

Fairfield Public Schools – School Improvement Plan

School Information

North Stratfield

Luisa Wolf

Fairfield Public Schools

2023-2024

School's Mission/Vision

The mission of North Stratfield Elementary School, 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 fulfillment of this mission is for all students at North Stratfield to emulate (ROARs) **R**espect, **O**wnership, **A**wareness, **R**esponsibility and **S**afety.

Theory of Action

If we provide students with a guaranteed and viable curriculum, measure performance against it, and intervene accordingly at all tiers of instruction, students' attainment and acquisition of specific content and skills will improve.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Luisa Wolf	Principal	Jessica Brinsmade	LAS
Thomas Woodard	Assistant Principal	Darcy Stiber	LAS
Allison Karas	MST	Corie Goldman	Psychologist

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Name	Position	Name	Position
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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	77%/46%	75%/40%	72%/25%	71%/ 22%
4th	74%/43%	63%/20%	73%/60%	70%/ 44%
5th	84%/68%	75%/50%	86%/55%	82%/ 50%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	73%/73%	N/A	79%/78%	51%/30%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
3rd	73%/39%	81%/30%	65%/25%	70%/ 26%
4th	63%/43%	45%/20%	69%/60%	56%/ 42%

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5th	71%/48%	67%/30%	59%/36%	82%/ 65%
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SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	71%/61%	N/A	81%/86%	53%/35%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
5th	76%/75%	75%/33%	81%/86%	86%/71%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	5.3%	3.9%	7.5%	7.4%
High Needs	8.0%	3.9%	13.1%	9.1%

STAR - Early Literacy % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
Kindergarten	90%/78	84%/73%	93%	95%/N/A

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STAR - ELA % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st	62%/45%	73%/58%	84%/62%	87%/N/A
2nd	74%/29%	65%/33%	76%/31%	84%/N/A
3rd	76%/40%	67%/0%	78%/40%	68%/N/A
4th	63%/25%	69%/24%	76%/50%	70%/N/A
5th	69%/33%	67%/42%	73%/43%	66%/N/A

STAR - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st	71%/57%	86%/58%	87%/71%	83%/N/A
2nd	75%/36%	60%/33%	82%/69%	82%/N/A
3rd	79%/50%	80%/10%	66%/33%	76%/N/A
4th	78%/42%	63%/41%	89%/75%	78%/N/A
5th	76%/50%	87%/50%	83%/64%	88%/N/A

SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

The average score on all grade levels 3-5 was 74% on the SBA ELA. Students in grades 1-5 scored 75% proficiency on STAR Reading. The High Needs students on the SBA ELA are not closing the gap when looking at their progress over time. These same High Needs students' scores are inconsistent across grade levels when looking at growth over time on the STAR Reading

School's Goal	Improve literacy outcomes for students.
SMART Goal	77% of all students in grades 3 - 5 will meet or exceed ELA SBA standards on Spring 2024 administration. Specifically, the grade level targets to reach this overall goal would be (using cohort data) • Gr 2: n/a → Gr 3: 71% • Gr 3: 71% → Gr 4: 74% • Gr 4: 70% → Gr 5: 73% 31% of HNS will meet or exceed ELA SBA standards on Spring 2024 administration. Specifically, the grade level targets to reach this overall goal would be: • Gr 2: n/a → Gr 3: 22% • Gr 3: 22% → Gr 4: 25% • Gr 4: 44% → Gr 5: 47%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	75% of all students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2024 administration. 60% of all HNS in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2024 administration. proficiency
District Improvement Plan Connection	100% of second graders will meet or exceed district wide standards in literacy.

