

School Information

School's Name	Burr Elementary School	School District	Fairfield Public Schools
Principal's Name	Dana Firmender	School Year	2026-2027

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	Daniella Golicz	Social Worker
Patti Morrow	Assistant Principal	Nicole Scasino-Ramos	Kindergarten Teacher
Julie Sherwood	LAS	Heather Sutter	Grade 4 Teacher
Lisa Henkel	LAS	Leah Forbes	Speech
Leslie MacKenzie	MRT		
Judy Salemme	LMS		

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School Data Review

In the section below, indicate all historical indicators of school performance (SBA, NGSS, PSAT, SAT, PE, etc.) and other historical school indicators (attendance, course taking, participation, etc.) over the past three years. *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	2025-2026 All / HNS
3rd	77%/29%	75%/51%	85%/69%	76%/50%	77%/27%	74%/38%	75%
4th	92%/69%	78%/42%	76%/63%	75%/13%	81%/55%	82%/54%	78%
5th	83%/58%	80%/50%	84%/81%	79%/33%	78%/23%	86%/60%	83%

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 All / HNS	2025-2026 All / HNS
School	79.7%/67%	N/A	77.7%/73.6%	64.7%/47.6%	70.8%/59.6%	80.3%/66.4%	77.30%/73.8%

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	2025-2026 All / HNS
3rd	77%/36%	76%/54%	86%/77%	80%/60%	82%/36%	78%/48%	66
4th	80%/54%	67%/49%	66%/50%	75%/25%	74%/45%	77%/38%	78
5th	79%/67%	72%/41%	77%/69%	74%/25%	73%/31%	82%/50%	78

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SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 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%	84.80%/64.80%

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	2025-2026 All / HNS
5th	72%/54%	64%/33%	76%/58%	72%/57%	73%/31%	80%/60%	74%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	7.5%	15.1%	8.6%	8.0%	6.8%*	4.6%	7.10%
High Needs	14.1%	18.5%	12.1%	7.4%	15.4%*	9.0%	14%

*Includes SPED and ELP students only.

Acadience Reading % Proficient	18-19 All / HNS	20-21 All / HNS	21-22 All / HNS	22-23 All / HNS	23-24 All / HNS	24-25 All / HNS	2025-2026 All / HNS
Kindergarten	74%/NA	86%/64%	89%/67%	76%/38%	91%/56%*	95%/70%	91%/67%

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1st	94%/NA	81%/70%	92%/67%	75%/84%	87%/56%*	84%/47%	83%/57%
2nd	94%/NA	77%/60%	78%/50%	75%/33%	84%/50%*	91%/72%	91%/58%
3rd	N/A	73%/50%	72%/36%	71%/75%	98%/89%*	86%/67%	85%/60

*Includes SPED and ELP students only.

NWEA - Literacy % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
1st							
2nd							
3rd							
4th	N/A	65%/50%	61%/31%	64%/10%	71%/58%*	75%/46%	83%/59%
5th	N/A	61%/36%	67%/58%	61%/29%	65%/0%*	69%/80%	77%/25%

*Includes SPED and ELP students only.

NWEA - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
K					76%/29%*	76%/56%	62%/43%
1st	92%/N/A	85%/73%	96%/83%	90%/100%	63%/37%*	70%/29%	72%/43%
2nd	92%/N/A	80%/67%	74%/62%	85%/80%	82%/42%*	73%/59%	88%/64%

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3rd	N/A	76%/53%	88%/64%	80%/63%	75%/46%*	68%/33%	74%/36%
4th	N/A	90%/83%	84%/63%	84%/50%	77%/46%*	76%/50%	79%/50%
5th	N/A	73%/43%	88%/83%	80%/43%	68%/12%*	74%60%	75%/25%

*Includes SPED and ELP students only.

