Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Stratfield Elementary School	**School District**	Fairfield Public Schools
Principal's Name	Elizabeth McGoey	**School Year**	2024-2025

School's Mission/Vision

The mission of Stratfield Elementary School, in partnership with families and communities is to provide students with a diverse curriculum that empowers each child to continue to grow as strong, secure individuals who are able to joyfully face life's many challenges with confidence. Stratfield School is dedicated to inspiring independent learners who are responsible citizens that contribute positively to a global community.

Theory of Action

If we focus literacy instruction to improve students' efficient decoding and comprehension skills and teach students to transfer these skills into authentic reading experiences, then students will be cognitively engaged and intrinsically motivated and overall literacy skills will improve.

If we embed questioning and problem solving into the implementation of math curriculum standards with fidelity, then students will persevere and transfer skills in the application of real world problems leading to increased achievement in mathematics.

If we provide staff with viable curricula and professional development aligned with our goals to create a safe and trusting school culture where students feel connected and valued then attendance will increase.

School Improvement Plan (SIP) Representatives

Liz McGoey	Principal	MaryJo French	Assistant Principal
Andrea Pepe	LAS/Coach	Kelly Jasper	Grade 4 Teacher
Amy Lacey	MST		

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	69%/43%	54%/31%	75%/72%	44%/27.8%	51%/28.57%
4th	79%/31%	62%/44%	60%/30%	76%/76.4%	64%/39.13%
5th	76%/42%	82%/46%	79%/43%	67%/33.3%	84%/61.53%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	79%/68%	N/A	78%/66%	71.8%/64.40%	74.3%/71.8%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
3rd	74%/50%	63%/38%	70%/64%	56%/22.2%	66%/52.38%
4th	66%/46%	40%/33%	62%/40%	71%/50%	50%/26.09%
5th	61%/17%	68%/31%	67%/57%	60%/27.8%	67%/23.08%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	73%/71%	N/A	79%/72%	74.6%/75.4%	67.3%/60.60%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
5th	73%/71%	N/A	79%/72%	74.6%/75.4%	74%/46.15%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	5.2%	5.3%	6.7%	6.7%	6.5%
High Needs	8.5%	9.8%	10%	9.0%	13.7%

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		63%/63%	66%/64%	67%/	78%/67%
1st		61%/28%	62%/43%	59%/50%	62%/43%
2nd		82%/73%	68%/42%	61%/31.3%	67%/13%
3rd		56%/33%	75%/35%	58%/62.6%	75%/69%

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		61%/36%	51%/26%	65%/23.5%	57%/40%
5th		66%/27%	66%/36%	52%/30%	73%/70%

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					73%/NA
1st		65%/33%	63%/57%	63%/60%	47%/40%
2nd		69%/55%	68%/53%	64%/41.2%	64%/75%
3rd		56%/27%	75%/47%	61%/61.1%	57%/67%
4th		48%/36%	63%/37%	80%/29.4%	56%/53%
5th		80%/55%	75%/64%	75%/60%	52%/70%

SMART Goal 1

Root Cause Analysis - Based on School Performance

Over the past three years, there has been an increase in gr. 5 longitudinal data. There has been a 9% increase in proficiency from 2021 to 2024.

Over the past two years, there has been a 20% increase in longitudinal data from the third grade 2022 to gr. 4 in 2024 on the ELA portion of the SBA.

2022 - 2024 ELA
● Grade 3 cohort: 75%, 76%, 84%
2023 - 2024 ELA
● Grade 4 cohort: 44%, 64%

There is a discrepancy among the special education, hispanic, black and white cohort in ELA. Our special education and hispanic students are consistently performing below the proficiency level compared to the white cohort as measured by the 2024 SBA ELA.
● Grade 3: % SPED Meeting: 31.3% (compared to 63.2% of white students)
● Grade 3: % Hispanic/Latino Meeting: 23% (compared to 63.2% of white students)
● Grade 3: % Black Meeting: 0% (compared to 63.2% of white students)
● Grade 4: % SPED Meeting: 26.7% (compared to 78% of white students)
● Grade 4: % Hispanic/Latino Meeting: 44.4% (compared to 78% of white students)
● Grade 4: % Black Meeting: 0% (compared to 78% of white students)
● Grade 5: % SPED Meeting: 57.1% (compared to 89.1% of white students)
● Grade 5: % Hispanic/Latino Meeting: 75% (compared to 89.1% of white students)
● Grade 5: % Black Meeting: 0% (compared to 89.1% of white students)

Data from the 2023-2024 SBA results in ELA shows the Asian cohort are consistently performing above the proficiency level as compared to the white cohort as measured by the 2023 SBA ELA.

