Gegan Elementary School
2024/25
Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) is used to guide the upcoming school years' decisions. (Example: We complete the CNA in Spring/Summer of 2022 to guide the 22-23 school year's goals and objectives.

- Please use this process as you complete the Comprehensive Needs Assessment [Annual Review for each School Process](#)
- Remember DPI requested we not link in data to these plans but instead have the tables/charts/data live in the plan

Please list the Team Members who worked on the Needs Assessment	Name & Role
	Sharon Allen — EC Teacher
	Lisa Miller — Gr. EC/4K Special Education teacher
	Rylyn Donahue — Gr. 1 Teacher
	Tina Freiburger — Gr. 2 Teacher
	Maggie Staehling — Gr. 3 Teacher
	Amy Moua — Multilingual Teacher Gr. K,1,3
	Ariana Douglas — Music Teacher
	Lindsay Henderson — Special Education Teacher
	Nichole Ponzer — Literacy Coach and Interventionist
	Andrea MacDonald — Math Coach and Interventionist
	Jamie Parma — Literacy Interventionist
	Ellen Van Pay — Principal 2023/24
	Erin Cutler — Principal 2024/25

Dates the team met to review, analyze, and summarize the needs assessment data.	Apr. 29, May 22, May 29 2024, Sept. 24 2024, Oct. 16 2024

When was input sought from the entire staff and parents?	May 24 and May 30 2024

Schoolwide Plan Review (how did it go in the previous school year) Use guiding questions from Annual Review Sheet

The team looked at multiple data sources including Forward results, iReady data, and behavioral data. We have had similar goals for the past couple of years, followed the action steps, but yet are not seeing significant growth toward a goal.

- We made growth toward our academic goals in both reading and math, but did not reach our goals of 50% of students being at or above grade level in reading and 60% of our students being at or above grade level in math. We fell just slightly short achieving 45% at or above grade level in reading and 50% at or above grade level in math.
- We noted that students receiving intervention did close gaps and made strong gains.
- Our ML and special education students did not see the gains we would have liked compared to our other non-english learners and non- special education students.
- The behavior goal was met with only 5% of students having 6 or more major incidents, 15% having 2-5 major incidents, and 80% or more having zero incidents. We had 13 students with 6 or more, 31 students with 2-5, and 236 students with zero major incidents.
- In relation to behavior, we had 261 total major incident referrals and 467 total minor incidents, or lagging skills that were documented.
- Out of the total number of 728 collective behavioral incidents, 425 were on campus, specifically in the classroom.
- In our top 20 students with behavior incidents, there were 3 or more students in each grade level that had over 13 incidents.

Student Achievement/ Survey Data 23/24

Forward Results/State Mandated Testing ELA:

2023/24	Percent Proficient and Advanced	SWD % Prof and Adv	ML % Prof and Adv	White % Prof and Adv	Hispanic % Prof and Adv	Black % Prof and Adv	2 or More Races % Prof and Adv	Asian % Prof and Adv	Native American% Prof and Adv
Gr. 3	25.9	16	15.4	51.2	26.7	28.6	42.9	16.7	NA
Gr. 4	36								
Gr. 5	53.1								

2024 Spring iReady for Non-MLL vs MLL

Diagnostic Results

i-Ready

School	GEGAN ELEM SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Window 3
Prior Diagnostic	Window 1

Criterion Referenced

Overall Placement
Students Assessed/Total: **129/193**

21%	22%		37%	15%	5%

7%	8%	40%	29%	16%

	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
	27 Students	**28 Students**	**48 Students**	**19 Students**	**7 Students**
	(From 9 Students)	(From 10 Students)	(From 52 Students)	(From 37 Students)	(From 21 Students)

Placement Summary

English Learner

All		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🔴	Students Assessed/Total
Yes - English Learner	Window 3		5%	11%	37%	42%	5%	19/24
	Window 1		0%	0%	32%	32%	37%	

School   GEGAN ELEM SCHOOL
Subject   Reading
Academic Year   2023 - 2024
Diagnostic   Window 3
Prior Diagnostic   Window 1

All		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🔴	Students Assessed/Total
No - English Learner	Window 3		24%	24%	37%	10%	5%	110/169
	Window 1		8%	9%	42%	28%	13%	

Spring 2024 iReady Math Results: for MLL vs Non MLL

Subject
Math ▾

School
GEGAN ELEM SCHOOL ▾

Academic Year
2023 - 2024 ▾

Diagnostic
Window 3 ▾
05/01/24 - 05/31/24

Prior Diagnostic
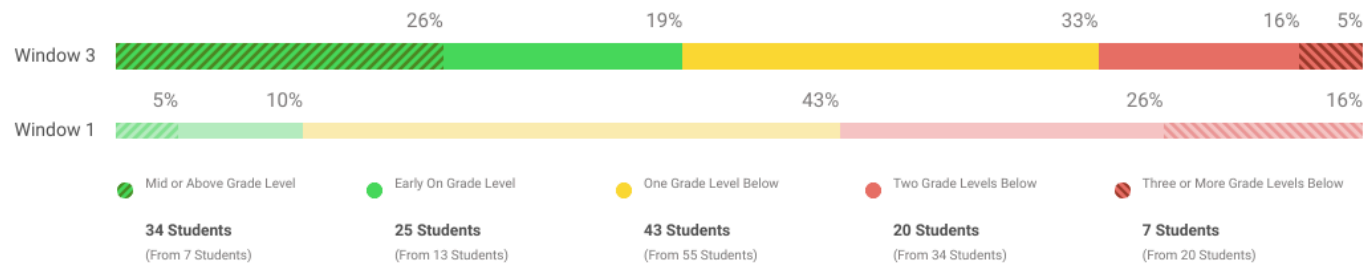**Window 1** ▾
09/05/23 - 10/13/23

