

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Stratfield Elementary School	School District	Fairfield Public Schools
Principal's Name	Liz McGoey	School Year	2023-2024

School's Mission/Vision

The mission of Stratfield Elementary School, in partnership with families and communities is to provide students with a diverse curriculum that empowers each child to continue to grow as strong, secure individuals who are able to joyfully face life's many challenges with confidence. Stratfield School is dedicated to inspiring independent learners who are responsible citizens that contribute positively to a global community.

Theory of Action

If we focus literacy instruction to improve students' efficient decoding and comprehension skills and teach students to transfer these skills into authentic reading experiences, then students will be cognitively engaged and intrinsically motivated and overall literacy skills will improve.

If we embed questioning and problem solving into the implementation of math curriculum standards with fidelity, then students will persevere and transfer skills in the application of real world problems leading to increased achievement in mathematics.

If we provide staff with viable curricula and professional development aligned with our goals to create a safe and trusting school culture where students feel connected and valued then attendance will increase.

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School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Liz McGoey	Principal	MaryJo French	Assistant Principal
Andrea Pepe	LAS/Coach	Casey McCormick	LAS/Interventionist
Amy Lacey	MST		

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
3rd	69%/43%	54%/31%	75%/72%	44%/27.8%
4th	79%/31%	62%/44%	60%/30%	76%/76.4%
5th	76%/42%	82%/46%	79%/43%	67%/33.3%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022 - 2023 All/HNS
School	79%/68%	N/A	78%/66%	71.8%/64.40%

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SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022 - 2023 All/HNS
3rd	74%/50%	63%/38%	70%/64%	56%/22.2%
4th	66%/46%	40%/33%	62%/40%	71%/50%
5th	61%/17%	68%/31%	67%/57%	60%/27.8%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022 - 2023 All/HNS
School	73%/71%	N/A	79%/72%	74.6%/75.4%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022 - 2023 All/HNS
5th	61%/21%	71%/31%	77%/71%	71%/55.6%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022 - 2023
All Students	5.2%	5.3%	6.7%	6.7%
High Needs	8.5%	9.8%	10%	9.0%

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STAR - Early Literacy % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022 - 2023 All / HNS
Kindergarten		63%/63%	66%/64%	67%/

STAR - ELA % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st		61%/28%	62%/43%	59%/50%
2nd		82%/73%	68%/42%	61%/31.3%
3rd		56%/33%	75%/35%	58%/62.6%
4th		61%/36%	51%/26%	65%/23.5%
5th		66%/27%	66%/36%	52%/30%

STAR - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st		65%/33%	63%/57%	63%/60%
2nd		69%/55%	68%/53%	64%/41.2%
3rd		56%/27%	75%/47%	61%/61.1%
4th		48%/36%	63%/37%	80%/29.4%
5th		80%/55%	75%/64%	75%/60%

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SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

Over the past three years, there has been an increase in longitudinal data from the third grade 2020 cohort from 54% to 67% in the 2022-2023 school year (fifth grade).

Over the past two years, there has been an increase in longitudinal data from the third grade 2021 cohort from 75% to 76% in the 2022-2023 school year (fourth grade).

2021 - 2023 ELA

- Grade 3 cohort: 54%, 60%, 67%

2022 - 2023 ELA

- Grade 4 cohort: 75%, 76%

There is a discrepancy among the special education, hispanic, and white cohort in ELA. Our special education and hispanic students are consistently performing below the proficiency level compared to the white cohort as measured by the 2023 SBA ELA.

- Grade 3: % SPED Meeting: 20% (compared to 49% of white students)
- Grade 3: % Hispanic/Latino Meeting: 13% (compared to 49% of white students)
- Grade 4: % SPED Meeting: 75% (compared to 82% of white students)
- Grade 4: % Hispanic/Latino Meeting: 50% (compared to 82% of white students)
- Grade 5: % SPED Meeting: 25% (compared to 75% of white students)
- Grade 5: % Hispanic/Latino Meeting: 33% (compared to 75% of white students)

Data from the 2022-2023 SBA results in ELA shows the multi-racial cohort are consistently performing above the proficiency level as compared to the white cohort as measured by the 2023 SBA ELA.

