroom literacy assessments to identify areas of need to target/focus whole class and small group instruction.	Review and analyze data from district assessments and make adjustments to instruction based on findings. Meet with teachers on a regular basis to review curriculum pacing, look at student work, review assessment data, and analyze transfer of these skills into reading and writing to determine what adjustments or modifications are required to improve instruction. Work with teachers to analyze data and create small groups for additional instruction for students who are not making growth and/or meeting goals.	Analyze end-of-year district and classroom assessments. Celebrate successes and reflect on results.
	Identify High Needs students who would benefit from extra support and establish goals for these students as a team. Establish a support schedule for these students within the WIN time block.	Continually analyze assessment data and student work of identified High Needs students to evaluate and revise instructional goals and WIN support schedules for these students. Meet on a regular basis to discuss progress related to goals and adjust targeted instruction to meet the needs of all students.	Review and reflect on assessment data for identified High Needs students and celebrate successes. Review the success of the WIN schedule and make plans for adjustments for the following year.
	Establish and review norms and expectations of coaching cycles. Plan and begin coaching cycles focused on the implementation of the new HMH Into Reading Program in Grades K-5.	Re-evaluate coaching needs in grades K-5, and check in with teachers who have had coaching cycles to ensure they are continuing the work of the coaching cycle independently.	Debrief on the coaching cycles with each grade level. Celebrate successes, reflect on results, and make plans for the next school year.

	Establish and review norms and expectations for regularly scheduled grade level meetings focused on analyzing student work, sharing effective instructional strategies and materials, and evaluating student achievement.	Continue to meet with teachers in regularly scheduled grade level meetings focused on analyzing student work, sharing effective instructional strategies, evaluating student achievement, and pacing of FPS Language Arts curriculum to determine what adjustments or modifications are required to improve instructional practices.	Debrief with each grade level. Celebrate successes, reflect on results, and make plans for the next school year.
	Establish that all 3-5 teachers expose students to and practice IAB/FIAB questions monthly beginning in October. Devise a year-long plan with teachers to decide how IABs will be used each month considering intent of the IAB with unit/standards currently being taught. (Examples of how to use IAB's included, but not limited to: administering as a post test, whole class exposure to the IAB to discuss vocabulary and model problem solving, targeting certain questions in whole/small group based off of summative or formative assessment, practicing questions and reviewing concepts for morning work)	Model test taking strategies to students with a focus on how to interpret the structure of SBA questions, format of the assessment, and vocabulary. Work with teachers to analyze IAB data each month and create small groups for additional instruction for students who are not meeting the goal on IABs. During coaching cycles and Professional Development workshops, LAS will share the SBA website with 3-5 teachers to review sample test items, practice tests, and "Tools for Teachers' resources. During grade level coaching sessions, teachers and LAS will discuss and determine how to utilize these resources as part of our monthly planning.	Review with students test taking strategies with focus on structure of questions, format and vocabulary. Plan and hold an SBA kickoff assembly for Grade 3-5 students to get them excited about taking the SBA and celebrate the efforts they have put into preparation.

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	Establish norms and expectations for effectively implementing the SRBI process throughout the year.	Utilize the SRBI process to ensure students are receiving targeted instruction that addresses needs. Meet with teachers regularly to identify students in need, collect work samples and assessment data, plan for instruction, and analyze results.	Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement and ensure students are receiving targeted instruction that addresses needs.
	Establish norms and expectations for collaborative planning sessions with SPED teachers, classroom teachers, MLL and LAS.	Meet monthly with SPED teachers, classroom teachers and LAS in regularly scheduled meetings focused on analyzing student work, sharing effective instructional strategies, evaluating student achievement with Language Arts grade level standards. Make modifications required to improve instructional practices for our SPED students. During this process, SPED teachers, classroom teachers, and LAS will collaboratively write IEP goals.	Meet as a group to celebrate successes, reflect on the year's work, and make instructional plans for next year.

