

2025-2026 School Improvement Plan

NPS Purpose	NPS Vision	NPS Guiding Principles
Our purpose is to educate all students we serve to high levels through high-quality instruction.	Our vision is to provide all students with personalized learning environments that promote deeper authentic learning experiences	Integrity Continuous Improvement Best Instructional Practices Communication Pioneers in Technology Growing Leadership Care & Community Collaboration

School Mission

The mission of Lilja School is to create a supportive, inclusive community that inspires everyone to be learners, reach their full potential, and become respectful, empowered citizens.

School Vision

Lilja: Nurturing a Lifetime Passion for Learning

Lilja is committed to nurturing a passion for learning that lasts a lifetime, recognizing it as the cornerstone of each child's future achievements. We believe natural curiosity serves as a powerful motivator for growth and knowledge acquisition.

Our school culture is defined by a set of common values, fostering close partnerships, providing a secure learning atmosphere, and blending academic challenge with the joy of hands-on experiential learning that encourages cooperation and teamwork.

Lilja celebrates and embraces the beauty of diversity in all its forms. We believe that every student brings a unique perspective and set of experiences that enrich our school community.

School Highlights 2024-2025

School Name: Lilja Elementary
Leader Name: Dr. Shelby Marscher

During the 2024-2025 school year, Lilja School made significant strides in enhancing student learning and teacher development. We implemented a new Learning Walks protocol, which has become a model for other elementary schools in the district, fostering collaborative professional growth. Our focus on data-driven instruction and targeted interventions led to impressive gains in early literacy, with 74% of kindergarteners and 81% of first graders performing at or above the 40th percentile. We also revamped our coaching program, resulting in over 50% of teachers engaging in coaching cycles that directly impacted teacher and student growth. Additionally, we began developing a comprehensive Positive Behavioral Interventions and Supports (PBIS) system, including new core values, to create a more supportive and consistent learning environment for all students.

District Priorities - Multi Year

District Priorities

01	Psychological Safety & Social Emotional Learning	<ul style="list-style-type: none"> Foster environments of trust, respect & mutual support that includes supporting staff & addressing behavioral challenges Strengthen SEL initiatives, integrate Restorative Practices and PBIS to build a more inclusive & supportive culture
02	Relationship Building & Community Engagement	<ul style="list-style-type: none"> Strengthen Connection among staff, students and parents so that everyone has a sense of belonging and feels valued Enhance partnerships with parents and the broader community Acknowledgement of achievements and regularly celebrate the strengths & successes of students and staff.
03	Instructional Excellence & Support Systems	<ul style="list-style-type: none"> Define & develop multi-tiered systems of support to improve outcomes for each individual student Support staff with necessary tools and professional development to spark innovation Encourage continuous improvement & incremental growth
04	Communication & Leadership Development	<ul style="list-style-type: none"> Ensure all district and building communications are aligned and effectively disseminated; ensure teams are all on the same page Provide coaching & mentoring to dept heads & teacher leaders to support continuous growth & improvement

**No Changes in
District
Priorities for
2025-2026**

2025-2026 District Strategic Objectives

School Name: Lilja Elementary
Leader Name: Dr. Shelby Marscher

District Priorities		FY26 Strategic Objectives
1	Psychological Safety & Social Emotional Learning	Strengthen Tier 1 SEL and behavior systems by implementing PBIS and co-developing a consistent K-12 Code of Conduct. This includes: (1) Establishing proactive expectations; (2) Promoting consistent, fair responses; (3) Reducing disproportionality in discipline
2	Relationship Building & Community Engagement	Co-develop a unifying district vision and core values that anchor coherence across instruction, operations, and culture to include: (1) Grounding the vision in stakeholder input and student data; (2) Defining how values show up in everyday practice; (3) Aligning systems and structures with the adopted vision.
3	Instructional Excellence & Support Systems	Deepen Tier 1 instruction by strengthening the use of formative assessment during teaching. This includes: (1) Clarifying learning targets; (2) Using real-time checks for understanding; (3) Differentiating based on student needs
4	Communication & Leadership Development	Strengthen leadership capacity by aligning coaching and evaluation practices through: (1) Partnering with a consultant to train coaches, teacher leaders, and department heads; (2) Developing a shared vision for coaching in Natick; and (3) Providing professional learning on evaluation to support instructional leadership and improve feedback.

