

## Fairfield Public Schools – School Improvement Plan

### School Information

<b>School's Name</b>	Sherman Elementary School	<b>School District</b>	Fairfield Public Schools
<b>Principal's Name</b>	Dr. Ian Banner	<b>School Year</b>	2023-2024

### School's Mission/Vision

The school's mission, vision and core values are the district's mission, vision, and core values. Refer to link: <https://www.fairfieldschools.org/district-information/dip22-27>

#### **District Mission**

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

#### **District Vision**

The fulfillment of the mission, for all students PK-12+, demands our ongoing commitment to realize the Vision of the Graduate.

All students will be:

1. Critical thinkers
2. Collaborators
3. Communicators
4. Innovators
5. Goal-directed, resilient learners
6. Responsible citizens

#### **District Core Values**

All Fairfield Public School students will:

1. Achieve and exemplify mastery of the FPS Academic Expectations
2. Perform at high levels in regard to Social and Civic Expectations
3. Develop into responsible citizens who exhibit ethical behavior
4. Acknowledge, explore, and value the importance of diversity
5. Develop a healthy personal identity and self-reliance
6. Demonstrate strong motivational persistence to learn
7. Exhibit an inquisitive attitude, open mind, and curiosity
8. Acquire an understanding and appreciation of other cultures

## Fairfield Public Schools – School Improvement Plan

### Background

Over the years and through the pandemic, Sherman grade 3-5 students have continued to achieve high scores on both the ELA and Math portions of the SBA scoring above the state and district averages and scoring, in most cases, the highest amongst our Fairfield schools. We believe that our past and continuing efforts in embracing a strong SRBI (behavior and academic) process, emphasizing teacher planning and instruction to clarify student learning outcomes, developing common unit measures of progress (checkpoints) and focusing on requiring students to increase their fluency in both reading and math, have all contributed to our high achievement on ELA and math SBA. However, we are committed to improving and therefore increasing our achievement on the SBA.

Sherman is proud of its achievement, and especially during the pandemic. Yet, we remain committed to continually increasing the achievement of all students and in all areas and across all measures. However, it is critical to emphasize that we aim to increase our capacity to master CCSS by establishing greater alignment between the daily curricular work and those test items presented on standardized measures, such as the SBA, which is not to be considered as infusing SBA test-prep practices.

## Fairfield Public Schools – School Improvement Plan

### Theory of Action

In **literacy**, we believe that...

1. Improving teacher understanding of the ELA CCSS in grades K-5 to ensure to the maximum extent possible grade-level work is assigned (instructional knowledge),
2. Focusing teacher planning on
  - a. developing specific and measurable student learning outcomes reflective of the CCSS,
  - b. developing curricular classroom questions and tasks that best reflect the CCSS, and
3. Enhancing teacher instruction to
  - a. improve students' learning in PA, phonics and vocabulary (CCSS Target 3, *Word Meanings*) and
  - b. ensuring that K-2 teachers implement the district PA and phonics programs with greater fidelity and consistency...

will lead to the following:

1. A high percentage of grade 3-5 students (90%+) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB and SBA, and
2. A high percentage of students (90%+) demonstrating mastery of the district-expected literacy skills (as measured by Acadience Reading for grades K-3/NWEA MAP for grades 4-5, CORE, Heggerty for Grade K, and running records for grades K-5), which we believe will later influence more students scoring at level 3 or 4 when they take the ELA SBA in grades 3-5.

In **math**, we believe that...

1. Improving teacher understanding of the Math CCSS in grades K-5 to ensure to the maximum extent possible grade-level work is assigned (instructional knowledge),
2. Focusing teacher planning on
  - a. developing specific and measurable student learning outcomes reflective of the CCSS,
  - b. developing curricular classroom questions and tasks that best reflect the CCSS,
3. Enhancing teacher instruction to
  - a. increase students' use of appropriate math vocabulary (i.e. mean, median, mode) into units of study...

will lead to the following:

1. A high percentage of grade 3-5 students (90%+) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the Math IAB and SBA, and
2. A high percentage of students (90%+) demonstrating mastery of the district-expected math skills (as measured by NWEA MAP for grades K-5, end-of-unit math assessments for grades K-5, Number Corner Assessment for grade K), which we believe will later influence more students scoring at level 3 or 4 when they take the Math SBA in grades 3-5.

Regarding **student behavior**, we believe that...