● Grade 3: % Asian Meeting: N/A
● Grade 4: % Asian Meeting: 100% (compared to 78% of white students)
● Grade 5: % Asian Meeting: 100% (compared to 89.1% of white students)

School's Goal	Increase overall literacy performance
SMART Goal	73% of students in grades 3 - 5 will meet or exceed SBA standards on the ELA portion of the 2025 spring SBA. There will be a 15% increase in high needs students (HNS) meeting or exceeding SBA standards.
Evidence of Success 1 IAGDs *minimum* Inclusive and Equitable	73% of students in K-5 will meet or exceed benchmarks on district assessments in May 2025. There will be a 15% increase from the fall baseline in high needs students (HNS) meeting or exceeding standards as measured by May 2025 administration of district assessments.
District Improvement Plan Connection	100% of second graders will meet or exceed district wide standards in literacy.

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	Whole group and small group targeted phonics instruction to strengthen decoding skills K-2. Whole group and small group instruction to strengthen comprehension and vocabulary skills K-5.
MOY Results (Expectation/ Reality)	There will be a 10% increase from baseline of students in K-5 who will meet or exceed benchmark on mid year literacy assessments.
EOY Results (Expectation/ Reality)	73% of students in gr. 3 - 5 will meet or exceed SBA standards on the ELA portion of the 2025 spring SBA.

	There will be a 15% increase for high needs students (HNS) meeting or exceeding standards as measured by the 2025 spring SBA
Responsible Individuals	**All staff**
Timeline	**September 2024 to June 2025**
Resources	**HMH Resources - digital and texts, Heggerty Phonemic Awareness, Coaching Cycles by LAS, time for planning, Decodable Text Protocol and Decodables (Whole Phonics, Flyleaf, and Benchmark Decodables), LiteracyHow books, Bridge the Gap, SPIRE, UFLI, Rewards, Making Connections, MegaWords, HD Word, resources for EL instruction (reach out to Julie Heller), NCII spreadsheets for data collection, CORE Phonics Screener, NWEA MAP and Acadience for screener/progress monitoring, and continued professional development for all staff in supporting small group instruction.**
Budget Implications	**Stratfield budget line items for professional development and language arts material.**

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Discussion of SIP and 2023-2024 SBA results to discuss grade level trends and individual student needs. LAS to create a digital data wall to guide data analysis.	Midyear faculty meeting to review winter district assessment results and determine trends and individual student needs. Teachers will continuously adjust data walls based on latest progress monitoring.	End of year faculty meeting to review spring data results to determine progress and inform next year's SIP.Analysis of data wall/progress monitoring/summative assessment correspondence.
	Review pacing calendar to go over	Provide on-going Professional	Reflect with each grade level

lessons, new assessments, and classroom routines to successfully implement the new HMH Into Reading Program.	development support to review and plan the Modules across each grade level.	on how the role out of the new curriculum went including successes and needs for the next school year
Create and review norms for WIN block schedule and review best practices that will be implemented during the 2024-2025 school year. Identify the data that will be used to create groups and instructional goals.	Implement WIN Block Schedule. Analyze assessment data regularly to evaluate and revise instructional goals.	Reflect with each grade level on successes and what changes need to be made for next year.
All 3-5 grade teachers will administer the IAB's monthly.	Analyze monthly IAB data and tie to instructional focus areas to guide small group instruction.	Review SBA data to see how monthly IAB use affected data.
Provide instruction and professional development around accountable talk/partnerwork strategies.	Explicit teaching of accountable talk/partnerwork strategies.	Reflect on partnerwork. Celebrate successes and make adjustments as needed.
Develop SBA strategy binder for grades 2-5 in order to target vocabulary and strategy work throughout the year.	Use IABs to track student progress and adjust small group instruction on a continual basis.	Review and analyze end-of-year SBA data to gauge progress.
Discuss and refine current push-in model for service providers (i.e. SPED, MLL, interventionists) to create cohesion.	Continue implementation of push-in model with cohesion and self-assess how the process is going.	Reflect upon push in model and tweak the process as deemed necessary.

