

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Roger Ludlowe Middle School	School District	Fairfield Public Schools
Principal's Name	Megan Tiley	School Year	2023-2024

School's Mission/Vision

In alignment with Fairfield Public Schools and in partnership with families and community, Roger Ludlowe Middle School's mission 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.

Theory of Action

If we identify actionable goals with targeted key performance indicators (KPI's) and action steps for success, then we will increase student engagement and achievement.

- If we support students to be strong readers, writers, and thinkers by implementing the core literacy curriculum offered through Tier 1 instruction and teach students to transfer these skills into all academic courses, then students' overall literacy skills will improve.
- If we embed inquiry-based instruction into the implementation of math curriculum standards with fidelity, then students will be cognitively engaged and intrinsically motivated and overall math skills will improve.
- If we implement proactive strategies to promote a safe and trusting school culture, then students will feel safe, included, valued and connected to peers and adults in the school community, and students' absenteeism will decrease.

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School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Megan Tiley	Principal	Shannon Halpin	Teacher - Science 8
Karin Shaughnessy	Assistant Principal	Sandy Kryspin	Teacher - World Language 8
Steve DeAngelo	Assistant Principal	Jackie McManus	SRBI Coordinator
Stacy Andrejczyk	Teacher - Science 7	Karyn McNeil	School Counselor - Grade 6
Elizabeth Cerny	School Counselor - Grade 8	Tom Reilly	Teacher - Math 8
Jill DeNomme	Teacher - Science 6	Amy Vernon	Teacher - Special Education 6

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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 / IDEA
6th	88%/61%	72%/35%	84%/55%	81%/37%
7th	81%/57%	74%/49%	81%/54%	83%/54%
8th	83%/52%	77%/43%	77%/54%	75%/44%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	58.8%/45%	N/A	65%/57%	N/A

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / IDEA
6th	79%/45%	66%/37%	79%/62%	70%/33%
7th	74%/44%	63%/40%	70%/36%	81%/54%
8th	77%/42%	70%/33%	67%/47%	66%/28%

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SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	71.6%/57.5%	N/A	72%/67%	N/A

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
8th	77%/47%	68%/32%	70%/53%	64%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	5.1%	20.9%	10.1%	9.7%
High Needs	8.2%	29.3%	14.7%	13.8%

STAR - ELA % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
6th	N/A	52%/47%	61%/42%	60%/39%
7th	N/A	57%/32%	47%/21%	56%/30%
8th	N/A	53%/33%	48%/41%	38%/22%

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STAR - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
6th	N/A	71%/37%	82%/50%	75%/55%
7th	N/A	73%/41%	72%/35%	75%/46%
8th	N/A	79%/46%	74%/62%	37%/28%

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SMART Goal 1

Root Cause Analysis - Based on School Performance

The 22-23 RLMS Smarter Balanced Assessment (SBA) ELA data is not showing desired proficiency results. The SBA data suggests that an increased focus on subgroups is necessary to improve student proficiency (met and exceeded benchmark) overall.

School's Goal	To close the gap between subgroups and all student performances in English Language Arts (ELA) as measured by the SBA 2022 baseline data.
SMART Goal	RLMS will increase the 2023 SBA ELA Performance (% Proficient) score by 4 percentage points (from 80% to 84%) for all students and continue to close the subgroups gap.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The IDEA subgroup will increase in % proficient by 5 percentage points (from 45% to 50%) on the ELA SBA by June 2024. The Black/African American/Hispanic subgroup will continue to increase in Proficiency by 5 percentage points (from 70% to 75%) on the ELA SBA by June 2024.
District Improvement Plan Connection	Direct link to Key Performance Indicator 2 - English Language Arts 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 2023 district performance in a positive direction.

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 utilize standards-based goals, set high expectations, ask higher level questions, incorporate academic conversations, offer routine opportunities for responding to text (understanding, responding to, critiquing, creating - Lanning, 2014), provide actionable feedback, and build academic vocabulary.
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MOY Results (Expectation/ Reality)	NWEA results % in meeting standards (meeting/exceeding). IAB results Unit assessments LASW
EOY Results (Expectation/ Reality)	To close the gap between subgroups and all student performances in Language Arts as measured by the SBA 2023 baseline data.
Responsible Individuals	All teachers, Support Staff, Administrators/Program Director, SRBI coordinator, Language Arts Specialists
Timeline	Fall 2023 - Spring 2024
Resources	CCSS, IABs, STAR, NWEA, Common Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise). Students will have multiple opportunities for understanding text, responding to text, critiquing text, and creating text (Lanning, 2014).
Budget Implications	Professional development in the administration, implementation and interpretation of NWEA data. Professional development to embed SBA questions throughout the year. Release time to align common assessments and unit planning.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings

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	- implementation • PD around SBA skills/questioning/use of text • Teacher goal setting directly connected to target areas • Utilize SRBI Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers (<i>Datawise, 2005</i>)	• PD around SBA skills/questioning/use of text • Teacher mid-year goal setting meetings directly connected to target areas • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers (<i>Datawise, 2005</i>)	• Common assessment creation and implementation • Teacher end of year goal setting meetings directly connected to target areas • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers (<i>Datawise, 2005</i>)
Leading Indicators	• NWEA ELA fall 2023 baseline • IABs • Unit Assessments as aligned to ELA standards. • Student work • Universal screeners/data analysis • SRBI process • Diagnostic pre-test	• NWEA • IABs • LASW • Unit Assessments as aligned to ELA standards	• NWEA • IABs • LASW • Unit Assessments as aligned to ELA standards • SBA scores
Lagging Indicators	• SBA scores	• IABs	• SBA scores
Equity Goals	• Subgroup performance on	• <i>NWEA results</i>	• Subgroup Performance

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and Shared Responsibility	indicator - Baseline (SBA 2023): IDEA: 53% Black: 67% Hispanic: 70% - Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups.	- IAB results - Unit assessments - LASW - Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups	on indicators: - EOY(SBA): IDEA: 55% Black: 72% Hispanic: 75% - Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups
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SMART Goal 2

Root Cause Analysis - Based on School Performance

The 22-23 RLMS Smarter Balanced Assessment (SBA) Math data is not showing desired proficiency results. The SBA data suggests that an increased focus on subgroups is necessary to improve student proficiency (met and exceeded benchmark) overall.

School's Goal	To close the gap between subgroups and all student performances in Mathematics as measured by the SBA 2023 baseline data
SMART Goal	RLMS will increase the 2023 SBA Math Performance (% Proficient) score by 4 percentage points (from 72% to 76%) for all students and begin to close the subgroups gap.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The IDEA subgroup will increase in % Proficiency by 6 percentage points (from 38% to 44%) on the Math SBA by June 2023. The Black/African American/Hispanic subgroup will increase in % Proficiency by 6 percentage points (from 62% to 68%) on the Math SBA by June 2024.
District Improvement Plan Connection	Direct link to Key Performance Indicator 4 - 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.

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)

Scientific Research Based Strategy	Teachers will utilize inquiry based learning, spiraling practice, and cooperative learning.
MOY Results (Expectation/ Reality)	NWEA results % in meeting standards (meeting/exceeding)

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	IAB results Unit assessments LASW
EOY Results (Expectation/ Reality)	To close the gap between subgroups and all student performances in Mathematics as measured by the SBA 2023 baseline data.
Responsible Individuals	All teachers, Administrators, Program Directors, SRBI coordinator, Math Resource Teachers
Timeline	Fall 2023 - Spring 2024
Resources	IABs, NWEA, IXL (for identified students), Common Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise), <u>Building Thinking Classrooms</u> book (Liljedahl)
Budget Implications	Professional development in the administration, implementation and interpretation of NWEA data. Professional development to embed SBA questions throughout the year. Release time to align common assessments and unit planning. EdGems programs, copy paper resources.

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment

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	creation and implementation • PD around SBA skills/questioning/use of text • Teacher goal setting directly connected to target areas • Utilize SRBI Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers (<i>Datawise, 2005</i>)	• PD around SBA skills/questioning/use of text • Teacher mid-year goal setting meetings directly connected to target areas • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers (<i>Datawise, 2005</i>)	creation and implementation • PD around SBA skills/questioning/use of text • Teacher end of year goal setting meetings directly connected to target areas • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers (<i>Datawise, 2005</i>)
Leading Indicators	• NWEA Assessments, IABs • Unit Assessments as aligned to mathematics standards. • Student work, SRBI process • Universal screeners/data analysis • Diagnostic pre-test	• NWEA Assessments • IABs • LASW • Unit Assessments as aligned to Math standards	• NWEA Assessments • IABs • LASW • Unit Assessments as aligned to Math standards • SBA scores

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Lagging Indicators	SBA score review	IABs	SBA scores
Equity Goals and Shared Responsibility	- Subgroup performance on indicators: - Baseline (SBA 2023): IDEA:38% Black: 62% Hispanic: 62% - Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups.	<i>NWEA results % in meeting standards (blue/green)</i> - IAB results - Unit assessments - LASW - Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups	- Subgroup Performance on indicators: EOY(SBA): IDEA:44% Black/African: American/Hispanic:68% - Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups

SMART Goal 3

Root Cause Analysis - Based on School Performance

The 2022-2023 School Climate Student Survey data indicated a need for growth in social and emotional safety. Additionally, staff (year in review PD 5/30/23) indicated a need for more consistency in overall building culture and climate.

