

Sherman Elementary – School Improvement Plan for 26-27

School Information

School's Name	Sherman Elementary School	School District	Fairfield Public Schools
Principal's Name	Dr. Ian Banner	School Year	2026-2027

School's Mission/Vision

Sherman follows the district's mission, vision, and core values. Refer to link: <https://www.fairfieldschools.org/district-information/dip22-27>

District Mission

The mission of Fairfield Public Schools, 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.

District Vision

All students will be critical thinkers, collaborators, communicators, innovators, goal-directed resilient learners, and responsible citizens.

Background

Sherman students continue to post strong results in both ELA and Math, regularly outperforming district and state averages. Math has been an especially consistent strength — 91% school-wide proficiency and the strongest SBA growth on record (95.5% of target achieved) in 2025–26. Literacy is less consistent: school-wide ELA proficiency ranged from 91% (2018–19) down to 82% (2023–24, driven by a 20-point 3rd-grade dip) and back to 83% (2025–26), with similar dips and rebounds in Acadience and NWEA Reading.

Across nearly every measure, the gap between all students and our High-Needs subgroup is the area of greatest concern — e.g., 83% vs. 71% ELA proficiency and 74% vs. 33% 2nd-grade Acadience in 2025–26 — and it has not shown a clear, sustained trend of closing. Chronic absenteeism, though still above pre-pandemic levels, has improved steadily since its 2021–22 peak (11.5% all students, 16.5% High-Needs) to 5.7%/4.2% in 2025–26.

This tells us Sherman's achievement is real but not yet consistent year-to-year or across student groups, especially in literacy and for High-Needs learners. This year, we are targeting two key strategies/adult actions to most directly stabilize and accelerate this growth: (1) developing greater collaboration between general-education and Special Education/related-service staff, and (2) fostering and improving students' agency (initiative and resilience). These two strategies are the shared root-cause focus for both the Literacy and Math goals below.

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Theory of Action

Literacy: If we develop greater collaboration between special education/related service and general education staff and foster and improve students' agency, as well as continue to improve planning/scheduling for targeted intervention, make learning goals explicit, and monitor progress during lessons, then K–3 Acadience and 4–5 NWEA Reading scores will rise, leading to more grade 3–5 students mastering the CCSS on the ELA IAB and SBA.

Math: If we apply the same practices as ELA plus daily fluency practice and encourage student progress-tracking, then K–5 NWEA Math scores and fluency mastery will rise, leading to more grade 3–5 students mastering the CCSS on the SBA.

Behavior: If we keep refining educators' capacity to explicitly support student behavior — through positive recognition, strong relationships, and restorative practices — students will more frequently demonstrate appropriate behavior school-wide.

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School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Dr. Ian Banner	Principal	Robyn Walters	Assistant Principal
Lauren Moreno	Literacy Specialist	Karli Smith	Literacy Specialist
Sue Miller	Teacher: Grade 3	Jessica Hoyt	Teacher: Grade 2
Krissy Rufa	Math Resource Teacher		

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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 five years.

Key.

- The percentages highlighted in green indicate an all-student cohort *increase* or plateau compared to the previous year.
- The percentages highlighted in yellow indicate an all-student cohort decline or plateau compared to the previous year.
- The percentages highlighted in blue indicate an IDEA-student cohort decline or plateau compared to the previous year.
- The percentages highlighted in Red indicate an all-student or IDEA-student cohort group whose score is being very closely monitored in the upcoming year.

Literacy

Table 1.

SBA - ELA % Proficient	2018-2019 All Ss HNSs	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs	2023-2024 All Ss IDEASs	2024-2025 All Ss IDEASs	2025-2026 All Ss IDEA Ss
3rd	91 78	93 100	86 83	85 (12, 3)* 64	66 (24, 10) 33	84 (16, 0) 86	83 67
4th	88 56	90 73	86 72	81 (13, 6)* 42	87 (10, 3) 58	71 (25, 4) 38	90 82
5th	90 88	91 62	87 75	82 (10, 7)* 62	94 (5, 2) 73	94 (4, 1) 78	75 65
School	84	91	87	83 (12, 5)*	82 (13, 5)*	83 (15, 2)*	82 (16, 2)*

Note. * (Level 2, level 1)

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Table 2.

