



Stewartsville Elementary School
Continuous School Improvement Plan
2023-2024

Part 1 Vision, Mission, Accountability & Accreditation Information

Stewartsville Elementary	
Vision: Vividly paints a picture of the future/leads to a desired outcome.	Stewartsville Elementary School will empower students to acquire the knowledge and skills to become life-long learners and productive citizens.
Mission: Is focused on the present and is prescribed by the vision statement (i.e., is the roadmap that will take you to the vision).	Stewartsville Elementary School will build strong relationships with our students, families, and community members. Together we will engage our students in higher-level thinking skills through student centered instruction and data driven instruction as they prepare for their future.

VDOE School Accreditation Detail Report [Click HERE](#)

SMART Goal Statement 1: READING-OVERALL:

- A - (3-5 grade students) = 75% of students will achieve a score of 400 or greater as measured by the standards of learning assessment in Spring of 2024.**
- B - (K-3 grade students) = Reduce the number of students identified by the 2023 Fall PALS assessment by at least 20% as measured by the Spring 2024 administration.**

SMART Goal Statement 2: MATH

- A- (3-5 grade students) = 70% of students will achieve a score of 400 or greater as measured by the standards of learning assessment in Spring of 2024.**
- B - (3-5 grade SWD students) = Students with disabilities will receive a score of 70% or higher as measured by the “Moving with Math” Pre-test and Post-test.**
- C - (K-2 grade students) = 70% of students will show proficiency in the area of number sense tasks using AMC activities on a daily basis.**

SMART Goal Statement 3: CHRONIC ABSENTEEISM

(K-5) Stewartsville will improve the rate of absenteeism from 20% of students missing 10% of the school year to 15% or below.

SMART Goal Statement 4: Gr 3-5- Students will demonstrate a Stop and Think strategy from our Getting Along Together program when dealing with a peer conflict as measured by 100% accuracy of the GAT survey and a 15% decrease in referrals related to peer conflict.

Professional Development Log 2023-2024

Professional Development	Date	Presenter	Location	Evidence of Satisfactory Completion
De-escalation training	August 8,2023	Kelly Jennings and Denise Gerstler	Site based Training at SES	Sign in sheet
Fast Track phonics 2.0 Training for updated program	August 9, 2023	Alex Rodriguez – SFA district facilitator	Site based training at SES	Other
Getting Along Together Training for new teachers	August 9, 2023	Alex Rodriguez – SFA district facilitator	Site based training at SES	Other
County Mandatory Web based trainings	August 7-14, 2023	Bloodborne Pathogens Title IX Compliance Safety training ESL/ELL Training	SES	Certificates
Reflex/Frax webinar	August 16, 2023	Ally Sheehan	SES Virtual	Certificates
Reading Institute Reading Specialists attending	August 17-18, 2023	VDOE	Holiday Inn-near Roanoke airport	Certificate

Envisions 2.0 Resources (math)	August 17, 2023	Audrey Bowyer	On-site SES	Sign in sheet
PALS Training for New Teachers	August 24, 2023	BCPS	PALS website	Certificate
Jill Sage (school counselor)	September 6, 2023	SOL Fall Growth Assessment Training	SES	Other
Required PD by county	on-going	Pathways	SES grade level teachers Special education teachers Specialists	Talent ED
Benchmark Advance Reading video modules	During Faculty Meetings	Reading Committee members	SES	Benchmark Academy

Part III: Data Analysis

2023-2024 PALS Data (Grades K-5) PALS data

Fall 2023					Mid-Year					Spring 2024				
Grade Level	# of students assessed	# of students identified	% of identified students	# and % of Students Who Met Benchmark	Grade Level	# of students assessed	# of students identified	% of identified students	# and % of Students Who Met Benchmark	Grade Level	# of students assessed	# of students identified	% of identified students	# and % of Students Who Met Benchmark
K					K					K				

2023-2024 Moving with Math - Students with Disabilities (Grades 3-5) - Fall

Fall 2023			Spring 2024		
Grade Level	# of Students Assessed	Pre- Test	Grade Level	# of students assessed	Post - Test
3	3				
4	6	52%			
5	5	61%			