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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	Whole-class and small-group structured literacy approach with explicit, systematic, and multisensory phonics (K-2) and vocabulary (3-5) instruction with a focus on meaning within connected text.
MOY Results (Expectation/ Reality)	The total number of students reaching proficiency in grades K-5 on NWEA (Gr 4 & 5) and Acadience (Gr K - 3) will increase from BOY to MOY by 5%. The total number of HNS reaching proficiency in grades K-5 on NWEA (Gr 4 & 5) and Acadience (Gr K - 3) will increase from BOY to MOY by 5%.
EOY Results (Expectation/ Reality)	The total number of students reaching proficiency in grades K-5 on NWEA (Gr 4 & 5) and Acadience (Gr K - 3) will increase from MOY to EOY by 5%. The total number of HNS reaching proficiency in grades K-5 on NWEA (Gr 4 & 5) and Acadience (Gr K - 3) will increase from MOY to EOY by 5%.
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Language Arts Specialists, Special Education teachers
Timeline	October 2023 to May 2024 (PD in September 2023)
Resources	Classroom text sets; Data analysis (time/coverage); Grade level/department time (planning and review)
Budget Implications	Grade level text sets

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Professional development - in August on district initiatives Grade level planning for decodable text protocol and vocabulary instruction LASW (Looking at Student Work) review of spring and fall data to determine focus for instruction to address whole-class/ small group needs Review data to identify students that may need to enter the SRBI process and support all service providers including special ed.	Ongoing professional development with LAS and district leaders Implementation and Data Review of IABs and district assessments for reading subscores Planning with LASW protocols aligned with our district assessment calendar. Monitor students in the SRBI process and make instructional decisions based on district assessments, progress monitoring data, student goals, best instructional practices, and rearranging small groups based on data. Grade level conversations around student growth	Completion of IAB assessments and district assessments including data analysis for final EOY review Grade level teams conclude LASW protocol with common assessments SRBI meetings will including grade level representatives to reflect on student growth
Leading Indicators	District literacy assessment baseline Heggerty PA TC & Words Their Way Spelling Inventories CORE Acadience NWEA	District literacy assessment Winter benchmark data Heggerty PA TC & Words Their Way Spelling Inventories CORE Acadience NWEA	District literacy assessment Spring benchmark data Heggerty PA TC & Words Their Way Spelling Inventories CORE Acadience NWEA

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	IAB (3-5) Classroom common assessments review - students respond, in writing, to reading prompts using the SBA rubric.	IAB (3-5) Classroom common assessments review - students respond, in writing, to reading prompts using the SBA rubric.	IAB (3-5) SBA
Lagging Indicators	N/A	N/A	SBA Data - reading performance for the <i>all</i> student group at 88% proficiency
Equity Goals and Shared Responsibility	Subgroup of High Needs performance on indicators: Fall ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience	Subgroup of High Needs performance on indicators: Winter ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience	Subgroup of High Needs performance on indicators: Spring ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience

SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

The SBA Math average score on all grade levels 3-5 was 69%. Students in grades 1-5 scored 81% proficiency on STAR Math. The High Needs students on the SBA Math are not closing the gap when looking at their progress over time. These same High Needs students' scores are inconsistent across grade levels when looking at growth over time on the STAR Math.

School's Goal	Increase overall mathematics performance
SMART Goal	72% of all students in grades 3 - 5 will meet or exceed Math SBA standards on Spring 2024 administration. Specifically, the grade level targets to reach this overall goal would be (using cohort data) • Gr 2: n/a → Gr 3: 70% • Gr 3: 70% → Gr 4: 73% • Gr 4: 56% → Gr 5: 60% 55% of HNS will meet or exceed Math SBA standards on Spring 2024 administration. Specifically, the grade level targets to reach this overall goal would be: • Gr 2: n/a → Gr 3: 26% • Gr 3: 26% → Gr 4: 29% • Gr 4: 42% → Gr 5: 45%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	81% of all students in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2024 administration. 63% of all HNS in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2024 administration. proficiency

