

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Timothy Dwight Elementary School	School District	Fairfield Public Schools
Principal's Name	Mimi Maniscalco	School Year	2026-2027

School's Mission/Vision

Dwight School develops life-long learners who are independent flexible thinkers equipped to engage in a global community.

The mission of Dwight School is to develop educated, compassionate citizens who will positively contribute to our ever-changing world. Dwight School is dedicated to inspiring all students to be life-long learners and responsible citizens.

Theory of Action

If we implement best practices in literacy and numeracy instruction, and focus on high leverage strategies to fully engage all students, then they will be able to access grade level standards in reading, writing and mathematics. All students will be engaged, motivated, critical thinkers who will be proficient in reading, writing and mathematics.

If we implement proactive strategies to promote a safe, respectful and inclusive school culture, and maintain regular communication, then students and staff will feel valued and connected to the school community. All students and staff will maintain regular attendance.

School Improvement Plan (SIP) Representatives

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Name	Position	Name	Position
Mimi Maniscalco	Principal	Danielle Katz	Classroom Teacher
Tara Hyder	Assistant Principal		
Jess Kensek	Math Resource Teacher		
Nick Brophy	Library Media Specialist		
Rebecca Feola	Language Arts Specialist		

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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.

SBA - ELA % Proficient	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
3rd	76%/50%	83%/71%	84%/50%	82%/55%	73%/45%
4th	92%/91%	77%/22%	87%/54%	85%/29%	79%/55%
5th	88%/75%	90%/50%	80%/20%	77%/50%	88%/50%

SBA - ELA Growth %	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
School	85% / 83%	93.2%/51.6%	81.7%/61.3%	76%/57%	64%/45%

SBA - Math % Proficient	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
3rd	74% / 60%	87% / 69%	88% / 75%	92%/ 73%	84%/55%
4th	91% / 82%	93% / 67%	90% / 69%	87%/ 43%	89%/64/%
5th	83% / 50%	83% / 50%	87% / 60%	85%/ 60%	80%/50/%

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SBA - Math Growth %	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
School	83% / 61%	94.2%/64.5%	82.7%/72.1%	69%/41%	75%/50%

NGSS % Proficient	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
5th	83% / 58%	89% / 75%	75% / 13%	69% / 33%	78%/33%

Attendance Chronic Abs.	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 All / HNS
All Students	10.9%	6.9%	3.4%	10.9%	5.4%
High Needs	19.1%	13%	3.6%	19.1%	6.8%

STAR - Early Literacy Acadience Reading % Proficient	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience All / HNS	2024-2025 Acadience All / HNS	2025-2026 Acadience All / HNS
Kindergarten	80.6%/ NA	87% / 80%	94% / 86%	79% / 50%	87%/50%
1st	82% / 25%	76% / 44%	79% / 80%	94% / 90%	71%/50%
2nd	75% / 60%	80% / 50%	89% / 88%	81% / 50%	97%/90%

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3rd	86% / 36%	87% / 69%	95% / 60%	87% / 55%	89%/64%
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Reading % Proficient - Spring (STAR and NWEA)	2021-2022 STAR All / HNS	2022-2023 STAR All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 NWEA All/HNS
4th	94% / 45%	79% / 56%	83% / 46%	82% / 43%	n/a
5th	89% / 40%	70% / 0%	69% / 30%	70% / 60%	n/a

STAR or NWEA - Math % Proficient (Spring)	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 NWEA All / HNS
K	88% / 67%	85% / 22%	84% / 78%	86% / 88%	72% / 50%	81%/71%
1st	73% / 33%	94% / 70%	79% / 50%	70% / 43%	70% / 60%	53%/36%
2nd	97% / 73%	93% / 50%	87% / 69%	73% / 40%	47% / 30%	72%/50%
3rd	97% / 67%	100% / 82%	87% / 67%	88% / 63%	87% / 55%	N/A
4th	100% / 69%	100% / 50%	83% / 25%	90% / 62%	92% / 57%	N/A
5th	88% / 67%	85% / 22%	84% / 78%	81% / 50%	79% / 50%	N/A

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Ensure HMH and CCSS are being taught with fidelity and follow the literacy continuum that reflects grade level progression of standards. Data revealed there is a significant discrepancy in student performance between grade 2 and grade 3 in the area of foundational skills as evidenced by the CORE. High frequency words (heart words) will be a targeted focus in the primary grades to ensure students master foundational skills to prepare them for grades 3-5.