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Leading Indicators	K-3: Acadience - Analyze data for all students and students with high needs Gr 4 & 5 NWEA - Analyze data for all students and students with high needs. Gr 3-5: OCT IABs - Analyze results for all students and students with high needs.	Acadience and NWEA reading performance winter assessment at 75% proficiency. Mid-year reflection on IAB data considering areas of strength and need. IAB performance at 80% at or near standard on IAB and FIAB as indicated in the assessment calendar.	Acadience/NWEA reading performance spring assessment at 80% proficiency. IAB performance at 85% at/ near standard on IAB and FIAB as indicated in the assessment calendar.
Lagging Indicators	% of Students Meeting or Exceeding Benchmark on Spring 2024 SBA All Students 3th, 4th & 5th = 84% High Needs Students = 42% 3rd - 83% / HNS - 50% 4th - 88% / HNS - 54% 5th - 80% / HNS - 20% % of Students Meeting or Exceeding Benchmark on Spring NWEA Reading All Students 4th & 5th = 77% High Needs Students = 39% 4th - 83% / HNS - 46% 5th - 69% / HNS - 30%	N/A	80% of students will meet or exceed SBA standards The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores

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	ADD ACADIENCE DATA % of Students Meeting or Exceeding Benchmark on Spring Acadience Reading All Students K-3 = 89.5% High Needs Students = 83.5% <i>(HNS=SPED and LEP)</i> K - 95% / HNS - 86% 1st - 79% / HNS - 100% 2nd - 89% / HNS - 88% 3rd - 95% / HNS - 60%		
Equity Goals and Shared Responsibility	Subgroup performance on indicators. All Dwight Staff	Subgroup performance on indicators. All Dwight Staff	Subgroup performance on indicators. All Dwight Staff

SMART Goal 2

Root Cause Analysis - Based on School Performance

Ensure comprehensive instruction in all mathematics standards utilizing implementation of FPS curriculum with fidelity in K-5. Focus on SBA Math growth in 2023-24 for students in grades 3-5, with a particular focus on moving students from the meeting range to the exceeding range, and closing the gap on SBA and NWEA by providing targeted instruction for all high needs students.

School's Goal	Increase mathematics performance for all students.
SMART Goal	88% of students in grades 3-5 will meet or exceed on SBA. The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores. Additionally, 55% of students in grades 3-5 will be in the exceeding range on SBA.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% of students in grades K - 5 will be proficient on the NWEA benchmarks at the end of the year.
District Improvement Plan Connection	Mathematics performance, as measured by the SBA (3-8), will close the gap between subgroup proficiency performance by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.

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	Analyze NWEA results to determine targeted grade level standards, student's needs and provide instruction of those skills and concepts to students in all tiers.
MOY Results (Expectation/ Reality)	75% of students in grades K - 5 will be proficient on the NWEA benchmarks at the middle of the year screening.
EOY Results (Expectation/ Reality)	85% of students in grades K - 5 will be proficient on NWEA benchmarks at the end of the year.
Responsible Individuals	All Staff
Timeline	2024-2025 School Year
Resources	Time for planning and prep of materials, regular meetings with instructional leaders, grade level meetings focusing on pacing of units; training as needed for new staff on curriculum and Number Corner, planning for IAB instruction and administration, planning for high needs students with classroom teachers/leadership team/SPED teachers, planning for WIN time (analyzing NWEA results, student work and assessments to guide instruction).
Budget Implications	DWT Budget Line Items for Math Materials

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Discuss SIP and 2023-2024 SBA results at the beginning of the year faculty meeting.	Based on district, school, and classroom data and feedback from teachers, revise or modify SIP instructional plans.	Complete IAB and NWEA assessments including data analysis for presentation to faculty. Reflect on student progress.
	Review norms for the WIN block schedule refine best practices that will be implemented during the 2024-2025 school year. Identify data that will be used to create groups and instructional goals. Establish the in-school personnel who will participate in implementing this initiative.	Implement WIN block schedule. Continually analyze assessment data to evaluate and revise instructional goals. Meet on a regular basis to discuss progress related to goals and adjust targeted instruction to meet the needs of all students.	Debrief on the WIN block schedule with each grade level. Celebrate successes, reflect on results, and make plans for the next school year.
	Establish norms and expectations for collaborative planning sessions with SPED teachers, classroom teachers, and MST.	Meet with SPED teachers, classroom teachers and MST in scheduled monthly meetings focused on analyzing student work, sharing effective instructional strategies, evaluating student achievement with grade level math standards. Make modifications required to improve instructional practices for our SPED students. During this process, SPED teachers, classroom teachers,	Meet as a group to celebrate successes, reflect on the year's work, and make instructional plans for next year.

