

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Jennings Elementary	School District	Fairfield Public Schools
Principal's Name:	Anthony Vuolo	School Year	2026-2027

School's Mission/Vision

The mission of the Jennings School community is that every individual is promised safety, opportunity, respect, comfort, dignity and acceptance. We are dedicated to developing critical thinkers who take responsible risks, love to learn, strive for their personal best, and become community leaders.

Theory of Action

If we:

- Provide meaningful and equitable opportunities for all students
- Implement a standards-based curriculum
- Incorporate a strong focus on Social-Emotional Learning (SEL)
- Improve collaboration and communication across all staff
- Measure student performance and intervene accordingly at all tiers of instruction
- Increase parent learning opportunities throughout the school year to build a stronger connection between home and school

Then we will:

- Increase student achievement
- Improve student attendance
- Enhance students' attainment and acquisition of specific content and skills
- Support students' growth as whole individuals
- Ensure equitable outcomes for all learners

This theory of action combines multiple elements to create a comprehensive approach that addresses curriculum, instruction, assessment, social-emotional learning, and school-wide collaboration to drive student success and overall school improvement.

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School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Anthony Vuolo	Principal	Christina Fuller	Assistant Principal
Eileen Strycharz	LAS	Lauren DiMeglio	LAS
Kathleen Ruppert	MRT	Sara Bocchiere	Classroom Teacher
Lauren Hall	Special Education 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 three years.

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	77/53	76/33	74/54	67/53	72/43	82/25	78/50
4th	64/30	72/29	90/100	65/45	65/60	83/33	89/50
5th	79/22	79/56	80/60	85/50	78/53	91/50	91/33

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	79/67	76/33	76/69	82/79	82/57	80/25	75/33
4th	76/45	78/29	85/67	70/45	71/60	81/33	77/25
5th	84/22	67/38	78/60	83/50	75/47	79/50	80/33

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	88/91 91/69	N/A	73/67 86/108	79/61	66/52	92/98	86/66

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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	88/91 91/69	N/A	73/67 86/108	79/61	72/64	88/86	78/55

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	82/45	77/56	82/60	93/67	83/59	92/100	91/73

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	6.1	3.3	8.5	8.8	6.4 %	2.5%	5.5%
High Needs	8.6	8.6	13.3	5.3	10 %	1.4%	11.5 %

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 Acadience All / HNS	2025-2026 Acadience All/HNS
Kindergarten		78/63	84/62	87/75	79/67	76/ N/A	86/57
1st		71/88	82/67	80/67	69/67	81/0	82/72
2nd		62/39	78/78	79/65	89/86	92/33	94/77

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3rd		78/57	65/45	73/58	89/67	95/66	88/73
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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 NWEA All / HNS	2025-2026 NWEA All/HNS
1st		71/88	82/67	80/67	n/a	n/a	n/a
2nd		62/39	78/78	79/65	n/a	n/a	n/a
3rd		78/57	65/45	73/58	n/a	n/a	n/a
4th		67/36	85/50	70/52	86/35	81/33	n/a
5th		74/45	67/27	80/57	65/23	60/ 50	n/a

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	2025-2026 NWEA All/HNS
K					77/50	62/NA	76/25
1st					67/45	72/0	72/na
2nd					76/37	39/0	68/0
3rd					83/63	77/25	n/a
4th					80/93	81/0	n/a
5th					84/54	75/33	n/a

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Overall, Spring 2026 ELA SBA scores for grades 3 - 5 indicate 86% of students were performing at or above the achievement benchmark level. Overall, Winter 2026 ELA NWEA scores for grades 4 - 5 indicate that 78% of students are performing at or above the achievement benchmark level.

The K - 3 Acadience Spring EOY data indicates 89% of students are performing at or above the achievement benchmark level on the reading composite score.

Strengthening Tier 1 is a vital component of continued academic improvement in order to increase achievement. The continued implementation of HMH Into Reading, will develop proficient skills in the areas of Structured Literacy, in order to increase student performance as evidenced by SBA, NWEA and Acadience score analysis.