Assessing Math Concepts: AMC (K-3) Fall

Kindergarten - Counting Objects Interview #1

Task 1: Counting an Unorganized Pile - Benchmark: Numbers to 21

Teacher	Fall #Students Assessed	Met Benchmark (7) (A) Ready to Apply or (P) Proficient	Percent that Met EOY Benchmark Ready to Apply (21)		#Winter - Students Assessed	Met Mid-Year Benchmark (12) Ready to Apply or (P) Proficient	Met Benchmark EOY (21) Ready to Apply		#Spring - Students Assessed	#Students Who Met EOY Benchmark (21) (A) Ready to Apply	Percent that Met Benchmark
Brammer	15	13	87%								
English	11	11	100%								
Ergenbright	15	14	93%								

Task 2: Make a Pile - Benchmark: Numbers to 18

Teacher	#Fall - Students Assessed	Met Benchmark (5) (A) Ready to Apply or (P) Proficient	Percent that Met EOY Benchmark (18)		#Winter - Students Assessed	Met Benchmark (9) (A) Ready to Apply or (P) Proficient	Percent that Met EOY Benchmark (18)		Spring - Students Assessed	# Students Who Met EOY Benchmark (18) (A) Ready to Apply	Percent that Met Benchmark
Brammer	15	8	53%								
English	11	9	82%								
Ergenbright	15	10	67%								

Task 3: One More in Sequence with Counters - Benchmark: One More to 21

Teacher	# Fall - Students Assessed	Met Benchmark (8) (A) Ready to Apply or (P) Proficient	Percent that Met EOY Benchmark (21) Ready to Apply		# Winter - Students Assessed	Met Mid-Year Benchmark (12) (A) Ready to Apply or (P) Proficient	Percent that Met EOY Benchmark (21) Ready to Apply		#Spring - Students Assessed	# of Students Who Met EOY Benchmark (21) (A) Ready to Apply	Percent that Met Benchmark
Brammer	15	4	26%								
English	11	7	63%								
Ergenbright	15	5	33%								

Task 3: One Less in Sequence with Counters - Benchmark: One Less from 21

Teacher	# Fall - Students Assessed	Met Benchmark (8)	Percent that Met EOY Benchmark	# Winter - Students Assessed	Met Mid-Year Benchmark	Percent that Met EOY	# Spring - Students Assessed	# of Students Who Met EOY Benchmark	Percent that Met Benchmark
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		(A) Ready to Apply or (P) Proficient	(21) Ready to Apply			(12) (A) Ready to Apply or (P) Proficient	Benchmark (21) Ready to Apply			(21) (A) Ready to Apply	
Brammer	15	2	13%								
English	11	5	45%								
Ergenbright	15	4	27%								

Task 4: One More in Sequence w/o Counters - Benchmark: One More to 21

Teacher	# Fall - Students Assessed	Met Benchmark (8) (A) Ready to Apply or (P) Proficient	Percent that Met Benchmark EOY BM (21) Ready to Apply	# Winter - Students Assessed	Met Mid-Year Benchmark (12) (A) Ready to Apply or (P) Proficient	Percent that Met Benchmark EOY BM (21) Ready to Apply	# Spring - Students Assessed	Met Benchmark EOY (21) BM (A) Ready to Apply	Percent that Met Benchmark
Brammer	15	1	7%						
English	11	4	36%						
Ergenbright	15	4	27%						

Task 4: One Less in Sequence w/o Counters - Benchmark: One Less from 21

Teacher	# Fall - Students Assessed	Met Benchmark (8) (A) Ready to Apply or (P)	Percent that Met Benchmark EOY BM (21)	# Winter Students Assessed	Met Mid-Year Benchmark (12) (A) Ready to	Percent that Met EOY Benchmark (21)	# Spring - Students Assessed	Met EOY Benchmark (21) (A) Ready to Apply	Percent that Met Benchmark
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		Proficient	Ready to Apply		Apply or (P) Proficient	Ready to Apply			
Brammer	15	0	0%						
English	11	2	18%						
Ergenbright	15	4	27%						

Narrative based on Kindergarten AMC data results for Fall:

Based on the fall data above, teachers will begin to shift the student instructional focus from making a pile or counting a pile (one to one counting) to the task of recognizing one more in sequence or one less in sequence using counters as they become more familiar with number sequence. Teachers will also incorporate subitizing tasks into their small group AMC instruction so that students can see and identify small groups quickly within a set of counters.

