

SAXTONS RIVER ELEMENTARY SCHOOL								
Required component	WNESU Goal	School-based data (Problem of Practice)	Theory of Action		Goal	Prioritized Strategies/Change ideas	Measures	Human, Materials etc.
Safe and Healthy Schools	By June, 2025, 58% of our students in grades 3-5 will respond favorably in the area of Engagement as measured by Panorama climate surveys.	Spring 2024: 45% of 3rd and 4th graders responded favorably in the area of engagement	2023: IF we administer the assessment in the Fall and then again in the Spring, assessing the same cohort, THEN we will see a positive shift in data. IF we hold more whole school/community-building activities, THEN we will see an increase in students' excitement to come to school. IF we engage parents, THEN students will share their school experiences at home.	2024: IF we provide more opportunities for families to come into the school (eg. All School Meetings, lunch with discussion stems/questions to promote conversation, classroom events, etc.), THEN we will see a positive shift in the percentage of students talking about school at home. IF we systematically (across the school) provide consistent opportunities for student ownership of their learning (goal setting; sharing assessment data regularly; self-assessing given success criteria, rubrics, etc., THEN we will see a positive shift in the percentage of students who feel engaged in their learning and interested in their classes.	By June 2025, 70% of our students will respond favorably in the area of Engagement as measured by the Student Climate Survey.	2024: 1. Invite families in for All School Meetings, lunch, and classroom events. 2. Staff will: share assessment data with students and set goals for their learning based upon the data, provide opportunities for students to self-assess their own learning given established success criteria.	Panorama Student Climate Survey (3rd and 4th grade); record of opportunites provided to families to come into the school and attendance at the each activity; learning walk data focused on success criteria; self-reports, supported by evidence, of developing student ownership of learning.	Staff, Administrators, SU office
	By June, 2025, 21% of our students in grades 6-12 will respond favorably in the area of Engagement as measured by Panorama climate surveys.							
	By June, 2025, 77% of our students in grades 3-5 will respond favorably in the area of Belonging as measured by Panorama climate surveys.	Spring 2024: 71% of 3rd and 4th graders responded favorably in the area of Belonging	2023: IF we continue to implement RC with fidelity, THEN there will be more positive relationships. IF we formalize a way for students to have a voice (eg. Restorative practices, conflict resolution, SEL texts, SEL needs assessment in order to develop better informed curriculum), THEN students will feel respected, understood and supported.	2024: IF we place a focus on respect (defining, celebrating, providing opportunities to develop and grow) AND provided staff with training and support specific to conflict resolution, THEN we will see a positive shift in the percentage of students who respond favorably to the question: How much respect do students at your school show you?" as well as students overall sense of belonging.	By June 2025, 80% of our students will respond favorably in the area of Belonging as measured by the Student Climate Survey.	2024: 1. As a school: define respect (look like/sound like), celebrate respectful actions (shout our wall, All School Meeting recognitions, etc.), provide opportunities for students to practice, develop and grow respectful conduct. 2. Staff to engage in professional learning specific to conflict resolution and to then teach, model and provide opportunities for students to practice conflict resolution strategies.	Panorama Student Climate Survey (3rd and 4th grade); SWIS/Panorama data; evidence of actions taken with regard to respect and conflict resolutions.	Staff, Administrators, SU Office
	By June, 2025, 36% of our students in grades 6-12 will respond favorably in the area of Belonging as measured by Panorama climate surveys.							
Academic Achievement	By June, 2025, 52% of students will demonstrate proficiency (above the 40th %tile) in ELA based on MAP achievement scores and 52% of elementary students will meet or exceed DIBELS benchmark scores. 62% will meet or exceed the average growth from Spring, 2024-2025 based on MAP ELA.	MAP Spring 2024: 61% K-4 proficient.	IF we continue to implement research-based curriculum (eg. UFLI, Rewards, new reading program), engage in professional learning to deepen our knowledge base, use data to drive our instruction, and provide support to teachers, THEN student achievement and individual growth will increase. IF we systematically record, track and analyze our math data (Illustrative end of unit, USNS) and provide differentiated instruction and interventions based on the data, THEN student achievement and individual growth will improve. IF all SRES stakeholders focus on comprehension and consistently implement a limited set of tools (eg. sentence stems and graphic organizers/summarization tools), THEN students will improve their comprehension as communicated through speaking and writing. IF we maximize learning time by protecting instructional time given a staff agreement, THEN student achievement and individual growth will increase. IF we systematically (across the school) provide consistent opportunities for student ownership of their learning (goal setting; sharing assessment data regularly; self-assessing given success criteria, rubrics, etc., THEN student achievement and individual growth will improve.		By June 2025, 100% of our students will show growth as measured by MAP and we will increase overall proficiency by 20%.	1. Implement research-based curriculum; 2. PL given curriculum; 3. Systematically record, track and analyze assessment data to provide differentiated and instruction and interventions. 4. Implement limited set of tools to support comprehension; 5. Agreement to protect instructional time 6. Staff will: share assessment data with students and set goals for their learning based upon the data, provide oportunities for students to self-assess their own learning given established success criteria.	MAP, DIBELS, end of unit data; learning walk data focused on success criteria; self-reports, supported by evidence, of developing student ownership of learning.	Staff, administrators, SU office, math and Literacy programming
	By June, 2025, 54% of students in grades 3-11 will demonstrate proficiency (above the 40th %tile) in math based on MAP achievement scores and 60% will meet or exceed the average growth from Spring, 2024-2025.	MAP Spring 2024: 53% K-4 proficient.	IF we continue to implement a K-4 curriculum (Illustrative Math), engage in professional learning/coaching to deepen our knowledge base, use data to drive our instruction, and provide support to teachers, THEN student achievement and individual growth will increase. IF we systematically record, track and analyze our math data (Illustrative end of unit, USNS) and provide differentiated instruction and interventions based on the data, THEN student achievement and individual growth will improve. IF we maximize learning time by protecting instructional time given a staff agreement, THEN student achievement and individual growth will increase. IF we systematically (across the school) provide consistent opportunities for student ownership of their learning (goal setting; sharing assessment data regularly; self-assessing given success criteria, rubrics, etc., THEN student achievement and individual growth will improve.		By June 2025, 100% of our students will show growth as measured by MAP and we will increase overall proficiency by 20%.	1. Implement research-based curriculum; 2. PL given curriculum; 3. Systematically record, track and analyze assessment data to provide differentiated and instruction and interventions. 4. Agreement to protect instructional time; 5. Staff will: share assessment data with students and set goals for their learning based upon the data, provide oportunities for students to self-assess their own learning given established success criteria.	MAP, USNS, end of unit data; learning walk data focused on success criteria; self-reports, supported by evidence, of developing student ownership of learning.	