

School Information

School's Name	Burr Elementary School	School District	Fairfield Public Schools
Principal's Name	Dana Firmender	School Year	2025-2026

School's Mission/Vision

Empowering creativity, nurturing humanity - together.

Theory of Action

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

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

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

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Dana Firmender	Principal	Michelle Levine-Schmitt	School Psychologist
Mike Glasgow	Assistant Principal	Lori Thompson	Grade K Teacher
Julie Sherwood	LAS	Emily Henry	Grade 1 Teacher
Lisa Henkel	LAS	Julia Malumphy	Special Education Teacher
Leslie Mackenzie	MRT	Daniella Golicz	Social Worker
Judy Salemme	LMS		

Fairfield Public Schools – School Improvement Plan

School Data Review

In the section below, indicate all historical indicators of school performance (SBA, NGSS, PSAT, SAT, PE, etc.) and other historical school indicators (attendance, course taking, participation, etc.) over the past three years. *HNS includes SPED and ELP/MLL students only.

SBA - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
3rd	77%/29%	75%/51%	85%/69%	76%/50%	77%/27%	74%/38%
4th	92%/69%	78%/42%	76%/63%	75%/13%	81%/55%	82%/54%
5th	83%/58%	80%/50%	84%/81%	79%/33%	78%/23%	86%/60%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025
School	79.7%/67%	N/A	77.7%/73.6%	64.7%/47.6%	70.8%/59.6%	80.3%/66.4%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
3rd	77%/36%	76%/54%	86%/77%	80%/60%	82%/36%	78%/48%
4th	80%/54%	67%/49%	66%/50%	75%/25%	74%/45%	77%/38/%
5th	79%/67%	72%/41%	77%/69%	74%/25%	73%/31%	82%/50%

Fairfield Public Schools – School Improvement Plan

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
School	79.2%/89.1%	N/A	69.3%/55.7%	71.6%/71.9%	74.1%/49.6%	84.9%/73.8%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
5th	72%/54%	64%/33%	76%/58%	72%/57%	73%/31%	80%/60%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	7.5%	15.1%	8.6%	8.0%	6.8%*	4.6%
High Needs	14.1%	18.5%	12.1%	7.4%	15.4%*	9.0%

*Includes SPED and ELP students only.

STAR - Early Literacy Acadience Reading % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience All / HNS	2024-2025
Kindergarten	74%/NA	86%/64%	89%/67%	76%/38%	91%/56%*	95%/70%
1st	94%/NA	81%/70%	92%/67%	75%/84%	87%/56%*	84%/47%

Fairfield Public Schools – School Improvement Plan

2nd	94%/NA	77%/60%	78%/50%	75%/33%	84%/50%*	91%/72%
3rd	N/A	73%/50%	72%/36%	71%/75%	98%/89%*	86%/67%

*Includes SPED and ELP students only.

STAR or NWEA - Literacy % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025
1st						
2nd						
3rd						
4th	N/A	65%/50%	61%/31%	64%/10%	71%/58%*	75%/46%
5th	N/A	61%/36%	67%/58%	61%/29%	65%/0%*	69%/80%

*Includes SPED and ELP students only.

STAR or NWEA - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS
K					76%/29%*	76%/56%
1st	92%/N/A	85%/73%	96%/83%	90%/100%	63%/37%*	70%/29%
2nd	92%/N/A	80%/67%	74%/62%	85%/80%	82%/42%*	73%/59%
3rd	N/A	76%/53%	88%/64%	80%/63%	75%/46%*	68%/33%

Fairfield Public Schools – School Improvement Plan

4th	N/A	90%/83%	84%/63%	84%/50%	77%/46%*	76%/50%
5th	N/A	73%/43%	88%/83%	80%/43%	68%/12%*	74%/60%

*Includes SPED and ELP students only.

Fairfield Public Schools – School Improvement Plan



SMART Goal 1

Root Cause Analysis - Based on School Performance

Last year, Burr implemented a new district literacy resource, HMH Into Reading, with a focus on the Reading/Vocabulary block and Foundational Skills/Structured Literacy block. As a result, 80% of students in grades 3-5 met or exceeded proficiency on grade level standards on the 2024-2025 SBA. Additionally, 72% of students in grades 4 and 5 scored above the 60th percentile on NWEA Reading, and 88% scored above the 40th percentile. In the spring administration of Acadience, 95% of kindergarten students, 85% of grade 1 students, 81% of grade 2 students, and 86% of grade 3 students met or exceeded benchmark goal.

