

### **School Information**

|                         |                                    |                        |                          |
|-------------------------|------------------------------------|------------------------|--------------------------|
| <b>School's Name</b>    | North Stratfield Elementary School | <b>School District</b> | Fairfield Public Schools |
| <b>Principal's Name</b> | Luisa Wolf                         | <b>School Year</b>     | 2025-2026                |

### **School's Mission/Vision**

The mission of North Stratfield Elementary School, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program. The fulfillment of this mission is for all students at North Stratfield to emulate Respect, Ownership, Awareness, Responsibility, and Safety (ROARS).

### **Theory of Action**

If we provide students with a guaranteed and viable curriculum, measure performance against it, and intervene accordingly at all tiers of instruction, students' attainment and acquisition of specific content and skills will improve.

### **School Improvement Plan (SIP) Representatives**

| <b>Name</b>       | <b>Position</b>          | <b>Name</b>       | <b>Position</b>         |
|-------------------|--------------------------|-------------------|-------------------------|
| Luisa Wolf        | Principal                | Dr. Corie Goldman | School Psychologist     |
| Thomas Woodard    | Assistant Principal      | Allison Karas     | Math Resource Teacher   |
| Jessica Brinsmade | Language Arts Specialist | Darcy Stiber      | Reading Interventionist |

| Name        | Position            | Name         | Position                  |
|-------------|---------------------|--------------|---------------------------|
| Karen Myers | Third Grade Teacher | Erica Murray | Special Education Teacher |

### 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.

| <b>SBA - ELA<br/>% Proficient</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025<br/>All / HNS</b> |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>3rd</b>                        | 77%/46%                        | 75%/40%                        | 72%/25%                        | 71%/ 22%                       | 69% / 33%                      | 78% / 48%                      |
| <b>4th</b>                        | 74%/43%                        | 63%/20%                        | 73%/60%                        | 70%/ 44%                       | 58% / 23%                      | 71% / 47%                      |
| <b>5th</b>                        | 84%/68%                        | 75%/50%                        | 86%/55%                        | 82%/ 50%                       | 81% / 14%                      | 71% / 43%                      |

| <b>SBA - ELA<br/>Growth %</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025<br/>All / HNS</b> |
|-------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>School</b>                 | 73%/73%                        | N/A                            | 79%/78%                        | 51%/30%                        | 67% / 63%                      | 86% / 81%                      |

| <b>SBA - Math<br/>% Proficient</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025<br/>All / HNS</b> |
|------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>3rd</b>                         | 73%/39%                        | 81%/30%                        | 65%/25%                        | 70%/ 26%                       | 63% / 44%                      | 81% / 43%                      |
| <b>4th</b>                         | 63%/43%                        | 45%/20%                        | 69%/60%                        | 56%/ 42%                       | 54% / 38%                      | 63% / 37%                      |
| <b>5th</b>                         | 71%/48%                        | 67%/30%                        | 59%/36%                        | 82%/ 65%                       | 56% / 14%                      | 69% / 43%                      |

| <b>SBA - Math<br/>Growth %</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025<br/>All / HNS</b> |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>School</b>                  | 71%/61%                        | N/A                            | 81%/86%                        | 53%/35%                        | 64% / 68%                      | 83% / 80%                      |

| <b>NGSS<br/>% Proficient</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025<br/>All / HNS</b> |
|------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>5th</b>                   | 76%/75%                        | 75%/33%                        | 81%/86%                        | 86%/71%                        | 73% / 14%                      | 66% / 33%                      |

| <b>Attendance<br/>Chronic<br/>Abs.</b> | <b>2018-2019</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> | <b>2023-2024</b> | <b>2024-2025</b> |
|----------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| <b>All Students</b>                    | 5.3%             | 3.9%             | 7.5%             | 7.4%             | 3.6%             | 5.7%             |
| <b>High Needs</b>                      | 8.0%             | 3.9%             | 13.1%            | 9.1%             | 5.7%             | 5.8%             |

| <b>STAR - Early Literacy<br/>Acadience Reading<br/>% Proficient</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>Acadience<br/>All / HNS</b> | <b>2024-2025<br/>Acadience<br/>All / HNS</b> |
|---------------------------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|----------------------------------------------|----------------------------------------------|
| <b>Kindergarten</b>                                                 | 90%/78                         | 84%/73%                        | 93%                            | 95%/N/A                        | 75% / 67%                                    | 59% / 33%                                    |
| <b>1st</b>                                                          | 62%/45%                        | 73%/58%                        | 84%/62%                        | 87%/N/A                        | 68% / 50%                                    | 69% / 40%                                    |
| <b>2nd</b>                                                          | 74%/29%                        | 65%/33%                        | 76%/31%                        | 84%/N/A                        | 79% / 35%                                    | 83% / 64%                                    |