3-Level Placement

Enhanced
5-Level Placement

Criterion Referenced

Overall Placement

Students Assessed/Total: **129/193**

	26%	19%		33%	16%	5%
Window 3						

	5%	10%	43%	26%	16%
Window 1					

⊘ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
34 Students	**25 Students**	**43 Students**	**20 Students**	**7 Students**
(From 7 Students)	(From 13 Students)	(From 55 Students)	(From 34 Students)	(From 20 Students)

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Switch Table View

Placement Summary ▾

Choose to Show Results By

English Learner ▾

➕ **Add secondary demographic to show results by**

Showing 2 of 2

All ▾		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Yes - English Learner	Window 3		5%	16%	47%	21%	11%	19/24
	Window 1		0%	0%	37%	26%	37%	
No - English Learner	Window 3		30%	20%	31%	15%	5%	110/169
	Window 1		6%	12%	44%	26%	12%	
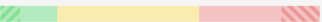
District Assessment Data:
Fall iReady School-Wide Reading Results: Literacy

Subject
Reading ▾

School
GEGAN ELEM SCHOOL ▾

Academic Year
2023 - 2024 ▾

Diagnostic
Window 1 ▾
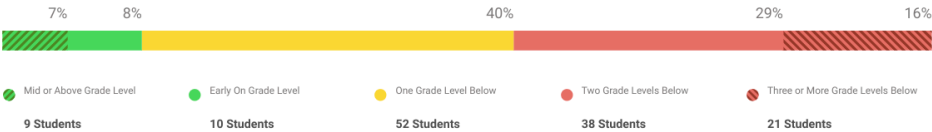
Prior Diagnostic
None

09/05/23 - 10/13/23

3-Level Placement

[Enhanced] 5-Level Placement

Criterion Referenced

Overall Placement
Students Assessed/Total: **130/193**

| 7% | 8% | 40% | 29% | 16% |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
9 Students	**10 Students**	**52 Students**	**38 Students**	**21 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Spring iReady School-Wide Reading Results

Subject

Reading ▼

School

GEGAN ELEM SCHOOL ▼

Academic Year

2023 - 2024 ▼

Diagnostic

Window 3 ▼

Prior Diagnostic

None ▼

05/01/24 - 05/31/24

Enhanced

3-Level Placement   5-Level Placement

Criterion Referenced

Overall Placement

Students Assessed/Total: **153/193**

| 21% | 24% | 35% | 16% | 5% |

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	⊘ Three or More Grade Levels Below
32 Students	**36 Students**	**54 Students**	**24 Students**	**7 Students**
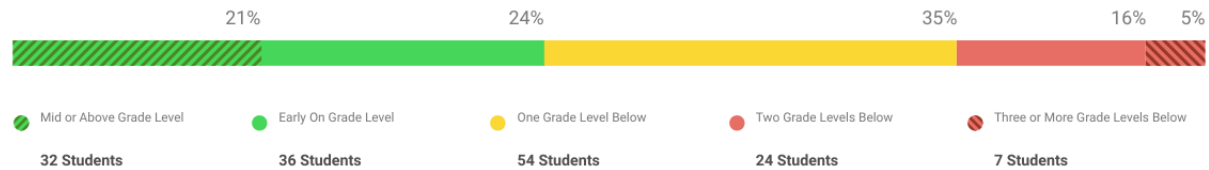
ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Percent	iReady Reading BOY					iReady Reading EOY				
	Above	On	1 GBel.	2 GrBel.	3 Gr Bel.	Above	On	1 GrBel.	2 Gr Bel.	3 Gr Bel.
Gr. K										
Gr. 1	3	0	79	18	0	29	26	46	0	0
Gr. 2	11	15	22	52	0	32	3	45	19	0
Gr. 3	7	15	11	41	26	14	24	24	31	7
Gr. 4	4	4	44	15	33	16	32	32	12	8
Gr. 5	9	9	33	24	24	12	33	27	18	9
Total	15		39	46		45		35	21	

Forward Results/State Mandated Testing

2023/24 Results	Math Results Percent Proficient and Advanced	SWD % Prof and Adv	ML % Prof and Adv	White % Prof and Adv	Hispanic % Prof and Adv	Black % Prof and Adv	2 or More Races % Prof and Adv	Asian % Prof and Adv	Native American% Prof and Adv
Gr. 3	22.2	24	7.7	55.8	26.7	28.6	42.9	16.7	NA
Gr. 4	52								
Gr. 5	56.3								

District Assessment Data:
Fall iReady School-Wide Math Results

Subject

Math ▾

School

GEGAN ELEM SCHOOL ▾

Academic Year

2023 - 2024 ▾

Diagnostic

Window 1 ▾

Prior Diagnostic

None

09/05/23 - 10/13/23

Enhanced

3-Level Placement | **5-Level Placement**

Criterion Referenced

Overall Placement

Students Assessed/Total: **130/193**

5%	10%		42%		26%	16%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
7 Students	**13 Students**	**55 Students**	**34 Students**	**21 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Spring iReady School-Wide Math Results