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ACTION PLAN - Priority #1 Supporting Struggling Students in Tier 1 Math		
School Priority #1 Alignment with District Strategic Objective(s): <input type="checkbox"/> #1 Psychological Safety & Social Emotional Learning: <i>Strengthen Tier 1 SEL and behavior systems</i> <input type="checkbox"/> #2 Relationship Building & Community Engagement: <i>Co-develop a unifying district vision and core values</i> <input checked="" type="checkbox"/> #3 Instructional Excellence & Support Systems: <i>Deepen Tier 1 instruction by strengthening the use of formative assessment</i> <input type="checkbox"/> #4 Communication & Leadership Development: <i>Strengthen leadership capacity by aligning coaching and evaluation practices</i>		School Priority #1 Alignment with Administrator & Educator Goal(s): <input checked="" type="checkbox"/> Student Learning Goal <input type="checkbox"/> Professional Learning Goal <input type="checkbox"/> School Improvement Goal
NEEDS ASSESSMENT DESE accountability data from the '23-'24 school year indicated that while Lilja has a strong response to our lowest performing students, we have room to strengthen our Tier 1 instructional practices. Similarly, Renaissance benchmarking data from SY'25 indicates that nearly 30% of students were identified as only "Partially Meeting" on the EOY Math Renaissance benchmarking assessment, and 25% on EOY Reading Renaissance benchmarking assessment.		
SMARTIE GOAL By May 2026, students identified in the "Partially Meeting" category in Math based on fall benchmark assessments will demonstrate a Student Growth Percentile (SGP) of 60 or higher on the Spring 2026 Renaissance assessment.		
PRIORITY #1 ACTIONS		
Action Step	Date(s) of Implementation	Progress Monitoring Evidence of Growth
1. Kickoff Meeting: Introduce the school goal focused on "Partially Meeting" math student growth. Highlight the importance of targeted instruction and formative assessments. 2. Professional Development: Train teachers on identifying "Partially Meeting" students and using formative assessment strategies aligned with math standards	September	Curriculum Meeting Agenda

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<ol style="list-style-type: none"> Curriculum Collaboration: Teachers and coaches collaborate to develop and select formative assessment strategies tailored for partially meeting learners, supported by Director of Curriculum and Instruction as well as Coaching Consultant Marc Sor Implementation Launch: Teachers begin applying selected formative assessments in math instruction, focusing on personalized learning. Data Collection and Analysis: Teachers collect formative assessment data and identify learning patterns specific to target students. Administration works with Coordinator of Data & Student Success to develop data dashboard. Sharing Session: Teachers and coaches share initial findings and instructional adjustments in a collaborative meeting. 	September-November	<p>Progress monitoring notes and data</p> <p>Teacher/Coach Collaboration Meeting Notes</p>
<ol style="list-style-type: none"> Mid-Year Progress Review: Reflect on progress toward SMARTIE goals related to math growth and formative assessment use. Adjust instructional practices and supports as needed. Peer Observation Planning: Schedule peer observations centered on effective math interventions for targeted students. Peer Observation Cycle: Conduct observations and feedback sessions to promote best practices and instructional refinement. Technology Integration Workshop: Introduce tools that support formative math assessments and data tracking. 	December & January	<p>Goal Reflection Notes</p> <p>Peer Observation Notes</p>
<ol style="list-style-type: none"> Data Review and Instructional Planning: Analyze updated formative data to target instruction more precisely 	February & March	<p>Mid Year Benchmarking assessment data</p> <p>Data Team Meeting agendas</p>

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<p>for targeted learners.</p> <ol style="list-style-type: none"> 2. SMARTIE Goal Check-In: Review individual teacher progress and adjust goals or supports as necessary. 3. Curriculum Meeting: Share effective strategies and student growth stories; refine assessment and instructional practices based on data and teacher feedback. 4. Assessment Preparation: Plan how formative data will inform spring Renaissance assessment readiness. 		<p>Goal Reflection Notes Curriculum Meeting Agenda</p>
<ol style="list-style-type: none"> 1. Final Peer Observations: Conduct last round of observations focusing on sustaining growth-oriented instruction. 2. Reflective Curriculum Meeting: Reflect on the year's work and share insights to support continuous growth for all learners. 3. End-of-Year Evaluation: Review student growth data from the spring Renaissance assessment to evaluate progress toward the SGP goal. 4. Teacher and Coach Reflection: Discuss successes, challenges, and next steps for sustaining high growth in math. 5. Survey Distribution: Collect feedback on formative assessment practices and professional learning impact to inform future planning. 	<p>April & May</p>	<p>Peer Observation Notes Curriculum Meeting Agenda EOY Benchmarking Assessment Data Data Team Meeting agendas Survey Data</p>