LASs to create protocol for the use of a vocabulary word wall in grades K-5.	Teachers will implement vocabulary word wall protocol.	Analyze vocabulary IAB to determine strengths/weaknesses of vocabulary protocol.
Implementation of monthly Sped collaboration with grade levels in addition to attendance at weekly grade level meetings.	Meet monthly with SPED, Classroom teachers and LAS's in data driven grade level meetings to ensure alignment of practices.	Reflect on the year's work and make adjustments as necessary for the following year.
LAS will meet with paras to provide general strategies to help drive student success.	Paras will utilize strategy-work when meeting with students/working with small-groups.	Debrief with paras to see what additional supports are needed for the upcoming year.
Leadership team to drive professional development centered around play-based learning in Kindergarten and schedule visits to Riverfield to observe the process.	Kindergarten teachers to implement play-based learning protocols with continuous feedback from the leadership team.	Reflect on implementation of play-based learning and make adjustments for the following year.
3X/year literacy information sessions for parents held by LASs.	Mid-year literacy information sessions for families.	Home and school connection with literacy tips and challenges to engage students in reading over the summer months. End of year literacy make and take session to promote summer reading.
Establish expectations for coaching cycles and communicate to all staff. Plan and begin coaching cycles with a focus on	Review feedback from staff K-5/SPED, and set plan into place to ensure all staff are able to engage in a coaching cycle.	Debrief on coaching cycles and utilize feedback to drive further coaching.

	HMH implementation. Google form provided to staff to enter feedback.		
Leading Indicators	SBA results from 2024: Gr. 3: 51%/28.57% Gr. 4: 64%/39.13% Gr. 5: 84%/61.53% K-3 Acadience Composites: K: 78%/67%HNS 1st: 62%/43%HNS 2nd: 67%/13%HNS 3rd: 75%/69%HNS CORE Assessment - K-3 Gr 4 & 5 NWEA Reading: 4th: 57%/40% HNS 5th: 75%/69% HNS Gr 4 & 5 NWEA Language: 4th: 43% 5th: 72% Gr 3-5: Monthly IABs		
Lagging Indicators	N/A	N/A	73% of students in gr. 3-5 will be at or above goal on the ELA portion of the 2024 spring SBA. There will be a 15% increase from the fall baseline in high

			needs students (HNS) meeting or exceeding standards as measured by May 2025 administration of district assessments.
Equity Goals and Shared Responsibility	Cohort data indicators: Baseline: Gr. 3-5 High Needs: 71.80% All Stratfield Staff Responsible	Cohort data indicators: High Needs: All Stratfield Staff Responsible	Cohort data indicators: High Needs: All Stratfield Staff Responsible

SMART Goal 2

Root Cause Analysis - Based on School Performance

Over the past three years, there has been a decrease in longitudinal data from the third grade 2021 cohort from 70% to 66% in the 2023-2024 school year (fifth grade).

Over the past three years, there has been a decrease in longitudinal data from the fourth grade 2021 cohort from 62% to 50% in the 2023-2024 school year (fourth grade).

2022 - 2024 Math
- Grade 3 cohort: 70%, 56%, 66%

2022 - 2024 Math
- Grade 4 cohort: 62%, 71%, 50%

There is a discrepancy among the special education, hispanic, and white cohort in ELA. Our special education, black and hispanic students are consistently performing below the proficiency level compared to the white cohort as measured by the 2023 SBA ELA.
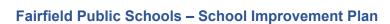- Grade 3: % SPED Meeting: 62.5% (compared to 73.7% of white students)
- Grade 3: % Black Meeting: 0% (compared to 73.7% of white students)
- Grade 3: % Hispanic/Latino Meeting: 46.2% (compared to 73.7% of white students)
- Grade 4: % SPED Meeting: 26.7% (compared to 56% of white students)
- Grade 4: % Black Meeting: 0% (compared to 56% of white students)
- Grade 4: % Hispanic/Latino Meeting: 22.2% (compared to 56% of white students)
- Grade 5: % SPED Meeting: 14% (compared to 71.7% of white students)
- Grade 5: % Black Meeting: 0% (compared to 71.7% of white students)
- Grade 5: % Hispanic/Latino Meeting: 25% (compared to 71.7% of white students)

