

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Osborn Hill Elementary School	School District	Fairfield Public Schools
Principal's Name	Sean Smyth	School Year	2026-2027

School's Mission/Vision

The mission of Osborn Hill Elementary School, 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.

Theory of Action

If we build positive relationships with **ALL** students and improve **student engagement, agency, and discourse**, then we will increase student attendance and achievement in literacy and numeracy.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Sean Smyth	Principal	Patty Day	Assistant Principal
Colleen Morello	Language Arts Coach	Cheryl Smith	Language Arts Interventionist
Beth Greer	Math Resource Teacher	Lindsay Feducia-Martin	Psychologist
Jill Miller	Grade 1 Teacher	Celia Edwards	Grade 5 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	74% / 39%	82% / 62%	65% / 29%	74% / 38%	70% / 38%	67% / 50%	75% / 45%
4th	73% / 50%	65% / 17%	80% / 67%	78% / 43%	83% / 50%	78% / 62%	85% / 80%
5th	85% / 58%	86% / 33%	72% / 33%	78% / 40%	81% / 55%	86% / 53%	87% / 79%
School	77% / 49%	77% / 37%	72% / 43%	77% / 40%	78% / 48%	77% / 55%	82% / 68%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HN	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
School	70% / 59%	NA	66% / 45%	77% / 71%	78% / 72%	73% / 70%	83%/81%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HN	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
3rd	75% / 23%	85% / 62%	76% / 35%	70% / 38%	68% / 23%	73% / 45%	77% / 55%
4th	77% / 50%	65% / 42%	80% / 67%	78% / 50%	72% / 44%	80% / 54%	85% / 60%
5th	81% / 37%	78% / 33%	57% / 7%	73% / 50%	78% / 55%	75% / 40%	83% / 64%
School	77% / 37%	76% / 46%	71% / 36%	74% / 46%	73% / 41%	75% / 46%	82% / 60%

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SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HN	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
School	71% / 73%	NA	64% / 52%	75% / 65%	84% / 90%	86% / 85%	93%/88%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HN	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
5th	82% / 50%	79% / 33%	69% / 13%	83% / 60%	87% / 82%	83% / 60%	81% / 79%

Attendance Chronic Abs.	2018-2019	2020-2021 All / HN	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 All / HNS
All Students	4.8%	2.4%	7.0%	6.6%	4.7%	4.0%	2.4%
High Needs	8.0%	5.6%	10.6%	7.1%	9.2%	9.1%	3.0 %

Early Literacy Acadience Reading % Proficient	2023-2024 Acadience All / HNS	2024-2025 Acadience All / HNS	2025-2026 Acadience All / HNS
Kindergarten	75% / 36%	74% / 50%	75% / 50%
1st	85% / 72%	88% / 62%	85% / 85%
2nd	93% / 84%	89% / 65%	93% / 80%
3rd	97% / 73%	99% / 95%	91% / 74%

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NWEA - Literacy % Proficient (61st %ile or above)	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 NWEA All / HNS
4th	77% / 40%	67% / 23%	77% / 56%
5th	68% / 45%	74% / 40%	84% / 71%

NWEA - Math % Proficient (61st %ile or above)	2023-2024 NWEA 2020 Norms All / HNS	2024-2025 NWEA 2020 Norms All / HNS	2025-2026 NWEA Winter 2025 Norms All / HNS	2025-2026 NWEA Spring 2025 Norms All / HNS
K	74% / 72%	67% / 54%	69% / 69%	58% / 47%
1st	68% / 64%	67% / 57%	72% / 69%	63% / 54%
2nd	95% / 94%	70% / 57%	80% / 73%	70% / 70%
3rd	56% / 8%	63% / 37%	77% / 58%	-----
4th	79% / 50%	77% / 39%	80% / 44%	-----
5th	81% / 54%	80% / 47%	83% / 82%	-----

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Overall, in grades 3-5 on the Spring 2026 ELA SBA, 82% of students were meeting/exceeding with 68% of High Needs Students (HNS) meeting/exceeding. On our Acadience spring assessment in grades K-3, 87% of all students were meeting /exceeding and 72% of HNS were meeting/exceeding.