SBA - ELA Growth % (Avg. of Target Achieved)	2018-2019 All Ss HNS	2020-2021 All Ss HNS	2021-2022 All Ss HNS	2022-2023 All Ss HNS	2023-2024 All Ss HNS	2024-2025 All Ss HNS	2025-2026 All Ss HNS
School	79.7 / 83.9	N/A	84.0 / 71.7	81.3 / 76.4	80.2 / 75.8	78.1 / 79.7	81.0 / 75.5

Table 3.

Acadience (At/Above Benchmark)* NWEA Reading (At/Above 61st %ile)^	2023-2024 All Ss IDEA Ss	2024-2025 All Ss IDEA Ss	2025-2026 All Ss IDEA Ss
K *	63 / 33	84 / 67	82 / 79
1st *	70 / 36	64 / 27	76 / 41
2nd *	84 / 65	83 / 50	74 / 33
3rd *	84 / 70	87 / 67	88 / 50
4th ^	77 / 55	64 / 36	85 / 81
5th ^	70 / 45	75 / 50	80 / 62
School	- */- ^	- */- ^	- */- ^

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Math

Table 4.

SBA - Math % Proficient	2018-2019 All Ss HNSs	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs	2023-2024 All Ss IDEASs	2024-2025 All Ss IDEASs	2025-2026 All Ss IDEA Ss
3rd	98 94	89 100	91 83	93 (6, 1) 79	75 (19, 6) 55	89 (11, 0) 93	91 83
4th	89 56	81 91	90 100	90 (10) 75	87 (12, 1) 75	72 (22, 6) 46	95 100
5th	84 88	87 62	87 88	93 (6, 1) 85	87 (13, 0) 73	82 (16, 1) 67	87 81
School	82	83	84	91 (1, 7)*	83 (15, 3)*	81 (17, 3)*	91 (8, 1)*

Note. * (1, 7) = Level 2, level 1

Table 5.

SBA - Math Growth % (Avg. of Target Achieved)	2018-2019 All Ss HNS	2020-2021 All Ss HNS	2021-2022 All Ss HNS	2022-2023 All Ss HNS	2023-2024 All Ss HNS	2024-2025 All Ss HNS	2025-2026 All Ss HNS
School	80.2 / 75.7	N/A	72.4 / 56.3	62.9 / 52.0	81.0 / 61.7	74.5 / 60.7	95.5 / 91.4

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Table 6.

NWEA Math (At/Above 61st %ile)	2023-2024 All Ss IDEA Ss	2024-2025 All Ss IDEA Ss	2025-2026 All Ss IDEA Ss
K	76 / 60	86 / 58	74 / 67
1st	62 / 67	54 / 27	75 / 47
2nd	81 / 82	67 / 50	71 / 30
3rd	71 / 64	84 / 68	82 / 72
4th	88 / 82	74 / 44	90 / 94
5th	82 / 78	78 / 92	70 / 54
School	-	-	-

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Science

Table 7.

NGSS % Proficient	2018-2019 All Ss HNSs	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs	2023-2024 All Ss IDEASs	2024-2025 All Ss IDEASs	2025-2026 All Ss IDEASs
5th	81 65	91 85	95 100	77 (19, 3) 62	78 (21, 2)* 54	85 (13, 1)* 56	80 (x, x)* 69

Note. * (20, 4) = Level 2, level 1

Attendance

Table 8.

Attendance Chronic Abs. %	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	5.2	8.2	11.5	9.9	5.9	6.7	5.7
High Needs	7.7	13.5	16.5	10.5	9.4	6.3	4.2

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SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

Background

Through 2025–26, school-wide ELA proficiency sits at 83% (71% High-Needs) — a partial recovery from the 82% dip in 2023–24 (driven by a 20-point 3rd-grade drop) but still short of our 2018–19 high of 91%. 2025–26 Acadience K–3 (82% K, 76% 1st, 74% 2nd, 88% 3rd) and NWEA Reading 4–5 (85% grade 4, 80% grade 5) show the same pattern: real gains, but not yet consistent, especially for High-Needs students.

Therefore, to increase our achievement in this area, we believe that specific steps (outlined below) are necessary.