|            |         |        |         |         |           |           |
|------------|---------|--------|---------|---------|-----------|-----------|
| <b>3rd</b> | 76%/40% | 67%/0% | 78%/40% | 68%/N/A | 81% / 40% | 92% / 71% |
|------------|---------|--------|---------|---------|-----------|-----------|

| <b>STAR or NWEA -<br/>Literacy<br/>% Proficient<br/>(Spring)</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>NWEA<br/>All / HNS</b> | <b>2024-2025<br/>NWEA<br/>All / HNS</b> |
|------------------------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|-----------------------------------------|-----------------------------------------|
| <b>1st</b>                                                       | 62%/45%                        | 73%/58%                        | 84%/62%                        | 87%/N/A                        | N/A                                     | N/A                                     |
| <b>2nd</b>                                                       | 74%/29%                        | 65%/33%                        | 76%/31%                        | 84%/N/A                        | N/A                                     | N/A                                     |
| <b>3rd</b>                                                       | 76%/40%                        | 67%/0%                         | 78%/40%                        | 68%/N/A                        | N/A                                     | N/A                                     |
| <b>4th</b>                                                       | 63%/25%                        | 69%/24%                        | 76%/50%                        | 70%/N/A                        | 50% / 0%                                | 58% / 21%                               |
| <b>5th</b>                                                       | 69%/33%                        | 67%/42%                        | 73%/43%                        | 66%/N/A                        | 61% / 10%                               | 56% / 19%                               |

| <b>STAR or NWEA -<br/>Math<br/>% Proficient<br/>(Spring)</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>NWEA<br/>All / HNS</b> | <b>2024-2025<br/>NWEA<br/>All / HNS</b> |
|--------------------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|-----------------------------------------|-----------------------------------------|
| <b>K</b>                                                     |                                |                                |                                |                                | 52% / 11%                               | 44% / 33%                               |
| <b>1st</b>                                                   | 71%/57%                        | 86%/58%                        | 87%/71%                        | 83%/N/A                        | 51%/ 43%                                | 57% / 40%                               |
| <b>2nd</b>                                                   | 75%/36%                        | 60%/33%                        | 82%/69%                        | 82%/N/A                        | 77% / 30%                               | 53% / 39%                               |
| <b>3rd</b>                                                   | 79%/50%                        | 80%/10%                        | 66%/33%                        | 76%/N/A                        | 56% / 21%                               | 81% / 52%                               |

|            |         |         |         |         |           |           |
|------------|---------|---------|---------|---------|-----------|-----------|
| <b>4th</b> | 78%/42% | 63%/41% | 89%/75% | 78%/N/A | 77% / 53% | 68% / 47% |
| <b>5th</b> | 76%/50% | 87%/50% | 83%/64% | 88%/N/A | 59% / 30% | 64% / 33% |

### **SMART Goal 1**

#### *Root Cause Analysis - Based on School Performance*

During the 2024-2025 school year:

In grade K, 62% of students met the end of year benchmark on the ACADIENCE Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) subtest.

In grade 1, 78% of students met the end of year benchmark on the ACADIENCE Nonsense Word Fluency-Whole Words Read (NWF-WWR) subtest.

In grade 2, 74% of students met the end of year benchmark on the ACADIENCE Oral Reading Fluency-Words Correct (ORF-WC) subtest.

In grade 3, 84% of students met the end of year benchmark on the ACADIENCE Oral Reading Fluency-Words Correct (ORF-WC) subtest.