School's Goal	Increase overall literacy performance.
SMART Goal	Overall, 83% of students in grades 3-5 will meet or exceed ELA SBA standards on the Spring 2027 administration. Specifically, the grade level targets: Grade 3: 80% Grade 4: 80% Grade 5: 88% Overall, 63% of HNS will meet or exceed ELA SBA standards on the Spring 2027 administration. Specifically, the grade level targets: Grade 3: 60% Grade 4: 50% Grade 5: 80%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	90% of all students in grades K-3 will meet or exceed district Acadience benchmark and 84% of all 4th and 5th grade students will meet or exceed on the SBA administration. 75% of HNS will meet or exceed district Acadience benchmark in the Spring of 2027, and 65% of HNS in 4th and 5th grade will meet or exceed district benchmark on the SBA administration.
District Improvement Plan Connection	100% of all second graders will meet or exceed district wide standards in literacy.

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)

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Scientifically Research Based Strategy	Systematic and explicit whole class and small group instruction.
MOY Results (Expectation/ Reality)	Goal: 90% of all students in grades K-3 will meet or exceed district Acadience benchmark and 84% of all students in grades 4 and 5 will meet or exceed benchmark on the NWEA assessment. Goal: 75% of our HNS in grades K-3 will meet or exceed district Acadience benchmark and 50% of HNS in 4th and 5th grade will meet or exceed benchmark on the NWEA assessment.
EOY Results (Expectation/ Reality)	Goal: 90% of all students in grades K-3 will meet or exceed district Acadience benchmark and 84% of all 4th and 5th grade students will meet or exceed benchmark on the SBA administration. Goal: 75% of HNS will meet or exceed district Acadience benchmark in the Spring of 2027, and 55% of HNS in 4th and 5th grade will meet or exceed district benchmark on the SBA administration.
Responsible Individuals	All staff - principal, AP, classroom teachers, special education teachers, language arts specialists
Timeline	August 2026- June 2027
Resources	HMH materials and resources including on-line tools and materials. Implementation guides, Heggerty curriculum and TC writing units of study, Jen Serravallo Reading and Writing Strategies, Decodables and leveled texts, small group planning sheets and student work samples.
Budget Implications	Any supplemental resources to address needs of the classrooms as well as suggested materials in order to manage the implementation of HMH curriculum (i.e. writing folders, composition notebooks, texts, etc)

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	LASW: Review Spring and fall data and include student work, reading conference notes, etc. to determine focus of instruction for small group and whole class instruction. Using the literacy block schedule, plan for time devoted to small group instruction and independent reading across the year. Set planned GLM time for ELA for each grade level each month to plan for HMH modules, with a focus on the priority skills/standards as identified by the district, including a way to check in on student understanding to inform future lessons. Use the modified writing units to plan instruction. Literacy leadership meetings to plan PD around building literacy needs.	Ongoing and consistent small group instruction that targets student needs based on data and student work. Target SRBI conversations with all service providers to create and support instruction that addresses student needs (based on current data and student work samples). Continue to plan for HMH modules with a focus on priority skills and student needs. Continue to plan and modify lessons in order to: • maximize student engagement/participation • provide opportunities for teachers to receive feedback on student performance • include time for small group instruction and independent reading. Analyze growth on Acadience K-3 and NWEA 4-5 and look for trends/patterns to target instruction for small group and whole class needs.	Completion of assessments including data analysis for presentation to faculty. Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement. GLMs/Faculty Meeting: Share strategies implemented that allowed for high student participation and engagement as well as strategies used for teacher check-ins/status of the class that helped inform the whole class and small group instruction. Reflect on “status of the school” in regards to the implementation of the curriculum. Make a draft plan for support/PD for the next year.

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		Continue with literacy leadership meetings to plan for PD that addresses specific building/grade level needs.	
Leading Indicators	K-3: Baseline Acadience - analyze for all students and high needs Gr 4-5: Baseline NWEA Reading - analyze for all students and high needs CORE Heggerty PA Gr 3-5: IABs - analyze for all students and high needs	K-3: Winter Acadience - analyze for all students and high needs Gr 4-5: NWEA Reading - analyze for all students and high needs CORE Heggerty PA Gr 3-5: IABs - analyze for all students and high needs (possible focus on listening as related to the read aloud work).	K-3: Spring Acadience - analyze for all students and high needs Gr 4-5 IABs (early spring)
Lagging Indicators	Spring Data (SBA)	N/A	SBA ELA Results - analyze for all students and high needs
Equity Goals and Shared Responsibility	Subgroup of High Needs performance on indicators: Baseline • Gr 3-5 IAB • Gr 4-5 NWEA Reading • GR K-3 Acadience	Subgroup of High Needs performance on indicators: Winter • Gr 3-5: IAB • Gr 4-5: NWEA Reading • Gr K-3: Acadience	Subgroup of High Needs performance on indicators: Spring • Gr 3-5: IAB • Gr 4-5: SBA Reading • Gr K-3: Acadience

SMART Goal 2

Root Cause Analysis - Based on School Performance

SBA spring 2026 Math grades 3-5, 82% of students were meeting/exceeding 60% of High Needs Students (HNS) meeting/exceeding. NWEA spring 2026 Math grades K-2, 64% of all students were meeting /exceeding 57% of HNS were meeting/exceeding.