Subject

| Math ▼ |

School

| GEGAN ELEM SCHOOL ▼ |

Academic Year

| 2023 - 2024 ▼ |

Diagnostic

| Window 3 ▼ |

05/01/24 - 05/31/24

Prior Diagnostic

| None ▼ |

Enhanced

3-Level Placement   **5-Level Placement**

Criterion Referenced

Overall Placement

Students Assessed/Total: **188/193**

| 30% | 20% | 34% | 13% | 4% |

- 🟢 Mid or Above Grade Level
- 🟢 Early On Grade Level
- 🟡 One Grade Level Below
- 🔴 Two Grade Levels Below
- 🔴 Three or More Grade Levels Below

| **57 Students** | **37 Students** | **63 Students** | **24 Students** | **7 Students** |

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Percent	I Ready Math BOY					i Ready Math EOY				
	Above	On	1 GBel.	2 GrBel.	3 Gr Bel.	Above	On	1 GrBel.	2 Gr Bel.	3 Gr Bel.
Gr. K						51	23	26		
Gr. 1	3	0	76	21	0	20	26	54	0	0
Gr. 2	0	15	44	41	0	29	10	29	32	0
Gr. 3	0	11	26	41	22	17	3	52	21	7
Gr. 4	7	7	41	22	23	32	24	24	12	8
Gr. 5	12	12	30	6	39	30	30	15	15	9
Total	14		45	43		50		34	17	

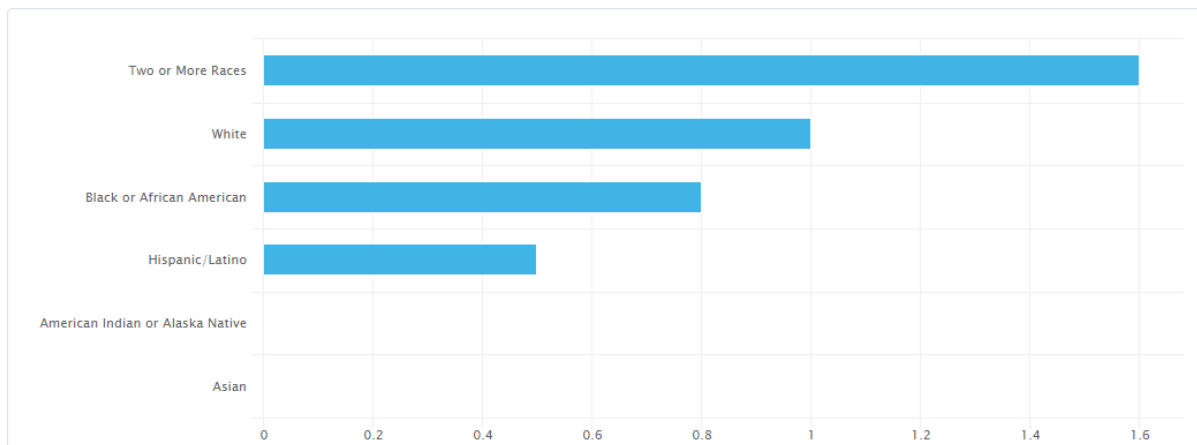| Behavior Referral Data
Referrals Summary 2023/24 |
|---|
| ODR and Suspension Risk Ratio: |