- Grade 3: % Multi-Racial Meeting: 50% (compared to 49% of white students)
- Grade 4: % Multi-Racial Meeting: 100% (compared to 82% of white students)
- Grade 5: % Multi-Racial Meeting: N/A

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School's Goal	Increase overall literacy performance
SMART Goal	<p>70% of students entering gr. 3 will meet or exceed SBA standards on the ELA portion of the 2024 spring SBA.</p> <p>There will be a 20% increase in students entering gr. 4 who are meeting or exceeding SBA standards on the ELA portion of the 2024 spring SBA.</p> <p>There will be a 10% increase in students entering grade 5 who are meeting or exceeding SBA standards on the ELA portion of the 2024 spring SBA.</p> <p>There will be a 10% increase in high needs students (HNS) meeting or exceeding SBA standards.</p>
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<p>There will be a 10% increase from the Acadience baseline administered in the fall of 2023 for K-5 meeting or exceeding benchmark on the May 2024 Acadience Assessment.</p> <p>There will be a 10% increase from the fall baseline in high needs students (HNS) meeting or exceeding standards as measured by the spring 2024 Acadience Assessment.</p>
District Improvement Plan Connection	100% of 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)

Scientifically Research Based Strategy	<p>Whole group and small group targeted phonics instruction to strengthen decoding skills K-2.</p> <p>Whole group and small group instruction to strengthen comprehension and vocabulary skills K-5.</p>
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<p>MOY Results (Expectation/ Reality)</p>	<p>There will be a 5% increase from baseline of students in K-5 who will meet or exceed benchmark on Acadience reading assessment.</p>
<p>EOY Results (Expectation/ Reality)</p>	<p>70% of students entering gr. 3 will meet or exceed SBA standards on the ELA portion of the 2024 spring SBA.</p> <p>There will be a 20% increase in students entering gr. 4 who are meeting or exceeding SBA standards on the ELA portion of the 2024 spring SBA.</p> <p>There will be a 10% increase in students entering grade 5 who are meeting or exceeding SBA standards on the ELA portion of the 2024 spring SBA.</p> <p>There will be a 10% increase from the Acadience baseline administered in the fall of 2023 for K-5 meeting or exceeding benchmark on the May 2024 Acadience Assessment.</p> <p>There will be a 10% increase from the fall baseline in high needs students (HNS) meeting or exceeding standards as measured by the spring 2024 Acadience Assessment.</p>
<p>Responsible Individuals</p>	<p>All staff</p>
<p>Timeline</p>	<p>September 2023 to June 2024</p>
<p>Resources</p>	<p>Teachers College Units of Study in Phonics, Heggerty Phonemic Awareness, Coaching Cycles by LAS, time for planning, Structured Literacy training for grades 1 and 2, Decodable Text Protocol and Decodables (Whole Phonics, Flyleaf, and Benchmark Decodables), LiteracyHow books, Bridge the Gap, SPIRE, UFLI, Rewards, Making Connections, MegaWords, resources for EL instruction (reach out to Julie Heller), NCII spreadsheets for data collection, CORE Phonics Screener, NWEA MAP and Acadience for screener/progress monitoring, and professional development for all staff in supporting small group instruction.</p>

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Budget Implications

Professional Development and Professional Reading budget, Language Arts budget, teacher coverage to visit peers, other schools, and for professional learning meetings

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Faculty Meeting to discuss SIP and 2023-2024 SBA result to determine grade level trends, classroom trends, and individual student needs.</p> <p>Use of student data to create targeted small group instruction.</p> <p>GLM and SRBI to focus on student data and progress over time using specific progress monitoring tools tied to K-2 decoding, phonics, and vocabulary through read alouds. In gr. 3-5, work to be tied to comprehension and vocabulary.</p> <p>GLM to include whole school data and data walls to guide</p>	<p>Mid-year faculty meeting to review winter district assessment results and determine trends and individual student needs.</p> <p>Continue to use student data to create targeted small group instruction.</p> <p>GLM and SRBI to focus on student data and progress using specific progress monitoring tools tied to K-2 decoding, phonics, and vocabulary through read alouds. In gr. 3-5, effective strategies will be incorporated in comprehension and vocabulary. SRBI meetings to monitor student growth and progress as measured to goal line growth. Make adjustments to the student plan as needed.</p> <p>Monitor and adjust instruction using whole school data walls to monitor</p>	<p>End of year faculty meeting to review spring data results to determine progress and form next year's SIP.</p> <p>Review effectiveness of small group instruction based on student data and growth from beginning to end of the year.</p> <p>Review data walls to determine trends among specific students and their growth throughout the year. Determine next steps for specific subsets of students not making growth.</p> <p>Reflection on use of data walls and students making the</p>