School's Goal	Increase overall math performance.
SMART Goal	Overall, 83% of students in grades 3-5 will meet or exceed Math SBA standards on Spring 2027 administration. Specifically the grade level targets at reach this overall goal would be: GR 3: 75% GR 4: 80% GR 5: 85% Overall, 62% of high needs students will meet or exceed math SBA standards on Spring 2027 administration. Specifically the grade level targets at reach this overall goal would be: GR 3: 60% GR 4: 60% GR 5: 65%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	70% of students in grades K-2 will meet or exceed NWEA Math benchmarks in the Spring 2027 administration 60% of all HNS in grades K-2 will meet or exceed district NWEA benchmarks in the Spring 2027 administration. Grades 3-5 do not take spring NWEA <i>Fluency Evidence of Success</i> 70% of Grade 1 students will meet or exceed District benchmark in subtraction 75% of Grade 2 students will meet or exceed District benchmark in subtraction 70% of Grade 3 students will meet or exceed District benchmark in multiplication

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	75% of Grade 4 students will meet or exceed District benchmark in multiplication 80% of Grade 5 students will meet or exceed District benchmark in multiplication
District Improvement Plan Connection	

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	Systematic and explicit whole class and small group instruction.
MOY Results (Expectation/ Reality)	60% of students in grades K-2 will meet or exceed NWEA Math benchmarks in the Spring 2027 administration. 50% of all HNS in grades K-2 will meet or exceed district NWEA benchmarks in the Spring 2027 administration. Grades 3-5 do not take spring NWEA <i>Fluency Evidence of Success</i> 55% of Grade 1 students will meet or exceed District benchmark in subtraction 65% of Grade 2 students will meet or exceed District benchmark in subtraction 55% of Grade 3 students will meet or exceed District benchmark in multiplication 60% of Grade 4 students will meet or exceed District benchmark in multiplication 70% of Grade 5 students will meet or exceed District benchmark in multiplication
EOY Results (Expectation/ Reality)	70% of students in grades K-2 will meet or exceed NWEA Math benchmarks in the Spring 2027 administration. 60% of all HNS in grades K-2 will meet or exceed district NWEA benchmarks in the Spring 2027 administration. Grades 3-5 83% will meet or exceed Math SBA standards on Spring 2027 administration <i>Fluency Evidence of Success</i> 70% of Grade 1 students will meet or exceed District benchmark in subtraction 75% of Grade 2 students will meet or exceed District benchmark in subtraction 70% of Grade 3 students will meet or exceed District benchmark in multiplication 75% of Grade 4 students will meet or exceed District benchmark in multiplication 80% of Grade 5 students will meet or exceed District benchmark in multiplication

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Responsible Individuals	All staff - Principal, Assistant Principal, classroom teachers, Math Resource Teacher, Special Education Teachers
Timeline	August 2026 - June 2027
Resources	Bridges Resources: Number Corner workouts, and Unit Screeners; IXL; Math Fact Lab; Math Fact Fluency Playground with Dr. Nicki Newton; Rocket Math
Budget Implications	Supplemental resources to support curriculum, which can include but is not limited to manipulatives, software, teacher guides, and games

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Target Fluency instruction- routines, data, resources, and strategies Plan for 80 minute math block, including small group math instruction Plan GLM calendar and agendas Analyze data to drive instruction for all students and high needs, including better use of IAB's	Ongoing planning and monitoring of targeted fluency instruction based on data Revise use of 80 minute math block Utilize GLM and MTSS conversations to focus support plans around student needs (whole class/small group/ individual) based on data and check-ins during instruction Analyze data to drive instruction for all students and high needs, including better use of IAB's	Analyze data to assess growth, reasons for growth, and inform next steps. Analyze use of 80 minute math block GLM's and MTSS meetings to reflect on celebrations and areas of improvement.
Leading	GR 3-5 IXL diagnostic (update	GR 3-5 IXL diagnostic (update weekly)	GR 3-5 IXL diagnostic (update