Risk Ratio Calculation

By Ethnicity

Edit Calculation

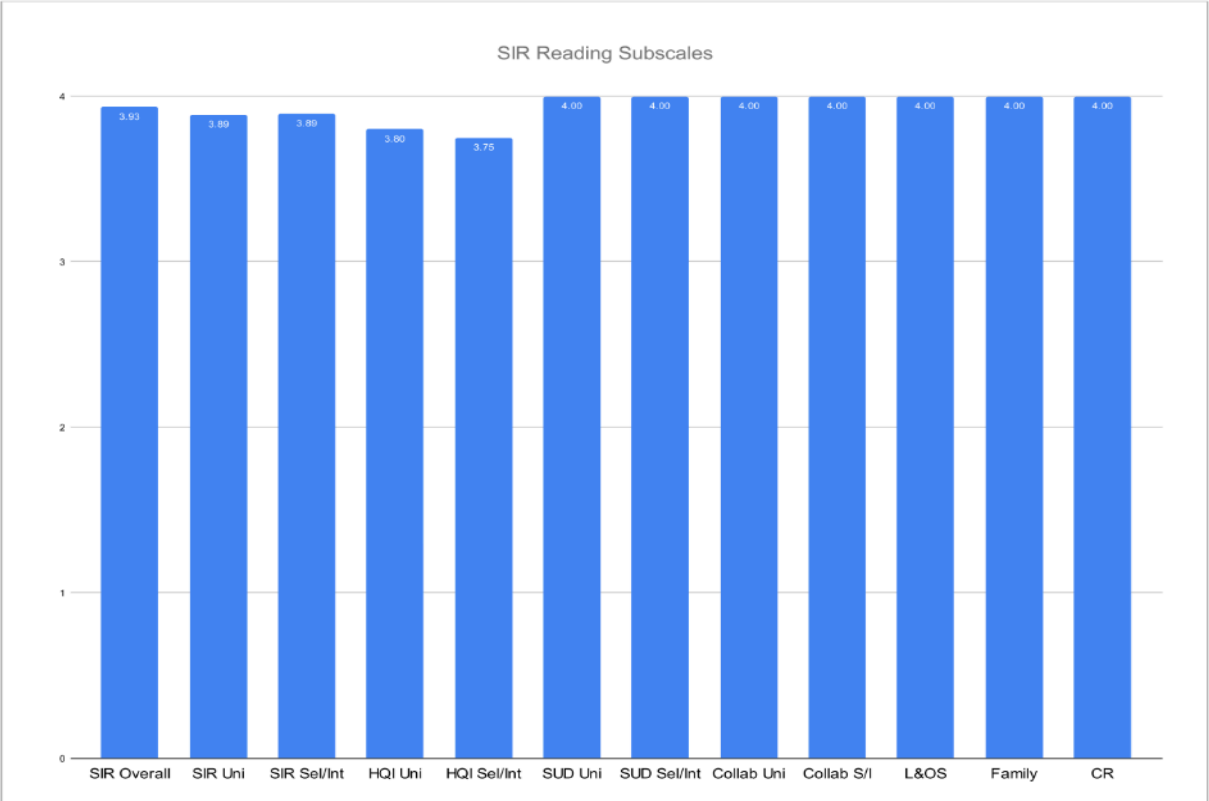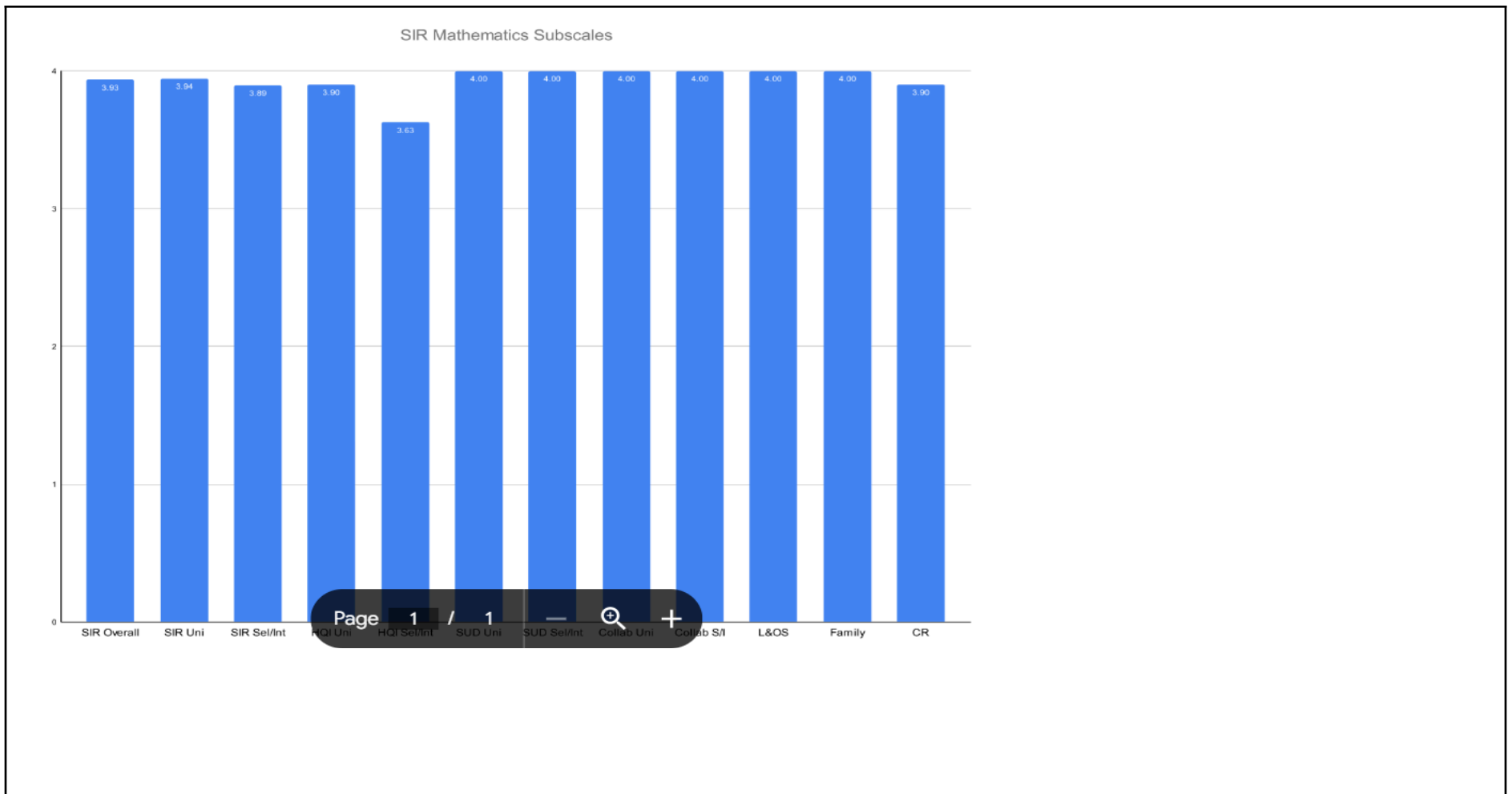| Two or More Races	Black or African American	White	Hispanic/Latino	American Indian or Alaska Native	Asian
1.3 to 1	**1 to 1**	**1 to 1**	**0.4 to 1**	**0 to 1**	**0 to 1**
15 / 48 Students	11 / 44 Students	40 / 165 Students	5 / 58 Students	0 / 3 Students	0 / 24 Students
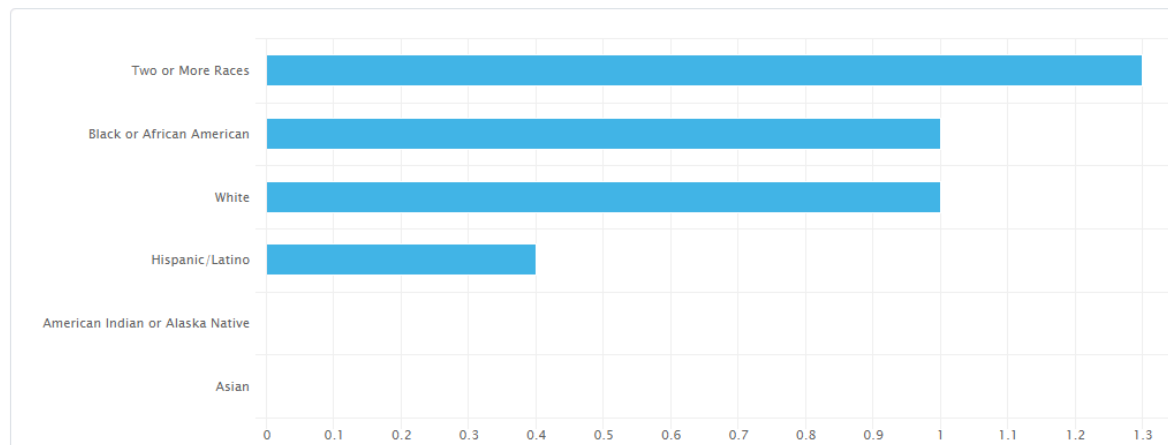
Risk Ratio Value Level of Disproportionality
Risk of one group compared to the risk of another group to help identify the degree of disproportionality in incidents reported.