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	<p>conversation and instruction.</p> <p>Professional learning in Acadience for all staff K-5 with screening tools K-3 and progress monitoring for K-5.</p> <p>K-2 will utilize structured literacy strategies and coaches/LAS to provide professional developmental resources- ie. sound walls for students to use as a resource. Grade 3-5 will utilize a vocabulary word wall focus and build on comprehension strategies.</p> <p>Initial Learning Walk with vertical sessions ie. K/1, 2/3, 4/5 to guide coaching work and next steps. Walks to be focused on grade level needs supported by student data. This will be conducted during GLM.</p> <p>Equitably schedule time across grade levels for 6 week coaching cycles based on student data. Transparency with cycles to promote share/collaboration.</p> <p>Google Form Feedback after coaching cycle.</p>	<p>student progress and guide instruction.</p> <p>Continue to support teacher needs for staff in disaggregating data from progress monitoring tools.</p> <p>Review K-2 utilization of structured literacy strategies and where further development is needed. Grade 3-5 will continue to focus on vocabulary strategies and comprehension and further professional learning in explicit vocabulary instructional strategies.</p> <p>Mid-year Learning Walk with vertical sessions ie. K/1, 2/3, 4/5 continuing a grade level focus to compare beginning of year learning walk with mid- learning walk. Looking for trends and growth. This will be during GLM.</p> <p>Continue equitably scheduling time across grade levels for 6 week coaching cycles based on student data. Transparency with cycles to promote share/collaboration.</p> <p>Continue to review Google Form Feedback after the coaching cycle to review coaching needs and make adjustments for support.</p>	<p>greatest/least gains and why</p> <p>Review current needs of teachers when disaggregating and reviewing Acadience data.</p> <p>Review learning from structured literacy professional learning with K-2 staff. Review vocabulary word walls in 3-5 and determine what strategies were most effective among classrooms.</p> <p>End of year Learning Walk debrief to review progress and growth with a data focus and trends that lead to success with both teacher and coach and successes seen within the data from the beginning of year to end of the year. Determine end of year coaching needs as well as successes and challenges with the coaching cycle.</p> <p>End of year coaching Google form to determine efficacy as well as continuous needs/want for the end of year or next year.</p>
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	<p>Coach and interventionist to have regular collaboration meetings 1X per cycle.</p> <p>Coach and EL teacher to collaborate and integrate effective instructional strategies for EL students.</p> <p>SBA resource binder grades 2-5 organized by month in math and literacy to outline test taking strategies with focus on structure of SBA questions, format, and vocabulary, multiple choice format, process of elimination, close reading, and rereading strategies.</p> <p>LAS/MST/Principal/AP to review current SRBI caseload and student progress to date to determine efficacy of plans and next steps in line with new progress monitoring tools.</p> <p>Teachers will closely proctor students in test taking periods.</p> <p>“Swat” approach with Universal Screener for district wide assessment periods. This includes all students.</p> <p>Monthly home school connection</p>	<p>Continue coach and interventionist to have regular collaboration meetings 1X per cycle.</p> <p>Continue collaboration between coach and EL teacher to review strategies and student progress.</p> <p>Students in grades 2-5 will continue to utilize SBA resource binder and test taking strategies with focus on structure of SBA questions, format, and vocabulary. Adjustments to be made based upon current IAB data per grade levels - 3-5.</p> <p>LAS/MST/Principal/AP will continue to monitor and review SRBI caseloads and student progress to date. Student plans will be reevaluated and adjusted based on student growth and progress.</p> <p>Teachers will closely proctor students during mid-year test taking periods</p> <p>Continue the “Swat” approach for all students during district wide with Universal Screener for district wide assessment periods. This includes all students.</p> <p>Continue a monthly home school</p>	<p>Continue coach and interventionist meetings 1X per cycle.</p> <p>Continue collaboration between Coach and EL teacher. Review effective strategies.</p> <p>Review SBA resource binder and collaborate with grades 2-5 staff to determine effectiveness of binder or what may need to be changed or added for the upcoming year or end of year testing window.</p> <p>LAS/MST/Principal review current caseload data and determine end of year plans for students (release, increase time, continue with plan) and plans for students going into the following school year.</p> <p>Teachers will continue to closely proctor students during end of year test taking periods. Continue the “Swat” approach for all students during district wide with Universal Screener for district wide assessment periods. This includes all students.</p> <p>Home and school connection</p>
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	<p>to include literacy tips and challenges.</p> <p>3X/year literacy make and take information sessions for parents.</p> <p>Actively promote social justice, diversity, and equity in classrooms by incorporating literature from authors of color and voices of diverse characters in stories.</p> <p>Administer IAB per district assessment calendar.</p>	<p>connection to include literacy tips and challenges.</p> <p>Mid-year literacy make and take information sessions for families.</p> <p>Continue to actively promote social justice, diversity, and equity in classrooms by incorporating literature from authors of color and voices of diverse characters in stories.</p> <p>Administer IAB per district assessment calendar.</p>	<p>with literacy tips and challenges to engage students in reading over the summer months.</p> <p>Home and school connection with literacy tips and challenges to engage students in reading over the summer months. End of year literacy make and take session to promote summer reading. Continue to actively promote social justice and diversity in the classroom summer reading strategies/ideas to keep students. Review learning from the beginning of year to now and determine what other steps can be taken to promote this in classrooms.</p> <p>Administer IAB per district assessment calendar.</p>
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Leading Indicators	<p>K-3: Acadience - analyze data for all students and students with High Needs</p> <p>CORE Assessment - K-3</p> <p>Gr 4 & 5 NWEA - analyze data for all students and students with high Needs.</p> <p>Gr 3-5: OCT IABs - analyze results for all students and students with high needs.</p>	<p>Mid-year reflection on IAB data considering areas of strength and need.</p> <p>IAB performance at 70% at or near standard on IAB and FIAB as indicated in the assessment calendar.</p> <p>Acadience reading performance winter assessment at 5% increase from fall baseline assessment</p> <p>IAB performance at 70% at standard on grade 3, 4, 5 on IAB and FIAB as indicated in the assessment calendar.</p> <p>Phonics Screener</p> <p>Heggerty PA Assessment to dig deeper</p>	<p>Acadience/NWEA reading performance spring assessment at 70% proficiency.</p> <p>IAB performance at 70% at standard on IAB and FIAB as indicated in the assessment calendar.</p> <p>CORE</p> <p>Heggerty PA Assessment</p> <p>Examine all data to determine trends.</p>
Lagging Indicators	<p>N/A</p>	<p>N/A</p>	<p>70% of students entering gr. 3 will meet or exceed SBA standards on the ELA portion of the 2024 spring SBA.</p> <p>There will be a 20% increase in students entering gr. 4 who are meeting or exceeding SBA standards on the ELA portion of the 2024 spring SBA.</p> <p>There will be a 10% increase in students entering grade 5 who are meeting or exceeding SBA</p>