School's Goal	Increase overall literacy performance as indicated by EOY Spring 2027 universal data points.
SMART Goal	By the end of the 2026-2027 school year, indicators of academic growth and development will be met in relation to individualized IAGDs.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<u>ACADIENCE :</u> • 80% of students in Kindergarten will meet or exceed ELA standards as measured on Acadience EOY Correct Letter Sounds (CLS). • 85% of students in grade 1 will meet or exceed as measured on Acadience EOY composite data. • 89% of students in grade 2 will meet or exceed ELA as measured on Acadience EOY composite data. • 95% of students in grade 3 will meet or exceed ELA as measured on Acadience EOY composite data. <u>SBA:</u> SBA achievement percentile by spring of 2027 the following grades will: • 75% of students in grade 3 will meet or exceed SBA ELA standards in Spring

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	2027. 82% of students in grade 4 will meet or exceed SBA ELA standards in Spring 2027. 90% of students in grade 5 will meet or exceed SBA ELA standards in Spring 2027.
District Improvement Plan Connection	All grade 2 students will score at or above the achievement benchmark level on Acadience EOY composite score.

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	Utilize HMH instructional strategies incorporating all Five Pillars of the Science of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) in Tier 1 literacy instruction.
MOY Results (Expectation of/ Reality)	70% of students in Kindergarten will meet or exceed ELA standards as measured on Acadience EOY Correct Letter Sounds (CLS). 75% of students in grade 1 will meet or exceed as measured on Acadience MOY composite data. 80% of students in grade 2 will meet or exceed ELA as measured on Acadience MOY composite data. 90% of students in grade 3 will meet or exceed ELA as measured on Acadience MOY composite data. 70% of students in grade 3 will meet or exceed NWEA ELA standards in Winter 2027. 75% of students in grade 4 will meet or exceed NWEA ELA standards in Winter 2027. 80% of students in grade 5 will meet or exceed NWEA ELA standards in Winter 2027.
EOY Results (Expectation/ Reality)	<u>ACADIENCE :</u> 80% of students in Kindergarten will meet or exceed ELA standards as measured on Acadience EOY Correct Letter Sounds (CLS).

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	• 85% of students in grade 1 will meet or exceed as measured on Acadience EOY composite data. • 89% of students in grade 2 will meet or exceed ELA as measured on Acadience EOY composite data. • 95% of students in grade 3 will meet or exceed ELA as measured on Acadience EOY composite data. SBA: SBA achievement percentile by spring of 2027 the following grades will: • 75% of students in grade 3 will meet or exceed SBA ELA standards in Spring 2027. • 82% of students in grade 4 will meet or exceed SBA ELA standards in Spring 2027. • 90% of students in grade 5 will meet or exceed SBA ELA standards in Spring 2027.
Responsible Individuals	All Staff
Timeline	August 2026 - June 2027
Resources	• Time for planning during grade level meetings and coaching cycles for staff. • Continued calibration training on SBA, IAB, NWEA and Acadience administration and analysis and use of results to guide and plan small group instruction. • Continued professional development training using the HMH Into Reading resource, with the focus on the district initiative of small group. • Time to analyze ELA IAB results to plan small group instruction.
Budget Implications	Building based language arts budget / District professional development budget

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review SIP Strategic Plan (BOY data). Continue to implement HMH Into Reading resource with fidelity, with an emphasis on the district writing initiative. Engage in comprehensive analysis of data points (Acadience, NWEA, CORE, Heggerty, HMH Assessments, QSI, IAB). Establish and review norms and expectations for regularly scheduled grade level meetings focused on analyzing data points, sharing effective instructional strategies and materials and evaluating student achievement. Conduct continuous and frequent conversations between all service providers around support plans for identified students within	Review and update, as needed, SIP Strategic Plan (MOY data). Continue implementation of HMH Into Reading resource with fidelity, with an emphasis on the district writing initiative. Continue comprehensive analysis of data points in meetings, and triangulate with other assessments to determine focus for small group instruction. (Acadience, NWEA, CORE, Heggerty, HMH Assessments, QSI, IAB). Continue to meet with teachers at regularly scheduled grade level meetings with a focus on analyzing data points, sharing effective instructional strategies and materials and evaluating MOY data. Conduct continuous and frequent conversation between all service providers around support plans for identified students within subgroups.	Review and update, as needed, SIP Strategic Plan (EOY data). Reflect on implementation of all components of HMH Into Reading resource. Reflect on comprehensive analysis of data points in meetings, and triangulate with other assessments to determine focus for small group instruction for Fall 2026. (Acadience, NWEA, CORE, Heggerty, HMH Assessments, QSI, IAB, SBA). Reflect in meetings to analyze all data points to discuss performance on EOY data for all identified students within subgroups.