First Grade - Hiding Interview #6

Part 1: Identifies Missing Parts of Numbers with Models

Benchmark: Fall Parts to 4 (A) or (P)

Winter Parts to 5 (A) or (P)

Spring Parts to 7-10 (A) or (P)

Teacher	Fall - Students Assessed	Met Benchmark <u>Parts to 4</u> Fluently Achieved (A) Ready to Apply or (P) Proficient	Percent that Met Benchmark		Winter - Students Assessed	Met Benchmark <u>Parts to 5</u> Fluently Achieved (A) Ready to Apply or (P) Proficient	Percent that Met Benchmark		Spring - Students Assessed	Met Benchmark <u>Parts to 7-10</u> Fluently Ready to Apply (A) or (P) Proficient	Percent that Met Benchmark
Alcorn	13	11	85%								
Sublett	17	16	94%								
D. Jones	16	13	81%								

Narrative based on First Grade AMC data results for Fall:

Based on the fall AMC data findings presented above, a major instructional goal for 1st grade teachers is to provide repeated practice opportunities for students to identify all the missing parts *instantly* for groups of 5 to 10. This repeated practice will help to build number fluency for related facts and support the understanding of the part/part whole number relationship and increase rapid mental addition.

Second Grade - Grouping Tens Interview #8

Decomposing Tens and Ones to 20

Teacher	#Fall - Students Assessed	Achieved (A) or (P) Ready to Apply or Proficient	Percent that Met Benchmark		#Winter - Students Assessed	Achieved (A) or (P) Ready to Apply or Proficient	Percent that Met Benchmark		#Spring - Students Assessed	Achieved (A) or (P) Ready to Apply or Proficient	Percent that Met Benchmark
Armes	14	1	7%								
Williams	17	0	0%								
Murphy	17	0	0%								

Composing Tens and Ones to 100

Teacher	#Fall - Students Assessed	Achieved (A) or (P) Ready to Apply or Proficient	Percent that Met Benchmark	#Winter - Students Assessed	Achieved (A) or (P) Ready to Apply or Proficient	Percent that Met Benchmark	Spring - #Students Assessed	Achieved (A) or (P) Ready to Apply or Proficient	Percent that Met Benchmark
Armes	14	0	0%						
Price	17	0	0%						
Murphy	17	0	0%						

Adding and Subtracting Tens

Teacher	#Fall - Students Assessed	Achieved (A) or (P) Ready to Apply or Proficient	Percent that Met Benchmark	#Winter - Students Assessed	Achieved (A) or (P) Ready to Apply or Proficient	Percent that Met Benchmark	#Spring - Students Assessed	Achieved (A) or (P) Ready to Apply or Proficient	Percent that Met Benchmark
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Armes	14	0	0%						
Price	17	0	0%						
Murphy	17	0	0%						

Second Grade AMC data results for Fall:

47 out of 48 students are currently being instructed on mathematical concepts presented in the AMC Interview # 7 Ten Frames. The goal for proficiency in terms of this interview addresses the following question: Can students combine tens and ones without counting? Can they break apart the number added to make a ten and leftover ones and tell how many altogether without counting. Students hopefully will grow in their understanding of breaking up numbers to make the ten with some leftovers. Students won't rely on the pattern of adding 10 and some more but must hold the ten in mind as a unit.

The AMC goal is for second grade students to transition from Interview #7 - Ten Frames (fall) to Interview #8 - Grouping Tens.(spring), showing proficiency or ready to apply on decomposing tens and ones to twenty, composing tens and ones to one hundred, and adding and subtracting tens.