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			<p>standards on the ELA portion of the 2024 spring SBA.</p> <p>There will be a 10% increase in high needs students (HNS) meeting or exceeding SBA standards.</p>
<p>Equity Goals and Shared Responsibility</p>	<p>Subgroup performance on indicators:</p> <p>Baseline (STAR): High Needs: EL: Black: Hispanic: All Stratfield Staff</p>	<p>Subgroup performance on indicators:</p> <p>MOY (STAR): High Needs: EL: Black: Hispanic: All Stratfield Staff</p>	<p>Subgroup performance on indicators:</p> <p>EOY (STAR): High Needs: EL: Black: Hispanic: All Stratfield Staff</p>

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SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

Over the past three years, there has been a decrease in longitudinal data from the third grade 2020 cohort from 63% to 60% in the 2022-2023 school year (fifth grade).

Over the past two years, there has been an increase in longitudinal data from the third grade 2021 cohort from 70% to 71% in the 2022-2023 school year (fourth grade).

2021 - 2023 ELA

- Grade 3 cohort: 63%, 62%, 60%

2022 - 2023 ELA

- Grade 4 cohort: 70%, 71%

There is a discrepancy among the special education, hispanic, and white cohort in ELA. Our special education and hispanic students are consistently performing below the proficiency level compared to the white cohort as measured by the 2023 SBA ELA.