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	subgroups.		
	Utilize HMH weekly + summative assessment for goal setting and small group planning. Class averages will be posted to use for goal setting.	Continue to utilize HMH weekly + summative assessment for goal setting and small group planning. Class averages will be posted to use for goal setting.	Using data from EOY, teams will reflect on the efficacy of implementation of the use of IAB and module assessment data to drive small group instruction. This data will be used to drive discussion during Common Planning Time and plan for building based Professional Development for 2027-2028 school year, as well as generate focus areas for the 2027-2028 SIP.
	Utilize IAB and module assessment data (grades 3 - 5) for the purpose of planning small group targeted instruction in order to expose children to general test taking strategies with a focus on question structure, vocabulary, open ended written response and rubrics on student data.	Continue to utilize IAB data and module assessment data(grades 3 - 5) for the purpose of planning small group targeted instruction in order to expose children to general test taking strategies with a focus on question structure, vocabulary, open ended written response and rubrics on student data.	
	Conduct instructional walkthroughs bi-monthly during writing/ grammar and/or small group instruction. Upon completion, review Look For documents and make any needed adjustments in Tier 1 literacy block.	Continue instructional walkthroughs during writing/ grammar and/or small group instruction. Upon completion, review Look For documents and make any needed adjustments in Tier 1 literacy block.	Reflect on instructional walkthroughs. Upon completion, review Look For documents and make any needed adjustments in Tier 1 literacy block.
	Develop and plan family engagement strategies.	Provide opportunities for families to engage in a literacy-related workshop/activity in order to share strategies on how to support their child/ren at home.	Reflect on opportunities provided to families and make any needed adjustments for 2027-2028.

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Leading Indicators	K-3 Acadience and 3-5 NWEA data for all students. MTSS Meetings to analyze data points. 3-5 IAB data for all students Heggerty PA Assessment Grade 1 : BOY). CORE Phonic Survey (Grades K - 3 - as needed) Qualitative Spelling Inventory (Grades 3 - 5) K - 5 HMH Summative Assessments 3 - 5 HMH Weekly Module Assessments (3+ per module) & average posted	K-3 Acadience and 3-5 NWEA data for all students. MTSS Meetings to analyze data points. 3-5 IAB data for all students Heggerty PA Assessment (Kindergarten MOY ; Grade 1 : MOY). CORE Phonic Survey (Grades K - 2 / Grade 3 - as needed) Qualitative Spelling Inventory (Grades 3 - 5) K - 5 HMH Summative Assessments 3 - 5 HMH Weekly Module Assessments (3+ per module) & average posted	K-3 Acadience and 4-5 SBA data for all students. MTSS Meetings to analyze data points. 3-5 IAB data for all students Heggerty PA Assessment (Kindergarten EOY ; Grade 1 : EOY). CORE Phonic Survey (Grades K - 2 / Grade 3 - as needed) Qualitative Spelling Inventory (Grades 3 - 5) K - 5 HMH Summative Assessments 3 - 5 HMH Weekly Module Assessments (3+ per module) & average posted SBA (Grades 3 - 5)
Lagging Indicators	N/A	N/A	SBA ELA
Equity Goals and Shared Responsibility	Identify students in Hispanic/Latino subgroup to analyze NWEA data and provide targeted instruction.	Analyze NWEA sub-group data (Hispanic/Latino) to decide if targeted instruction is working or needs to be adjusted in order to improve student	Analyze SBA sub-group data (Hispanic/Latino) to decide if targeted instruction was effective or needs to be

	Identify High Needs Students (HNS) subgroup to analyze NWEA and Acadience data and provide targeted instruction.	outcomes. Analyze NWEA and Acadience sub-group data - High Needs Students (HNS) to decide if targeted instruction is working or needs to be adjusted to meet student needs.	adjusted in order to improve student outcomes. Reflect on High Needs Students (HNS) subgroup data on EOY SBA and Acadience to provide targeted instruction for the 2026-2027 school year.
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SMART Goal 2

Root Cause Analysis - Based on School Performance

72% of students on the NWEA were at or above proficient in Spring 2026

Kindergarten: 76%

Grade 1 72%

Grade 2 68 %

78% of the students in grades 3-5 were at or above proficient on the SBA math standards in Spring 2026.

Grade 3: 75 %

Grade 4: 77%

Grade 5: 80%

School's Goal	Increase overall mathematics performance
SMART Goal	By the end of the 2026-2027 school year, indicators of academic growth and development will be met in relation to individualized IAGDs.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<u>NWEA :</u> 75% of students in Kindergarten will meet or exceed math standards as measured on NWEA EOY domains. 80% of students in grade 1 will meet or exceed math standards as measured on NWEA EOY domains.