Virginia Kindergarten Readiness Program (VKRP) Data

VKRP Fall Pass Rate Math EMAS (received a 538 or higher)	VKRP Fall Pass Rate Self Regulation CBRS (received a 2.90 or higher)	VKRP Fall Pass Rate Social Skills CBRS (received 3.71 or higher)	VKRP Spring Pass Rate Math EMAS (received a 652 or higher)	VKRP Spring Pass Rate Self Regulation CBRS (received a 3.20 or higher)	VKRP Spring Pass Rate Social Skills CBRS (received a 4.00 or higher)
79%	86%	74%			

*See K PALS scores for the literacy data aspect of VKRP (page 7- data table)

Standards of Learning Results: The State of Virginia eliminated accreditation requirements for the 2019-2020 due to school closure.

School Year	English	Math	Science
2018-2019	80	90	84
2021-2022	91	87	71
2022-2023	87	87	67

Part IV: Back to School Reflection on Data

Stewartsville Elementary School serves 316 students. In addition to grades K-5, there is a Virginia Preschool Initiative (VIP) class and a Head Start class. Stewartsville is fully accredited in all subject areas. Stewartsville has one Pre-K teacher and three teachers in each grade level kindergarten to third grade, and two teachers for each grade level in fourth and fifth. Stewartsville has three instructional paraprofessionals, one reading specialist, one remediation teacher, and one Instructional Coach/Reading Specialist. Stewartsville has an additional remediation teacher paid for with Title 1 funds. She mostly services fourth and fifth grade in the subject area of Math.

Back to School Celebrations, Concerns, Possible New Innovations, and Funding Needs

Celebrations:

- Stewartville celebrates full accreditation in all subjects.
- We are pleased to announce that Stewartville Elementary School will continue to participate in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for the 2023-2024 school year. All students receive free breakfast and lunch.
- Stewartville has already had a successful "Family Literacy Night". 73% of families were in attendance. The event was fully funded by Title 1. Pizza was served and reading tools in take home bags were handed out.
- Stewartville has a fully staffed PTA board this school year. They have already contributed to the school by repainting the map in the courtyard and helping with the outside appearance of the school.
- Stewartville is piloting the CIP pacing guide in second grade. Our second grade will take benchmarks each quarter.
- Stewartville is partnering with Audrey Bowyer to implement Exemplars.

Concerns:

- Stewartville is concerned about absenteeism and the effect it will have on instructional loss. Stewartville is currently in the yellow (near standard) for Chronic Absenteeism in this accreditation area.
- We are also concerned about the male population and Tier 3 behaviors exhibited daily in the classroom and the effect it has on academic performance.
- Stewartville is concerned about the Students with Disabilities Math scores.
- Concerns with Math for all students in the area of Number Sense. (developing the mental capacity to work with numbers in a flexible way without counting on fingers to find sums and differences) (seeing ten as a unit when adding or subtracting two digit numbers)

Innovations:

- All grade levels are using the math strategies and curriculum framework from the Department of Virginia. These strategies are directly from the state and correspond with the tasks that students are asked to do on the SOL.
- Teachers 1-5, participated in a professional learning webinar about how to use the supplemental program, Reflex math. Leadership identified calculation fluency as a weakness in the upper grades.
- Stewartville is working to replace all smart boards with clear touch boards. Fourth and Fifth are complete and one teacher in third grade has one.
- With two remediation teachers, a reading specialist, and Instructional coach, we are able to provide a Tier 2 intense phonics program called Fast Track Phonics. Many students that participated in this program last school year achieved growth points on the spring English Language Arts Standards of Learning Assessment.
- Our Getting Along Together Program is in our fourth year and teachers are instructing at a level of refinement.
- Stewartville formed an Attendance Solution team. Stewartville will continue to implement an Attendance Campaign Motto "Everyday Matters!"
- The Attendance team will offer the Sunshine Club again to those students that have poor attendance. This was offered to the lower grades in hopes of educating them on the importance of attendance to school.

Part V: Goals, Strategies, and Actions Steps

Goal Topic: Reading

SMART Goal Statement 1: READING-OVERALL:

A - (3-5 grade students) = 75% of students will achieve a score of 400 or greater as measured by the standards of learning assessment in Spring of 2024.