School's Goal	Increase literacy performance for all students.
SMART Goal	85% of students in Grades 3 - 5 will meet or exceed SBA standards. The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% of students in grades K - 5 will meet or exceed benchmarks on District Universal screenings at the end of the year
District Improvement Plan Connection	100% of second graders will meet or exceed district wide standards in literacy. English Language Arts performance, as measured by SBA proficiency indicator (3-8) will close the gap between subgroup performance by 20% and raise the bar by 10% from 2021 district performance in a positive direction.

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	Analyze literacy data results from district assessments (Acadience, NWEA, and IAB) to determine targeted grade level standards students need and provide instruction of those skills and concepts to students in all tiers.
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	Incorporate RACE rubric, Frayer model, annotations, heart words, sign posts, academic vocabulary, and data-based targeted small group instruction
MOY Results (Expectation/ Reality)	75% of students in grades K - 5 will meet or exceed Acadience/NWEA benchmarks at the middle of the year.
EOY Results (Expectation/ Reality)	80% of students in grades K - 5 will meet or exceed benchmarks on Acadience/NWEA assessments at the end of the year.
Responsible Individuals	All staff
Timeline	2026-2027
Resources	Grade level meetings immediately followed by two consecutive coaching sessions to use data to drive instruction that is planned and targeted. District and school based professional development and articulation meetings with the LAS coach followed by a needs assessment.
Budget Implications	DWT budget line items for Professional Development and Language Arts Materials

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review Teacher SIP Checklist and make recommendations for next steps.	Revise or modify SIP instructional plans based on district, school, and classroom data and feedback from teachers.	Analyze and review data to determine impact of instructional moves and systems in place.
	Analyze the effectiveness of instructional practices as measured by overall student achievement.	Adjust instructional practices, groupings, and supports as needed to ensure continued alignment with	Analyze tier 1 data to determine strength areas and effective teacher moves.

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		student needs, with targeted attention to high needs population.	
	Identify data from standardized and non-standardized assessments to create a trend analysis to determine targeted areas of instruction.	Triangulate standardized and non-standardized assessment data to assess effectiveness of instructional groupings and interventions.	Analyze the trend analysis data to determine patterns in areas of need.
	Review and align the effectiveness of professional development and coaching through grade level agenda and notes in addition to informal classroom visits by the LAS coach. Use Fall MTSS meetings to identify the impact on high quality and differentiated instruction.	Reevaluate and align professional development and coaching to strengthen the use of data and implementation of high quality, differentiated instruction specifically in tier 1 instruction.	Analyze high quality instructional moves to determine its effectiveness on both instruction and student engagement.
	Evaluate EOY assessment data based on targeted instructional goals and determine how it correlates to MTSS time and small group instruction.	Analyze MOY district benchmark data and adjust MTSS support schedules to ensure high-quality instruction and improved student achievement.	Review EOY district benchmark data and plan MTSS support schedules to ensure high-quality instruction and improved student achievement.
	Implement a vertical data team to review the literacy continuum of skills and concepts and measure growth from one grade level to the next to plan for next steps.	Support, enrich, and enhance student growth by collecting and analyzing student work samples and anecdotal observations to determine next steps.	Meet with the school data team to identify trends and patterns across grade levels to determine glows and grows.
	Review and implement LASW protocol to look for evidence of teaching common language and progress toward learning targets.	Analyze learning targets, modify, and adjust instruction based on both formal and informal data.	Debrief with grade level teams to review student work and celebrate student success.