1.0	Equal Risk
1.25	25% Higher Risk
1.5	50% Higher Risk
2.0	2X Higher Risk
2.5	2.5X Higher Risk
3.0	3X Higher Risk

Out of School Suspension Risk Ratio:

Risk Ratio Calculation

⟨ ⟩ _ ✕

By Ethnicity

Edit Calculation

Two or More Races	White	Black or African American	Hispanic/Latino	American Indian or Alaska Native	Asian
1.6 to 1	**1 to 1**	**0.8 to 1**	**0.5 to 1**	**0 to 1**	**0 to 1**
11 / 48 Students	23 / 165 Students	5 / 44 Students	4 / 58 Students	0 / 3 Students	0 / 24 Students

Risk Ratio Value Level of Disproportionality

Risk of one group compared to the risk of another group to help identify the degree of disproportionality in incidents reported.

1.0	Equal Risk
1.25	25% Higher Risk
1.5	50% Higher Risk
2.0	2X Higher Risk
2.5	2.5X Higher Risk
3.0	3X Higher Risk

Chart (horizontal bar):
- Two or More Races: ~1.6
- White: ~1.0
- Black or African American: ~0.8
- Hispanic/Latino: ~0.5
- American Indian or Alaska Native: 0
- Asian: 0

x-axis: 0, 0.2, 0.4, 0.6, 0.8, 1, 1.2, 1.4, 1.6

Spring SIR

SIR Reading Subscales

Category	Value
SIR Overall	3.93
SIR Uni	3.89
SIR Sel/Int	3.89
HQI Uni	3.80
HQI Sel/Int	3.75
SUD Uni	4.00
SUD Sel/Int	4.00
Collab Uni	4.00
Collab S/I	4.00
L&OS	4.00
Family	4.00
CR	4.00

SIR Mathematics Subscales

SIR Overall	SIR Uni	SIR Sel/Int	HQI Uni	HQI Sel/Int	SUD Uni	SUD Sel/Int	Collab Uni	Collab S/I	L&OS	Family	CR
3.93	3.94	3.89	3.90	3.63	4.00	4.00	4.00	4.00	4.00	4.00	3.90

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Overall School-wide Strengths, Areas of Focus & Priorities

Priorities are set as a result of the assessment data collected, RtI School-wide Implementation surveys in both math and literacy.

Strengths	Areas of Focus
- We had high growth in grades 1-5 for literacy and math on iReady. - We cut the number of students working two or more grade levels below in half in literacy in half (or more) in grades 2-5 50% (or more) of the students improved their overall placement in both reading and math	- Improving universal classroom practices to support a decrease in behaviors that impact academic access - Increasing attendance - Improving achievement data - Accelerating growth for special education and multi language learners - Growth in our students in the bottom quartile

Priorities for School Improvement Efforts

- Improve student behavior by establishing and maintaining strong school-wide universal practices and strong universal classroom practices
- Increase the academic achievement for all students in both literacy and math
- Accelerate the growth for our special education students and multi language learners

Gegan Elementary Continuous School Improvement Plan 2024-2025

Academic Leadership Team	Meeting Dates	Tier 1 and Tier 2 Leadership Team	Meeting Dates
Erin Cutler, Principal Sharon Allen, EC Teacher Rylyn Donahue, 1st Grade Teacher Tina Freiburger, 2nd Grade Teacher Maggie Staehling, 3rd Grade Teacher Lindsey Henderson, Special Education Teacher Amy Moua, ML Teacher Ariana Douglas, Music Teacher Andrea MacDonald, Math Coach/Interventionist Nichole Ponzer, Literacy Coach Jamie Parma, Reading Interventionist Sarah Puls, Pupil Services Brook Holland, Parent Representative Brittany Dempsey, Parent Representative Nicole Stumpf, Parent Representative	September 18, 2024 October 16, 2024 November 20, 2024 December 18, 2024 January 15, 2025 February 19, 2025 March 19, 2025	**Tier 1** Erin Cutler, Principal Lisa LaLuzerne, Kindergarten Teacher Katie Hagenow, 4th Grade Teacher Jenny Cutler, Special Education Teacher Taylor Balson, Special Education Teacher Jeanie Behm, Speech Path Amanda McGinnis, Guidance Counselor **Tier 2** Erin Cutler, Principal Ashley Mader, Special Education Teacher Alissa Uridil, Special Education Teacher Sarah Puls, School Social Worker Amanda McGinnis, Guidance Counselor Mike Emery, School Psychologist Rick Heinen, SRO	**Tier 1** Second Tuesday of each month **Tier 2** Every other week on Thursdays