B - (K-3 grade students) = Reduce the number of students initially identified by the 2023 Fall PALS assessment by at least 20% as measured by the Spring 2024 administration.

ACTION PLAN

Essential Action/Research-based Strategy:

We are using the Balanced Literacy Approach in our daily reading instruction. The five components of balanced literacy include **read aloud, shared reading, guided reading, independent reading, and word study**. The information obtained through reading instruction is also incorporated into writing lessons in a similar format. Reading skills are explicitly modeled during whole group instruction.

The teacher will model how to use Thinking Maps to extend the student's reading experience and inspire students to write about their reading selection.

Tree Map - used to discuss plot elements and main ideas of a text

Flow Map - used to discuss the sequence of events taking place in a fiction or nonfiction piece

Bubble Map - used to describe concepts in a fiction or nonfiction piece

Double Bubble Map - used to compare and contrast story elements

Multi- Flow Map - used to discuss cause and effect relationships within a fiction or nonfiction piece

PALS identified students will receive additional instruction each week as identified by their weaknesses identified in the PALS report.

Strategies may include:

Tier 2 Intervention:

- Key Cards
- Alphabet Frieze
- Letter Blending Cards
- Shared Story (phonetically based)
- Stretch and Read
- Daily opportunities to practice reading or phonemic awareness skills

Phonics:

Spelling words as presented in the Benchmark Advance curriculum follows a phonetic pattern.

Poetry (identifying vowel patterns and building word attack skills)

Ability grouping for small group instruction

Frequent feedback
 Progress Monitoring
 Spiral instruction
 Sonday (grades 1, 3, 4, and 5) - Tier 3 instruction
 Heggerty- a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans (K-2)
 Heggerty - decodable readers and alphabet cards

Action Steps	Person(s) Coordinating/Monitoring	(Timeframe)	Evidence of Progress/Completion
Follow new reading program; Benchmark Advance with fidelity for tier 1 instruction.	General Education teachers grades K-5 Denise Gerstler - Principal	2023-2024 SY	Lesson plan review Observations Division level review feedback
Small group intense instruction with students identified by PALS as below the benchmark	Jami Cash- Reading Specialist Katie Flynn - Reading Specialist B.J. Reid - Reading Remediation teacher	2023-2024 SY	PALS data tracker K-3 State Standard growth assessments PALS Quick Checks Running Records Reading Skill Common Assessments Fast Track Phonics Remediation Program (Success For All)
Ability group students for guided reading in small groups	Gen ed teachers Jami Cash -Reading specialist Katie Flynn-Reading Specialist Billie Reid- Reading Remediation teacher Denise Gerstler Leadership Team	2023-2024 SY	PALS data tracker Benchmark data reviewed quarterly Master schedule reconfiguration Fast Track Phonics Assessments (every 10 lessons)

Use common Template including specific state required Components from the <i>ALIGNING INSTRUCTION</i>	Gen ed teachers Reading specialist Denise Gerstler	2023-2024 SY	Regular review of lesson plans by the principal PALS data tracker Benchmark data reviewed quarterly Fast Track Phonics Lesson Plans Success for All Coach and Facilitator - Alex Rodriquez -Rozic delivering site based professional development to support reading specialists as they Implement Fast Track Phonics lesson (Tier 2 intervention program)
Students with Disabilities: Additional intense reading instruction using Sonday system which includes segmenting, blending, and syllable types will be provided to Students with Disabilities in a small group or one to one instruction. Read Theory	Special Education teachers: Lauren Higgins	2023-2024 SY	PALS Targeted skills: Dolch word list PALS Benchmark data reviewed quarterly Sonday tracking Running records IEP goal tracking weekly Fast Track Phonics instruction (30 minutes daily)
Implement High leverage practices in the classroom. <ul style="list-style-type: none"> ● adapt curriculum materials and tasks ● teach cognitive and metacognitive strategies to support learning and independence ● provide scaffolded supports 	Special education teachers General education teachers Denise Gerstler- Principal	2023-2024 SY	Observations Lesson plans

Narrative: Data determined that strengthening the students phonics skills would increase overall reading scores on the SOL and state growth assessment scores in all grades. Data showed that students qualifying for Tier 2 intervention would benefit from intense phonics and decoding instruction. These methods and interventions will continue to be implemented in 23-24.