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	Analyze SBA results to determine the specific concepts and vocabulary that need explicit instruction.	Review instructional strategies across grade levels and collectively create school wide academic language expectations.	Analyze SBA results to determine the efficacy of the instructional routines and explicitly taught skills..
	Review online platform data, parent survey responses (as it pertains to literacy), and family engagement to determine whether communication is effective, timely, and accessible for all families.	Assess how family communication is being received and make adjustments as needed to continue to support the literacy initiative.	Debrief with families to discuss their perception of the literacy initiatives throughout the school year.
	Collaborate with the school community to plan at least two academic family nights that promote “hands on minds on” learning opportunities.	Debrief with families to receive feedback relevant to the “hands on minds on” learning opportunities and continue to strengthen partnerships and promote engagement through incentives.	Provide a brief survey to families to collect feedback on the academic events in the areas of engagement and relevant learning opportunities.
Leading Indicators	K-5: District universal screens - analyze for all students and high needs Heggerty PA (1) Acadience (K-3); Progress Monitoring (4-5) CORE (K-3 or until mastery) NWEA (4-5) Qualitative Spelling Inventory (3-5) Grade 3-5: IABs - analyze for all students and high needs. Grade 3-5: FIABs- analyze for all students and high needs.	K-5: District universal screens - analyze for all students and high needs Heggerty PA (K-1) Acadience (K-3); Progress Monitoring (4-5) CORE (K-3 or until mastery) NWEA (4-5) Qualitative Spelling Inventory (3-5) Grade 3-5: IABs - analyze for all students and high needs. Grade 3-5: FIABs- analyze for all students and high needs.	K-5: District universal screens - analyze for all students and high needs Heggerty PA (K-1) Acadience (K-3); Progress Monitoring (4-5) CORE (K-3 or until mastery) NWEA (4-5) Qualitative Spelling Inventory (3-5) Grade 3-5: IABs - analyze for all students and high needs. Grade 3-5: FIABs- analyze for all students and high needs.

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Lagging Indicators			
Equity Goals and Shared Responsibility	Subgroup performance on indicators. All Dwight Staff Subgroup of High Needs performance on indicators: Baseline/BOY ●Gr3-5: IAB ●Gr4-5: NWEA Reading ●GrK-3: Acadience ●LASLinks	Subgroup performance on indicators. All Dwight Staff Subgroup of High Needs performance on indicators: Baseline/MOY ●Gr3-5: IAB ●Gr4-5: NWEA Reading ●GrK-3: Acadience ●LASLinks	Subgroup performance on indicators. All Dwight Staff Subgroup of High Needs performance on indicators: Baseline/EOY ●Gr3-5: IAB ●Gr4-5: NWEA Reading ●GrK-3: Acadience ●LASLinks

SMART Goal 2

Root Cause Analysis - Based on School Performance

Ensure comprehensive instruction in all mathematics standards utilizing implementation of FPS curriculum with fidelity in K-5. Focus on SBA Math growth in 2026-27 for students in grades 3-5, with a particular focus on increasing fact fluency in each grade level.

School's Goal	85% of students in grades 3-5 will meet or exceed on SBA. The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores. Additionally, 55% of students in grades 3-5 will be in the exceeding range on SBA.
SMART Goal	80% of students in grades K - 2 will be proficient on the NWEA benchmarks at the end of the year. 85% of students in grades 3-5 will meet or exceed on SBA with 55% at level 4.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% of students in grades K - 2 will be proficient on the EOY NWEA benchmark. 85% of students in grades 3-5 will be proficient on EOY SBA with 55% at level 4.
District Improvement Plan Connection	Mathematics performance, as measured by the SBA (3-8), will close the gap between subgroup proficiency performance by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.

Goal 2 (a) - Strategic Plan

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

Scientifically Research Based Strategy	Analyze NWEA, SBA results, and district fluency assessments to determine targeted grade level standards and students' needs. Provide targeted
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	instruction of those skills and concepts in all MTSS tiers.
MOY Results (Expectation/ Reality)	75% of students in grades K - 5 will be proficient on the NWEA benchmarks.
EOY Results (Expectation/ Reality)	80% of students in grades K - 2 will be proficient on NWEA spring benchmark. 85% of students will be proficient on the FPS district spring fluency assessments.
Responsible Individuals	All Staff
Timeline	2026-2027 School Year
Resources	• Time for planning and prep of materials specifically for fluency and math extensions • Regular meetings with instructional leaders and grade level meetings focusing on pacing of units • Training for new staff on curriculum including Number Corner • Planning time for IAB instruction and administration planning for high needs students with classroom teachers/leadership team/SPED teachers • Planning time and training for MTSS • Time to analyze NWEA results, fluency assessments, student work and assessments to guide instruction • Resources for small group instruction.
Budget Implications	DWT Budget Line Items for Math Materials-Smart Sleeves, Expo markers, flash cards, Number of the Day materials

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review SIP and 2025-2026 SBA results at faculty meeting. Reflect	Based on district, school, classroom data, and feedback from teachers, revise	Complete SBA and NWEA assessments and analyze