Data from the 2023-2024 SBA results in Math shows the asian cohort in 4th performed above the proficiency level as compared to the white cohort and 5th performed above the proficiency level as compared to the white cohort as measured by the 2023 SBA Math.
- Grade 3: % Asian Meeting: N/A
- Grade 4: % Asian Meeting: 50% (compared to 56% of white students)
- Grade 5: % Asian Meeting: 100% (compared to 71.7% of white students)

School's Goal	Increase overall mathematics performance
SMART Goal	75% of students in grades 3 - 5 will meet or exceed SBA standards on the Math portion of the 2025 spring SBA. There will be a 15% increase in high needs students (HNS) meeting or exceeding SBA standards.
Evidence of Success 1 IAGDs *minimum* Inclusive and Equitable	75% of students in K-5 will meet or exceed benchmarks on NWEA in May 2025. There will be a 15% increase from the fall baseline in high needs students (HNS) meeting or exceeding standards as measured by May 2025 administration of NWEA
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	Focus on questioning and engaging students in productive struggle during the APS portion of the balanced math model in order to move each student up the math continuum. Implementation of Number Corner K-5 with fidelity. Looking at Student Work Protocol to examine student understanding and drive small group instruction and 1:1 conferencing.
MOY Results (Expectation/ Reality)	There will be a 10% increase from the baseline of students in K-5 who will meet or exceed benchmark on mid year math assessments.
EOY Results (Expectation/ Reality)	75% of students in gr. 3 - 5 will meet or exceed SBA standards on the math portion of the 2025 spring SBA.
Responsible Individuals	All Staff
Timeline	September 2024 - June 2025
Resources	Number Corner materials, Fairfield Balanced Math Model, time for planning and pacing, NWEA/MA, <u>Your Mathematics Standards Companion</u> books for all grade levels, professional development with MST on questioning, strategies from <u>Building Thinking Classroom</u> by Peter Liljedahl. Consultation and Monthly meetings with the Director of Mathematics.
Budget Implications	Stratfield budget line items for professional development and mathematics materials.

Goal 2 - Implementation and Milestones

	Beginning of the Year	**Middle of the Year**	**End of the Year**
Implementation Milestones	Discuss SIP and 2024-2025 SBA results to determine grade level trends, classroom trends, and individual student needs.	Based on district, school, and classroom data and feedback from teachers, revise or modify instructional plans.	Reflect on all math assessments and student growth as a faculty.
	Review procedures for the WIN block and best practices to be implemented. Identify groups and instructional goals through data with particular attention to High Needs Students.	Continuously analyze assessment / progress monitoring 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 with specific attention to High Needs 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 data implications.
	Establish norms and expectations for collaborative planning meetings with SPED, classroom teachers, and MRT.	Meet with SPED teachers, classroom teachers and MRT in scheduled monthly meetings to analyze student work, share effective instructional strategies, and evaluate student achievement pertaining to grade level math standards.	Meet as a group to celebrate successes, reflect on the year's work, and make instructional plans for next year.
	MRT to collaborate with Leadership to create a digital math data wall to guide data analysis.	Teachers will continuously adjust data walls based on latest progress monitoring.	Analysis of data wall/progress monitoring/summative assessment correspondence.

Establish a process with all 3-5 teachers to practice IAB/FIAB questions to expose students to on a monthly basis. Plan with teachers to decide how IABs will be used each month based on the intent of the unit/standards taught.	Determine if there is any vocabulary or problem structures on IABs that students were not yet exposed to through the FPS curriculum. Continuously use IAB-type questions and problems to support the modeling of test taking strategies, exposure to the structure/format of questions and the introduction and practice of using math vocabulary.	Reflect on and make adjustments to how we use IABs before, during, and after units.
SBA resource binder grades 2-5 organized by month in math to outline test taking strategies with focus on structure of SBA questions, format, and vocabulary, multiple choice format, process of elimination, close reading, and rereading strategies.	Students in grades 2-5 will continue to utilize SBA resource binder and test taking strategies with focus on structure of SBA questions, format, and vocabulary. Adjustments to be made based upon current IAB data per grade levels - 3-5.	Students in grades 2-5 will continue to utilize SBA resource binder and test taking strategies with focus on structure of SBA questions, format, and vocabulary. Adjustments to be made based upon current IAB data per grade levels - 3-5.
Monthly home school connection to include math tips and challenges K-5.	Continue a monthly home school connection to include math tips and challenges K-5.	Continue a monthly home school connection to include math tips and challenges K-5.
Monthly meeting to include Principal, Assistant Principal, Executive Director K12 Math & Stem, and Math Resource Teacher.	Continue monthly meetings to include Principal, Assistant Principal, Executive Director K12 Math & Stem, and Math Resource	Reflect upon work discussed at monthly meetings with Principal, Assistant Principal, Executive Director K12 Math & Stem, and Math Resource Teacher.

