

School Information

School's Name	Early Childhood Center	School District	Fairfield Public Schools
Principal's Name	Kristen Bruno	School Year	2023-2024

School's Mission/Vision

The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program.

The Early Childhood Center Program has four key components as our vision:

- Provide a continuum of services to allow for programming that is flexible and responsive to student progress.*
- Provide an environment that is designed for the specific interests, strengths and needs of the preschool age child and staff with experience and expertise in serving the preschool population.*
- Foster an environment of collaboration within and between sites, classrooms, and departments and with families and community providers to ensure skills are learned and practiced across all settings.*
- Welcome families as partners and create a welcoming and supportive community for families' first experience with the Fairfield Public Schools.*

Theory of Action

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all classrooms and departments, with alignment between the written, taught and assessed curriculum, and respond to individual student progress, then instruction will be of consistently high quality and student learning will improve.

If we create a school climate that values, respects, and celebrates the unique contributions to the school community made by students, staff and families; everyone will feel an increased sense of belonging, connectedness and engagement. In response, students, families, and staff will be empowered to attempt challenging new skills and strategies, resulting in increased student learning, independence and confidence.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Kristen Bruno	Program Director		
Emily Landin	Speech and Language Pathologist		
Stacie Vigeant	Special Education Teacher		

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.

Early Childhood Outcomes (data from 19-20 omitted due to remote learning)

Domain Assessed	School Year	Total students	A. Did not make progress	B. Made progress not close to same age peers	C. Made progress close to same age peers	D. Reached age level of same age peers	E. Maintained age level growth	Average progress or greater (Sum of C, D & E) Fairfield
Positive Social Emotional Skills	17-18	49	0.00%	2.04%	8.16%	16.33%	73.47%	97.96%
	18-19	80	0.00%	1.25%	18.75%	13.75%	66.25%	98.75%
	20-21	90	1.11%	1.11%	22.22%	12.22%	63.33%	97.77%
	21-22	68	1.47%	1.47%	17.65%	13.24%	66.18%	97.07%
Action to meet needs	17-18	49	0.00%	0.00%	26.53%	46.94%	18.37%	91.84%
	18-19	80	1.25%	2.50%	30.00%	36.25%	30.00%	96.25%
	20-21	90	2.22%	0.00%	33.33%	50.00%	14.44%	97.77%
	21-22	68	1.47%	0.00%	29.41%	47.06%	22.06%	98.53%
Acquisition and Use of Knowledge and	17-18	49	4.00%	0.00%	10.20%	67.35%	18.37%	95.92%

Fairfield Public Schools – School Improvement Plan

Skills.	18-19	80	1.00%	0.00%	12.50%	65.00%	21.25%	98.75%
	20-21	90	6.67%	0.00%	8.89%	76.67%	7.78%	93.34%
	21-22	68	8.82%	0.00%	13.24%	67.65%	10.29%	91.18%

SMART Goal 1

Root Cause Analysis - Based on School Performance

Data shows variability in literacy outcomes/assessment results based on variation in instruction and use of resources.

School's Goal	ECC teachers will consistently plan and implement instruction using curricular resources aligned with standards and developmental progressions in order to provide an appropriate level of challenge to support the growth of all students.
SMART Goal	80% of students participating in the program for 6 months or more will demonstrate growth, with the majority approaching age appropriate levels) over baseline on CT DOTs measures of Literacy (Literacy, Print Concepts, Phonological Awareness, Drawing and Writing)
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Mid year and end of year assessments
District Improvement Plan Connection	Demonstrate developmentally appropriate mastery of content, concepts, and skills as measured on national and district assessments including the Academic Expectations

	Curriculum: Build a vertically aligned, culturally responsive, sustainable, and standards-based curriculum that measures all students proficiency in content, concepts, and skills that are measured by embedded common performance based assessments.
--	---

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	Teachers will implement whole and small group lessons using curricular resources to provide targeted literacy instruction.
MOY Results (Expectation/ Reality)	Students will demonstrate growth or achieve and maintain age level skills on the CT DOTS developmental progressions for literacy.
EOY Results (Expectation/ Reality)	Students will demonstrate growth or achieve and maintain age level skills on the CT DOTS developmental progressions for literacy.
Responsible Individuals	ECC classroom special education teachers, supported by related service teachers
Timeline	On going
Resources	Professional development and curriculum materials (World of Wonder, Heggerty, Bridges, Big World) ELDS and CTDOTs materials Coaching in differentiated instruction
Budget Implications	Curriculum resources, professional development, coaching

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	PreK ELA curriculum documents and resources will be shared with all staff.	Teachers will continue to develop implementation guide/units aligned with resources and ELDS standards.	Teachers will assess student learning outcomes and review revise units.
Leading Indicators	Daily performance, individual assessments, collaborative conversations/common planning	Daily performance, individual assessments, collaborative conversations/common planning	Daily performance, individual assessments, collaborative conversations/common planning
Lagging Indicators	District assessments, CT DOTS data, Early Childhood Outcome Data	District assessments, CT DOTS data, Early Childhood Outcome Data	District assessments, CT DOTS data, Early Childhood Outcome Data
Equity Goals and Shared Responsibility	Multidisciplinary teaming Assistive technology Common planning Collaborative teaching EIP process	Multidisciplinary teaming Assistive technology Common planning Collaborative teaching EIP process	Multidisciplinary teaming Assistive technology Common planning Collaborative teaching EIP process

SMART Goal 2

Root Cause Analysis - Based on School Performance

Early childhood outcome and CT DOTs assessment data indicates that although students are making developmental progress in social/emotional skills, the domains of emotional expression and relationship with peers are areas of slower progress.