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	Establish and review norms and expectations for regularly scheduled grade level meetings focused on analyzing student work, sharing effective instructional strategies and materials, and evaluating student achievement.	and MST will collaboratively write IEP goals for students in SPED.	
	Continue to meet with teachers in regularly scheduled grade level meetings focused on analyzing student work, sharing effective instructional strategies, evaluating student achievement, and pacing of FPS Math curriculum to determine what adjustments or modifications are required to improve instructional practices.		Debrief with each grade level. Celebrate successes, reflect on results, and make plans for the next school year.
	Establish and review norms for the Universal NWEA Screener that will be used during the 2024-2025 school year. Review reports and growth reports so teachers can use data to create Tier One implementation plans.	Provide on-going Professional Development on how to administer the NWEA assessments, analyze data given on the reports, and use results to design instructional plans for students.	Analyze end-of-year assessments. Celebrate successes and note trends in the data after having used the assessment for a full year.
	Establish that all 3-5 teachers expose students to and practice IAB/FIAB questions monthly beginning in October. Devise a year-long plan with teachers to decide how IABs will be used each month considering intent of the IAB with unit/standards currently being taught. (Examples of how to use IAB's included, but not limited	Continually use IAB-type questions and problems to support the modeling of test taking strategies, exposure to the structure/format of questions and introduce and practice using vocabulary. Work with teachers to analyze IAB data and student work. Create small groups for additional practice using IAB-like problems to teach concepts during WIN time.	Prior to SBA, determine if there is any vocabulary or problem structures on IABs that students were not yet exposed to in the FPS curriculum. Determine a short term plan to address these needs. Reflect on and make adjustments to how we use IABs during before, during,

	to: administering as a post test, whole class exposure to the IAB to discuss vocabulary and model problem solving, targeting certain questions in whole/small group based off of summative or formative assessment, practicing questions for math warm ups, reviewing concepts for morning work) Implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding and skills. (K-5) Identify High Needs students who benefit from extra support and establish goals for these students as a team. Establish a schedule within the WIN time block to implement support.	Meet with teachers in grade level meetings monthly for curricular check ins to ensure pacing is on target with the FPS pacing guide, work with teachers to identify and focus on priority standards of each unit. Continually analyze assessment data and student work of identified High Needs students to evaluate and revise instructional goals for these students. Meet on a regular basis to discuss progress related to goals and adjust targeted instruction to meet current needs of these students.	and after units. Meet with grade 3-5 teachers to identify any standards/concepts that have not yet been taught prior to SBA and plan how to expose students to these concepts. Meet with grade K-2 teachers to ensure teachers are on pace to cover all grade level standards. Review assessment data for identified High Needs students as a multi-disciplinary team to celebrate successes and reflect on results. Review successes and challenges of the WIN process and make plans and adjustments for the following year.
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Lagging Indicators	SBA Math Data Spring 2024 <table> <tr> <th>Grade</th> <th>All Students</th> <th>HNS</th> </tr> <tr> <td>3rd</td> <td>88%</td> <td>75%</td> </tr> <tr> <td>4th</td> <td>93%</td> <td>69%</td> </tr> <tr> <td>5th</td> <td>87%</td> <td>60%</td> </tr> </table> Based on SBA Math data: High Needs students consistently perform below expected levels and while the the percentage of students meeting on the SBA is something to celebrate, the number of students exceeding (49% in grades 3-5) could be higher NWEA Math Data Spring 2024 <table> <tr> <th>Grade</th> <th>All/HNS</th> </tr> <tr> <td>K</td> <td>86% / 88%</td> </tr> <tr> <td>1st</td> <td>70% / 43%</td> </tr> <tr> <td>2nd</td> <td>73% / 40%</td> </tr> <tr> <td>3rd</td> <td>88% / 63%</td> </tr> <tr> <td>4th</td> <td>90% / 62%</td> </tr> <tr> <td>5th</td> <td>81% / 50%</td> </tr> </table>	Grade	All Students	HNS	3rd	88%	75%	4th	93%	69%	5th	87%	60%	Grade	All/HNS	K	86% / 88%	1st	70% / 43%	2nd	73% / 40%	3rd	88% / 63%	4th	90% / 62%	5th	81% / 50%	N/A	88% of students will meet or exceed on SBA standards The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores 85% of students in grades K - 5 will be proficient on NWEA benchmarks at the end of the year.
	Grade	All Students	HNS																										
	3rd	88%	75%																										
	4th	93%	69%																										
	5th	87%	60%																										
	Grade	All/HNS																											
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4th	90% / 62%																												
5th	81% / 50%																												