|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School's Goal</b>                                                            | Increase overall literacy performance by implementing the HMH Into Reading Curriculum with fidelity with a focus on automaticity.                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>SMART Goal</b>                                                               | By June 2026, the school will improve students' reading automaticity in grades k-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Evidence of Success</b><br>1 IAGDs <i>minimum</i><br>Inclusive and Equitable | <p>Students in grades K-3 will meet or exceed benchmarks as measured by Acadience grade level subtests.</p> <p>ACADIENCE :</p> <ul style="list-style-type: none"><li>● 75% of students in Kindergarten will meet or exceed ELA standards as measured on Acadience EOY Correct Letter Sounds (CLS).</li><li>● 75% of students in grade 1 will meet or exceed ELA standards as measured on Acadience EOY Nonsense Word Fluency (NWF).</li><li>● 80% of students in grade 2 will meet or exceed ELA standards as measured by Acadience EOY Oral Reading Fluency-Words Correct</li></ul> |

|                                             |                                                                                                                                                                                                  |
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|                                             | (ORF-WC) <ul style="list-style-type: none"> <li>80% of students in grade 3 will meet or exceed ELA standards as measured by Acadience EOY Oral Reading Fluency-Words Correct (ORF-WC)</li> </ul> |
| <b>District Improvement Plan Connection</b> | SBA ELA proficiency rates in grades 3-8 will be 80% or higher and the SBA proficiency indicator gap in grades 3-8 between subgroup performance and district performance will decrease by 20%.    |

**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)*

|                                               |                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Scientifically Research Based Strategy</b> | Consistently implement the Fairfield Public Schools reading curriculum with fidelity, utilizing a whole-class and small-group structured literacy approach that is explicit, systematic, and multisensory. Establish a cohesive and well-structured MTSS block in every grade level. |
| <b>MOY Results (Expectation/ Reality)</b>     | The total number of students reaching MOY benchmark in grades K-3 on Acadience automaticity measures will increase from BOY to MOY by 3%. The total number of students in 4th and 5th grade who score 41 or below on NWEA Reading will decrease from BOY to MOY by 3%                |
| <b>EOY Results (Expectation/ Reality)</b>     | The total number of students reaching EOY benchmark in grades K-3 on Acadience automaticity measures will increase from BOY to MOY by 3%. The total number of students in 4th and 5th grade who score 41 or below on NWEA Reading will decrease from MOY to EOY by 3%.               |
| <b>Responsible Individuals</b>                | K-5 Classroom teachers, LAS coach, LAS interventionist, Special Education teachers, MLL teacher                                                                                                                                                                                      |
| <b>Timeline</b>                               | September 2025-June 2026                                                                                                                                                                                                                                                             |

|                            |                                                                                                                                                                 |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Resources</b>           | HMH Into Reading, FPS reading curriculum, Quick Reads, HD Word, UFLI Foundations, word generator lists, district small group protocols focusing on automaticity |
| <b>Budget Implications</b> | NSS Budget line for materials and PD                                                                                                                            |

### **Goal 1 - Implementation and Milestones**

|                                  | <b>Beginning of the Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Middle of the Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>End of the Year</b>                                                                                                                                                              |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Implementation Milestones</b> | <p>Professional development - in August on district initiatives</p> <p>Review NSS SRBI model. Discuss implementation.</p> <p>Grade level planning around automaticity and fluency instruction.</p> <p>Review of spring and fall data to determine focus for instruction to address whole-class/ small group needs</p> <p>Review data to identify students that may need to enter the MTSS process and support all service providers including special ed.</p> <p>Utilize WINN time to differentiate and meet the learning needs of all students across the grade level. Some students will meet with an</p> | <p>Ongoing professional development with LAS and district leaders</p> <p>Implementation and data review of district assessments for reading subscores</p> <p>Monitor students in the MTSS process and make instructional decisions based on district assessments, progress monitoring data, student goals, best instructional practices, and rearranging small groups based on data.</p> <p>Utilize WINN time to differentiate and meet the learning needs of all students across the grade level. Some students will meet with an LAS to work on automaticity needs while others may be grouped across their grade level with other teachers.</p> <p>Grade level conversations around student growth.</p> | <p>Completion of district assessments including data analysis for final EOY review.</p> <p>MTSS meetings will include grade level representatives to reflect on student growth.</p> |