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ACTION PLAN - Priority #2 Establishing MTSS for SEL		
School Priority #1 Alignment with District Strategic Objective(s): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> #1 Psychological Safety & Social Emotional Learning: <i>Strengthen Tier 1 SEL and behavior systems</i> <input type="checkbox"/> #2 Relationship Building & Community Engagement: <i>Co-develop a unifying district vision and core values</i> <input type="checkbox"/> #3 Instructional Excellence & Support Systems: <i>Deepen Tier 1 instruction by strengthening the use of formative assessment</i> <input type="checkbox"/> #4 Communication & Leadership Development: <i>Strengthen leadership capacity by aligning coaching and evaluation practices</i> 	School Priority #1 Alignment with Administrator & Educator Goal(s): <ul style="list-style-type: none"> <input type="checkbox"/> Student Learning Goal <input checked="" type="checkbox"/> Professional Learning Goal <input type="checkbox"/> School Improvement Goal 	
NEEDS ASSESSMENT <p>Mental health challenges among U.S. children and adolescents doubled during the pandemic, with about 31.9% of young students experiencing serious mental health issues during their school years. Despite increasing emotional and behavioral needs in classrooms, teacher training programs often offer minimal mental health education, leaving most teachers unprepared to intervene effectively. Teachers also worry that disruptive students can harm overall class performance, especially under high-stakes policies like No Child Left Behind, highlighting the need for more teacher support and resources. In line with this research, Lilja continues to see an increase in special education enrollment, with a significant number of referrals made for suspected disability within social-emotional functioning. Escalated student behavior in SY25 also resulted in 492 Safety Care calls requiring response from specialized staff members (psychologist, counselor, BCBA, Special Educator, administration), over 216 hours of time away from expected service delivery. Taken together, this suggests a need for improvement at our Tier 2 level of support to address increased student need and prevent continued escalation of behaviors that result in unsustainable need at Tier 3.</p>		
SMARTIE GOAL <p>By the end of the 2025-2026 school year, Lilja Elementary school will implement a comprehensive Tier 2 SEL support system that results in a 20% reduction in the number of students identified for Tier 2 supports as measured by comparing fall and spring screening data (SAEBERS, progress monitoring).</p>		
PRIORITY #2 ACTIONS		
Action Step	Date(s) of Implementation	Progress Monitoring Evidence of Growth
1. Establish SEL Team	August & September	SEL Team Agenda MTSS Faculty Meeting Slides MTSS Family Newsletter MTSS Webpage

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<ol style="list-style-type: none"> 2. Share MTSS Plan with Faculty and Family Community <ol style="list-style-type: none"> a. Host faculty meeting to introduce the plan b. Develop family newsletter and SEL page on Lilja website 3. Implement Tier 1 Universal Supports <ol style="list-style-type: none"> a. Train teachers on the Wayfinder program b. Integrate Wayfinder lessons into daily classroom routines c. Monitor implementation fidelity d. At Tier 1, implement check-in/check-out systems and behavioral contracts as needed 4. Administration works with Coordinator of Data & Student Success to develop data dashboard. 5. Establish dates for Continuous Improvement Cycle (Quarterly: October 2024, January 2025, April 2025, June 2025). Set agenda for the following <ol style="list-style-type: none"> a. Review impact on students and school culture b. Gather feedback from students, staff, and families c. Identify successes and challenges d. Develop action steps for the next quarter 		Quarterly Review Agendas
<ol style="list-style-type: none"> 1. Establish SEL Data Teams <ol style="list-style-type: none"> a. Train teams on data collection and analysis methods using SAEBRS and Waypoints b. Set up data collection systems 2. Conduct Fall Screening Window <ol style="list-style-type: none"> a. Administer SAEBRS assessment for all students b. Analyze data and categorize students as High, Some, or Low Risk 	October	SEL Data Team Agenda Data Collection Dashboard First Quarter Review Agendas