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

School's Goal	Increase overall literacy performance
SMART Goal	85% of students in grades 3-5 will meet or exceed SBA standards in spring of 2026. 70% of high needs students in grades 3-5 will meet or exceed SBA goal (level 3) in spring of 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	87% of students in grades K-3 will meet or exceed benchmark on Acadience in spring of 2026. 70% of high needs students in grades K-3 will meet or exceed benchmark on Acadience. 75% of students in grades 4 and 5 will score at or above the 61st percentile on NWEA Reading, and 90% will score above the 40th percentile. 60% of high needs students in grades 4-5 will score at or above the 61st percentile on

Fairfield Public Schools – School Improvement Plan



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

Goal 1 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Plan and implement effective Tier 1 reading instruction (pedagogical strategies, routines, tasks) that is responsive to the needs of students using ongoing formative assessment with the focus on Vocab/Reading/Small Group blocks.
MOY Results (Expectation/ Reality)	80% of students in grades K-3 will meet or exceed benchmark on Acadience. 50% of high needs students in grades K-3 will meet or exceed benchmark on Acadience. 70% of students in grades 4 and 5 will score at or above the 61st percentile on NWEA Reading, and 80% will score above the 40th percentile. 40% of high needs students in grades 4-5 will meet or exceed benchmark on NWEA Reading.
EOY Results (Expectation/ Reality)	87% of students in grades K-3 will meet or exceed benchmark on Acadience. 70% of high needs students in grades K-3 will meet or exceed benchmark on Acadience. 75% of students in grades 4 and 5 will score at or above the 61st percentile on NWEA Reading, and 90% will score above the 40th percentile. 60% of high needs students in grades 4-5 will meet or exceed benchmark on NWEA Reading.
Responsible Individuals	K-5 Classroom Teachers, Special Education Teachers, LAS, Specialists, ELL Teacher,

Fairfield Public Schools – School Improvement Plan



	Assistant Principal, Principal
Timeline	September 2025 - June 2026
Resources	Time (PLT, Faculty Gathering Time, Collaborative Planning Time), District Curriculum and Program Resources (HMH, TC Writing Units, Serravallo Reading and Writing Strategies, Structured Literacy), Assessment Data (SBA/IAB's, NWEA, Acadience, Heggerty, CORE, QSI, Student work Samples), Professional Learning (Learning Walks, Peer Observations), District Look-For Documents
Budget Implications	

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Collaboratively establish planning, instruction, and assessment protocols/routines for implementing Tier 1 curriculum. Create and implement systems for Professional Learning Time that promotes ongoing reflection of the effectiveness of Tier 1 instruction and ongoing planning as a team, which includes special education staff. Create and implement systems/protocols to triangulate CORE/Heggerty/Acadience benchmark and progress	Collaboratively strengthen planning, instruction, and assessment protocols and routines for implementing Tier 1 curriculum. Implement and strengthen systems for Professional Learning Time that promotes ongoing reflection of the effectiveness of Tier 1 instruction and ongoing planning as a team. Maintain systems/protocols to triangulate CORE/Heggerty/Acadience benchmark and progress	Increase grade level team independence with planning, instruction, and assessment protocols and routines for implementing Tier 1 curriculum. Maintain systems for Professional Learning Time that promotes ongoing reflection of the effectiveness of Tier 1 instruction and ongoing planning as a team. Maintain systems/protocols to triangulate CORE/Heggerty/Acadience benchmark and progress monitoring data in grades K-2 to plan for student