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District Improvement Plan Connection	Mathematics performance, as measured by the SBA (3-8), will close the gap between subgroup proficiency performance by 20% and raise the bar by 10% from baseline 2023 district performance in a positive direction.
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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	Small group instruction will be used to determine areas of need and growth.
MOY Results (Expectation/ Reality)	The total number of students reaching proficiency in grades K-5 on NWEA will increase from BOY to MOY by 5%. The total number of HNS reaching proficiency in grades K-5 on NWEA will increase from BOY to MOY by 5%.
EOY Results (Expectation/ Reality)	The total number of students reaching proficiency in grades K-5 on NWEA will increase from MOY to EOY by 5%. The total number of HNS reaching proficiency in grades K-5 on NWEA will increase from MOY to EOY by 5%.
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Math/Science Teacher, Special Education teachers
Timeline	October 2023 to May 2024 (PD in September 2023)
Resources	Time for planning, professional development for all non- and certified staff, building schedule aligned to support mathematics instruction
Budget Implications	NSS Budget line for materials and PD

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Faculty Meeting to discuss SIP and 2022-2023 SBA results. Implement FPS mathematics curriculum with fidelity with a focus on building teacher agency in planning and implementation of curriculum. (K-5) Weekly grade level meetings focused on analyzing student work, sharing effective instructional strategies, evaluating student achievement and reviewing test taking protocols. Consistent and purposeful small group instruction to differentiate needs and monitor growth Analysis of summative district assessments and formative assessments to identify areas of need to target/focus instruction. Students will be directly taught test taking strategies focus on structure of questions, format and vocabulary	Based on district, school and classroom data and feedback from teachers, make revisions or modifications to support SIP instructional plans Continue to meet at weekly grade level meetings focused on analyzing student work to determine what adjustments or modifications are required to improve instructional practices. Continued consistent and purposeful small group instruction to differentiate needs and monitor growth Students will have instructional opportunities to work collaboratively to practice test taking strategies as related to the IABs and district assessments Small group testing where needed Based on assessments, grade level analysis and LASW, adjust and modify instruction to successfully implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills. (K-5) Continue progress monitoring as needed	Completion of IAB assessments and district assessment including data analysis for presentation to faculty Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement.

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		to inform instruction	
Leading Indicators	September: K-5: Baseline Assessment Gr K-5 Math District Assessment - analyze for all students and high needs Gr 3-5: OCT IABs - analyze for all students and high needs	November, January: Kindergarten: Number Corners Check Up Assessments Gr K-5 District Math Assessment - analyze for all students and high needs Gr 3-5: FEB IABs & MARCH IABs - analyze for all students and high needs	March, May: Kindergarten: Number Corners Check Up Assessments Gr K-5 District Math Assessment - analyze for all students and high needs
Lagging Indicators	N/A	N/A	SBA Math - All school vs. High Needs Students
Equity Goals and Shared Responsibility	Subgroup performance on indicators: Fall Baseline: • Gr 3-5: IAB • Gr K-5: NWEA Math	Subgroup performance on indicators: Winter: • Gr 3-5: IAB • Gr K-5: NWEA Math	Subgroup performance on indicators: Spring: • Gr 3-5: IAB • Gr K-5: NWEA Math

SMART Goal 3

Root Cause Analysis 1 - Based on School Performance

During the 2022-2023 school year, 7.4 percent of NSS students were identified as chronically absent. In the 2023 Spring Climate Student Survey kindness was identified as an area of need. As evidenced by the following questions on the student survey.