		Teacher.	
	MRT to continue to integrate productive struggle concepts throughout GLM.	Continue to focus on providing teachers with strategies from Building Thinking Classroom by Peter Liljendahl to support students in productive struggle.	Reflect on strategies from Building Thinking Classroom by Peter Liljendahl that were successful in engaging students in productive struggle.
Leading Indicators	SBA results from 2024: 3rd: 66%/52.38% 4th: 50%//26.09% 5th: 67%/23.08% NWEA results from Spring 2024 K- 73%/NA 1 - 47%/40% 2 - 64%/75% 3 - 57%/67% 4 - 56%/53% 5 - 52%/70% *September 2024:* ● Analyze Baseline Assessments - K-5 ● Analyze NWEA Assessment 4-5- HNS and ALL *October 2024:* ● Analyze IAB's 3-5 - HNS	*November, January:* ● K Number Corner Check Up Assessments ● Analyze NWEA Assessment 4-5- HNS and ALL ● Math (TBD) Benchmark Analyze HNS and ALL *February/March:* ● Analyze IAB's 3-5 - HNS and ALL	*March/May:* K - Number Corner Checkup Assessments ● Analyze NWEA Assessment 4-5- HNS and ALL ● Math (TBD) Benchmark Analyze HNS and ALL

	and ALL		
Lagging Indicators	N/A	N/A	SBA Math - Grades 3-5 All School and HNS
Equity Goals and Shared Responsibility	Cohort data indicators: Baseline: Gr. 3-5 High Needs: 60.60% All Stratfield Staff Responsible	Cohort data indicators: High Needs: All Stratfield Staff Responsible	Cohort data indicators: High Needs: All Stratfield Staff Responsible

SMART Goal 3

Root Cause Analysis - Based on School Performance

We have decreased our percentage of chronically absent students by 0.2% for all students and 4.8% of HNS Chronically Absent for the 2023-24 school year. Percentages by grade level for the 2023-24 school year are as follows:

K- 6.1%
1 - 12.5%
2 - 5.6%
3 - 6.1%
4 - 3.0%
5 - 1.8%

On the spring 2024 School Climate Survey, students in grades 3-5 report:

Question 17: I have seen students being hurt at school more than once by other students = 62.24% (strongly agree/agree)

On the school based survey administered in the spring of 2024:

- 76.8% of students responded "agree/strongly agree" that they enjoy coming to school each day
- 90.2% of students responded "agree/strongly agree" that they feel safe and included at school

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 kindness, school connectedness, and inclusivity will increase.**
SMART Goal	**Chronic absenteeism will decrease to 6.0 percent or less for all students. HNS absenteeism will decrease by 5%.** - On the spring 2025 School Climate Survey, 20% of students will answer disagree/strongly disagree to the statement, *There are groups of students*

	who make others feel left out. (Q. 28)
Evidence of Success 1 IAGDs *minimum* Inclusive and Equitable	**On the spring 2025 School Climate Survey, 50% of students in grades 3-5 will respond disagree/strongly disagree to question number 28 "There are groups of students who make others feel left out."**
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	Implementation of Tier 1 SEL Curriculum, Move this World, Restorative Practices, Mind-Up, Responsive Classroom Sto
MOY Results (Expectation/ Reality)	Student behavior data and incident reports analyzed at monthly school climate meetings.
EOY Results (Expectation/ Reality)	● Chronic absenteeism will decrease to 6.0 percent or less for all students.
Responsible Individuals	100% of staff. Monitored by School Climate Team (Attendance Review) on a monthly basis.
Timeline	September 2024 - June 2025
Resources	Mind Up books and resources, Second Steps, Responsive Classroom materials and reference books, Being the Change, SEL Teacher Resources, *Move this World* Materials and Professional Learning, PD from the DEI/SEL teacher leader, consultation time with school psychologist and social worker, Tier 1 behavior SRBI, staff professional learning time
Budget Implications	Funding for materials and professional development