- Grade 3: % SPED Meeting: 10% (compared to 59% of white students)
- Grade 3: % Hispanic/Latino Meeting: 38% (compared to 59% of white students)
- Grade 4: % SPED Meeting: 75% (compared to 77% of white students)
- Grade 4: % Hispanic/Latino Meeting: 25% (compared to 77% of white students)
- Grade 5: % SPED Meeting: 25% (compared to 72% of white students)
- Grade 5: % Hispanic/Latino Meeting: 22% (compared to 72% of white students)

School's Goal	Increase overall mathematics performance
SMART Goal	There will be a 15% increase in students entering gr. 4 who will meet or exceed SBA standards in mathematics on the 2024 spring SBA.
	There will be a 10% increase in students entering gr. 3 who will meet or exceed SBA standards in mathematics on the 2024 spring SBA.
	There will be a 10% increase in students entering gr. 5 who will meet or exceed

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	<p>SBA standards in mathematics on the 2024 spring SBA.</p> <p>There will be a 10% increase in high needs students (HNS) meeting or exceeding SBA standards.</p>
<p>Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable</p>	<p>There will be a 10% increase from the NWEA baseline administered in the fall of 2023 for K-5 meeting or exceeding the benchmark on the May 2024 NWEA Assessment.</p> <p>There will be a 10% increase from the fall baseline in high needs students (HNS) meeting or exceeding standards as measured by the spring 2024 NWEA Assessment.</p>
<p>District Improvement Plan Connection</p>	<p>Mathematics performance, as measured by the SBA proficiency indicator (3-8), will close the gap between subgroup performances by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.</p>

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)

<p>Scientifically Research Based Strategy</p>	<p>Focus on questioning and engaging students in productive struggle during the APS portion of the balanced math model in order to move each student up the math continuum. Implementation of Number Corner K-5 with fidelity. Looking at Student Work Protocol to examine student understanding and drive small group instruction and 1:1 conferencing.</p>
<p>MOY Results (Expectation/ Reality)</p>	<p>There will be a 5% increase from the baseline of students meeting or exceeding the NWEA spring May 2024 Assessment.</p>
<p>EOY Results (Expectation/ Reality)</p>	<p>80% of students will meet or exceed NWEA Assessment on the May 2024. Assessment.</p>
<p>Responsible Individuals</p>	<p>All staff</p>

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Timeline	September 2023 - June 2024
Resources	Number Corner materials, Fairfield Balanced Math Model, time for planning and pacing, NWEA/MA, <u>Your Mathematics Standards Companion</u> books for all grade levels, professional development with MST on questioning, strategies from <u>Building Thinking Classroom</u> by Peter Liljedahl.
Budget Implications	Math manipulatives, teacher coverage to visit peers, and for professional learning meetings.

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Faculty Meeting to discuss SIP and 2023-2024 SBA result to determine grade level trends, classroom trends, and individual student needs.</p> <p>MST to conduct professional learning by defining and introducing productive struggle during GLM.</p> <p>GLM to focus on student data and progress over time using specific progress monitoring tools tied to K-5 priority standards by sharing effective instructional strategies (i.e. using specific fluency work outs from number corner with</p>	<p>Continue to implement FPS mathematics curriculum with fidelity with a focus on stamina and productive schedule (K-5).</p> <p>Weekly grade level meetings will continue to focus on providing teachers with strategies from <u>Building Thinking Classroom</u> by Peter Liljedahl to support students in productive struggle.</p> <p>MST and grade level teams to analyze student data and growth using specific progress monitoring tools in order to evaluate efficacy of implemented instructional strategies.</p>	<p>Reflection on implementation and next steps for professional learning.</p> <p>Continue weekly grade level meetings to continue to focus on providing teachers with strategies from <u>Building Thinking Classroom</u> by Peter Liljedahl to support students in productive struggle.</p> <p>MST and grade level teams to analyze student data using specific progress monitoring tools and review growth over time in order to evaluate efficacy of implementation.</p>