|                                               |                                                                                                                                                                     |                                                                                                                                                                       |                                                                                                                                                                       |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | LAS to work on automaticity needs while others may be grouped across their grade level with other teachers.                                                         |                                                                                                                                                                       |                                                                                                                                                                       |
| <b>Leading Indicators</b>                     | District literacy assessment baseline<br><br>Acadience<br>NWEA<br><br>MTSS Interventions and Data Review                                                            | District literacy assessment baseline<br><br>Acadience<br>NWEA<br><br>MTSS Interventions and Data Review                                                              | District literacy assessment baseline<br><br>Acadience<br>NWEA<br><br>MTSS Interventions and Data Review                                                              |
| <b>Lagging Indicators</b>                     | N/A                                                                                                                                                                 | N/A                                                                                                                                                                   | Acadience Data - automaticity measures - for all K-3 students was 71% proficiency                                                                                     |
| <b>Equity Goals and Shared Responsibility</b> | Subgroup of High Needs performance on indicators:<br><br>Fall <ul style="list-style-type: none"> <li>● Gr 4-5: NWEA Reading</li> <li>● Gr K-3: Acadience</li> </ul> | Subgroup of High Needs performance on indicators:<br><br>Winter <ul style="list-style-type: none"> <li>● Gr 4-5: NWEA Reading</li> <li>● Gr K-3: Acadience</li> </ul> | Subgroup of High Needs performance on indicators:<br><br>Spring <ul style="list-style-type: none"> <li>● Gr 4-5: NWEA Reading</li> <li>● Gr K-3: Acadience</li> </ul> |

## **SMART Goal 2**

### *Root Cause Analysis - Based on School Performance*

During the 2024-2025 school year:

In grade 1, 36% of students met the end of year benchmark on the district wide addition fluency assessment  
In grade 1, 32% of students met the end of year benchmark on the district wide subtraction fluency assessment

In grade 2, 54% of students met the end of year benchmark on the district wide addition fluency assessment  
In grade 2, 43% of students met the end of year benchmark on the district wide subtraction fluency assessment

In grade 3, 41% of students met the end of year benchmark on the district wide addition fluency assessment  
In grade 3, 49% of students met the end of year benchmark on the district wide subtraction fluency assessment  
In grade 3, 40% of students met the end of year benchmark on the district wide multiplication fluency assessment  
In grade 3, 42% of students met the end of year benchmark on the district wide division fluency assessment

In grade 4, 47% of students met the end of year benchmark on the district wide multiplication fluency assessment  
In grade 4, 40% of students met the end of year benchmark on the district wide division fluency assessment

In grade 5, 73% of students met the end of year benchmark on the district wide multiplication fluency assessment  
In grade 5, 70% of students met the end of year benchmark on the district wide division fluency assessment

|                                                                                 |                                                                                                                                          |
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| <b>School's Goal</b>                                                            | Increase overall mathematics performance by focusing on math fluency and automaticity.                                                   |
| <b>SMART Goal</b>                                                               | By June 2026, the school will improve students' math fluency in grades K-5 by 5%.                                                        |
| <b>Evidence of Success</b><br>1 IAGDs <i>minimum</i><br>Inclusive and Equitable | Students in grades K-5 will meet or exceed benchmarks as measured by district fluency assessments.<br><br>District Fluency Assessments : |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <p>In grade 1, 75% of students will meet the end of year benchmark on the district wide addition fluency assessment<br/>In grade 1, 75% of students will meet the end of year benchmark on the district wide subtraction fluency assessment</p> <p>In grade 2, 75% of students will meet the end of year benchmark on the district wide addition fluency assessment<br/>In grade 2, 75% of students will meet the end of year benchmark on the district wide subtraction fluency assessment</p> <p>In grade 3, 75% of students will meet the end of year benchmark on the district wide addition fluency assessment<br/>In grade 3, 75% of students will meet the end of year benchmark on the district wide subtraction fluency assessment<br/>In grade 3, 75% of students will meet the end of year benchmark on the district wide multiplication fluency assessment<br/>In grade 3, 75% of students will meet the end of year benchmark on the district wide division fluency assessment</p> <p>In grade 4, 75% of students will meet the end of year benchmark on the district wide multiplication fluency assessment<br/>In grade 4, 75% of students will meet the end of year benchmark on the district wide division fluency assessment</p> <p>In grade 5, 75% of students will meet the end of year benchmark on the district wide multiplication fluency assessment<br/>In grade 5, 75% of students will meet the end of year benchmark on the district wide division fluency assessment</p> |
| <b>District Improvement Plan Connection</b> | <p>SBA math proficiency rates in grades 3-8 will be 80% or higher and the SBA proficiency indicator gap in grades 3-8 between subgroup performance and district performance will decrease by 20%.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### **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)*