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	77% of students in grade 2 will meet or exceed math standards as measured on NWEA EOY domains. SBA: SBA achievement percentile by spring of 2027 the following grades will: 76% of students in grade 3 will meet or exceed SBA Math standards in Spring 2027. 83% of students in grade 4 will meet or exceed SBA Math standards in Spring 2027. 84% of students in grade 5 will meet or exceed SBA Math standards in Spring 2027.
District Improvement Plan Connection	Mathematics performance, as measured by the SBA proficiency indicator (3-8), will close the gap between subgroup performances 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	Analyzing NWEA and IAB results to identify grade level needs and provide consistent and targeted whole group and small group instruction to improve identified needs.
MOY Results (Expectation/ Reality)	NWEA: 70% of students in Kindergarten will meet or exceed NWEA Math standards in Winter 2027. 75% of students in Grade 1 will meet or exceed NWEA Math standards in Winter 2027. 72% of students in Grade 2 will meet or exceed NWEA Math standards in Winter 2027. 68% of students in Grade 3 will meet or exceed NWEA standards in Winter 2027 75% of students in Grade 4 will meet or exceed NWEA standards in Winter 2027 78% of students in Grade 5 will meet or exceed NWEA standards in Winter

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	2027.
EOY Results (Expectation/ Reality)	<u>NWEA :</u> • 75% of students in Kindergarten will meet or exceed math standards as measured on NWEA EOY domains. • 80% of students in grade 1 will meet or exceed math standards as measured on NWEA EOY domains. • 77% of students in grade 2 will meet or exceed math standards as measured on NWEA EOY domains. <u>SBA:</u> SBA achievement percentile by spring of 2027 the following grades will: • 76% of students in grade 3 will meet or exceed SBA Math standards in Spring 2027. • 83% of students in grade 4 will meet or exceed SBA Math standards in Spring 2027. • 84% of students in grade 5 will meet or exceed SBA Math standards in Spring 2027.
Responsible Individuals	All staff- Principal, Assistant Principal, classroom teachers, math resource teacher, special education teachers
Timeline	September 2026-June 2027
Resources	• Time for planning and professional development for certified and non certified staff. • Continued training on NWEA analysis and use of results to guide and plan whole and small group instruction. • Time to analyze Math IAB results and plan whole and small group instruction. • Fluency resources to build automaticity throughout the year. • Resources to extend and enrich students in math.
Budget Implications	Building based math budget / District professional development budget

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review SIP Strategic Plan (BOY data). Implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding and skills (K-5). Engage in comprehensive analysis of data points with a focus on subgroups (NWEA, fluency, NC baseline). Utilize NWEA data to target a specific domain across K-2 to determine and plan small group instruction. Utilize IAB data (grades 3 - 5) for the purpose of small group targeted instruction to expose students to general test taking strategies with a focus on question structure, vocabulary, and open ended written response.	Review and update, as needed, SIP Strategic Plan (MOY data). Continue to implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding and skills (K-5). Continue comprehensive analysis of data points with a focus on subgroups (NWEA, fluency, NC baseline) to plan targeted small group instruction. Utilize NWEA data to target a specific domain across K-2 to determine and plan small group instruction. Continue to utilize IAB data (grades 3 - 5) for the purpose of small group targeted instruction to improve students' test taking strategies with a focus on question structure, vocabulary, and to improve open ended written responses and skills and concepts tested at that	Review and reflect on SIP Strategic Plan (EOY data). Reflect on the implementation of FPS mathematics curriculum (K-5). Reflect on comprehensive analysis of data points in meetings, and triangulate with other assessments to determine focus for small group instruction for Fall 2027. (NWEA, IAB, SBA). Reflect on EOY NWEA data at K-2 to determine growth in targeted domains. Using data from EOY, teams will reflect on the efficacy of implementation of the use of IAB and NWEA assessment data to drive small group instruction. This data will be used to drive discussion to