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Last year, Burr continued to implement a new K-5 language arts curriculum with instructional resources and materials. There was a focus for new learning around the Writing block. In order to support this with fidelity, we promoted 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 work to do to support student growth towards overall reading proficiency.

For the 2026-2027 school year, Burr will focus on small group instruction utilizing district resources to create systems and protocols for students who need additional small group support.

School's Goal	Increase overall literacy performance.
SMART Goal	82% of students in grades 3-5 will meet or exceed SBA standards in spring of 2027. 70% of high needs students in grades 3-5 will meet or exceed SBA goal (level 3) in spring of 2027.
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 2027. 70% of high needs students in grades K-3 will meet or exceed benchmark on Acadience in spring 2027. 75% of students in grades 4 and 5 will score at or above the 61st percentile on winter 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 winter NWEA Reading.
District Improvement Plan Connection	Program and resource adoption Pre-K - 5 (Academic Strategic Initiative)

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Goal 1 (a) - Strategic Plan

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

Scientifically Research Based Strategy	Plan and implement effective Tier 1 and small group reading instruction (pedagogical strategies, routines, tasks) that is responsive to the needs of students using ongoing formative assessment.
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 in spring of 2027. 70% of high needs students in grades K-3 will meet or exceed benchmark on Acadience. 82% of students in grades 3-5 will meet or exceed SBA standards in spring of 2027. 70% of high needs students in grades 3-5 will meet or exceed SBA goal (level 3) in spring of 2027.
Responsible Individuals	K-5 Classroom Teachers, Special Education Teachers, LAS, Specialists, ELL Teacher, Assistant Principal, Principal
Timeline	September 2026 - June 2027
Resources	Time (PLT, Faculty Gathering Time, Collaborative Planning Time), District Curriculum

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	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 small group instruction. Establish utilization of HMH resources, supplemental resources and district protocols for small group instruction across all grade levels. Create and implement systems for Professional Learning Time that promotes ongoing reflection of the effectiveness of small group instruction and ongoing planning as a team, which includes special education staff. Create and implement	Collaboratively strengthen planning, instruction, and assessment protocols and routines for implementing small group instruction. Maintain ongoing utilization of HMH resources, supplemental resources and district protocols for small group instruction across all grade levels. Implement and strengthen systems for Professional Learning Time that promotes ongoing reflection of the effectiveness of small group instruction and ongoing planning as a team. Maintain systems/protocols to triangulate	Increase grade level team independence with planning, instruction, and assessment protocols and routines for implementing small group instruction. Maintain ongoing utilization of HMH resources, supplemental resources and district protocols for small group instruction across all grade levels. Maintain systems for Professional Learning Time that promotes ongoing reflection of the effectiveness of small group instruction and ongoing planning as a team. Maintain systems/protocols to triangulate CORE/Heggerty/Acadience benchmark and progress monitoring

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	systems/protocols to triangulate CORE/Heggerty/Acadience benchmark and progress monitoring data in grades K-2 to plan for student needs. Create and implement system/protocols to analyze and utilize NWEA and 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 small group reading instruction Implement at least one informal learning walk to capture best practices and ensure fidelity of instruction with small groups.	CORE/Heggerty/Acadience benchmark and progress monitoring data in grades K-2 to plan for student needs. Maintain system/protocols to analyze and utilize NWEA and 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 small group reading instruction.	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. Maintain coaching cycles and informal observations with a specific focus on effective and responsive small group reading 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 IAB's	Acadience CORE Heggerty NWEA Analyze Student Work Qualitative Spelling Inventory HMH Summative IAB's	Acadience CORE Heggerty NWEA Analyze Student Work Qualitative Spelling Inventory HMH Summative IAB's
Lagging	N/A	N/A	SBA

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Indicators			
Equity Goals and Shared Responsibility	All Burr staff	All Burr staff	All Burr staff

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SMART Goal 2

Root Cause Analysis - Based on School Performance

Last year, Burr focused on strengthening Tier I instruction for all students in grades K-5, with a focus on math fluency. We did 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 aimed to reduce the number of students who entered and remained in math intervention and/or are referred to special education and improve the math performance of our high needs students.