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Leading Indicators	September: Gr K-5 Math Number Corner Baseline - analyze for all students and high needs at first Tier One SRBI meeting (optional) Gr 1-5 NWEA Math - analyze for all students and high needs. Gr 3-5: OCT IABs - analyze for all students and high needs.	Gr 1-5 Winter NWEA Math - analyze for all students and high needs. Gr 3-5: Winter IABs- analyze for all students and high needs. IAB performance in ELA and Math 80% at or near standard on IAB and FIAB as indicated in the assessment calendar.	Gr 1-5 NWEA Spring Math - analyze for all students and high needs. 88% of students in grades 3-5 will meet or exceed on SBA. 70% of HNS will meet or exceed SBA standards Additionally, 55% of students in grades 3-5 will be in the exceeding range on SBA
Equity Goals and Shared Responsibility	Subgroup performance on indicators. All Dwight staff	Subgroup performance on indicators. All Dwight staff	Subgroup performance on indicators. All Dwight staff

SMART Goal 3

Root Cause Analysis - Based on School Performance

Our spring 2024 school climate data included many positive highlights to celebrate, such as parents would recommend this school to others, staff are proud of this school, students feel like they are learning at this school. Students feel safe and like to learn at Dwight Elementary School. The vast majority of student climate data is positive and worthy of celebrating. The staff and parent data show some areas that should be focused on to improve our climate. There are common threads in the climate questions listed below.

The survey statements that closely align with fostering a positive, safe and engaging community in which all students, staff and families feel a sense of belonging and connectedness with one another. We strive for all community members to feel seen, heard and loved. Data that shows areas of need from district surveys are listed below.

- Staff Q3: Staff morale is high at this school. 32% disagree
- Staff Q14: The school's discipline program is effective. 60% disagree
- Staff Q15: In this school, there are clear rules against physically hurting and bullying other people and procedures are followed to address transgressors. 44% disagree
- Parent Q14: The rules are fairly and consistently enforced at this school. 30% disagree
- Parent Q15: In my child's school, there are clear rules against physically hurting and bullying other people and procedures are followed to address transgressors. 20% disagree
- Student Q13: Everyone knows and understands the rules at this school. 24% disagree

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School's Goal	Foster a positive, safe, and engaging school community in which all students, staff and families feel a sense of belonging and connectedness with one another. "Seen, heard, and loved"
SMART Goal	By June of 2025, select data points on the district school climate survey will indicate 10% growth from baseline for each question. (See questions in root cause and in evidence of success.)
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Students will show growth on the SEL survey. • Student Q13: Everyone knows and understands the rules at this school. Parent responses will improve on the SEL survey. • Parent Q14: The rules are fairly and consistently enforced at this school. • Parent Q15: In my child's school, there are clear rules against physically hurting and bullying other people and procedures are followed to address transgressors. Staff responses will improve on the SEL survey. • Staff Q14: The school's discipline program is effective. • Staff Q15: In this school, there are clear rules against physically hurting and bullying other people and procedures are followed to address transgressors. 100% classrooms will implement the SEL curriculum, <i>Move This World</i>.
District Improvement Plan Connection	Implement <i>Move This World</i> curriculum.

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	Implementation of Tier 1 SEL curriculum, <i>Move This World</i>, Restorative Practice methodology. a. Presence of School Leadership Team at morning meetings- once weekly b. Morning announcements to offer “shout-outs” c. Differentiated Chorus d. Norms for Screen time at Recess/Dismissal e. Leadership Planning with Grade 5 teachers, SPED, and Specialists f. Daily reinforcement of Dwight Rules g. Focusing Student Council Efforts toward more Leadership Initiatives h. Establish Principal Advisory Committee
MOY Results (Expectation/ Reality)	Growth on mid-year surveys.
EOY Results (Expectation/ Reality)	10% growth from baseline on select EOY survey questions.
Responsible Individuals	School Climate Committee and IDEA Committee
Timeline	September 2024 - June 2025
Resources	<i>Move This World</i> curriculum, Restorative Practice Training for teachers, paraeducators and administrators
Budget Implications	Funding for materials and professional development