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	Meet with scheduled grade levels with a focus on analyzing data points, sharing effective instructional strategies and progress monitoring material and evaluating student achievement specifically during IAB windows for grades 3-5.	grade level. Continue to meet with scheduled grade levels with a focus on analyzing data points, sharing effective instructional strategies and materials and evaluating student achievement specifically during IAB windows for grades 3-5.	plan for building based Professional Development for 2027-2028 school year, as well as generate focus areas for the 2027-2028 SIP. Reflect in meetings to analyze all data points to discuss performance on EOY data for all identified students within subgroups.
Leading Indicators	K-5 NWEA data for all students. MTSS Meetings to analyze data points. 3-5 IAB data for all students.	K-5 NWEA data for all students. MTSS Meetings to analyze data points. 3-5 IAB data for all students.	K-3 NWEA and 4-5 SBA data for all students. MTSS Meetings to analyze data points. 3-5 IAB data for all students.
Lagging Indicators	N/A	N/A	SBA MATH
Equity Goals and Shared Responsibility	Identify High Needs Students (HNS) subgroup to analyze NWEA and provide targeted instruction.	Analyze NWEA and IAB sub-group data - High Needs Students (HNS) to decide if targeted instruction is working or needs to be adjusted to meet student needs.	Reflect on High Needs Students (HNS) subgroup data on EOY SBA and NWEA to provide targeted instruction for the 2026-2027 school year.

SMART Goal 3

Root Cause Analysis - Based on School Performance

During the 2026-2027 school year, 5.5% of Jennings students were identified as chronically absent. Of those that were chronically absent, 2.2% were High Needs Students.

On the 2026 Spring Climate Survey:
92.7% of students felt like they belonged at school, and 88.7% of students said they felt safe at school.

While 83.1% of students feel that students show kindness to other students regardless of who they are, 32.3% of students stated that other students in school use words to hurt others.

School's Goal	Through implementation of strategies and systems which promote a positive, safe and engaging school community, chronic absenteeism will decrease and student climate scores related to safety and acceptance will increase.
SMART Goal	Chronic absenteeism will maintain at 5% or less for the entire school by June 2027.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Chronic absenteeism at Jennings will drop to 2.1% by the end of the 2026-2027 school year. Upon giving the FPS Climate Survey in the Spring of 2027, the negative response to "Students in my school use words to hurt others," will drop to 22.2% rather than 32.3%.
District Improvement Plan Connection	District chronic absenteeism rates will consistently be at 5% for all groups of students by 2027.

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	CASEL framework, Second Step, Responsive Classroom, Mind Up, Restorative Practices, Wayfinder
MOY Results (Expectation/ Reality)	Chronic absenteeism at Jennings will drop to 3.5% by the Winter of the 2026-2027 school year. Upon given the FPS Climate Survey in the Winter of 2027, the negative response to “Students in my school use words to hurt others,” will drop to 27.2% rather than 32.3%.
EOY Results (Expectation/ Reality)	2.1% students who were identified as chronically absent during the school year will improve their attendance in 2026-2027. Upon given the FPS Climate Survey in the Spring of 2027, the negative response to “Students in my school use words to hurt others,” will drop to 22.2% rather than 32.3%
Responsible Individuals	Classroom teachers, specialists, school psychologist, school social worker, school administrators, para educators, BCBA, additional support staff.
Timeline	September 2026 - June 2027
Resources	CASEL framework, Second Step, Responsive Classroom, Mind Up, Restorative Practices, Wayfinder, literature and lessons to address SEL needs.
Budget Implications	Additional SEL Materials, Whole School Read Aloud

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Attend monthly meetings with necessary staff members to indicate chronically absent students and monitor their attendance and review MTSS behavior meetings from previous year. Administer staff survey to gauge what staff needs are in terms of SEL for their class. Beginning to plan SEL lessons that align with Wayfinder on acceptance, safety, belonging, inclusivity, etc. Schoolwide SEL time to execute lessons/activities with targeted groups based on teacher input including school psychologist/all specialist/related services staff.	Families of chronically absent students will receive ongoing communication by a designated staff member through phone calls, meetings, or letters. Distribute materials and resources to staff based on classroom SEL needs (from the survey). Carrying out the provided calendar of the SEL lessons aligned with Wayfinder. Continued schoolwide SEL time to execute lessons/activities with targeted groups based on teacher input including school psychologist/all specialist/related services staff.	Review/reflect on student absences and contact families regarding follow up for the beginning of 2027-2028 school year. Administer end of year survey to staff to discuss areas of success/areas of growth. Use this data to inform SIP next steps. Reflect on what worked through SEL lesson administration. What adjustments need to be made for the 2027 school year? Reflect on schoolwide SEL time/small groups.