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	on student SBA progress with teachers. Allow time for last year's teachers to articulate with current teachers, focusing on students who did not reach 2026 EOY benchmarks.	or modify instructional plans for students in Tier 1, 2, and 3.	data, celebrating students who reached goals, and reflecting with teachers on students who did not meet benchmarks to determine next steps.
	At grade level meetings, create and communicate expectations for the 20 minute MTSS portion built into the math block schedule. Review data to create Tier One groups. Create instructional goals based on last year's or BOY data.	Reflect on effective practices and challenges during the MTSS block. Identify the data that is used to revise groups, instructional goals, and exit criteria. Identify needed resources to help teachers effectively plan and implement Tier one during the MTSS block.	Debrief on the MTSS block schedule, resources, and goals that were met during the block with each grade level. Celebrate successes, reflect on results, and make revisions for the next school year.
	Implement FPS mathematics curriculum with fidelity with a focus on mastery of all grade level common core standards (K-5). Backwards plan by looking at the end of unit assessments to identify common core standards that should be mastered at the end of the unit and what will be taught again in future units.	At grade level meetings, check in with teachers to ensure pacing is aligned with the FPS pacing guide. Work with teachers to identify and focus on the priority standards in each unit. Determine how to support additional student needs in the MTSS block.	Celebrate successes of student mastery of skills..Review which standards needed more time/lessons for mastery and what can be done for next year to prepare students for faster mastery. Identify the extra practice that needs to be done and at what point in the year.
	Administer the fall universal NWEA universal Screener to all students in grades K-5. Review achievement reports so teachers can use data to create Tier One implementation plans. Assess	Administer the winter NWEA universal screener. Analyze data from the NWEA Classroom Achievement report and use results to design instructional plans for students. Identify students who did not reach >50% growth target. Determine	Administer the spring NWEA universal screener. Analyze data from the NWEA Classroom Achievement report and the Achievement Status and Growth Summary Report

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	students < 40th%ile using Acadience Math Benchmark.	areas of need through the individual achievement reports for those students.	on NWEA. Note students that did not make >50% growth. Discuss possible barriers to growth and determine students to put on a “growth watch” for the fall. Ensure that these students start the year with a Tier One focus.
	Establish that all grade 3-5 teachers expose students to and practice IAB/FIAB questions monthly beginning in October. Collaboratively devise a year-long plan to determine how to best use monthly IABs to guide instruction.	Analyze IAB results that are administered to individual students. Continually use IAB-type questions and problems to model test taking strategies. Expose students to the structure/format of questions. Introduce and practice using content-specific vocabulary. Create small groups for additional practice using IAB-like problems and vocabulary to teach concepts during the small group block.	Prior to SBA, determine if there is any vocabulary or problem structures on IABs that students were not yet exposed to in the FPS curriculum. Determine a short term plan to address these needs. Reflect on and make adjustments to how we use IABs during before, during, and after units.
	Meet with classroom teachers to discuss fluency practices in classrooms for small groups. Introduce new resources available and how these resources could be used in different grade levels.	Meet with teachers what small group structures are in place. Discuss what is working and what are the challenges, the activities that are changing student thinking, and resources needed.	Reflect on fluency implementations this year. What are some practices that will be continued? What are the results of these practices? What is needed for next year to continue to increase fluency in students at all grade levels?
	Give baseline fluency assessment for each grade level in September. Commit to giving	Continue to give bi-weekly fluency assessments to students, updating the benchmarks for winter trimester.	Analyze growth of student fluency from BOY to EOY as a team. Identify successes and

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	bi-weekly fluency checkups and determine buckets for fluency based on strategies. Have students create fluency goals and determine how goals will be monitored.	Re-evaluate tier one buckets and strategies for students who are still below benchmark.	the strategies used to get students there. Communicate the positive results with staff and share best practices for moving student fluency achievement. Discuss students who did not hit the FPS EOY benchmark. Identify barriers and attempted strategies used.
	Communicate fluency results monthly with students and parents with comparison of how each student is performing in relation to the fall progress report goal. MRT will create a resource for consistency.	Continue to communicate fluency progress with students and parents by sending home fluency progress updates with updated winter benchmarks.	Continue to communicate fluency progress with students and parents by sending home fluency progress updates with updated spring benchmarks. Reflect on sharing fluency progress with parents and students for each trimester. Was the communication beneficial for students? Did it help increase student achievement? Is there something additional we can do to increase fluency?
	Establish that all teachers will create a system in their classrooms where mathematical vocabulary is taught and can be referenced by students throughout the year. Teachers will maintain and utilize a math word wall using Bridges resource cards when vocabulary is introduced in each	Continue to add vocabulary to the wall during each unit. Use math vocabulary frequently and ask students to define vocab words frequently. Add strategies to the vocab wall if it is helpful for students to refer to.	Reflect on the use of a math word wall. Did students use it? Did they use vocabulary more when communicating verbally/written explanations? Did they understand more vocabulary than in year's past?