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	<p>fidelity), pacing, and evaluating student achievement.</p> <p>GLM and SRBI to focus on student data and progress over time using specific progress monitoring tools tied to grade level standards and progressions. Analysis of summative district assessments and formative assessments to identify areas of need to target/focus instruction.</p> <p>SBA resource binder grades 2-5 organized by month in math to outline test taking strategies with focus on structure of SBA questions, format, and vocabulary, multiple choice format, process of elimination, close reading, and rereading strategies.</p> <p>Consistent and purposeful small group instruction to differentiate needs and monitor growth.</p> <p>Teachers will closely proctor and monitor students during testing.</p> <p>IAB per district calendar for gr. 3-5.</p> <p>Initial Learning Walk with vertical sessions ie. K/1, $\frac{2}{3}$, $\frac{4}{5}$ to guide next steps. Walks to be focused</p>	<p>Classroom support plans and SRBI progress to be tracked using specific progress monitoring tools. Data and trends to be analyzed to determine efficacy of intervention, changes in tier designation, and to guide next steps in classroom instruction.</p> <p>Students in grades 2-5 will continue to utilize SBA resource binder and test taking strategies with focus on structure of SBA questions, format, and vocabulary. Adjustments to be made based upon current IAB data per grade levels - 3-5.</p> <p>Screener and progress monitoring data will be used to support flexible groupings.</p> <p>Teachers will continue to closely proctor and monitor students during testing.</p> <p>Continue IAB bimonthly for gr. 3-5</p> <p>Mid-year Learning Walk with vertical sessions ie. K/1, $\frac{2}{3}$, $\frac{4}{5}$ continuing a grade level focus to compare beginning</p>	<p>Classroom support plans and SRBI progress to be tracked using specific progress monitoring tools. Data and trends to be analyzed over time to determine efficacy of intervention, changes in tier designation, and next steps for intervention.</p> <p>Students in grades 2-5 will continue to utilize SBA resource binder and test taking strategies with focus on structure of SBA questions, format, and vocabulary. Adjustments to be made based upon current IAB data per grade levels - 3-5.</p> <p>Screener and progress monitoring data will be used to support flexible groupings.</p> <p>Teachers will closely proctor and monitor students during testing.</p> <p>Continue IAB bimonthly for gr 3-5.</p> <p>End of year learning walk to review progress and growth on questioning and perseverance</p>
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	<p>on grade level needs supported by student data. This will be conducted during GLM.</p> <p>“Swat” approach with Universal Screener for district wide assessment periods. This includes all students.</p> <p>Monthly home school connection to include math tips and challenges K-5.</p> <p>Math Coach and EL teacher to collaborate and integrate effective instructional strategies for EL students.</p>	<p>of year learning walk with mid- learning walk. Looking for trends and growth.This will be during GLM.</p> <p>Continue the “Swat” approach for all students during district wide Universal Screener for district wide assessment periods. This includes all students.</p> <p>Continue a monthly home school connection to include math tips and challenges K-5.</p> <p>Continue collaboration between coach and EL teacher to review strategies and student progress.</p>	<p>in problem solving.</p> <p>Continue the “Swat” approach for all students during district wide Universal Screener for district wide assessment periods. This includes all students.</p> <p>Continue a monthly home school connection to include math tips and challenges K-5.</p> <p>Continue collaboration between coach and EL teacher to review strategies and student progress.</p>
<p>Leading Indicators</p>	<p>SBA results from 2023:</p> <p>3rd 56%/22.2% HNS 4th 71%/ 50% HNS 5th 60%/27.8% HNS</p> <p>STAR results from Spring 2023 1st - 63%/60% HNS 2nd - 64%/41.2% HNS 3rd - 61%/61.1% HNS 4th - 80%/29.4% HNS 5th - 75%/60% HNS</p> <p>September 2023:</p> <ul style="list-style-type: none"> Analyze Baseline Assessments - K-5 	<p>November, January:</p> <ul style="list-style-type: none"> K Number Corner Check Up Assessments Analyze NWEA Assessment 4-5- HNS and ALL Math (TBD) Benchmark Analyze HNS and ALL <p>February/March:</p> <ul style="list-style-type: none"> Analyze IAB’s 3-5 - HNS and ALL 	<p>March/May:</p> <p>K - Number Corner Checkup Assessments</p> <ul style="list-style-type: none"> Analyze NWEA Assessment 4-5- HNS and ALL Math (TBD) Benchmark Analyze HNS and ALL

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	<ul style="list-style-type: none"> Analyze NWEA Assessment 4-5- HNS and ALL <p>October 2023:</p> <ul style="list-style-type: none"> Analyze IAB's 3-5 - HNS and ALL 		
Lagging Indicators	N/A	N/A	SBA Math - Grades 3-5 All School and HNS
Equity Goals and Shared Responsibility	<p>Subgroup performance on indicators:</p> <p>Baseline (IAB/STAR): High Needs: EL: Black: Hispanic: All Stratfield Staff</p>	<p>Subgroup performance on indicators:</p> <p>MOY (IAB/STAR): High Needs: EL: Black: Hispanic: All Stratfield Staff</p>	<p>Subgroup performance on indicators:</p> <p>EOY (IAB/STAR): High Needs: EL: Black: Hispanic: All Stratfield Staff</p>

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SMART Goal 3

Root Cause Analysis 1 - Based on School Performance

We have maintained a 6.7% Chronic Absenteeism for the 22-23 school year with 18.5 % of HNS Chronically Absent for the 2022-23 school year. Percentages by grade level for the 2022-23 school year are as follows:

K- 7.8%
 1 - 3.7%
 2 - 7.0%
 3 - 6.3%
 4 - 10.9%
 5 - 4.1%

On the spring 2023 School Climate Survey, students in grades 3-5 report:

- **Question 17:** I have seen students being hurt at school more than once by other students= 44.4 % agree/strongly agree

<p>School's Goal</p>	<p>Through implementation of strategies and systems which promote a positive, safe, and engaging school community, chronic absenteeism will decrease and student climate scores related to kindness, school connectedness, and inclusivity will increase.</p>
<p>SMART Goal</p>	<p>Chronic absenteeism will decrease to 6.0 percent or less for all students.</p> <p>Chronic absenteeism for HNS will decrease to 7.0 percent or less.</p>
<p>Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable</p>	<ul style="list-style-type: none"> • 85% of students will respond “agree/strongly agree” to a survey that they enjoy coming to school each day. • 85% of students will respond “agree/strongly agree” to a survey that they feel safe and included at school.



District Improvement Plan Connection

District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027.

Goal 3 (a) - Strategic Plan

Goal 3 - Implementation and Milestones

<p>Scientifically Research Based Strategy</p>	<p>CASEL Framework, Responsive Classroom, Mind Up Strategies, Move This World Resources</p>
<p>MOY Results (Expectation/ Reality)</p>	<ul style="list-style-type: none"> ● 80% of students will respond “agree/strongly agree” to a survey that they enjoy coming to school each day. ● 80% of students will respond “agree/strongly agree” to a survey that they feel safe and included at school.
<p>EOY Results (Expectation/ Reality)</p>	<ul style="list-style-type: none"> ● Chronic absenteeism will decrease to 6.0 percent or less for all students. ● Chronic absenteeism for HNS will decrease to 7.0 percent or less.
<p>Responsible Individuals</p>	<p>100% of staff. Monitored by School Climate Team (Attendance Review) on a monthly basis.</p>
<p>Timeline</p>	<p>September 2023 - June 2024</p>
<p>Resources</p>	<p><u>Mind Up</u> books and resources, Second Steps, Responsive Classroom materials and reference books, <u>Being the Change</u>, SEL Teacher Resources, <i>Move this World</i> Materials and Professional Learning, PD from the DEI/SEL teacher leader, consultation time with school psychologist and social worker, Tier 1 behavior SRBI, staff professional learning time</p>
<p>Budget Implications</p>	<p>Professional texts budget for <u>Responsive Classroom</u>, <u>Mind Up</u> and <u>Being the Change</u> Resources, <i>Move this World</i> Materials and Professional Learning</p>

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	Beginning of Year	Middle of Year	End of Year
Implementation Milestones	<p>To improve staff morale through building based morale boosting activities:</p> <ul style="list-style-type: none"> - Monthly Special - Sunshine treats - Whole staff spirit days - Monthly assembly with staff involvement <p>The Sunshine Committee will now be the Spirit Committee. (Meg, Christina) Coverage will be provided monthly to plan.</p> <p>School wide theme determined to guide the year and build community among staff & students</p> <p>SEL plan for monthly lessons for grade levels with specific topics. 3X's per year. September - gr. 1 and gr.5 October - gr. 2 and 3 November - 4 and K</p> <p>Consistent expectations with visuals in all areas of the building and displayed throughout the building- to be reviewed at a beginning of year assembly.</p>	<p>Sunshine Committee to meet to continue to plan staff activities to boost morale.</p> <ul style="list-style-type: none"> - Holiday Party - Monthly Special - Sunshine treats - Whole staff spirit days - Monthly assembly with staff involvement <p>The Sunshine Committee will now be the Spirit Committee. (Meg, Christina) Coverage will be provided monthly to plan.</p> <p>Implement Activities in line with school-wide theme.</p> <p>SEL plan for monthly lessons for grade levels with specific topics. 3X's per year. December - gr. 1 and 5 January - gr. 2 and 3 February - 4 and K</p> <p>Revisit expectations in school-wide expectations in whole school assembly. Consistent expectations reinforced by all staff in all areas of the building.</p>	<p>Continue to improve staff morale through building based morale boosting activities:</p> <ul style="list-style-type: none"> - Monthly Special - Sunshine treats - Whole staff spirit days - Monthly assembly with staff involvement - End of Year Party <p>The Sunshine Committee will now be the Spirit Committee. (Meg, Christina) Coverage will be provided monthly to plan.</p> <p>Review focus on school wide theme to guide the year and build community among staff & students.</p> <p>SEL plan for monthly lessons with specific topics. 3X's per year. March - gr. 1 and 5 April - gr. 2 and 3 May - 4 and K</p> <p>Consistent expectations in all areas of the building. Consistent expectations reinforced by all staff in all areas of the building.</p>