|                                               |                                                                                                                                                                                                                                                                  |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Scientifically Research Based Strategy</b> | Consistently implement the Fairfield Public Schools reading curriculum with fidelity, utilizing a whole-class and small-group approach that is explicit, systematic, and multisensory. Establish a cohesive and well-structured MTSS block in every grade level. |
| <b>MOY Results (Expectation/ Reality)</b>     | The total number of students reaching MOY benchmark in grades K-5 on district fluency assessments will increase from BOY to MOY by 3%.                                                                                                                           |
| <b>EOY Results (Expectation/ Reality)</b>     | The total number of students reaching EOY benchmark in grades K-5 on district fluency assessments will increase from MOY to EOY by 3%.                                                                                                                           |
| <b>Responsible Individuals</b>                | K-5 Classroom teachers, MRT, Special Education teachers.                                                                                                                                                                                                         |
| <b>Timeline</b>                               | September 2025-June 2026                                                                                                                                                                                                                                         |
| <b>Resources</b>                              | <b>FPS math curriculum, Bridges Math Program</b>                                                                                                                                                                                                                 |
| <b>Budget Implications</b>                    | NSS Budget line for materials and PD                                                                                                                                                                                                                             |

### **Goal 2 - Implementation and Milestones**

|                                  | <b>Beginning of the Year</b>                                                                                                                                               | <b>Middle of the Year</b>                                                                                                                                                                                                | <b>End of the Year</b>                                                                                                                                                       |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Implementation Milestones</b> | Professional development - in August on district initiatives<br><br>Review NSS MTSS model. Discuss implementation.<br><br>Grade level planning around fluency instruction. | Ongoing professional development with MRT and district leaders<br><br>Implementation and data review of district fluency assessments.<br><br>Monitor students in the MTSS process and make instructional decisions based | Completion of district assessments including data analysis for final EOY review.<br><br>MTSS meetings will include grade level representatives to reflect on student growth. |

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|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|                           | <p>Review of spring and fall data to determine focus for instruction to address whole-class/ small group needs</p> <p>Review data to identify students that may need to enter the MTSS process and support all service providers including special ed.</p> <p>Utilize WINN time to differentiate and meet the learning needs of all students across the grade level. Some students will meet with an MRT to work on fluency needs, while others may be grouped across their grade level with other teachers.</p> | <p>on district assessments, progress monitoring data, student goals, best instructional practices, and rearranging small groups based on data.</p> <p>Utilize WINN time to differentiate and meet the learning needs of all students across the grade level. Some students will meet with an MRT to work on fluency needs while others may be grouped across their grade level with other teachers.</p> <p>Grade level conversations around student growth.</p> |                                                                                               |
| <b>Leading Indicators</b> | <p>District math fluency baseline</p> <p>NWEA</p> <p>MTSS Interventions and Data Review</p>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>District math fluency assessment</p> <p>NWEA</p> <p>MTSS Interventions and Data Review</p>                                                                                                                                                                                                                                                                                                                                                                   | <p>District math fluency assessment</p> <p>NWEA</p> <p>MTSS Interventions and Data Review</p> |
| <b>Lagging Indicators</b> | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                               |
| <b>Equity Goals</b>       | Subgroup of High Needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Subgroup of High Needs performance                                                                                                                                                                                                                                                                                                                                                                                                                              | Subgroup of High Needs                                                                        |

|                                      |                                                                                                                            |                                                                                                                  |                                                                                                                              |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>and Shared<br/>Responsibility</b> | performance on indicators:<br><br>Fall <ul style="list-style-type: none"> <li>• K-5 District fluency assessment</li> </ul> | on indicators:<br><br>Winter <ul style="list-style-type: none"> <li>• K-5 District fluency assessment</li> </ul> | performance on indicators:<br><br>Spring <ul style="list-style-type: none"> <li>• K-5 District fluency assessment</li> </ul> |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|

### **SMART Goal 3**

#### *Root Cause Analysis - Based on School Performance*

The development of executive functioning during elementary school is important because it forms the foundation for children's academic success and social emotional development which builds independence and sets the stage for long-term success.

|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>School's Goal</b>                                                            | Through implementation of strategies and systems which promote and provide direct instruction and practice of executive functioning skills.                                                                                                                                                                                                                                  |
| <b>SMART Goal</b>                                                               | 80% of Kindergarten students will be successful in the 5 tasks outlined in the executive functioning checklist.                                                                                                                                                                                                                                                              |
| <b>Evidence of Success</b><br>1 IAGDs <i>minimum</i><br>Inclusive and Equitable | 80% of Kindergarten students will be proficient on the KEI in Spring 2026.                                                                                                                                                                                                                                                                                                   |
| <b>District Improvement Plan Connection</b>                                     | Staff will use a variety of programs in order to provide direct evidence based SEL instruction that targets 5 areas of executive function skills appropriate for elementary aged children in order to achieve the district vision for students to acquire the knowledge and skills to be lifelong learners, responsible citizens and successful participants in our society. |