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	unit. Additional vocabulary should be added as it arises in classroom discussions.														
Leading Indicators	Gr K-5 NWEA Math - analyze for all students and high needs Gr 3-5: OCT IABs - analyze for all students and high needs. Grades 1-5 analyze for all students (including high needs) initial fluency assessments against new fall benchmark fluency cut scores at Tier One SRBI meetings	Gr K-5 Winter NWEA Math - analyze for all students and high needs. Gr 3-5: Winter IABs- analyze for all students and high needs. Grades 1-5 -analyze for all students (including high needs) updated fluency assessments against benchmark fluency cut scores at Tier One SRBI	80% of Gr K-2 students will be proficient on the NWEA Spring Math Universal Screener. 85% of students in grades 3-5 will meet or exceed on SBA. 70% of HNS will meet or exceed SBA standards. Additionally, 55% of students in grades 3-5 will be in the level 4 exceeding range on SBA. 85% of students in Grades 1-5 will be proficient in basic fact fluency operations based on the spring benchmark fluency cut scores.												
Lagging Indicators	SBA Math Data Spring 2026 <table><tr><td>Grade</td><td>All Students</td><td>HNS</td></tr><tr><td>3rd</td><td>84%</td><td>55%</td></tr><tr><td>4th</td><td>89%</td><td>64%</td></tr><tr><td>5th</td><td>80%</td><td>50%</td></tr></table> Based on SBA Math data: High Needs students consistently perform below expected levels	Grade	All Students	HNS	3rd	84%	55%	4th	89%	64%	5th	80%	50%		In grades 3-5, there will be an average of 85% of students meeting or exceeding SBA standards. The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores
Grade	All Students	HNS													
3rd	84%	55%													
4th	89%	64%													
5th	80%	50%													

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and while the the percentage of students meeting on the SBA is something to celebrate, the number of students exceeding (59% in grades 3-5) could be higher

NWEA Math Data Spring 2026

<u>Grade</u>	<u>All/HNS</u>
K	78% / 71%
1st	63% / 36%
2nd	72% / 50%

Winter 2026 Fluency Data

Grade	Operation	% Proficient
1	+	%
1	-	%
2	+	%
2	-	%
3	+	%
3	-	%

80% of students in grades K-2 will be proficient on NWEA benchmarks at the end of the year spring benchmark.

85% of students will be proficient (meeting or exceeding cut scores) in addition and subtraction in grades 1-2, addition/subtraction/multiplication/division in grades 3, and multiplication/division in grades 4-5 by the EOY of 2027.

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	3	x	%		
	3	÷	%		
	4	x	%		
	4	÷	%		
	5	x	%		
	5	÷	%		
Equity Goals and Shared Responsibility	All Dwight staff including leadership, classroom teachers and paraprofessionals			All Dwight staff including leadership, classroom teachers and paraprofessionals	All Dwight staff including leadership, classroom teachers and paraprofessionals

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Our spring 2026 school climate data included many positive highlights to celebrate. Some of those highlights include data points such as “students treat each other with kindness” where 95% of students agreed. Also, 93% of staff agreed that Dwight students treat each other with kindness. A concerted effort has been placed on systems, protocols, communication and restorative practices as a staff and this has contributed to growth. The *Dwight Constitution* was utilized by students and staff and shared with families. It is used as our foundation of expectations along with the *Dwight Pledge*.

The vast majority of student climate data is positive and worthy of celebrating. The staff data shows general areas that should be focused on to improve our climate. There are common threads in the climate questions listed below. The survey statements closely align with fostering a positive, safe and engaging community in which all students, staff and families feel a sense of belonging and connectedness with one another. We strive for all community members to feel seen, heard and loved. We also work diligently to maintain high achievement for all students, which is fostered by staff teamwork and collegiality. Historical data from school and district surveys is listed below.