Root Cause

We theorize that our core-classroom and Special Education/related-service staff in grades K–5 will require focused work in two areas. These are the two key strategies/adult actions being targeted school-wide this year:

1. **Developing greater collaboration** — between general-education and Special Education/related-service staff: knowing and remaining consistent to each other's schedules, knowing each other's goals and areas of focus, and formally meeting at least once per month in a Grade-Level Meeting (GLM) to review learning goals, results, and accommodations.
2. **Fostering and improving students' agency** — helping students take initiative and build resilience/persistence in their own learning.

Theory of Literacy Action

If we combine these two strategies with improved planning/scheduling for small-group instruction (SGI) and targeted intervention (TI), explicit learning goals, and consistent progress monitoring, then K–3 Acadience (2025–26 baseline: 82% K, 76% 1st, 74% 2nd, 88% 3rd) will reach 90% At/Above Benchmark in each grade, and 4–5 NWEA Reading (2025–26 baseline: 85%/80%) will reach 90% in both grades.

This will lead to the following:

A high percentage of grade 3–5 students (2025–26: 83%) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB district assessment and SBA.

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School's Goal 1	Increase overall literacy achievement through automaticity.
SMART Goal	Increase students' ELA achievement and automaticity in grades K–5 by scoring At or Above Benchmark on our universal literacy screeners (Acadience and NWEA Reading/Language Use) by June 2027.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. 90% of students in grades K–3 will score At or Above Benchmark on Acadience by June 2027. 2. 80% of IDEA/High-Needs students in grades K–3 will score At or Above Benchmark on Acadience by June 2027. 3. 85% of students in grades 4–5 will score At or Above the 61st percentile on NWEA Reading/Language Use by June 2027. 4. 70% of IDEA/High-Needs students in grades 4–5 will score At or Above the 61st percentile on NWEA Reading/Language Use by June 2027.
District Improvement Plan Connection	FPS 2028 targets: ● Acadience composite score proficiency rates in grade 2 will be 90% or higher.

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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	1. Developing greater collaboration between general-education and Special Education/related-service staff (shared schedules, goals, and monthly GLM data review). 2. Fostering and improving students' agency. 3. Applied through improved targeted-intervention (TI) planning and explicit, monitored learning goals.
MOY Results (Expectation/ Reality)	1. 80% of students (in grades K–3) will score At or Above Benchmark on Acadience. 2. 70% of IDEA/High-Needs students (in grades K–3) will score At or Above Benchmark on Acadience. 3. 75% of students (in grades 4–5) will score At or Above the 61st percentile on NWEA Reading/Language Use. 4. 60% of IDEA/High-Needs students (in grades 4–5) will score At or Above the 61st percentile on NWEA Reading/Language Use.
EOY Results (Expectation/ Reality)	1. 90% of students (in grades K–3) will score At or Above Benchmark on Acadience by June 2027. 2. 80% of IDEA/High-Needs students (in grades K–3) will score At or Above Benchmark on Acadience by June 2027. 3. 85% of students (in grades 4–5) will score At or Above the 61st percentile on NWEA Reading/Language Use by June 2027. 4. 70% of IDEA/High-Needs students (in grades 4–5) will score At or Above the 61st percentile on NWEA Reading/Language Use by June 2027.
Responsible Individuals	All classroom teaching, interventionist, and Special Education staff.
Timeline	From September 2026 to June 2027
Resources	Decodable texts and protocol Small-group planners and resources Academic vocabulary and word meanings Question stems (for grades K-2) IAB-like practice questions (for grade 2) IAB teaching resources and fluent use Centralized Reporting System (CRS) (for grades 3-5) ELA progressions in grades K-2
Budget Implications	

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Goal 1 - Implementation and Milestones

	Beginning of the Year (9/26 – 12/26)	Middle of the Year (1/27 – 4/27)	End of the Year (4/27 – 6/27)
Implementation Milestones	Principals and Coaching Team will... 1. Review student achievement data from 25-26 with the SIP team and develop adult steps to address areas of academic and behavioral need. 2. Establish standardized GenEd–SpEd collaboration time (e.g., Tier 2–3 SRBI meetings, designated faculty-meeting slots). 3. Make Grade-Level Meetings (GLMs) systematic — one focused GLM per month minimum, rotating through intervention planning, math, achievement review, and SpEd collaboration. 4. Review data with staff at GLMs and explain school goals (SIP). 5. Conduct learning walkthroughs focused on the SIP strategies. Staff will... 6. Plan for and implement targeted intervention/instruction based on student data (achievement and observational). 7. Make explicit the learning goal in every lesson and closely monitor student progress on those lesson goals. 8. Use student goal-setting and progress-tracking practices to build student ownership and agency.		