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	Administer school climate survey to students in grades 3-5 and analyze results (around November).	Re-administer school climate survey to students in grades 3-5 and analyze results (around Feb/March).	Analyze results with Safety Patrol/Student Leadership teams and take student input for positive change.
	Continued training on Restorative practices for all staff including specialists and support staff. (Paraeducators too)	Monitor understanding of Restorative Practices and implement practices.	Staff reflects on Restorative Practices and what was successful, what they implemented?
	Begin discussions with the SEL committee about Look Fors during walkthroughs. Start discussions with teachers during PLC meetings.	Conduct walkthrough during SEL block/recess to provide support as needed.	Reflect what we previewed in our walkthroughs. Determine Fall 2027 SEL lessons/needed support.
	Provide teachers with completed lesson calendar and time to look through materials on the SEL drive at a monthly PLC.	All staff, including specialists and support staff will provide SEL lessons to students, and be involved in conducting small group SEL support.	SEL/School Climate committee reflects on SEL blocks (during PLC, Tuesday, or survey) and how their small groups went. What worked? What was challenging?
	Classroom teachers and support staff review behavior EIPs (MTSS) and attend meetings with data to support student goals.	Ongoing review behavior EIPs (MTSS) with classroom teachers, support staff and attend meetings with data to support student goals.	EOY review of behavior (MTSS) and attend meetings with data to determine next steps.
	SEL/School Climate committee work to address SEL and absenteeism; identifying roles for	Ongoing SEL/ School Climate committee meetings meet every 8 weeks to provide	SEL/School Climate Committee meeting reflects on

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	each member. (classroom teacher, special education teacher, support staff, specialist, etc). Monthly school wide assemblies K-5 to target SEL focus areas along with DEI topics. Continue implementation of school-wide expectations around CARES in the classroom, hallway, bathroom, cafeteria, recess, arrival and dismissal. Review CARES Matrix with staff at the start of the school year and make any necessary changes. Staff members will provide check-ins with specific students based on attendance and/or behavior. Recess walk throughs. School wide read aloud to promote common theme to promote kindness and empathy for the school year. Establish buddy classrooms for promoting positive expected	any additional materials and review surveys and next steps. Continue monthly school wide assemblies K-5 to target SEL areas. Review current SIP to ensure implementation of the action steps provided. Staff members will provide check-ins with specific students based on attendance and/or behavior. Continued Recess Walk throughs. Student leadership will read the quote from the read aloud that promotes kindness and empathy during morning announcements. Plan buddy classroom shared events	staff feedback from SEL block to determine adjustments for 2027 school year. Reflect on monthly school wide assemblies and adjust as needed for the 2027-2028 school year. Reflect on SIP goals for 2026-2027. Determine needs for 2027-2028. Staff members will provide check-ins with specific students based on attendance and/or behavior. Continued Recess walkthroughs and share findings with staff. Brainstorm new school wide read aloud for 2027-2028 school year. Reflect on buddy
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	behaviors, building relationships, and school-wide common theme.	(project shares, character assembly, buddy reading, SEL activities).	classrooms—what went well? What can be improved for 2027-2028 school year?
Leading Indicators	Review Spring 2026 School climate results Absentee report from 25-26 school year SEL/Executive Functioning drive with lessons	Mid year school climate survey Updated absentee report to identify students chronically absent Ongoing SEL/Executive Functioning drive with lessons	Administer District/Jennings School Climate Survey Final absentee report to identify students chronically absent and calculate absentee percentage across grade levels Informal conversations with staff regarding SEL/Executive Functioning drive with lessons—what worked well? What needs improvement?
Lagging Indicators	Review chronic absenteeism data from 25-26 school year	Review updated chronic absenteeism data	Review final data for chronic absenteeism data for 2026-2027.
Equity Goals and Shared Responsibility	All staff Analyze continuous review of expectations across settings with all staff. Schoolwide designated SEL/School Climate time and planned monthly assemblies.	All staff Analyze continuous review of expectations across settings with all staff. Continue SEL/School Climate committee meetings to determine needs and next steps based on walkthrough information.	All staff Analyze continuous review of expectations across settings with all staff. Continue SEL/School Climate committee meetings to determine needs and next steps based on walkthrough information.

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	Provide communication to all parents regarding information around absenteeism at Open House/Monday memo. BCBA/support staff consultation to support student goals for SEL/Behavior MTSS meetings.	Provide communication to parents of chronically absent students. Ongoing BCBA/support staff consultation to support student goals for SEL/Behavior MTSS meetings.	Provide communication to parents of chronically absent students and EOY action plan. Review student goals for Behavior MTSS meetings with BCBA/support staff.
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