2024 Baseline Data - District School Climate Survey

2025 EOY Dwight SEL Survey

2026 EOY Dwight SEL Survey

[2026 District School Climate Survey Data](#)

School's Goal	Foster a positive, safe, and engaging school community in which all students, staff and families feel a sense of belonging, respect and community. All community members will feel, “Seen, heard, and loved”
SMART Goal	1. By June of 2027, 95% of students will agree that students treat each

	other with kindness and as measured by the Dwight SEL Survey. 2. By June 2027, 95% of staff will report that Dwight staff members collaborate with teamwork and collegiality to promote student achievement and engagement, as measured by the Dwight SEL Survey. SURVEY LINK HERE
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Student responses will improve on the Dwight SEL Survey: - Students treat each other with kindness. Staff responses will improve on the SEL Survey: - Dwight staff members collaborate with teamwork and collegiality to promote student achievement and engagement.
District Improvement Plan Connection	All staff will implement the new SEL curriculum.

Goal 3 (a) - Strategic Plan

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

Scientifically Research Based Strategy	Implementation of Tier 1 SEL curriculum as well as Restorative Practice methodology. a. Weekly morning announcements to offer kindness “shout-outs” b. All staff daily reinforcement of Dwight Constitution with students c. Maintain accreditation as a <i>No Place for Hate</i> School d. Active School Climate committee e. Implement School Climate Improvement Plan f. Restorative Practices among all staff g. Establish meeting norms
MOY Results (Expectation/ Reality)	Growth on mid-year surveys
EOY Results (Expectation/ Reality)	95% of staff, parents and students will agree that students treat each other with kindness as measured by the Dwight SEL Survey.

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	95% of staff will report that Dwight staff members collaborate with teamwork and collegiality to promote student achievement and engagement as measured by the Dwight SEL Survey.
Responsible Individuals	All school staff
Timeline	September 2026 - June 2027
Resources	New SEL curriculum implementation, <i>No Place for Hate</i> resources
Budget Implications	None

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	The School Climate Committee will collaborate and set plans for the year.	The School Climate Committee will review data and continue to implement plans.	The School Climate Committee will reflect on the impact of the work and determine next steps for continued growth.
	Establish and implement staff norms to promote student achievement, student behavior, staff collegiality and school climate.	Review and continue to implement staff norms. Make adjustments as needed.	Implement staff norms and reflect on its impact on school climate.
	Maintain accreditation as a <i>No Place for Hate</i> School.	Continue action steps as a <i>NPFH</i> school.	Continue action steps as a <i>NPFH</i> school and reflect on success and next steps.
	Establish a class community	Remind and reinforce	Remind, reinforce and

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	and communicate classroom expectations.	expected behaviors and hold students accountable. Facilitate restorative class meetings to address concerns.	reflect on expected behaviors and hold students accountable. Facilitate restorative class meetings to address concerns
	Provide whole class instruction on expected behaviors across all school settings.	Review of whole class expected behaviors across all school settings.	Continued review of whole class expected behaviors across all school settings.
	Create an SEL student/staff survey and administer it within the first month of school.	Readminister survey and reflect on data.	Give final administration of survey. Reflect on data.
	Reinforce Dwight Pledge and Dwight Constitution signed by students, shared with parents.	Daily recitation of student pledge during morning announcements and by class in morning meetings.	Daily recitation of student pledge during morning announcements and by class in morning meetings.
	Restorative Practices implementation by administrators, teachers and paraeducators	Restorative Practices implementation by administrators, teachers and paraeducators	Restorative Practices implementation by administrators, teachers and paraeducators
	Participate in professional learning in the district Wayfinder program. Take initial data.	Continue professional learning in the district Wayfinder program. Review student data and take action steps to improve student engagement and social/emotional learning.	Review data from the Wayfinder program, and create next steps.
	Re-engage with School Climate Improvement Plan and continue implementation	Implement School Climate Improvement Plan	Review and reflect on implementation of School Climate Improvement Plan

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Leading Indicators	Review MTSS data. Review IC behavior data. Review 2026 WayPoints data. Review School Climate Survey data.	Monitor MTSS data and MTSS process. Review IC behavior data for planning. Review Winter 2026 WayPoints data. Review School Climate Survey data.	Review SEB MTSS data. School Climate survey data 2026-2027 Review WayPoints Data
Lagging Indicators	Review 2026-27 MTSS data. Review 2026-27 IC behavior data Review 2026-27 WayPoints data. Review School Climate Data 2026-2027	Review Winter 2026 WayPoints data. Review mid-year attendance data -baseline. Review and respond to MOY School Climate Survey	Fewer Dwight students will flag on Waypoints Spring 2027 Assessment. School Climate Data 2026-2027
Equity Goals and Shared Responsibility	Subgroup performance on indicators. All Dwight staff	Subgroup performance on indicators. All Dwight staff	Subgroup performance on indicators. All Dwight staff