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	To improve staff morale through building based morale boosting activities: - Monthly Special - Sunshine treats - Whole staff spirit days - Monthly assembly with staff involvement Support for staff on new initiatives through grade level meetings and faculty meetings Establish SEL plan for monthly lessons for grade levels with specific topics, 3X's per year. Consistent expectations reviewed by administration and all staff in classrooms at the beginning of the year. Visuals in all areas of the building and displayed throughout the building- to be reviewed at a beginning of year assembly.	Sunshine Committee to meet to continue to plan staff activities to boost morale. - Holiday Party - Monthly Special - Sunshine treats - Whole staff spirit days - Monthly assembly with staff involvement Support for staff on new initiatives through grade level meetings and faculty meetings SEL plan for monthly lessons for grade levels with specific topics. 3X's per year Revisit expectations in school-wide assembly. Consistent expectations reinforced by all staff in all areas of the building.	Continue to improve staff morale through building based morale boosting activities: - Monthly Special - Sunshine treats - Whole staff spirit days - Monthly assembly with staff involvement - End of Year Party Support for staff on new initiatives through grade level meetings and faculty meetings SEL plan for monthly lessons for grade levels with specific topics. 3X's per year including Consistent expectations reinforced by all staff in all areas of the building

Communication to all families of expectations.	Communication to families reminding of expectations - January 2025	Communication to families reminding of expectations
Explicit K model by Mr. Cote for playing with equipment at recess.	Revisit K and model as appropriate	Revisit K and model as appropriate
School Climate Committee with a focus on attendance, behavioral support, and planning whole school assemblies.	School Climate Committee with a focus on attendance, behavioral support, and planning whole school assemblies.	School Climate Committee with a focus on attendance, behavioral support, and planning whole school assemblies.Disaggregation of incident report data to include areas of strength and areas needing support.
Continuation and Implementation of Responsive Classroom strategies which includes morning messages, morning meetings, and mindful practice across all classrooms	Review Responsive Classroom strategies and what is working or what needs to be changed to be most effective for teachers	Disaggregation of data to include grade levels in need of support.

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| Continue to train staff on Restorative Practices. Continue implementation of **Move this World** led by Kristin and Meg. | Continue Staff training on Restorative Practices.Implementation of Restorative Practices and **Move this World** led by Kristin and Meg. | Reflection and Google feedback form to be reviewed on Restorative Practices and **Move this World** implementation. |
| Student of the month highlighted in special area classes during | Student of the month highlighted in special area classes during monthly | Student of the month highlighted in special area |

	monthly assembly	assembly	classes during monthly assembly
	Focus on students exhibiting social concerns. Refer students to SRBI	Continue to refer students for behavioral intervention as needed and meet as a team to strategize.	Reflect upon the behavioral referral process and refine.
	Continue positive office referrals. Display student accomplishments and positive actions with a Principal's Proud Wall" in a highly visible area	Continue positive office referrals and displaying of student accomplishments on "Principal's Proud Wall"	Review implementation of positive office referrals. Display student accomplishments and positive actions with a "proud wall" in a highly visible area and principal's board.
	Student Shout- out written by staff for students who are exhibiting school behaviors: Being Safe, Being Kind, and Being Respectful.	Continue Student Shout- out written by staff students who are exhibiting Being Safe, Being Kind, and Being Respectful. Staff members	Continue Student Shout- out written by staff students who are exhibiting Being Safe, Being Kind, and Being Respectful. Staff members
	Focus on empathy and perspective taking professional development led by SEL leaders.	Continue working on empathy and perspective taking with SEL leaders..	Analyze end of year survey and review steps taken toward understanding empathy and perspective taking
Leading Indicators	Spring District Survey to serve as Baseline Absentee Reports	Absentee Reports	Spring 2025 District School Climate Survey Absentee Reports

Lagging Indicators	Review Chronic Absentee Data 2023-2024 baseline	Review Mid-Year attendance data	SBA results 2025 related to Chronic Absenteeism Final attendance for school year 2024-2025 (whole school and high needs)
Equity Goals and Shared Responsibility	Tracking high needs attendance data and attendance data for all chronically absent students. Tracking high needs survey data. School Climate Committee	Tracking high needs attendance data and attendance data for all chronically absent students. Tracking high needs survey data. School Climate Committee	Tracking high needs attendance data and attendance data for all chronically absent students. Tracking high needs survey data. School Climate Committee