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<ul style="list-style-type: none"> c. Schedule SEL Data Team Meetings to develop intervention plans 3. Implement Tier 2 Targeted Supports <ul style="list-style-type: none"> a. Begin small group interventions using PEERs, CBT, Zones of Regulation, and Unstuck and on Target curricula b. Initiate EmWave interventions with parent/guardian opt-out option 4. First Quarter Continuous Improvement Cycle Meeting 		
<ul style="list-style-type: none"> 1. Monitor Tier 2 Targeted Supports <ul style="list-style-type: none"> a. Debrief the small group interventions using PEERs, CBT, Zones of Regulation, and Unstuck and on Target curricula at SEL team meetings b. Debrief check-in/check-out systems, emWave interventions and behavioral contracts 2. Conduct Winter Screening Window <ul style="list-style-type: none"> a. Administer SAEBRS for previously identified at-risk students b. Analyze progress monitoring data c. Update intervention plans as needed 3. Second Quarter Continuous Improvement Cycle. Set agenda for the following <ul style="list-style-type: none"> a. Review impact on students and school culture b. Gather feedback from students, staff, and families c. Identify successes and challenges d. Develop action steps for the next quarter 4. Implement Tier 3 Intensive Supports (As needed, ongoing) <ul style="list-style-type: none"> a. Provide individual counseling sessions 	November- February	SEL Team Agenda Winter Screening Data Second Quarter Review Agenda Third Quarter Review Agenda

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<ul style="list-style-type: none"> b. Conduct Functional Behavioral Assessments (FBAs) c. Collaborate with external mental health professionals 		
<ul style="list-style-type: none"> 1. Third Quarter Continuous Improvement Cycle. Set agenda for the following <ul style="list-style-type: none"> a. Review impact on students and school culture b. Gather feedback from students, staff, and families c. Identify successes and challenges d. Develop action steps for the next quarter 	April	
<ul style="list-style-type: none"> 1. Conduct Spring Screening Window <ul style="list-style-type: none"> a. Administer SAEBRS assessment for all students b. Analyze year-long data trends c. Prepare report on goal achievement and overall impact 2. Conduct End-of-Year Evaluation <ul style="list-style-type: none"> a. Analyze year-long data trends from SAEBRS and Waypoints b. Prepare report on goal achievement and overall impact c. Develop recommendations for the following school year 3. Fourth Quarter Continuous Improvement Cycle. Set agenda for the following <ul style="list-style-type: none"> a. Review impact on students and school culture b. Gather feedback from students, staff, and families 	May, June	Spring Screening Data EOY data analysis SEL Team Agenda Fourth Quarter Review Agenda SY27 Planning Document

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<ul style="list-style-type: none"> c. Identify successes and challenges d. Develop action steps for the next quarter <p>4. Plan for Year 2 Implementation</p> <ul style="list-style-type: none"> a. Review and refine MTSS plan based on year's data b. Set new targets for the upcoming school year c. Plan for onboarding new staff and students <p>5. Final Evaluation and Future Planning</p> <ul style="list-style-type: none"> a. Conduct comprehensive analysis of first-year implementation b. Evaluate achievement of SMARTIE goal c. Develop long-term sustainability plan for SEL MTSS 		

ACTION PLAN - Priority #3 Implementation of PBIS	
<p>School Priority #1 Alignment with District Strategic Objective(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> #1 Psychological Safety & Social Emotional Learning: <i>Strengthen Tier 1 SEL and behavior systems</i> <input checked="" type="checkbox"/> #2 Relationship Building & Community Engagement: <i>Co-develop a unifying district vision and core values</i> <input type="checkbox"/> #3 Instructional Excellence & Support Systems: <i>Deepen Tier 1 instruction by strengthening the use of formative assessment</i> <input type="checkbox"/> #4 Communication & Leadership Development: <i>Strengthen leadership capacity by aligning coaching and evaluation practices</i> 	<p>School Priority #1 Alignment with Administrator & Educator Goal(s):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Learning Goal <input type="checkbox"/> Professional Learning Goal <input checked="" type="checkbox"/> School Improvement Goal
<p>NEEDS ASSESSMENT Lilja School is experiencing a high rate of unexpected behaviors in shared and less structured areas. Last fall, SEL Walkthrough data shows low visibility of Core</p>	

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Values in community spaces, with average ratings ranging from 1.8 to 2.6 across various locations. Staff surveys revealed 58% of staff believe that students have a limited grasp of behavioral expectations and reinforcement systems at Lilja. While Lilja stakeholders have worked together to develop a PBIS system, successful implementation is the next step.

SMARTIE GOAL

By June 2026, our school will implement a Tier 1 PBIS system with schoolwide expectations, a reinforcement system, and consistent staff responses to behavior. Success will be measured by growth on a Tier 1 fidelity rubric (SEL Walkthrough?) and increased staff-reported consistency and confidence in behavior systems on an end-of-year school-based survey.