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Leading Indicators	1. Heggerty (K-1), CORE (K-2) 2. IABs for grades 3-5 3. District screener (Acadience Reading for grades K-3; NWEA MAP for grades 4-5)	4. Heggerty (K-1), CORE (K-2) 5. IABs for grades 3-5 6. District screener (Acadience Reading for grades K-3; NWEA MAP for grades 4-5) 7. Unit check-ins (outcomes focused on CCSS)	8. Heggerty (K-1), CORE (K-2) 9. IABs for grades 3-5 10. District screener (Acadience Reading for grades K-3; NWEA MAP for grades 4-5)
Lagging Indicators	-	-	SBA
Equity Goals and Shared Responsibility	Review and determine the achievement of all subgroups, especially focused on IDEA Ss and whether there's a comparative difference between them and the All-S group	Review and determine the achievement of all subgroups, especially focused on IDEA Ss and whether there's a comparative difference between them and the All-S group	Review and determine the achievement of all subgroups, especially focused on IDEA Ss and whether there's a comparative difference between them and the All-S group

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SMART Goal 2

Root Cause Analysis 2- Based on School Performance

Background

Through 2025–26, school-wide Math proficiency sits at 91% (88% High-Needs) with the strongest SBA growth on record (96% All Students, 91% High-Needs). Even so, proficiency dipped to 83% in 2023–24, and the winter 2025–26 NWEA Math administration shows continued dips in several grades (e.g., 2nd grade: 71% All Students/30% High-Needs), so we need more consistent achievement across grades and subgroups.

Therefore, to increase our achievement in this area, we believe that specific steps (outlined below) are necessary.

Root Cause

We theorize that our core-classroom and Special Education/related-service staff in grades K–5 will require focused work in two areas. These are the two key strategies/adult actions being targeted school-wide this year:

1. **Developing greater collaboration** — between general-education and Special Education/related-service staff: knowing and remaining consistent to each other's schedules, knowing each other's goals and areas of focus, and formally meeting at least once per month in a Grade-Level Meeting (GLM) to review learning goals, results, and accommodations.
2. **Fostering and improving students' agency** — helping students take initiative and build resilience/persistence in their own learning.

Theory of Math Action

If we combine these two strategies with improved planning for small-group instruction (SGI) and targeted intervention (TI), explicit learning goals, and daily fluency practice with student self-tracking, then K–5 NWEA Math (2025–26 baseline: 74% K, 75% 1st, 71% 2nd, 82% 3rd, 90% 4th, 70% 5th) will reach 85% in each grade, and grades 1–5 fluency will incrementally improve so all students master addition/subtraction by end of 2nd grade and multiplication/division by end of 5th.

This will lead to the following:

A high percentage of grade 3–5 students (2025–26: 91%) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the SBA.

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School's Goal 2	Increase overall math achievement through automaticity.
SMART Goal	Increase students' Math achievement and automaticity in grades K–5 by scoring At or Above Benchmark on our universal math screener (NWEA) by June 2027.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. 85% of students in grades K–5 will score At or Above the 61st percentile on NWEA Math by June 2027. 2. 80% of IDEA/High-Needs students in grades K–5 will score At or Above the 61st percentile on NWEA Math by June 2027. 3. Fluency targets: 80% mastery of addition/subtraction by end of 1st; 90% by end of 2nd; 100% by end of 3rd; 90% mastery of multiplication/division by end of 4th; 100% by end of 5th.
District Improvement Plan Connection	FPS 2028 Targets: • SBA math proficiency rates in grades 3-8 will be 80% or higher and the SBA proficiency indicator gap between subgroup performance and district performance will decrease by 20%.