School's Goal	ECC staff will work collaboratively to embed instruction and practice of social emotional skills aligned to the ELDS standards (self-calming, emotional expression, relationship with peers and adults).
SMART Goal	ECC students that have received more than 6 months instruction will demonstrate growth across age bands on the Social/Emotional section of the CT DOTs, with the majority scoring at the level aligned with their age. 60% of students will demonstrate or maintain age appropriate skills in the domains of Emotional Expression and Relationships with Peers.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Student progress across developmental progressions (self-calming, emotional expression, relationship with peers and adults) in CT DOTs assessment.
District Improvement Plan Connection	Demonstrate developmentally appropriate self-awareness, self-management, responsible decision-making, relationship skills and social awareness after receiving explicit instruction aligned to the CASEL framework. SEL & Equity: Establish a consistent MTSS structure and process to ensure consistency of intervention services throughout the District. Provide targeted SEL support for underserved and/or underperforming populations to close

	opportunity gaps and reduce special education over-identification of subgroups of students.
--	--

Goal 2 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	ECC Teachers, Speech Pathologists, School Psychologists, Social Workers will consistently plan and implement explicit and embedded social skills instruction using curricular resources aligned with standards and developmental progressions in order to support the social/emotional growth of all students.
MOY Results (Expectation/ Reality)	CT DOTs assessment, midyear professional learning goals, progress on IEP goals and objectives
EOY Results (Expectation/ Reality)	CT DOTs assessment, midyear professional learning goals, progress on IEP goals and objectives
Responsible Individuals	All staff
Timeline	Ongoing
Resources	ELDS/CTDOTS resources, curriculum/SEL materials (Move This World and others), outreach to families and community providers, teacher coaching
Budget Implications	Collaborative time, professional development, books and materials

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Baseline assessments Staff training with MTW program Develop lesson/treatment plans Whole group lesson planning Establish small groups “Bucket Filler” activities Collaborative meetings (PPTs, team meetings, MDT, Department common planning, Advisory team)	Midyear assessment Review progress Revisit grouping Continue to plan and implement individual, small group, large group instruction “Bucket Filler” activities, including parent postcards Collaborative meetings (PPTs, team meetings, MDT, Department common planning, Advisory team)	End of year assessments Developing goals and plans for 2024-2025 school year Collaborative meetings (PPTs, team meetings, MDT, “Bucket filler” activities Department common planning, Advisory team)
Leading Indicators	Assess baseline using CTDOTs Observation across settings	CT DOTs midyear assessment Observation IEP data collection	CT DOTs end of year assessment Professional learning goal data
Lagging Indicators	ECO data from 21-22 SY End of year CT DOTs data	Mastery/non mastery of IEP goals	Mastery/non mastery of IEP goals ECO data from 22-23 SY

Fairfield Public Schools – School Improvement Plan



Equity Goals and Shared Responsibility	Communication with families, community providers Workshops for parents and community providers	Ongoing communication with families/community providers Workshops for parents and community providers	Parent input for planning goals for 2023-2024
---	---	--	---

SMART Goal 3*Root Cause Analysis - Based on School Performance*

Parent responses on the school climate survey reflect a desire for communication and information about expectations for their child's learning.

School's Goal	ECC staff will clearly communicate student learning expectations and outcomes.
SMART Goal	>80% of parents will report Strongly Agree or Agree to the statement <i>I feel well informed about what is going on at school.</i> Baseline: 9/12 responses, 75% >75% of parents will report Strongly Agree or Agree to the statement <i>The school clearly communicates its expectations for my child's learning to me.</i> Baseline: 8/12 responses 67%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Parent outreach goals School climate survey results
District Improvement Plan Connection	Engage in culturally responsive curriculum, instruction, and assessment and develop a sense of belonging to the FPS community in order to create more equitable opportunities and outcomes Community: Build and implement communication processes for staff, family and student stakeholder groups, and incorporate into planning of all new initiatives to engender engagement, a sense of community, and support for the district vision and plans.

Goal 3 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	ECC Staff will communicate alignment of goals, lessons and activities with ELDS standards (Literacy and Social/Emotional Domains) and student learning targets.
MOY Results (Expectation/ Reality)	Mid year goal reviews, parent/teacher conference exit survey
EOY Results (Expectation/ Reality)	Parent responses to school climate survey
Responsible Individuals	Admin, all staff
Timeline	Ongoing
Resources	Google classroom, Parent Square, ELDS/CT DOTs resources, curricular resources
Budget Implications	Resources, professional development, coaching, parent outreach

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review standards at Open Houses, Parent survey of workshop topics, set up Google classroom and parent newsletter	Review parent feedback Develop newsletters for winter/spring units	Review parent feedback, school climate surveys
Leading Indicators	Newsletters, Open House attendance	PPTs, parent/teacher conferences Communication through Google classroom, email, newsletter	Parent feedback surveys End of year goal reviews School climate survey results
Lagging	School Climate survey (22-23)	Parent feedback surveys	School Climate (23-24) survey

Fairfield Public Schools – School Improvement Plan

Indicators		Mid year goal meetings	
Equity Goals and Shared Responsibility	Survey parent learning needs/preferred modes Access to translation/interpretation Multi modal presentation of information	Review of parent participation patterns, Identify and address barriers	End of year stakeholder meetings (Transition PPTs, Annual reviews, Parent/teacher conferences)