- Question 25- Students at my school treat each other with kindness- 56% agreed
- Question 26- Students at my school will try to stop students from making fun of other students- 53% agreed
- Question 27- Students at my school are mean to each other- 40% disagreed
- Question 28- There are groups of students who make others feel left out- 28% disagreed

School's Goal	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 and inclusivity will increase.
SMART Goal	Chronic absenteeism will decrease to 5% for our entire school by June 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	100% of students who were identified as chronically absent during the 2022-2023 school year will improve their attendance in 2023-2024. There will be an overall 10% growth in the following areas: • Students in grades 2-5 will agree that students at NSS treat each other with kindness. • Students at NSS will try to stop students from making fun of other students. • Students at NSS will disagree that students at NSS are mean to each other. • Students at NSS will help others to feel included.
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be below 7.5% for all groups of students by 2027

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	Implementation of a Tier 1 SEL Curriculum: Second Step, Mind Up, Zones of Regulation or Responsive Classroom. Social Emotional Learning Framework
MOY Results (Expectation/ Reality)	Students who were identified as chronically absent during the 2022-2023 school year will improve their attendance in 2023-2024. There will be overall growth in the following areas: • Students in grades 2-5 will agree that students at NSS treat each other with kindness. • Students at NSS will try to stop students from making fun of other students. • Students at NSS will disagree that students at NSS are mean to each other. • Students at NSS will help others to feel included. 100% of classrooms will implement a research based SEL Curricula.
EOY Results (Expectation/ Reality)	Students who were identified as chronically absent during the 2022-2023 school year will improve their attendance in 2023-2024. There will be an overall 10% growth in the following areas: • Students in grades 2-5 will agree that students at NSS treat each other with kindness. • Students at NSS will try to stop students from making fun of other students. • Students at NSS will disagree that students at NSS are mean to each other. • Students at NSS will help others to feel included. 100% of classrooms will implement a research based SEL Curricula.

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Responsible Individuals	K-5 Classroom Teachers, Paraprofessionals, Special Education Teachers, Support Staff, Specialists, EPF, Principal
Timeline	September 2023 - June 2024
Resources	Mind Up Teacher Guides, Zones of Regulation, Second Step Kits, Responsive Classroom Professional Books; children's literature texts, faculty meeting time for professional development; time for whole school town meetings, time for School Psychologist and Social Worker to support implementation of T1 SEL; methods for parent communication - workshops.
Budget Implications	Implementation of a Tier 1 SEL Curriculum: Second Step, Mind Up, Zones of Regulation or Responsive Classroom. Social Emotional Learning Framework

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Clarification for staff and parents - absentee policy. Conduct articulation for chronically absent students with classroom teachers, specialists, school nurse as needed. Celebrate 100% implementation of SEL Curriculum. Training on Move this World Training on Restorative Practices Implement Mindful Mondays -	Continue implementation of Growth mindset, mindfulness Review attendance data. Implement case consults as needed for chronically absent students with classroom teachers, Principal, families. Continue implementation of Mindful Monday - Kindness focus. Continue training on Move this World and track usage Continue training on Restorative	Continue implementation of Growth mindset, mindfulness Review final attendance data. Begin planning for 2024-2025 SEL school year. Continue school psychologist/social worker lessons. End of year focused student survey Celebrate progress and

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	Kindness focus. Establish communication expectations between school staff and home regarding SEL. Begin work on ROARS matrix	Practices Continue school psychologist/social worker lessons. Communication in Friday Flash by counselors Mid-year focused student survey Continue work on ROARS matrix Facilitate teacher agency to implement parent communication regarding SEL instruction	growth. Implement summer parent communication regarding SEL instruction via the Friday Flash Finalize ROARS matrix
Leading Indicators	Review spring 2023 school climate survey. Absentee Reports	Mid Year school developed climate survey Absentee Reports	Final school survey Absentee Reports ROARS matrix
Lagging Indicators	Review Chronic Absentee Data 2022-2023 -baseline. Review School Climate Data 2022-2023.	Mid Year focus survey Review Mid Year Attendance Data -Baseline.	End of year focus survey. Final Attendance for school year 2023-2024 (whole school and high needs.)

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Equity Goals and Shared Responsibility	Review Chronic Absentee Data 2022-2023 -baseline Tracking high needs attendance Review School Climate Data 2022-2023.	Tracking high needs attendance data and attendance data for all chronically absent students.	Tracking high needs attendance data and attendance data for all chronically absent students.