School Demographic Data 2024-2025	
Enrollment	286
Attendance	

Grade	% in Attendance
K	91.07
1	93.27
2	92.68
3	93.89
4	91.60
5	94.17
overall	92.76

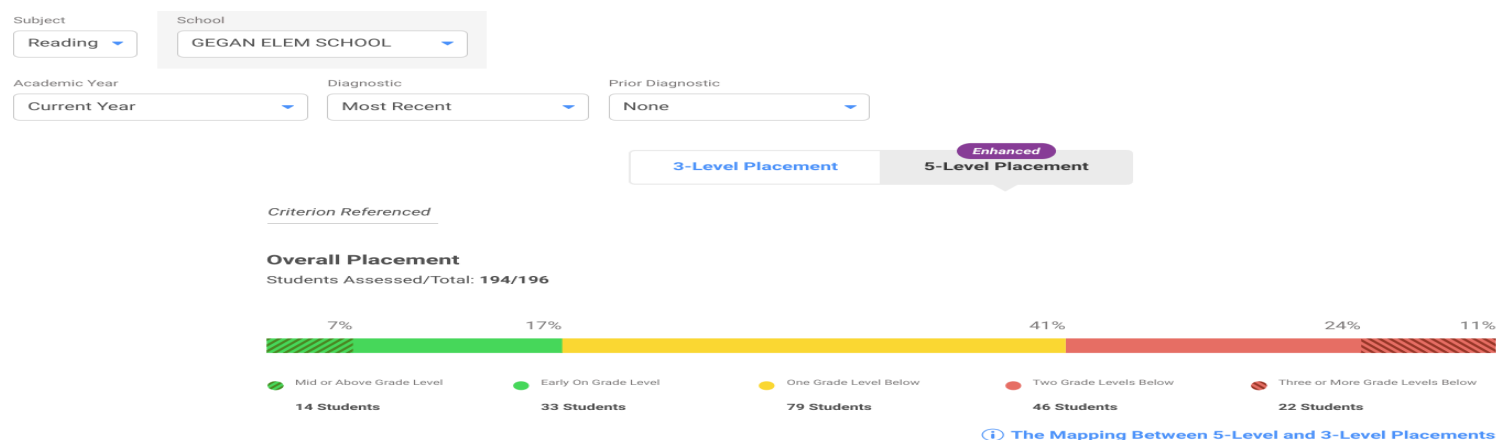|	
Ethnicity	
	<table><tr><td>Ethnicity</td><td>Percent</td></tr><tr><td>White</td><td>51</td></tr><tr><td>Hispanic</td><td>16</td></tr><tr><td>Black</td><td>13</td></tr><tr><td>Two or More Races</td><td>13</td></tr><tr><td>Asian</td><td>5</td></tr><tr><td>American Indian or Alaska Native</td><td>1</td></tr><tr><td>Native Hawaiian or Other Pacific Islander</td><td>0</td></tr></table>
Poverty	64.2%
Limited English Proficiency	21%
Students with Disabilities	28%

Literacy Goal
Achievement Goal: By the end of the 2024-2025 school year 64% of the kindergarten through fifth grade students will be at or

above grade level as measured by the spring iReady reading assessment. (Last year we went from 15% to 45% overall were at or above grade level). This year we are starting at 24% and are aiming to get to 64% of students in kindergarten through fifth grade will be at or above grade level.

Growth Goal: 70% of our targeted group of students (targeted groups were determined by each grade level) will make their annual stretch growth goal in reading using the spring iReady reading assessment grades K-5 and using Heggerty for 4K.

Subject
Reading ▾

School
GEGAN ELEM SCHOOL ▾

Academic Year
Current Year ▾

Diagnostic
Most Recent ▾

Prior Diagnostic
None ▾

3-Level Placement | *Enhanced* 5-Level Placement

Criterion Referenced

Overall Placement
Students Assessed/Total: **194/196**

| 7% | 17% | | 41% | 24% | 11% |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
14 Students	**33 Students**	**79 Students**	**46 Students**	**22 Students**