Fairfield Public Schools – School Improvement Plan



	monitoring data in grades K-2 to plan for student needs. Create and implement system/protocols to analyze and utilize IAB data in grades 3-5 to plan for student needs. Implement coaching cycles and informal observations with a specific focus on effective and responsive Tier 1 reading instruction through the lens of the District Look-For documents. Establish vertical collaboration teams, including Special Ed, to ensure cohesion in schoolwide literacy instruction across all academic settings. Implement at least one informal learning walk to capture best practices and ensure fidelity of instruction with the Tier 1 Curriculum.	monitoring data in grades K-2 to plan for student needs. Maintain system/protocols to analyze and utilize IAB data in grades 3-5 to plan for student needs. Continue coaching cycles and informal observations with a specific focus on effective and responsive Tier 1 reading instruction through the lens of the District Look-For documents. Maintain vertical collaboration teams to ensure cohesion in schoolwide literacy instruction.	needs. Maintain system/protocols to analyze and utilize IAB data in grades 3-5 to plan for student needs. Maintain coaching cycles and informal observations with a specific focus on effective and responsive Tier 1 reading instruction through the lens of the District Look-For documents. Maintain vertical collaboration teams to ensure cohesion in schoolwide literacy instruction. Implement at least one informal learning walk to capture best practices and ensure fidelity of instruction with the Tier 1 Curriculum.
Leading Indicators	Acadience CORE Heggerty NWEA Analyze Student Work Qualitative Spelling Inventory HMH Summative	Acadience CORE Heggerty NWEA Analyze Student Work Qualitative Spelling Inventory HMH Summative	Acadience CORE Heggerty NWEA Analyze Student Work Qualitative Spelling Inventory HMH Summative

Fairfield Public Schools – School Improvement Plan



	IAB's	IAB's	IAB's
Lagging Indicators	N/A	N/A	SBA
Equity Goals and Shared Responsibility	All Burr staff	All Burr staff	All Burr staff

Fairfield Public Schools – School Improvement Plan

SMART Goal 2

Root Cause Analysis - Based on School Performance

Last year, we continued using NWEA Math as our district assessment. In the spring we had 76% of Kindergarten, 70% of 1st grade, 73% of 2nd grade, 68% of 3rd grade, 76% of 4th grade, and 74% of 5th grade students score at the 61st percentile or above on NWEA math. 77% of 3rd grade, 78% of 4th grade, and 82% of 5th grade students scored proficient or above on the math SBA. We have shown improvement in our scores and are close to, but not yet reaching the 80% proficiency target (or higher) for all students.

For the 2025-2026 school year, we plan to continue to strengthen Tier I instruction for all students in grades K-5, with a focus on math fluency. We will do this by focusing on strengthening teacher knowledge of instructional strategies for fluency and resources, including goal-setting and daily practice. Through the use of resources such as IXL, pedagogical strategies that promote routines and systems within the math block, and a fidelity to both the curriculum and Number Corner, we plan to reduce the number of students who enter and remain in math intervention and/or are referred to special education and improve the math performance of our high needs students.

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

Goal 2 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Implement Tier 1 math instruction that is responsive to the needs of every student through targeted differentiation strategies and daily math fluency practice.
MOY Results (Expectation/ Reality)	70% of students in grades K-5 will score at the 61st percentile or above on NWEA Math. 50% of high needs students K-5 will score at the 61st percentile or above on NWEA Math.
EOY Results (Expectation/ Reality)	80% of students in grades K-5 will score at the 61st percentile or above on NWEA Math. 70% of high needs students K-5 will score at the 61st percentile or above on NWEA Math.
Responsible Individuals	K-5 Classroom Teachers, Special Education Teachers, Math Resource Teacher, Specialists, ELL Teacher, Assistant Principal, Principal
Timeline	September 2025 - June 2026
Resources	Time (PLT, Faculty Gathering Time, Collaborative Planning Time), District Curriculum and Program Resources (Bridges, Number Corner, IXL), Assessment Data (SBA/IABs, unit assessment Scores, IXL scores, fluency scores, NWEA, Student work samples)
Budget Implications	

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Develop routines and structures for effectively incorporating Number Corner and fluency into the 60 minute math block. Utilize WIN time for math for 3 days per 6 day cycle. Administer and analyze results of fall NWEA Math assessment K-5 to plan tier 1 targeted instruction. Administer and analyze results of fall fluency assessment in grades 1-5 and provide students with goal-setting and feedback opportunities. Utilize IXL in grades 3-5 to provide differentiated instruction Identify and incorporate fluency for 5-10 minutes in daily math block and as a WIN station Administer in grades 3-5 unit-aligned IABs and analyze results to identify targeted areas of tier 1 instruction. Form Math Olympiad team for 4th and 5th grade students who demonstrate an interest and/or	Maintain fidelity to Number Corner scope and sequence and daily fluency within the 60 minute math block. Maintain using WIN time for math for 3 days per 6 day cycle. Administer and analyze results of winter NWEA Math assessment K-5 to plan tier 1 targeted instruction. Administer and analyze results of winter fluency assessment in grades 1-5 and provide students with goal-setting and feedback opportunities Utilize IXL in grades 3-5 to provide differentiated instruction Continue to reflect on and adjust 5-10 minute fluency routine in daily math block and WIN station Administer in grades 3-5 unit-aligned IABs (including the performance task) and analyze results to identify targeted areas of tier 1 instruction. Facilitate grade 4-5 Math Olympiad team contests.	Maintain fidelity to Number Corner scope and sequence and daily fluency within the 60 minute math block. Maintain using WIN time for math to 3 days per 6 day cycle. Administer and analyze results of spring NWEA Math assessment K-5 to plan tier 1 targeted instruction. Administer and analyze results of spring fluency assessment in in grades 1-5 and provide students with goal-setting and feedback opportunities Utilize IXL in grades 3-5 to provide differentiated instruction Continue to reflect and adjust 5-10 minute fluency routine in daily math block and WIN station. Facilitate grade 4-5 Math Olympiad team contests.