1. Improving educator knowledge of the underlying drivers of student behavior (including identifying, acknowledging our own misconceptions/biases),
2. Improving educators' capacity to support student behavior (by developing common-grade-level, school-aligned behavior plans and action steps)...

will lead to the following:

1. A high percentage of students in each classroom and grade demonstrating socially and academically appropriate behavior per educator reports, and
2. A high percentage of teachers expressing that they feel more empowered and capable of supporting students' social and academic behavior

## Fairfield Public Schools – School Improvement Plan

### School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Dr. Ian Banner	Principal	Nicki Callahan	Assistant Principal
Lauren Moreno	Literacy Specialist	Karli Smith	Literacy Specialist
Robyn Walters	Math/Science Teacher	Kim Rossi	Teacher: Grade K
Jen Mencio	Teacher: Grade 2	Jessica Hoyt	Teacher: Grade 2
Sarah Paci	Teacher: Grade 3	Krissy Ioanna	Teacher: Grade 4
Chris Carr	Teacher: Grade 4	Kathy Garasimowicz	Teacher: Grade 5

## Fairfield Public Schools – School Improvement Plan

### 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.

Note.

- The percentages highlighted in yellow indicate an all-student cohort decline or plateau compared to the previous year.
- The percentages highlighted in blue indicate a HN-student cohort decline or plateau compared to the previous year.
- The percentages highlighted in Red indicate a HN-student cohort group whose score is being very closely monitored in the upcoming year.

Table 1.

SBA - ELA % Proficient	2018-2019 All Ss HNSs	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs
<b>3rd</b>	91 78	93 100	86 83	85 (12, 3)* -
<b>4th</b>	88 56	90 73	86 72	81 (13, 6)* -
<b>5th</b>	90 88	91 62	87 75	82 (10, 7)* !
<b>School</b>	84	91	87	83 (12, 5)*

Note. \* (Level 2, level 1)

Table 2.

SBA - ELA Growth %	2018-2019 All Ss (3-4/4-5) HNSs (3-4/4-5)	2020-2021 All Ss (3-4/4-5) HNSs (3-4/4-5)	2021-2022 All Ss (3-4/4-5) HNSs (3-4/4-5)	2022-2023 All Ss (3-4/4-5) HNSs (3-4/4-5)
<b>School</b>	86/75 77/76	N/A	75/55 67/59	-

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Table 3.

SBA - Math % Proficient	2018-2019 All Ss HNSs	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs
<b>3rd</b>	98	89	91	93 (6, 1)
	94	100	83	-
<b>4th</b>	89	81	90	90 (10)
	56	91	100	-
<b>5th</b>	84	87	87	93 (6, 1)
	88	62	88	-
<b>School</b>	82	83	84	91 (1, 7)

Note. (1, 7) = Level 2, level 1

Table 4.

SBA - Math Growth %	2018-2019 All Ss (3-4/4-5) HNSs (3-4/4-5)	2020-2021 All Ss (3-4/4-5) HNSs (3-4/4-5)	2021-2022 All Ss (3-4/4-5) HNSs (3-4/4-5)	2022-2023 All Ss (3-4/4-5) HNSs (3-4/4-5)
<b>School</b>	74/76 83/88	N/A	72/51 90/89	-

Table 5.

NGSS % Proficient	2018-2019 All Ss HNSs	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs
<b>5th</b>	81 65	91 85	95 100	77 (19, 3) -

Note. (20, 4) = Level 2, level 1

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Table 6.

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	5.2	4.7	13	10
High Needs	7.7	5.6	18.4	12

Table 7.

STAR - Early Literacy % Proficient	2018-2019 All Ss HNSs	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs
Kindergarten	-	56	67	88%

Table 8.

STAR - ELA % Proficient (Spring)	2018-2019 All Ss HNS	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs
1st	89	68 42	64 50	69 33
2nd	86	89 82	84 46	63 10
3rd	95	79 80	84 80	82 50
4th	78	84 83	83 73	80 63
5th	77	77 63	77 83	73 50

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Table 9.

STAR - Math % Proficient (Spring)	2018-2019 All Ss HNS	2020-2021 All Ss HNSs	2021-2022 All Ss HNSs	2022-2023 All Ss HNSs
<b>1st</b>	86	77 75	78 57	81 63
<b>2nd</b>	81	89 82	93 62	79 40
<b>3rd</b>	96	91 100	96 100	88 88
<b>4th</b>	92	88 67	86 86	89 75
<b>5th</b>	89	95 75	95 100	98 92



## Fairfield Public Schools – School Improvement Plan

### SMART Goal 1

#### *Root Cause Analysis 1 - Based on School Performance*

#### **Background**

In recent years, Sherman grade 3-5 students have achieved high scores on the ELA. However, in 22-23,

1. The percentage of grade 3-5 students scoring at level 3 or 4 in ELA dropped from the low- to mid-nineties to mid- to *lower*-eighties.
2. Our cohort (grade 3 in 20-21, grade 4 in 21-22 and grade 5 in 22-23) decreased from 93% to 86% to most recently 82% scoring at level 3 or 4.
3. Our High-Need Student (HNS) scores declined over three years from mid-seventies to 56% scoring at level 3 or 4.