PRIORITY #3 ACTIONS

Action Step	Date(s) of Implementation	Progress Monitoring Evidence of Growth
<ol style="list-style-type: none"> 1. Form and engage a cross-role PBIS leadership team including teachers, administrators, counselors, and support staff. 2. Review PBIS framework, Lilja Core Values (P.R.I.D.E), and school mission/vision with the team and faculty. 3. Define clear schoolwide behavioral expectations aligned with Core Values and draft classroom agreements. 4. Develop and distribute visual aids and consistent language tools to support teaching expectations across all settings. 5. Begin staff professional development on explicit teaching strategies, modeling behavior, and using role-play and stories to teach expectations. 6. Communicate PBIS basics and expectations to families, sharing resources to reinforce behavior at home. 7. Administration works with Coordinator of Data & Student Success to develop data dashboard. 8. Pre Survey (Managing Complex Change self reflection) 	August	PBIS Team Agenda Faculty Meeting Presentation Core Values Posters Core Values Lessons PBIS (Student) Lessons Family Newsletters Pre Implementation Survey
<ol style="list-style-type: none"> 1. Launch the schoolwide positive reinforcement system (Compliment system) at individual, classroom, and school levels. 	September-November	Launch Slide Deck Baseline ODR data K-12 Code of Conduct

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<ol style="list-style-type: none"> 2. Train all staff on consistent use of positive feedback and reinforcement language, emphasizing immediate and specific praise tied to Core Values and behaviors. 3. Begin collecting baseline data on office referrals, earned Compliments, and initial staff confidence (see self reflection survey above) through surveys. 4. Introduce restorative practices and consistent response protocols for addressing behavior, including de-escalation techniques. 5. Start collaborating with district teams on the K–12 code of conduct development to ensure alignment with school PBIS practices. 		
<ol style="list-style-type: none"> 1. Conduct initial SEL Walkthroughs to assess PBIS Tier 1 implementation fidelity and identify strengths and areas needing improvement. 2. Collect mid-year staff survey data (make copy of this) to evaluate consistency and confidence in behavior management systems. 3. Analyze behavior and reinforcement data with the PBIS team and share summarized findings with staff and families. 4. Continue family communications to deepen community understanding and involvement in PBIS. 	December- January	SEL Walkthroughs Tool and Data Catcher Mid Year Survey Data PBIS Team Agenda Family Newsletters
<ol style="list-style-type: none"> 1. Refine and adjust reinforcement and response systems based on data and feedback. 2. Revisit teaching of schoolwide expectations and Core Values with students through explicit instruction and role-playing. 3. Strengthen staff consistency in using behavior response flowcharts and restorative practices. 	February- March	PBIS Data PBIS Student Lessons SEL Walkthrough Data

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<ol style="list-style-type: none"> Maintain active participation in district code of conduct discussions and provide school input to ensure alignment. Continue collecting ongoing behavior and reinforcement data and conduct follow-up SEL Walkthroughs. 		
<ol style="list-style-type: none"> Conduct final fidelity assessments using the Tier 1 rubric and SEL Walkthroughs. Administer end-of-year staff surveys (create copy of this) to measure growth in confidence and consistency with behavior systems. Review all collected data and staff feedback to evaluate progress toward PBIS goals. Plan and communicate continuous improvement steps for the next school year. Celebrate student and staff successes with whole-school recognition events tied to Core Values and PBIS achievements. Share final PBIS implementation report with faculty, families, and district leaders, highlighting successes and next steps. Reflect on the year's PBIS efforts during a dedicated faculty meeting to gather input and set goals for sustainability and growth. Ensure PBIS leadership team plans for ongoing training, data collection, and family engagement moving forward. 	April- June	Fidelity Assessment SEL Walkthrough Data EOY Survey SY27 PBIS Plan

List the core participants' names and roles

Name	Role
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School Name: Lilja Elementary
Leader Name: Dr. Shelby Marscher

Shelby Marscher	Principal
Jovanne Buckmire	Vice Principal
Kris Zides, Katie O’Neil, Dorothy Ferranti	Instructional Coaches
Chris Cook	Director of Curriculum & Instruction
Sandy Lemon	District Coordinator of Data & Student Success
Laura Loftus, May Horvath, Joy Kazarian	SEL Team
Art Fergusson	Director of SEL and Safety
Nevart Mikaelian	Special Education Coordinator
Caitlin O’Neil	ML Department Head at the Elementary Level
<input type="checkbox"/> Are the participants reflective of the population that this decision impacts/involves? If not, please explain barriers to representation and the efforts to overcome them.	



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Supporting Documents (please add links and brief description)	