**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)*

|                                               |                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Scientifically Research Based Strategy</b> | Implementation of a Tier 1 SEL Curriculum: Direct instruction of Executive Functioning in Kindergarten classrooms. School wide implementation of Restorative Practices, ROARS (PBIS), Zones of Regulation, RULER or Responsive Classroom.                                                                                                                                             |
| <b>MOY Results (Expectation/ Reality)</b>     | 80% of Kindergarten students will be 50% successful in the 5 tasks outlined in the executive functioning checklist. <ul style="list-style-type: none"><li>• Working Memory Tasks</li><li>• Self Control Tasks</li><li>• Cognitive Flexibility Tasks</li><li>• Planning Organization Tasks</li><li>• Emotional Regulation Tasks</li></ul>                                              |
| <b>EOY Results (Expectation/ Reality)</b>     | 80% of Kindergarten students will be 100% successful in the 5 tasks outlined in the executive functioning checklist. <ul style="list-style-type: none"><li>• Working Memory Tasks</li><li>• Self Control Tasks</li><li>• Cognitive Flexibility Tasks</li><li>• Planning Organization Tasks</li><li>• Emotional Regulation Tasks</li></ul>                                             |
| <b>Responsible Individuals</b>                | K-5 Classroom Teachers, Paraprofessionals, Special Education Teachers, Support Staff, Specialists, Administrators                                                                                                                                                                                                                                                                     |
| <b>Timeline</b>                               | September 2025-June 2026                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resources</b>                              | Executive Functioning and RULER resources, Restorative Practice, Zones of Regulation, Responsive Classroom Professional Books; children's literature texts, faculty meeting time for professional development; time for whole school town meetings, time for School Psychologist and Social Worker to support implementation of T1 SEL; methods for parent communication - workshops. |

|                            |                                                                                                                                                                           |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Budget Implications</b> | Implementation of a Tier 1 SEL Curriculum: Executive Functioning and RULER resources Zones of Regulation or Responsive Classroom, Restorative Practice, and ROARS (PBIS). |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Goal 3 - Implementation and Milestones**

|                                  | <b>Beginning of the Year</b>                                                                                                                                                                                                                                                                                                                                                                            | <b>Middle of the Year</b>                                                                                                                                                                                                                                                            | <b>End of the Year</b>                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Implementation Milestones</b> | <p>Leadership team to create checklist for Kindergarten baseline data</p> <p>Administration of Kindergarten checklist</p> <p>Analysis of checklist data</p> <p>Leadership team to develop plan for implementation of Kindergarten Executive Functioning instruction</p> <p>Staff PD to review focus on Executive Functioning development</p> <p>Implementation of Executive Functioning instruction</p> | <p>Continue implementation of schoolwide Executive Functioning skills</p> <p>Continue implementation of schoolwide SEL</p> <p>Continue implementation of ROARS</p> <p>Continue training on Restorative Practices</p> <p>Continue Kindergarten lessons for executive functioning.</p> | <p>Begin planning for 2026-2027 SEL and executive functioning school year.</p> <p>Continue implementation of schoolwide Executive Functioning skills</p> <p>Continue implementation of schoolwide SEL</p> <p>Continue implementation of ROARS</p> <p>Continue training on Restorative Practices</p> <p>Continue Kindergarten lessons for executive functioning.</p> |

|                                               |                                                                                                                                                                 |                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Leading Indicators</b>                     | Baseline data from the kindergarten checklist                                                                                                                   | Mid Year administration of Kindergarten executive functioning checklist                                                                                                                                                  | Final administration of Kindergarten executive functioning checklist                                                                                                                                                     |
| <b>Lagging Indicators</b>                     | N/A                                                                                                                                                             | N/A                                                                                                                                                                                                                      | N/A                                                                                                                                                                                                                      |
| <b>Equity Goals and Shared Responsibility</b> | Collaborate with first grade teachers to identify end of year Executive Functioning goals for Kindergarten students in order to establish first grade readiness | Teachers ensure that all kindergarten students participate in SEL and executive functioning instruction and activities. Staff will ensure that all kindergarten students are evaluated using the kindergarten checklist. | Teachers ensure that all kindergarten students participate in SEL and executive functioning instruction and activities. Staff will ensure that all kindergarten students are evaluated using the kindergarten checklist. |