For the 2026-2027 school year, Burr will focus on effective Tier 1 math instruction using the Bridges curriculum. We will also focus on strengthening teacher knowledge of instructional strategies for fluency and implement daily math fluency practice.

School's Goal	Improve 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 2027. 70% of high needs students in grades 3-5 will demonstrate mastery (level 3 or 4) on the math SBA in spring 2027.
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)

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Scientifically Research Based Strategy	Implement effective Tier 1 math instruction using the Bridges curriculum as a resource 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 2026 - June 2027
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
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Implementation Milestones	Develop routines and structures for effectively incorporating Number Corner and fluency into the 80 minute math block. 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 10 minutes in daily math block. Administer in grades 3-5 unit-aligned IABs and analyze results to identify targeted areas of tier 1 instruction.	Maintain fidelity to Number Corner scope and sequence and daily fluency within the 80 minute math block. 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 the 10 minute fluency routine in daily math block. Administer in grades 3-5 unit-aligned IABs (including the performance task) and analyze results to identify targeted areas of tier 1 instruction.	Maintain fidelity to Number Corner scope and sequence and daily fluency within the 80 minute math block. 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 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 the 10 minute fluency routine in daily math block.
Leading Indicators	Fall Grades K-2 Baseline Assessment Fall Grades 3-5 IXL Diagnostic Grade K-5 Unit Assessments	Grade K-5 Unit Assessments Grade K-5 NWEA Math Gr 3-5 Math IABs and Performance Task	Grade K-5 Unit Assessments Grade K-5 NWEA Math Gr 3-5 Math IABs Grades 3-5 IXL Data

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	Grade K-5 NWEA Math Gr 3-5 Math IABs Fall Grades 1-5 District Fluency	Grades 3-5 IXL Data Winter Grades 1-5 District Fluency	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

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Burr's school climate data revealed that 39% of students disagree or strongly disagree that students show kindness to other students regardless of who they are. The data also revealed that 28% of students believe that students use words to hurt others. In order to align with the No Place for Hate Pledge, "I will do my best to treat everyone fairly and respectfully," we believe this is an area we need to address with regard to actions and words.

28% of students in grades 2-5 reported that they believe that students use words to hurt others.

30% of students in grades 2-5 reported that they do not feel that students show kindness to others.

100% of classrooms in grades K-5 will participate with their buddy classrooms to support our No Place for Hate Pledge goals. They will do this through participating in 3 or more SEL focused buddy class activities.

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	100% of classrooms in grades K-5 will participate with their buddy classrooms to support our No Place for Hate Pledge goals. They will do this through participating in 3 or more SEL focused buddy class activities. These will include activities such as readers' theater scenarios demonstrating kindness with our words and actions. By June 2027, 80% of students in grades 2-5 will agree that other students show kindness to others, regardless of who they are.

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	By June 2027, 80% of students will disagree that students use words to hurt others.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	By June 2027, 80% of students in grades 2-5 will disagree that students use words to hurt others. 100% of classrooms in grades K-5 will participate with their buddy classrooms to support our No Place for Hate Pledge goals. They will do this through participating in 3 or more SEL focused buddy class activities. These will include activities such as readers' theater scenarios demonstrating kindness with our words and actions. By June 2027, 80% of students in grades 2-5 will agree that other students show kindness to others, regardless of who they are.
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. Utilize Wayfinder lessons and activities to support SEL work.
MOY Results (Expectation/ Reality)	By January 2027, students will work in partnerships with buddy classrooms to demonstrate understanding for two of the No Place for Hate Kindness activities. We will create a school wide board of all of the buddy classroom exit tickets/responses or reflection activities. At the end of each NPFH buddy meeting students will record on