Goal 3 - Implementation and Milestones

Implementation Milestones	Beginning of the Year	Middle of the Year	End of the Year
	Implement Move This World with a focus on the following skills: self awareness, flexible problem solving and conflict resolution.	Continue implementation and observe progress during walkthroughs in class and during unstructured times. Monitor progress using principal referrals.	Continue implementation and observe progress during walkthroughs in class and during unstructured times. Monitor progress using principal referrals.
	Leadership planning meeting with 5th grade teachers, SPED, and specialists to plan for student support and success.	Check-ins with the team. Collect and reflect on minutes from team meetings.	Reflect on overall progress. Team reflection on result of plan
	Administration will meet with the teacher representative to discuss a Student Council shift toward school community enhancement and student leadership.	Ongoing community activities, ie: collections, engaging senior citizens, high school seniors.	Reflect on Student Council development.
	Establish a class community and communicate classroom expectations.	Remind, reinforce expected behaviors and hold students accountable. Class “family meetings” to address concerns.	Remind, reinforce, reflect expected behaviors and hold students accountable. Class “family meetings” to address concerns and reflect on the community.
	Provide whole class instruction on expected behaviors across all school settings.	Review of whole class expected behaviors across all school settings.	Continued review of whole class expected behaviors across all school settings.
	Create an SEL student survey and administer it within the first 2 weeks of school.	Readminister survey and reflect on data	Final administration of survey. Reflect on data.

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	Create and administer a parent survey. Reflect on data. Plan adjustments and set goals.	Readminister survey and reflect on data	Final administration of survey. Reflect on data.
	Pilot inviting special guests to join lunch tables to facilitate conversations and manners. BOY: Grade K (weekly) Structured conversations, e.g. "Please and thank you"	Reflect on special guest participation and value and decide whether to continue	Reflect on the impact of special guests at lunch.
	Introduce leadership opportunities to students grades 4-5. Review student interest and assigned leadership jobs	Meet with students to review leadership participation, review performance, and adjust/reassign leadership opportunities	Meet with students to review leadership participation and provide feedback/self-reflection
	Plan regular all-school meetings.	Continue to review and reinforce target SEL skills including self awareness, flexible problem solving, conflict resolution, goal setting, and effective communication.	Celebratory all school meetings focused on student growth, successes, and whole school reflection on the 2024-2025 school year.
	Implement Behavior SRBI process by creating areas of focus.	Behavior SRBI Team to meet to review data in September, December, March and EOY to plan intervention/support	Review end of year SRBI Data
	Reinforce pledge and Dwight Rules and establish Dwight Constitution signed by students, shared with parents.	Daily recitation of student pledge and school rules during morning announcements or by class in morning meetings.	Daily recitation of student pledge and school rules during morning
	Share school goals at Open House.	Ongoing parent communication	Ongoing parent communication

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	Establish a Principal's Advisory Committee consisting of representatives from Grades 4 & 5, reconfigured each marking period, with a goal of identifying student concerns or sharing ideas in order to assure that students feel seen, heard, and loved.	Continue to meet with student advisors	Reflect on Principal's Advisory Committee
	Restorative Practices training to administrators, teachers and paraeducators	Staff training in Restorative Practices	Implement Restorative Practices in classrooms and staff meetings
Leading Indicators	Review SRBI data. Review IC behavior data Review 2024 DESSA data.	Monitor SRBI data and SRBI process. Review IC behavior data for planning. Review Winter 2025 DESSA data.	- Review behavior SRBI data. - Reflect on behavior SRBI process. - Review absentee reports. - School Climate Data 2024-2025.
Lagging Indicators	Review 2023-24 SRBI data. Review 2023-24 IC behavior data Review 2023-24 DESSA data. Review School Climate Data 2023-2024	Review Winter 2024 DESSA data. Review mid-year attendance data -baseline.	Less than or equal to 7.5% of Dwight students will be indicated as Tier 3 on DESSA Mini Spring 2025 Assessment.
Equity Goals and Shared Responsibility		Tracking SEL survey data. Responding to SEL survey data for all students.	Tracking SEL survey data. Responding to SEL survey data for all students.

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