School's Goal	To increase student social and emotional connectedness and school safety.
SMART Goal	To increase percentages of positive responses in school climate survey related to connectedness and safety by June 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Survey baseline questions include: 1. "I feel like I belong at my school". Goal is to increase responses of strongly agree/agree from 73% to 80%. 2. "There is at least one adult at my school that I can talk to when I have a problem or concern". Goal is to increase responses of strongly agree/agree from 60% to 70%. 3. "I feel physically safe when in the following spaces at school". Focus will be specific to school safety in unstructured areas (i.e. hallways, bathrooms, stairwells). Goal is to increase yes responses for bathroom safety from 66% to 75%. Goal is to increase yes responses for hallways safety from 79% to 85%?
District Improvement Plan Connection	Direct link to Key Performance Indicator 9 - District Chronic Absenteeism rates will consistently be at 5% for all groups 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	Restorative Practice PD? Making Thinking Visible? Move This World?
MOY Results (Expectation/ Reality)	January 2024 - Utilize flex time to meet with students to reflect on current practices,

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	behaviors and expectations.
EOY Results (Expectation/ Reality)	June 2024 - For students to demonstrate social and emotional connectedness.
Responsible Individuals	All staff (administration, counseling staff, teachers, paraeducators)
Timeline	Fall 2023 - Spring 2024
Resources	Student Climate Survey 2023, Move This World, Flex Time
Budget Implications	Boomerang application (Outlook) licenses for specific needs. Potential costs for incentive rewards, certificates, prizes, etc.

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	- Teacher goal setting directly connected to target areas. - Create consistent expectations for all student homeroom/hallways/bathrooms/lunch FLEX time. - Dean/Admin/Crew meetings to review behavioral expectations with all students. - Create opportunities for students during	- Monitor student attendance and support through utilization of the tiered system - Monitor student attendance through the utilization of Infinite Campus and counseling meetings - Administer mid year student survey for check in. Option to ask for additional information. - Administer and evaluate data through relationship mapping activity (dot activity) with both	- Analyze attendance data (whole school/high needs) to discern impact of tiered attendance support system - Continue to implement SEL screener to all students supported by DESSA. - Continue SEL/NEST and communities activities

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	Flex/HR/club time (Tech Team, Podcast Club, recycling crew, etc.) • Communication from counselors and nursing staff regarding any high need issues. Establish quarterly articulation meetings for Unified Arts Teachers. • Improved communication regarding Dean referrals back to teachers. • Mentor/Mentee program reboot • Establish communication channels for club opportunities (club fair, Twitter, parent communication, website, announcements, etc.) • Establish student representatives on to School Climate committee • Continue recess/SEL opportunity for students during grade level lunch waves.	teachers and students. • Adjust supports to student plans when required, such as adding tiered interventions, counseling, parent contact, consulting with family community service provider, or level 1 PPT. • Continue to implement SEL screener to all students supported by DESSA. • Continue SEL activities	• End of the year awards, celebrations and activities • At the end of the year transition meetings, attendance data and support plans will be shared with appropriate staff.
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	• Continue to implement SEL screener to all students supported by DESSA mini. • Implementation of Move This World across all grade levels. • Utilize student school climate surveys to meet with small groups of students (Flex time) to discuss questions and reflections. • Team-building experience at Mountain Workshop for all 6th graders in Fall • Offer Team Building experiences (i.e. bag of fun) for all grades. • Create opportunities for student assemblies to focus on kindness, SEL and other relevant topics. • Student field trips		
Leading Indicators	• Weekly review of absence data	• Weekly review of absence data	• RLMS will see a decrease of student

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	- Quarterly state reports - Identification of and intervention for students with anxiety/school avoidance issues	- Quarterly state reports - Identification of and intervention for students with anxiety/school avoidance issues	absenteeism with an increase of student engagement and participation measured by Infinite Campus and end of the year school survey
Lagging Indicators	- Student School Climate Data. - On average, chronic absenteeism rate has been approximately 5%, but was 9.7% in 2022-23.	Data analysis of chronic absenteeism of high needs and all students to ensure appropriate students are identified and supports are in place. Through this data analysis, RLMS will breakdown the high needs students to target subgroups for intervention.	At the end of the year transition meetings, attendance data for and support plans for chronically absent students will be shared with appropriate staff
Equity Goals and Shared Responsibility	- Review RLMS students prior year attendance data and monitor students with chronic absenteeism fluctuating around 10%. - Consult and collaboration with case manager and support staff for identified students	- Subgroup attendance data review - Consult and collaboration with case manager and support staff for identified students - Using the mid-year data analysis, RLMS will provide targeted interventions for the chronically absent high needs students and breakdown sub-groups for intervention as necessary.	- Subgroup attendance data review - End of the year meeting with appropriate stakeholders to review data, supports, and plan for upcoming school year