Title 1 Budget Implications: Title I funds are being used for training and materials for Fast Track Phonics by Success For All. Additionally, Title I funds were used to purchase books, comprehension cubes, and reading tools. These books and tools were given out to parents and students during the Literacy Night held on August 24, 2023. A dinner was also provided for parents and students. Using Title I funds, pizza was purchased for all who attended the Literacy Night.

Goal Topic: Math

SMART Goal Statement 2: MATH

A- (3-5 grade students) = 70% of students will achieve a score of 400 or greater as measured by the standards of learning assessment in Spring of 2024.

B - (3-5 grade SWD students) = Students with disabilities will receive a score of 70% or higher as measured by the “Moving with Math” Pre-test and Post-test.

C - (K-2 grade students) = 70% of students will show proficiency in the area of number sense tasks using AMC activities on a daily basis.

Essential Action/Research-based Strategy:

Calculation fluency practice (additional classroom practice time)

Thinking maps to organize the steps when solving a multi-step word problem

Create analytic thought processes when solving practical problems by using the Department of Education’s problem types solving chart.

Manipulatives to build number models to reinforce place value

Number lines to support estimation

Fractional models and set models

Number Talks

Exemplars

Anchor charts

Interactive notes

AMC K-2 Hands-on activities using concrete objects to build number sense

Action Steps	Person(s) Coordinating/Monitoring	(Timeframe)	Evidence of Progress/Completion
Assessing Math Concepts (AMC) to identify a student's mathematical stage and their knowledge for key math concepts in grades K-2.	Jami Cash-Assessing Math Concepts representative for SES	2023-2024 SY	Tracking and Analysis of Interviews tri-annually. Supporting teachers as they implement small group AMC activities to build number sense
Using the Assessing Math Concepts supplemental math program to Remediate students on the skill identified by the interview.	General Education teachers Grades K-2 Special Education teachers Denise Gerstler	2023-2024 SY	AMC interview results (administered 3 times a year - Fall, Winter, Spring) The assessments are a series of short interviews that go beyond “getting the right answers” to reveal students’ true understanding. Teachers use this level to guide instruction so that students are working at the most appropriate level for maximum growth and understanding. Lesson Plans AMC data trackers
Implement the computer program REFLEX Math (math fact fluency program)	General Education teachers Special Education teachers Jami Cash- Instructional Coach	2023-2024 SY	Math reports from Reflex and Frax program to monitor progress and celebrate success
Remediation including Spiral Reviews, extra instructional time, and Re-teaching, additional time with math vocabulary key words, using math manipulatives and models	Special Education Teachers General Education Teachers Denise Gerstler, Principal	2023-2024 SY	Math Unit Assessments Math Reports from Reflex and Frax Multiplication Fluency tests AMC interviews (K-2) Math Word Wall Lesson Plans Anchor charts

<p>Number Talks (A Number Talk is a 10 to 15 minute whole group mental math activity where students find the answer to a math problem in their heads, then share aloud the strategies they used to find that answer.)</p>	<p>General Education Teachers Special Education Teachers</p>	<p>2023-2024 SY</p>	<p>Professional Development Implement in the classroom Math lesson plans</p>
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Narrative: The item descriptor analysis from the Standards of Learning Spring administration showed a weakness in the following areas in Mathematics; all skills related to fractions, solving single-step practical problems, number sense as it pertains to place value. Our school was identified as tier 2 in math for the subgroup Students with disabilities.

Title 1 Budget Implications: In grades K-2 Title1 funds have purchased the diagnostic tool, Assessing Math Concepts. Assessing Math Concepts (AMC) is a continuum of nine assessments that are formative, summative, and diagnostic, and pinpoint what skills a child knows and the skills they still need to learn in Number Sense. Teachers can differentiate math instruction based upon the assessment results and grow the number sense for each student in their classroom.