Fairfield Public Schools – School Improvement Plan



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

SMART Goal 3

Root Cause Analysis - Based on School Performance

Burr's school climate data revealed that students do not always feel they have a trusted person that they can go to for support. In order to align with the No Place for Hate Pledge, "If I see someone being hurt or bullied I will act as an ally or ask a trusted adult for help," we believe this is an area we need to address. Students should be comfortable asking at least one adult for support at Burr, whether it be a peer, teacher, Social Worker, School Psychologist, Administrator or support staff. Additionally, Burr's school climate data revealed that students do not always feel their cultures, religions and traditions are respected; students should be comfortable with their diverse lifestyles and feel understood and respected.

20% of students in grades 2-5 reported that they sometimes have a trusted person that they can go to for support.

5% of students in grades 2-5 reported that they never have a trusted person that they can go to for support.

26% of students in grades 2-5 reported that they sometimes felt like other students respected their food, traditions, and the way they learn.

School's Goal	All community members are equipped with the skills, strategies and knowledge to develop empathy for others and participate in a community that is empowered, equitable and inclusive. Students will participate in activities, assemblies and restorative circles that support their empathy and understanding of diverse cultures, religions and traditions.
SMART Goal	By June 2026, 85% of students in grades 2-5 will agree that they have at least one person at Burr that they can go to for support. By June 2026, 85% of students in grades 2-5 will agree that other students respect their food, traditions, and the way they learn.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	By June 2026, 85% of students in grades 2-5 will agree that they have at least one person at Burr that they can go to for support.

Fairfield Public Schools – School Improvement Plan



	By June 2026, 85% of students in grades 2-5 will agree that other students respect their food, traditions, and the way they learn.
District Improvement Plan Connection	Implement explicit SEL instruction and professional learning. (SEL and Equity Strategic Initiative)

Goal 3 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategies	Implement research based instructional strategies (i.e. restorative practices, mindfulness, perspective taking). The No Place for Hate® program, developed by the Anti-Defamation League (ADL), utilizes a framework that incorporates new and existing anti-bias and bullying prevention resources to foster a positive school climate.
MOY Results (Expectation/ Reality)	“Mini-Interviews” or Focus Groups with Students - Anecdotal Conversations with Grades 2-5. Students will report on conflict resolution strategies including reaching out to others for support, and will also report on their understanding of and respect towards students’ cultural, learning, and individual differences. We would expect to see more positive responses from students as we continue these conversations throughout the school year. In Focus Groups in December/January, 80% of selected students will agree that they have used a learned coping skill or sought support from a trusted peer or adult to solve a problem.
EOY Results (Expectation/ Reality)	By June 2026, 85% of students in grades 2-5 will agree that they have at least one person at Burr that they can go to for support. By June 2026, 85% of students in grades 2-5 will agree that other students respect their food, traditions, and the way they learn.
Responsible Individuals	School Climate Committee; K-5 Classroom Teachers, Paraprofessionals, Special

Fairfield Public Schools – School Improvement Plan



	Education Teachers, Support Staff, Specialists, AP, Principal
Timeline	September 2025 - June 2026
Resources	No Place For Hate, Behavior Handbook, Author Visits and Speakers, Evidence Based Strategies (perspective taking, mindfulness), SEL read aloud resources made available
Budget Implications	Potential author visits & speakers, read aloud texts