ⓘ **The Mapping Between 5-Level and 3-Level Placements**

Universal Action Steps:
1. Instructional Focuses
   a. Consistent universal instruction using the allocated curriculum to fidelity. Daily lessons follow Units of Study in reading, writing, and phonics.
   b. Targeted work on planning and preparation during weekly team meetings and building staff development times.
   c. Facilitated planning time monthly with the literacy coach for grades K-5.
   d. UCP training around strong universal classroom practices to support access to instruction.
   e. K-5 teachers participate in a small group coaching cycle
   f. Flexible small group instruction in reading workshop and writing workshop that encompasses phonics instruction.
   g. Immersion writing prior to all writing units K-5.
   h. Grade level teams will meet once a month with literacy coach to discuss student learning trends/data, how structures support learning, and implications toward teaching practices (teaching curriculum to fidelity and
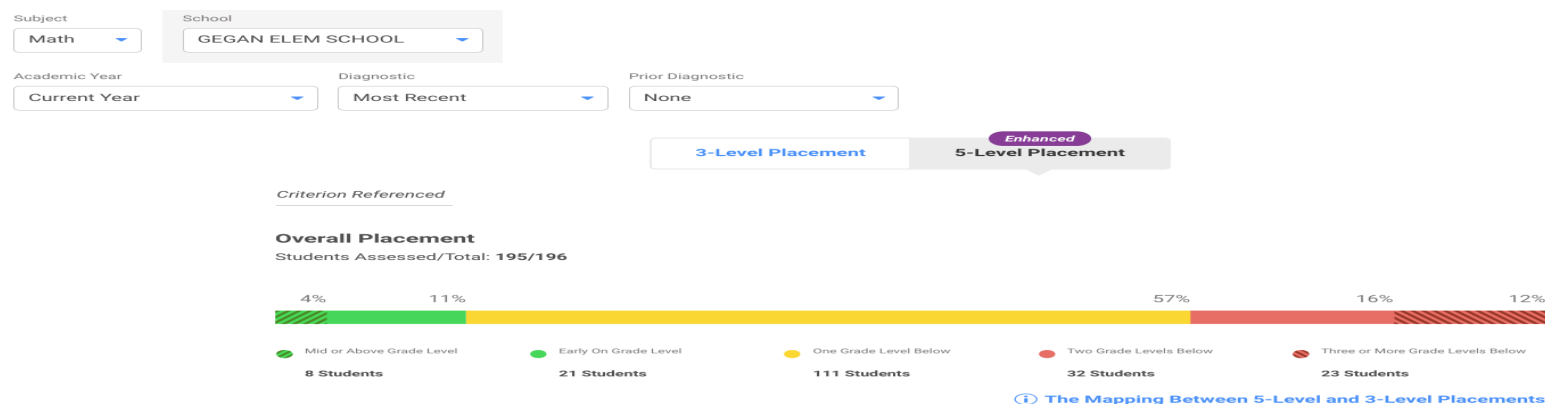
utilizing resources)
2. How is RTI utilized, process in building:
    a. Students who are two or more years below grade level will be progress monitored. Student progress will be discussed monthly to determine effectiveness of the intervention and next steps for students.
    b. Daily 20 minute RtI block with a separate time for grades K-5.
    c. Small group instruction
    d. Data Analysis: School psychologist, literacy coach and Interventionists gather and analyze progress monitoring data, interventionist collects and analyzes daily data, principal collects and analyzes fidelity data. We will also use developmental reading assessments, conferring notes, and Units of Study assessments. Data will be reviewed monthly by collaborative teams and the Building Leadership Team.
3. How will you Progress Monitor
    a. Timeline: 24/25 School Year
    b. Persons involved: Literacy coaches, interventionists, classroom teachers, special education and ML teacher
    c. Data used- (TCRWP Decoding Assessment/Phonemic Awareness Assessment, DRA and BAS, aimslines, running records, phonics and word study assessments, writing samples)
4. Assessment
    a. Forward Exam 3,4,5, March/April
    b. iReady diagnostic; October, January, May
    c. Aimsweb Plus: January, April
    d. DRA2 K-2, BAS 3-5: October/November
    e. Phonics K-2 unit assessments
    f. Access testing for multi language learners December-January
    g. 4K: Phonological Awareness Literacy Screener and Letter Sound Assessment October.and April
5. Professional Development: (What will you do to insure validity of assessments, trainings provided, etc)
    a. All staff will participate in district staff development days.
    b. AIMsweb Plus training for all K-3 staff in November
    c. Literacy coaching cycles around new literacy curriculum and fidelity in use of Units of Study reading, writing, and phonics.
    d. Provide professional learning with a focus on intentionally planned flexible small groups (based on analysis of running records and comprehension assessments)

Math Goal

Achievement: By the end of the 2024-2025 school year 60% of the kindergarten through fifth grade students will be at or above

grade level as measured by the spring iReady math assessment. (Last year we went from 15% to 50% overall were at or above grade level) This year we are starting at 15% and are aiming to get to 60% of students in first through fifth grade will be at or above grade level.

Growth Goal: 70% of our targeted group of students (targeted groups were determined by each grade level) will make their annual stretch growth goal in math using the spring math iReady assessment for kindergarten through fifth grade.

Subject
Math ▾

School
GEGAN ELEM SCHOOL ▾

Academic Year
Current Year ▾

Diagnostic
Most Recent ▾

Prior Diagnostic
None ▾

Enhanced

3-Level Placement   5-Level Placement

Criterion Referenced

Overall Placement
Students Assessed/Total: **195/196**

| 4% | 11% | | 57% | 16% | 12% |

● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below

8 Students **21 Students** **111 Students** **32 Students** **23 Students**

ⓘ The Mapping Between 5-Level and 3-Level Placements

Action Steps:
Universal Action Steps:
1. Instructional focuses
    a. Consistent universal instruction using the allocated curriculum to fidelity. Daily lessons follow Bridges curriculum for math lessons, number corner, and workplaces.
    b. Targeted work on planning and preparation during weekly team meetings and building staff development times.
    c. Facilitated planning time monthly with the math coach for grades K-5.
    d. Professional development around new Bridges math curriculum for 4th and 5th grade.
    e. UCP training around strong universal classroom practices to support access to instruction.
    f. Flexible small group instruction in math utilizing assessments and observations to reflect and plan for instruction
    g. All K-4 Classroom teachers complete a small group coaching cycle with our math coach.
    h. Consistent daily instruction in number corner K-5.
    i. Consistent opportunities to practice math skills in workplaces two to three times a week.