Title1 funds have also purchased a computer supplemental support to promote fact fluency and fractions in grades 1-5. Reflex and Frax is an adaptive online system that helps students to become fluent with their math facts and fractions. Students who struggle to answer basic problems like $15 - 6$ and 8×7 will be able to answer these facts quickly and effortlessly using a gaming type format.

Goal Topic: Chronic Absenteeism

SMART Goal Statement 3: CHRONIC ABSENTEEISM

(K-5) Stewartville will improve the rate of absenteeism from 20% of students missing 10% of the school year to 15% or below.

Action Steps	Person(s) Coordinating/Monitoring	(Timeframe)	Evidence of Progress/Completion
Stewartsville has an Attendance Solution team	Carla Sublett leads Attendance Solution Team	2023-2024	Attendance team meets monthly to review the overall school attendance and list the students missing 10 percent of school as of that date.
School wide campaign "All Day, Everyday"	Attendance Solution Team	2023-2024	Posters in the school, Flyers sent home, Yard Signs, Assembly to roll out
Classroom Plan- Teachers will color a letter for everyday that 85% of students are present. Reward when all letters are colored in.	Classroom teachers	2023-2024	Colored letters for classroom rewards, Parent letters to thank parents for their support and recognize their child's attendance.
Phone calls home when students are out	Leanne Rice, Donna Meador, and Jill Sage	2023-2024	Spreadsheet with students that are out for 10 percent of the school year as of the current date.
Thank you letters and goody bags to parents for bringing their children to school	Attendance Committee (Lead Carla Sublett) Parent Involvement Committee (Jami Cash)	2032-2024	Parent letter home Reward postcard for parents Parent Goody bags (given to parents at Open House)

Narrative: Stewartsville is in Tier 2 for Chronic Absenteeism according to the state.

Title 1 Budget: Stewartsville will use Title 1 money to pay for the Solution Teams. Attendance and Family Involvement are two of the components of this school wide- team. Under the direct supervision of the Attendance and Family Involvement committees, SES will purchase postcards and goody bags for parents. SES will give out goody bags at the car rider line thanking parents for showing improvement in attendance or just bringing their child to school regularly. Postcards will be sent home for all students thanking families for sending their child to school everyday.

Goal Topic: School Climate Goal

SMART Goal Statement 4: Gr 3-5- Students will demonstrate a Stop and Think strategy from our Getting Along Together program when dealing with a peer conflict as measured by 100% accuracy of the GAT survey and a 15% decrease in referrals related to peer conflict.

Action Steps	Person(s) Coordinating/Monitoring	(Timeframe)	Evidence of Progress/Completion
Students will take a survey generated by the Getting Along Together program for a baseline and again in the Spring 2023.	Jill Sage-Counselor General Education Teachers	SY 2023-2024	Getting Along Together Student Survey Decline in referrals related to peer conflict
Implementing GAT curriculum in the classroom; Set a class goal on Monday and review progress at Friday class counsel.	General Education Teachers Jill Sage- Counselor	SY 2023-2024	Teacher Lesson Plans for GAT Jill Sage Lesson Plans and support in classrooms Guidance Lessons monthly- Jill Sage, counselor Quarterly site based meetings with teachers at Stewartsville Elementary School Visits from SFA facilitator
Professional Development for New teachers of the GAT program.	Alex Rodriguez-Rozic - SFA liaison	SY 2023-2024	Completion certificates
Send out monthly reminders of strategies to teachers of the NCI de-escalation training as a follow up to the Professional Development from the beginning of the school year.	Mental Health Support Team Members. NCI trained staff	SY 2023-2024	Data monitoring from the reminders sent to teachers. MHST meetings to monitor referrals

Narrative: Students at Stewartsville have demonstrated difficulty with conflict resolution, and self regulating their emotions. Discipline data reveals the highest number of referrals were aggression toward others. School Leadership has made a commitment to a school wide curriculum to teach these skills. The skills are consistently taught through grade levels. This is a vertically aligned curriculum for all grade levels.

Budget: Success For All offers a school wide program called “Getting Along Together” that Stewartsville purchased with Title 1 money. The cost includes training new teachers year to year. This includes all of the visuals for the “Chilly” corner and “Peace Path.”