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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	1. Developing greater collaboration between general-education and Special Education/related-service staff (shared schedules, goals, and monthly GLM data review). 2. Fostering and improving students' agency. 3. Applied through improved targeted-intervention (TI) planning, explicit learning goals, and daily fluency practice.
MOY Results (Expectation/ Reality)	1. 75% of students (in grades K–5) will score At or Above the 61st percentile on NWEA Math. 2. 65% of IDEA/High-Needs students (in grades K–5) will score At or Above the 61st percentile on NWEA Math.
EOY Results (Expectation/ Reality)	1. 85% of students (in grades K–5) will score At or Above the 61st percentile on NWEA Math by June 2027. 2. 80% of IDEA/High-Needs students (in grades K–5) will score At or Above the 61st percentile on NWEA Math by June 2027. 3. Fluency targets met per grade-level benchmarks (see Evidence of Success above).
Responsible Individuals	All classroom teaching and Special Education staff.
Timeline	From September 2026 to June 2027
Resources	IXL (3-5) Approved Digital Resource for K-2 Academic vocabulary and word meanings Question stems (for grades K-2) IAB-like practice questions (for grade 2) Bridges math progressions in grades K-5 IAB teaching resources and fluent use Centralized Reporting System (CRS) (for grades 3-5)
Budget Implications	

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Goal 2 - Implementation and Milestones

	Beginning of the Year (9/26 – 12/26)	Middle of the Year (1/27 – 4/27)	End of the Year (4/27 – 6/27)
Implementation Milestones	Principals and Coaching Team will... 1. Review student achievement data from 25-26 with the SIP team and develop adult steps to address areas of academic and behavioral need. 2. Establish standardized GenEd–SpEd collaboration time and make GLMs systematic, with a dedicated monthly math-focused meeting. 3. Conduct learning walkthroughs focused on the SIP strategies. Staff will... 4. Plan for and implement targeted intervention/instruction based on student achievement and observational data. 5. Make the learning goal explicit in every lesson and closely monitor student progress. 6. Implement daily fluency practice and student self-tracking of progress to build ownership and agency.		
Leading Indicators	1. District screener (NWEA MAP for grades K-5) 2. End-of-unit math assessments 3. IABs for grades 3-5		
Lagging Indicators	-	-	SBA

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Equity Goals and Shared Responsibility	Review and determine the achievement of all subgroups, especially focused on IDEA Ss and whether there's a comparative difference between them and the All-S group	Review and determine the achievement of all subgroups, especially focused on IDEA Ss and whether there's a comparative difference between them and the All-S group	
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SMART Goal 3

Root Cause Analysis 3 - Based on School Performance

Background

We have witnessed behavior issues increasing prior to 23-24, and we are experiencing many more students who come to us not having the appropriate self-regulation skills and social skills (see CASEL Framework) to positively interact and connect with others. Additionally, we have seen an increase in the number of students who demonstrate an incapacity to behave/perform in ways that are conducive to supporting their need to (a) initiate learning tasks, (b) remain working on a task, (c) deal with frustration and disappointment, and (d) appropriately integrate with peers. As such, we have observed students exhibiting behavioral challenges—primarily dysregulation as opposed to misbehavior. We characterize misbehavior as a deliberate and conscious violation of a known expectation/rule likely without regard for the safety and feelings of others, whereas we view dysregulation as behavior that is presently out of the child's control and likely requires some sort of counseling support, direct behavioral instruction, and a greater degree of compassion.

Therefore, to increase our students' behavior/performance and as a result, their achievement, we believe that specific steps (outlined below) are necessary.

Root Cause

Schools everywhere report greater levels of dysregulation, but Sherman staff have united in explicitly addressing behavior-related school climate challenges by focusing on consistent expectations and practices. Sherman Behavioral Expectations and Rules are now being implemented and reinforced more consistently across K-5 classrooms, and the building at large. This has been the result of a mindset-shift amongst many staff. However, refinement and reinforcement of this work is a continued need.

Theory of Behavior Instruction Action

Our spring 2025–26 climate survey found that students already feel kind to each other and supported by friends — a strength we want to build on with a more structured, schoolwide recognition system. Starting in October 2026, the Proud Board will spotlight positive student behavior, self-esteem, and morale through four two-month themes:

1. **Ready to Shine** (Oct–Nov) — routines and helping others.
2. **Bright Thinker & Goal Getter** (Dec–Jan) — thoughtful academic goal-setting and effort/perseverance heading into January assessments.
3. **Heart of Gold** (Feb–Mar) — empathy, friendship, and kindness.
4. **Academic Rockstar** (Apr–May) — love of learning.