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Indicators	weekly) arena GR 1-5 Fall Fluency assessments - analyze for students who need extra practice GR 3-5: IABs - analyze for all students and high needs GR 1-5 FPS unit fluency assessments analyze for all students and high needs	arena GR 1-5 Winter Fluency assessments - analyze for students who need extra practice GR 3-5: IABs - analyze for all students and high needs GR1-5 FPS unit fluency assessments analyze for all students and high needs	weekly) arena GR 1-5 Spring Fluency assessments - analyze for students who need extra practice GR 3-5: IABs - analyze for all students and high needs GR 1-5 FPS unit fluency assessments analyze for all students and high needs
Lagging Indicators	Spring 2027 SBA Data	N/A	SBA Math Results - analyze for all students and high needs
Equity Goals and Shared Responsibility	Subgroup of High Needs performance on Fall indicators: GR K-2: Fall Baseline and unit assessments GR 3-5 IXL Diagnostic GR 3-5: IAB GR K-5 NWEA Math GR 1-5 Fluency Assessments	Subgroup of High Needs performance on Winter indicators: GR K-5: Unit assessments and Checkpoints Gr 3-5 IXL Diagnostic Gr 3-5: IAB Gr. K-5 NWEA Math GR1-5 Fluency Assessments	Subgroup of High Needs performance on Spring indicators: GR K-5: Unit assessments and Checkpoints Gr 3-5 IXL Diagnostic Gr 3-5: IAB Gr. K-2 NWEA Math GR1-5 Fluency Assessments

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SMART Goal 3

Root Cause Analysis - Based on School Performance

In 2025–2026, Osborn Hill School’s overall chronic absenteeism rate was 2.4%, marking the third consecutive year below 5%. We also observed a substantial decrease in our absenteeism among High Needs students, down to 3% from 9.4%.

At the end of the 2025–2026 school year, students in grades 3–5 completed the Wayfinder Initial Self-Assessment on their Chromebooks. The results identified **Purpose** and **Empathy** as the strongest competencies across grades 3–5, while **Self-Awareness** and **Adaptability** emerged as areas for growth. This was a pre-assessment prior to the implementation of the curriculum. Overall, the data suggest that students perceive themselves as caring, empathetic individuals who are increasingly able to connect their actions to a sense of purpose. At the same time, the baseline results highlight an opportunity to strengthen students’ ability to recognize and understand their emotions, thoughts, strengths, and needs, while also building their capacity to adapt to change, navigate setbacks, and respond flexibly to challenges.

At the end of the 2025–2026 school year, students in grades 3–5 completed the School Climate Survey on their Chromebooks. The majority of the data was very favorable, but one area we want to see improve is that approximately 29% of students agreed or strongly agreed that students in my school use words to physically hurt others.

School’s Goal	By June 2027, Osborn Hill School will maintain low chronic absenteeism rates while strengthening students’ sense of belonging, self-awareness, adaptability, and connection to the school community through the implementation of evidence-based SEL programs, PBIS, and restorative practices.
SMART Goal	Chronic absenteeism will remain below 5% for all students at OHS by June 2027
	Chronic absenteeism will remain below 5% or less for all HNS at OHS by June 2027.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. 100% of 3-5 students will participate in the Waypoints Self-Assessment and student data will demonstrate a measurable increase across all six categories: self-awareness, adaptability, empathy, collaboration, agency, and purpose.

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	2. 100% of K-2 teachers will administer the Waypoints Assessment and students will demonstrate a measurable increase across all six categories: self-awareness, adaptability, empathy, collaboration, agency, and purpose. 3. Students at OHS will continue to demonstrate common area expectations and earn a minimum of 800 Classroom Otters via the established PBIS reward system by June 2027. 4. Students in grades 3-5 will report a 5% improvement in regards to the statement on the school climate survey which reads, “Students in my school use words to hurt others.”
District Improvement Plan Connection	District chronic absenteeism will consistently be below 7.5% 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	PBIS, Restorative Practices, CASEL Framework, Second Step, Responsive Classroom, Everyday Speech, Wayfinder
MOY Results (Expectation/ Reality)	1. 10% or less of all OHS students will have 8 or less days absent. 2. The 12 students demonstrating the greatest need per grade level, based on overall Waypoints performance across each category, have been identified, and targeted intervention plans have been developed through the FPS MTSS process. 3. Students at OHS earned a minimum of 400 Classroom Otters via PBIS reinforcement system.
EOY Results (Expectation/ Reality)	1. A minimum of 95% of students attend school on a regular basis. 2. 100% of students in grades 3-5 will have completed the Waypoints Self-Assessment and demonstrated a measurable increase across all categories: self-awareness, adaptability, empathy, collaboration, agency, and purpose. 3. 100% of K-2 teachers will have administered the Waypoints Assessment and students will demonstrate a measurable increase across all categories:

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	self-awareness, adaptability, empathy, collaboration, agency, and purpose. 4. Students at OHS earned a minimum of 800 Classroom Otters via PBIS reinforcement system.
Responsible Individuals	Classroom teachers, school psychologist, social worker, assistant principal, principal
Timeline	August 2026-June 2027
Resources	Everyday Speech, Responsive Classroom, Wayfinder, Second Step curriculums. Access to grade level SEL whole grade/class lessons. Small group instruction. Restorative Practice, District Attendance Staff Handbook
Budget Implications	Supplies for whole grade/class lessons, PBIS reinforcement stickers and rewards, PBIS common area expectation posters

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Administer the Wayfinder Self-Assessment to students in grades 3–5. Administer the Wayfinder Assessment to students in grades K–2 through teacher administration. Review and strengthen the school-wide PBIS framework and implement consistent common area expectations and reinforcement systems for all OHS	Review and discuss the 12 students demonstrating the greatest need per grade level, based on overall Waypoints performance across each category, and their progress from targeted intervention plans in accordance with FPS MTSS. Follow up conversations with classroom teachers and school climate committee regarding progress on PBIS reinforcements, the implementation of Restorative Practices, and implementation of Wayfinder.	Final administration of Waypoints surveys across grades K-5 Final conversations with classroom teachers and school climate committee regarding results of Waypoints survey, progress on PBIS reinforcements, the implementation of Restorative Practices, and success of SEL GLM time and use of FPS MTSS.

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	students by September 15, 2026. Review Restorative Practice strategies to staff at whole school August PD. Establish a representative School Climate Committee, including student voice and stakeholder representation, with meetings initiated by October 30, 2026. Initiate conversations with classroom teachers and school climate committee regarding results of Waypoints surveys and implementation of SEL Grade Level Meeting time, including the use of FPS MTSS. Use district tiered attendance plan to plan for supporting families of chronically absent students. School psychologist, social worker, principal, and assistant principal discuss students who require Tier 2 intervention plans based on Waypoints survey results to begin on/around October 30, 2026.	School psychologist, social worker, principal, and assistant principal meet with teachers as needed to discuss students who are showing increased levels of absenteeism and develop plan; attend conferences with teachers as needed. Implement district tiered attendance plan for supporting families of chronically absent students. The School Climate Committee will meet regularly to review school climate data, identify areas of strength and growth, gather student and staff feedback, and develop action steps to strengthen belonging, inclusion, and the overall school environment. School psychologist, social worker, principal, and assistant principal will assess the school wide behavior trends and adjust targeted Tier 2 intervention plans in accordance with FPS MTSS. Review and discuss additional students who may meet criteria for Tiered SEL interventions based on data sources beyond Wayfinder screening results in accordance with FPS MTSS.	Review chronic absentee data. Identify any student who was chronically absent, identify barriers that prevent student from meeting goal, develop beginning of year strategies, articulate to next school year's teacher as well as family. The School Climate Committee will review progress toward identified goals, evaluate the impact of implemented initiatives, and provide recommendations for continued improvement of school climate practices for the following school year. School psychologist, social worker, principal, and assistant principal will reflect on the effectiveness of Tiered SEL interventions in accordance with FPS MTSS.
Leading Indicators	Baseline Waypoints surveys (Grades K-5) results	Teacher input and observations from SEL Grade Level Meetings	End of Year Waypoints survey results

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	PBIS reinforcement visuals Monthly chronic absenteeism student names for letters, analyze for students/families who may need support staff contact. Check current rate of absenteeism overall and for high needs students.	Review PBIS rewards and reinforcements Run report for chronic absenteeism and calculate. Then identify students to support in tier 2 SEL intervention	Review PBIS rewards & reinforcements Run report for chronic absenteeism and calculate final rates.
Lagging Indicators	Review school climate data from 2025-2026. Review chronic absenteeism data from 2025-2026 school year.	Review school climate data from 2025-2026. Review chronic absenteeism data from 2025-2026 school year.	Administer updated district school climate survey for students in grades 3-5 if available Run final absenteeism report for the year.
Equity Goals and Shared Responsibility	Discuss attendance goal, Restorative Practice strategies, and Wayfinder activities with PTA Presidents. Brainstorm needed resources.	School psychologist, social worker, principal and assistant principal attend PTA meeting to update community on SIP data, including Restorative Practice strategies and Wayfinder.	School psychologist, social worker, principal, and assistant principal share final SIP data with PTA presidents, including Restorative Practice strategies and Wayfinder.