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Form No Place for Hate committee which will be made up of students and staff. Roll out No Place for Hate pledge at a whole school assembly. Teach BURR behavior expectations (through use of handbooks). Display BURR behavior matrices throughout school environments (hallways, bathrooms, bus, cafeteria). Plan for fall SEL work around tier 1 behavior strategies, restorative practices - August PD days,	Engage in at least one other whole school No Place For Hate activity. Continue to practice pledge. Continue to teach and strengthen BURR behavior expectations through use of handbook. Continue to display BURR behavior matrices throughout school environments (hallways, bathrooms, bus, cafeteria). Plan for winter SEL work around tier 1 behavior strategies, restorative practices - PD days, faculty meetings, etc. (Classroom teachers, SPED, specialists) Continue to implement virtual Friday	Engage in at least one other whole school No Place For Hate activity. Continue to practice pledge. Garner feedback on behavior handbook and behavior expectations with grade 4 and 5 students. Revise handbook/expectations as necessary. Continue to display BURR behavior matrices throughout school environments (hallways, bathrooms, bus, cafeteria). Plan for spring SEL work around tier 1 behavior strategies, restorative practices - PD days, faculty meetings, etc. (Classroom

	faculty meetings, etc. (Classroom teachers, SPED, specialists). Implement weekly virtual Friday meets and monthly in-person meetings with a specific focus on students' cultural backgrounds and strategies for conflict resolution. Continue to include shout outs and BURR students of the month. Publicly model and share examples of what coping/regulation and cultural understanding looks like (ex. students of the month bulletin board, students modeling conflict resolution strategies in Friday Meets). Develop a plan collaboratively with the Burr IDEA Committee and PTA to build connections from school to home and within our community (authors, speakers, bulletin board, community events, etc.) Create and implement a buddy classroom structure with a focus on connection and mentorship. Develop and implement Student	meets - with a specific focus on students' cultural backgrounds and strategies for conflict resolution. Continue to include shout outs and BURR students of the month. Continue to publicly model and share examples of what coping/regulation and cultural understanding looks like (ex. students of the month bulletin board, students modeling conflict resolution strategies in Friday Meets). Support Burr IDEA Committee and PTA events including potential visitors and implementation of initiatives, visuals, and community events. Utilize buddy classes for whole-school meets/ individual class events, and continue to build opportunities for connection and mentorship. Continue Student Council SEL initiatives, which will be better aligned with No Place For Hate. Utilize Student Council Ambassadors in grades 4 and 5 to support school events. Implement monthly School Climate Committee planning sessions.	teachers, SPED, specialists) Continue to implement virtual Friday meets - kindness and cultural focus. Include shout outs and BURR classroom and special area students of the month. Continue to publicly share examples of what kindness and cultural understanding looks like. (Ex. students of the month bulletin board). Support Burr IDEA Committee and PTA events including potential visitors and implementation of initiatives. Utilize buddy classes for whole-school meets/events, and continue to build opportunities for connection and mentorship. Continue monthly Student Council SEL and kindness initiatives. Utilize Student Council Ambassadors in grades 4 and 5 to support school events and No Place for Hate initiatives. Implement monthly School Climate Committee planning sessions.
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Fairfield Public Schools – School Improvement Plan



	Council initiatives that are more closely aligned to School Climate work and No Place For Hate. Identify Student Council Ambassadors in grads 4 and 5. Continue/expand work of School Climate Committee. Continue CLC specials classes (LLC, Music, Art) to build more cohesion between CLC and general education classrooms. General education peers will be included more regularly. Train staff on Restorative Practices and utilize strategies with behavior based incidents.	Continue CLC specials classes (LLC, Music, Art) to build more cohesion between CLC and general education classrooms. Continue integrating general education peers for collaborative mentorship. Utilize Restorative Practices with behavior based incidents.	Continue CLC specials classes (LLC, Music, Art) to build more cohesion between CLC and general education classrooms. Assess the effectiveness/impact of this system. Utilize Restorative Practices with behavior based incidents. Share case studies and effective practices.
Leading Indicators	Review of results from 24-25 Mini-Survey created by School Climate Committee. Review Chronic Absentee Data 2024-2025 - baseline	“Mini-Interviews” with Students - Anecdotal Conversations with Grades 2-5 Mini-Survey (to be revised by Climate Committee) Review mid-year attendance data.	“Mini-Interviews” with Students - Anecdotal Conversations with Grades 2-5 Mini-Survey (to be revised by Climate Committee) Review spring attendance data.
Lagging Indicators	N/A	N/A	25-26 School Climate Survey Results

Fairfield Public Schools – School Improvement Plan



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