If staff across all roles — classroom teachers, paras, support staff, and specialists — consistently recognize students against each theme, and administration reinforces this through classroom visits and cafeteria displays, then students will more frequently demonstrate the socially and academically appropriate behaviors each theme targets, sustaining and extending the positive peer support our climate survey already found.

This will lead to the following:

A high percentage of teachers will report feeling more capable of supporting students' social and academic behavior, and

A high percentage of teachers will report that students in their classes frequently demonstrate socially and academically appropriate behavior.

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School's Goal	Create a highly positive, learning-focused and accepting environment.
SMART Goal	Implement the schoolwide Proud Board recognition program by June 2027 to strengthen positive student behavior, self-esteem, and morale — EOY targets: 90% of staff report students frequently demonstrate socially and academically appropriate behavior; 90%+ of observed interactions positive, supportive, and accepting.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. 100% of classrooms/specialist areas will have participated in all four Proud Board themes by June 2027. 2. 90% of staff will report that students frequently demonstrate socially and academically appropriate behavior by June 2027. 3. 90%+ of observed staff-student and student-student interactions will be positive, supportive, and accepting (see Appendix A). 4. 90% of students (grades 3-5) will report feeling supported and accepted on a follow-up climate survey by June 2027.
District Improvement Plan Connection	FPS Promise 1: <i>Wellness</i> : ● If we design learning environments in classrooms and schools that build positive, healthy relationships rooted in trust, belonging, and resiliency among all stakeholders, then students will benefit by becoming better problem solvers, stronger communicators, and more involved citizens.

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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	1. Implement the Proud Board — a schoolwide recognition program with four two-month behavioral/academic themes, reinforced through classroom visits, cafeteria displays, and staff-wide nominations.
MOY Results (Expectation/ Reality)	1. 100% of classrooms/specialist areas will have submitted at least one nomination (after the Ready to Shine and Bright Thinker & Goal Getter cycles). 2. 75% of staff will report increased positive, theme-aligned behavior. 3. 80%+ of observed interactions will be positive, supportive, and accepting.
EOY Results (Expectation/ Reality)	1. 100% of classrooms/specialist areas will have participated in all four themes. 2. 90% of staff will report that students frequently demonstrate socially and academically appropriate behavior. 3. 90%+ of observed staff-student and student-student interactions will be positive, supportive, and accepting. 4. 90% of students (grades 3-5) will report feeling supported and accepted on a follow-up climate survey.
Responsible Individuals	Dr. Ian Banner, Robyn Walters, and all classroom teaching, para, support, and specialist staff.
Timeline	From September 2026 to June 2027
Resources	Bi-monthly theme intro slides/videos Recognition certificates Cafeteria display space Office-managed nomination spreadsheet Open House presentation slide (September 9)
Budget Implications	N/A

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Goal 3 - Implementation and Milestones

	Beginning of the Year (9/26 – 12/26)	Middle of the Year (1/27 – 4/27)	End of the Year (4/27 – 6/27)
Implementation Milestones	Principals and Coaching Team will... 1. Introduce the Proud Board to families at Open House (September 9). 2. Share the theme intro slide/video with staff at the start of each cycle. 3. Visit classrooms each cycle to personally recognize chosen students. 4. Track nominations via the office spreadsheet, ensuring all staff roles participate. Staff will... 5. Nominate students each cycle based on the current theme (classroom teachers, paras, support staff, and specialists all eligible to recognize). 6. Reinforce the current theme's language and behaviors day to day. 7. Celebrate certificate recipients; display certificates in the cafeteria.		
Leading Indicators	Observations of students and staff	Observations of students and staff	Observations of students and staff
Lagging Indicators	-	Mid-Year scores (see Appendix A)	End of Year scores (see Appendix A)
Equity Goals and	Review and determine B-MTSS numbers		

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Shared Responsibility	and teacher self-report data related to (a) understanding student behavior and feeling more capable of supporting students' social and academic behavior, as well as (b) observing students in their classes frequently demonstrate socially and academically appropriate behavior.		
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