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	a post it note one thing they learned during their time together. It will be posted on our NPFH wall along the cafe. Focus groups and No Place Committee will be interviewed as needed for student feedback.
EOY Results (Expectation/ Reality)	Students in grades 2-5 will complete the 2026-2027 FPS School Climate Survey. By June 2027, 80% of students in grades 2-5 will disagree that students use words to hurt others. 100% of classrooms in grades K-5 will participate with their buddy classrooms to support our No Place for Hate Pledge goals. They will do this through participating in 3 or more SEL focused buddy class activities. These will include activities such as readers' theater scenarios demonstrating kindness with our words and actions. By June 2027, 80% of students in grades 2-5 will agree that other students show kindness to others, regardless of who they are.
Responsible Individuals	School Climate Committee; K-5 Classroom Teachers, Paraprofessionals, Special Education Teachers, Support Staff, Specialists, AP, Principal
Timeline	September 2026 - June 2027
Resources	No Place For Hate, Behavior Handbook, Author Visits and Speakers, Evidence Based Strategies (perspective taking, mindfulness), SEL read aloud resources made available, Wayfinder
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
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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, faculty meetings, etc. (Classroom teachers, SPED, specialists). Implement bi-weekly virtual Friday meets with an additional Friday for Buddy Class activities and a monthly in-person meeting with a specific focus on students using kind words and actions. Continue to include shout outs and BURR students of the month. Publicly model and share	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. Utilize buddy time to do this as well. Continue to display BURR behavior matrices throughout school environments (hallways, bathrooms, bus, cafeteria). Plan for winter SEL work around tier 1 behavior strategies - PD days, faculty meetings, etc. (Classroom teachers, SPED, specialists) Continue to implement bi-weekly virtual Friday meets - with a specific focus on the no place for hate goals. Continue to include shout outs and BURR students of the month at monthly in-person meetings and continue to meet monthly with a targeted buddy class activity. Continue to publicly model and share examples of what kindness and understanding looks like (ex. students of the month bulletin board, students modeling kindness in reader's theater activities).	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 - PD days, faculty meetings, etc. (Classroom teachers, SPED, specialists) Continue to implement bi-weekly virtual Friday meets - with a specific focus on the no place for hate goals. Continue to include shout outs and BURR students of the month at monthly in-person meetings and continue to meet monthly with a targeted buddy class activity. Continue to publicly share examples of what kindness and
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	examples of what kindness and caring looks like (ex. post Burr paws, buddy class reflection responses). 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 with a focus on SEL accessibility for all grade levels. Develop and implement Student Council initiatives that are more closely aligned to School Climate work and No Place For Hate. Identify Student Council Ambassadors in grades 4 and 5. Continue/expand work of the 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	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 modeling kindness. 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. Review School Climate data and planning during BLT. 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.	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/ individual class events, and continue to build opportunities for connection and mentorship modeling kindness. 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. Review School Climate data and planning during BLT. Continue CLC specials classes (LLC, Music, Art) to build more cohesion between CLC and general education classrooms. Assess the effectiveness/impact of this system.
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	included more regularly.		
Leading Indicators	Review of results from FPS Climate Survey 2025-2026 Review Chronic Absentee Data 2025-2026 - baseline	Review and post buddy class work to check for understanding and use as visual reinforcements by hanging them in the hallway to be viewed by the whole school community. Review mid-year attendance data.	Review and post buddy class work to check for understanding and use as visual reinforcements by hanging them in the hallway to be viewed by the whole school community. Review spring attendance data.
Lagging Indicators	N/A	N/A	26-27 School Climate Survey Results
Equity Goals and Shared Responsibility	All staff will monitor, track, and redirect/reinforce student behavior for evidence of students using kind words and actions among their peers.	All staff will monitor, track, and redirect/reinforce student behavior for evidence of students using kind words and actions among their peers.	All staff will monitor, track, and redirect/reinforce student behavior for evidence of students using kind words and actions among their peers.