      j. Grade level teams will meet once a month with the math coach to discuss student learning trends/data, how structures support learning, and implications toward teaching practices (teaching curriculum to fidelity and utilizing new resources)

6. How is RTI utilized, process in building:
   a. Students who are two or more years below grade levels will be progress monitored. Student progress will be discussed monthly to determine effectiveness of the intervention and next steps for students.
   b. Daily 20 minute RtI block with K-5 having their own separate Rti block.
   c. Small group instruction
   d. Data Analysis: School psychologist, math coach and Interventionists gather and analyze progress monitoring data, interventionist collects and analyzes daily data, principal collects and analyzes fidelity data.

7. How will you Progress Monitor
   a. Timeline: 24/25 School Year
   b. Persons involved: Math coach /interventionists, special education and EL teacher
   c. Data used-(Bridges screener and post-assessments, Bridges checkpoints, number corner check-ups, number corner assessments, AVMR, iReady)

8. Assessments
   a. Forward Exam 3,4,5 March/April
   b. iReady diagnostic; October, January, May
   c. AVMR testing for targeted students in October, February, May.
   d. Bridges checkpoints
   e. Screener/post assessments in math
   f. Observations

9. Professional Development: (What will you do to insure validity of assessments, trainings provided, etc)
   a. All staff participate in district staff development days.
   b. 4th and 5th grade teachers participate in training around new/updated Bridges math curriculum.
   c. Provide professional development on intentional planning using curriculum resources for specific groups of students in math and team meetings.
   d. Provide professional learning with a focus on intentionally planned flexible small groups (based on analysis of math assessments) in math and team meetings.

Engagement Goal

Engagement/Communication Goal: Develop a baseline of family involvement by tracking and monitoring attendance to Gegan family events including conferences, math and literacy events, PTO sponsored events, Title One event, and spring family picnic event. Track and monitor talking points correspondence.

Universal Action Steps:
1. Focus:
   a. Events:
      i. Open house in August with Ice Cream Social
      ii. 4K and Early Childhood bimonthly family outreach events (with two fest days as well)
      iii. Math and Literacy Breakfast Event
      iv. Book Fair
      v. Movie Night
      vi. Parent teacher conferences in October
      vii. Parent teacher conferences in January
      viii. Title One event in the spring
      ix. Fun run in May
      x. Timber Rattler Game
      xi. Spring family picnic in May
   b. Communication and feedback:
      i. Teachers send at least one positive talking point message a month
      ii. Fall and Spring parent survey
2. Timeline:
   a. Duration of the 2024-2025 school year
3. Persons involved:
   a. Gegan Teachers and Staff, Pupil Services, and Principal
4. Data Analysis: Talking points for communication about events, forms for attendance at events, and parent surveys.

Behavioral Engagement Goal: Gegan students will decrease their major incident referrals in the 2024-2025 school year. Last year we had 261 major incidents. This year we will work to decrease that amount by 25%. Gegan will work to have less than 200 major incident referrals. Additionally, we will specifically work to lower the amount of major incidents for inappropriate physical contact and fighting without a weapon. Last year we had 103 total major incidents for inappropriate physical contact and fighting without a weapon. This year we will work to lower that by 25%. This year our goal will be to have less than 80 major incidents that involve inappropriate physical contact and fighting without a weapon.

5. Instructional Focuses:
    a. Reset training for school-wide universal practices with specific training on expectations for lining up, hallway transitions, lunchroom expectations, and playground expectations.
    b. Reset training for universal classroom practices with specific training around all expected classroom procedures.
    c. Teach and reteach playground expectations monthly.
    d. Restructure the playground by moving the soccer field closer to observation points for closer supervision.
    e. Increase the amount of staff on the playground during recess times.
    f. Adjusting physical education classes with an emphasis on units focused on skills and less competitive games.
    g. Soft start upon arrival to school with breakfast and community building time built into the master schedule.
    h. Safe spots installed in every classroom equipped with calming tools, timers, and tools for identifying emotions.
    i. Consistently teach SEL lessons that focus on managing emotions.
    j. Consistently tracking and inputting lagging skills and major incident referrals.
    k. Consistently using our MLSS system including student conversations, parent conversations, and request for assistance forms.
    l. Tier 1 team will meet monthly to develop ways to positively reinforce expected behaviors.
    m. Stronger structures are put in place during the lunch hour to impact the environment and make it more structured.
    n. Pupil Services will monitor majors and lagging skills and develop appropriate interventions to address student behavior.
6. Timeline:
    a. October 2024–June 2025
7. Persons involved: Gegan staff, UCP Coach Heidi Dike, physical education teacher Kevin Murphy
8. Data Analysis: During the 2024–2025 school year, we had 261 major referrals. Most referrals were for inappropriate physical contact and insubordination . This represents 75% of all major referrals at Gegan.
    a. Of 103 major incident referrals for inappropriate physical contact and fighting without a weapon happened on the playground or in the gym during physical education class.
    b. The majority of these incidents, about 90% were acts performed by boys.
    c. 13 students had twelve or more major referrals
9. Professional Development:
    a. Behavioral Audit by Supportable Solutions
    b. PD opportunities around responding and supporting positive behavior responses
    c. Monthly staff meeting to bring awareness