Therefore, to increase our achievement in this area, we believe that specific steps (outlined below) are necessary.

#### **Root Cause**

We theorize that many of our teaching staff in grades K-5 will require continued work on:

1. more clearly understanding the Common Core State Standards (CCSS), and
2. how to develop questions/tasks (as on the SBA) that best represent the ELA standards being directly addressed in daily student-work tasks and assessments so that when students are asked questions on the SBA in grades 3-5, they are well versed in the vocabulary and thinking expectations required.

It is critical to emphasize that this is not test-prep for the SBA, but moreover, to ensure that students in grades K-5 are being provided daily (grade-level) work as part of the regular district curriculum that best represents the CCSS.

#### **Theory of Literacy Action**

In literacy, we believe that...

1. Improving teacher understanding of the ELA CCSS in grades K-5 to ensure to the maximum extent possible grade-level work is assigned (instructional knowledge),
2. Focusing teacher planning on
  - a. developing specific and measurable student learning outcomes reflective of the CCSS,
  - b. developing curricular classroom questions and tasks that best reflect the CCSS,
3. Enhancing teacher instruction to
  - a. improve students' learning in PA, phonics and vocabulary (CCSS Target 3, *Word Meanings*) and
  - b. ensuring that K-2 teachers implement the district PA and phonics programs with greater fidelity and consistency...

will lead to the following:

1. A high percentage of grade 3-5 students (90%+) demonstrating mastery of the Common Core State Standards by scoring at level 3 or 4 on the ELA IAB and SBA, and
2. A high percentage of students (90%+) demonstrating mastery of the district-expected literacy skills (as measured by Acadience Reading for grades K-3/NWEA MAP for grades 4-5, CORE, Heggerty for Grade K, and running records for grades K-5), which we believe will later influence more students scoring at level 3 or 4 when they take the ELA SBA in grades 3-5.

## Fairfield Public Schools – School Improvement Plan

<b>School's Goal</b>	Increase overall <i>literacy</i> performance.
<b>SMART Goal</b>	<p>90% of students (in each grade level, 3-5) will score at Level 3 (Meet) or 4 (Exceed) on the 2024 ELA SBA by June 2024.</p> <p>85% of the High Needs subgroup students (currently at 76%) will score at Level 3 (Meet) or 4 (Exceed) on the ELA SBA by June 2024.</p>
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<ol style="list-style-type: none"> <li>1. 95% of students in <b>grade K</b> will score at Meet or Exceed on the district literacy assessment in phonological awareness (Heggerty) by June 2024.</li> <li>2. 90% of HN students in <b>grade K</b> will score at Meet or Exceed on the district literacy assessment phonological awareness (Heggerty) by June 2024.</li> <li>3. 100% of students in each grade (<b>K-5</b>) <u>will make growth</u> on the district literacy screener (Acadience Reading for K-3, NWEA for 4-5) by June 2024.</li> <li>4. 100% of HN students in each grade (<b>K-5</b>) <u>will make growth</u> on the district literacy screener (Acadience Reading for K-3, NWEA for 4-5) by June 2024.</li> <li>5. 90% of students in <b>grades 3-5</b> will score at Meet or Exceed on the ELA IABs by June 2024.</li> <li>6. 90% of HN students in <b>grades 3-5</b> will score at Meet or Exceed on the ELA IABs by June 2024.</li> <li>7. 95% of students in <b>grades K-5</b> will be reading on grade level by June 2024 as measured on informal literacy assessments (running Records) by June 2024.</li> <li>8. 90% of HN students in <b>grades K-5</b> will be reading on grade level by June 2024 as measured on informal literacy assessments (running Records) by June 2024.</li> </ol>
<b>District Improvement Plan Connection</b>	<p>All grade 2 students will complete second grade reading at or above a grade 2 end-of-year level based on the district's reading screener</p> <p>English Language Arts performance, as measured by SBA proficiency indicator (3-8) will close the gap between subgroup performance by 20% and raise the bar by 10% from 2021 district performance in a positive direction</p>