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	<p>Communication to all families of expectations.</p> <p>Increase play opportunities at recess: ie. corn hole, connect four, jenga</p> <p>Explicit K model by Mr. Cote for playing with equipment at recess.</p> <p>Possible explicit model of play opportunities and respectful play by the school social worker</p> <p>School Climate Committee with a focus on attendance, behavioral support, and planning whole school assemblies.</p> <p>Continuation and Implementation of Responsive Classroom strategies which includes: morning messages, morning meetings, and mindful practice across all classrooms</p> <p>Staff trained on Restorative Practices. Begin implementation of <i>Move this World</i></p>	<p>Communication to families reminding of expectations - January 2024</p> <p>Increase play opportunities at recess: ie. corn hole, connect four, jenga</p> <p>Revisit K and model as appropriate</p> <p>Revisit explicit model of play at recess with grade levels having a higher incident form rate during this time.</p> <p>School Climate Committee with a focus on attendance, behavioral support, and planning whole school assemblies.</p> <p>Review Responsive Classroom strategies and what is working or what needs to be changed to be most effective for teachers</p> <p>Implementation of Restorative Practices and <i>Move this World.</i></p>	<p>Disaggregation of incident report data to include areas of strength and areas needing support.</p> <p>Increase play opportunities at recess: ie. corn hole, connect four, jenga</p> <p>Revisit K and model as appropriate</p> <p>Disaggregate incident report data from recess to inform future instruction.</p> <p>School Climate Committee with a focus on attendance, behavioral support, and planning whole school assemblies.</p> <p>Disaggregation of data to include grade levels in need of support.</p> <p>End of year review of Responsive Classroom strategies, share among teachers what worked best in classrooms. Reflection on Restorative Practices and <i>Move this World.</i></p>
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	<p>Inclusion of positive self talk strategies “inner coach” to be used in all classrooms (classroom teachers and specialists)</p> <p>Revise SRBI “Cheat sheet” to include referrals for behavior intervention</p> <p>Creation and implementation of positive office referrals. Display student accomplishments and positive actions with a Principal’s Proud Wall” in a highly visible area.</p> <p>Parent communication letter outlining the importance of student attendance</p> <p>Student of the month in special areas: Library, Art and classrooms</p> <p>Student Shout- out written by staff for students who are exhibiting school behaviors: Being Safe, Being Kind, and Being Respectful.</p>	<p>Continued inclusion of positive self talk and “inner coach” throughout all classrooms</p> <p>Continue to refer students for behavioral intervention as needed.</p> <p>Continue positive office referrals and displaying of student accomplishments on “Principal's Proud Wall”</p> <p>Attendance letters sent and student absentee data disaggregated</p> <p>Student of the month in special areas: Library, Art, and classrooms</p> <p>Continue Student Shout- out written by staff students who are exhibiting Being Safe, Being Kind, and Being Respectful. Staff members</p>	<p>Review positive self talk impact on students and teachers share strategies</p> <p>Reflect upon the behavioral referral process and refine.</p> <p>Review implementation of positive office referrals. Display student accomplishments and positive actions with a “proud wall” in a highly visible area and principal’s board.</p> <p>Families of chronically absent students are communicated with on an ongoing basis and a plan is in place to increase school attendance.</p> <p>Final student of the month in special areas: Library, Art, and classrooms</p> <p>Continue Student Shout- out written by staff students who are exhibiting Being Safe, Being Kind, and Being Respectful. Staff members</p>
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Leading Indicators	Spring District Survey to serve as Baseline Absentee Reports	Absentee Reports	Spring 2024 District School Climate Survey Absentee Reports
Lagging Indicators	Review Chronic Absentee Data 2022-2023 baseline	Review Mid-Year attendance data	SBA results 2024 related to Chronic Absenteeism Final attendance for school year 2023-2024 (whole school and high needs)
Equity Goals and Shared Responsibility	Tracking high needs attendance data and attendance data for all chronically absent students. Tracking high needs survey data. School Climate Committee	Tracking high needs attendance data and attendance data for all chronically absent students. Tracking high needs survey data. School Climate Committee	Tracking high needs attendance data and attendance data for all chronically absent students. Tracking high needs survey data. School Climate Committee