## Fairfield Public Schools – School Improvement Plan

### 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)

<p><b>Scientifically Research Based Strategy</b></p>	<ol style="list-style-type: none"> <li>1. <u>Improve teacher understanding</u> of the ELA CCSS in grades K-5 to ensure to the maximum extent possible grade-level work is assigned (instructional knowledge),</li> <li>2. <u>Focus teacher planning</u> on             <ol style="list-style-type: none"> <li>a. developing specific and measurable student learning outcomes reflective of the CCSS,</li> <li>b. developing curricular classroom questions and tasks that best reflect the CCSS,</li> </ol> </li> <li>3. <u>Enhance teacher instruction</u> to             <ol style="list-style-type: none"> <li>a. improve students' learning in PA, phonics and vocabulary (CCSS Target 3, <i>Word Meanings</i>) and</li> <li>b. ensuring that K-2 teachers implement the district PA and phonics programs with greater fidelity and consistency.</li> </ol> </li> </ol>
<p><b>MOY Results (Expectation/ Reality)</b></p>	<ol style="list-style-type: none"> <li>1. 85% of students in <b>grade K</b> will score at Meet or Exceed on the district literacy assessment in phonological awareness (Heggerty) by June 2024.</li> <li>2. 80% of HN students in <b>grade K</b> will score at Meet or Exceed on the district literacy assessment phonological awareness (Heggerty) by June 2024.</li> <li>3. 100% of students in each grade (<b>K-5</b>) will make growth on the district literacy screener (Acadience Reading for K-3, NWEA for 4-5) by June 2024.</li> <li>4. 100% of HN students in each grade (<b>K-5</b>) will make growth on the district literacy screener (Acadience Reading for K-3, NWEA for 4-5) by June 2024.</li> <li>5. 80% of students in <b>grades 3-5</b> will score at Meet or Exceed on the ELA IABs by June 2024.</li> <li>6. 80% of HN students in <b>grades 3-5</b> will score at Meet or Exceed on the ELA IABs by June 2024.</li> <li>7. 85% of students in <b>grades K-5</b> will be reading on grade level by June 2024 as measured on informal literacy assessments (running Records) by June 2024.</li> <li>8. 80% of HN students in <b>grades K-5</b> will be reading on grade level by June 2024 as measured on informal literacy assessments (running Records) by June 2024.</li> </ol>
<p><b>EOY Results (Expectation/ Reality)</b></p>	<ol style="list-style-type: none"> <li>1. 95% of students in <b>grade K</b> will score at Meet or Exceed on the district literacy assessment in phonological awareness (Heggerty) by June 2024.</li> <li>2. 90% of HN students in <b>grade K</b> will score at Meet or Exceed on the district literacy assessment phonological awareness (Heggerty) by June 2024.</li> <li>3. 100% of students in each grade (<b>K-5</b>) will make growth on the district literacy screener (Acadience Reading for K-3, NWEA for 4-5) by June 2024.</li> <li>4. 100% of HN students in each grade (<b>K-5</b>) will make growth on the district literacy screener (Acadience Reading for K-3, NWEA for 4-5) by June 2024.</li> <li>5. 90% of students in <b>grades 3-5</b> will score at Meet or Exceed on the ELA IABs by June 2024.</li> </ol>

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	<p>6. 90% of HN students in <b>grades 3-5</b> will score at Meet or Exceed on the ELA IABs by June 2024.</p> <p>7. 95% of students in <b>grades K-5</b> will be reading on grade level by June 2024 as measured on informal literacy assessments (running Records) by June 2024.</p> <p>8. 90% of HN students in <b>grades K-5</b> will be reading on grade level by June 2024 as measured on informal literacy assessments (running Records) by June 2024.</p>
<b>Responsible Individuals</b>	All classroom teaching and SpEd staff
<b>Timeline</b>	From September 2023 to June 2024
<b>Resources</b>	<p>Academic vocabulary and word meanings</p> <p>Question stems (for grades K-2)</p> <p>IAB-like practice questions (for grade 2)</p> <p>IAB teaching resources and fluent use Centralized Reporting System (CRS) (for grades 3-5)</p> <p>ELA progressions in grades K-5</p>
<b>Budget Implications</b>	

## Fairfield Public Schools – School Improvement Plan



### Goal 1 - Implementation and Milestones

	Beginning of the Year (9/23 – 12/23)	Middle of the Year (1/24 – 4/24)	End of the Year (4/24 – 6/24)
<b>Implementation Milestones</b>	<ol style="list-style-type: none"> <li>1. Review and discuss assessment calendar with teaching staff so that all staff know what is expected and by when</li> <li>2. Review student achievement and 23-24 goals with all staff</li> <li>3. Require teacher goalsetting to focus on identified areas of need in grade-levels based on school achievement data (SAD) on SIP and grade-level expectations (GLE)</li> <li>4. Conduct Grade-level Meetings (GLMs) once every six days with a focus on planning for learning outcomes, developing checkpoints, developing CCSS-related tasks, reviewing student achievement and performance (LASW) using checkpoint data.</li> <li>5. Through GLMs and faculty meetings, provide direct instruction on...               <ol style="list-style-type: none"> <li>a. Improving teacher understanding of the ELA CCSS,</li> <li>b. How to develop questions and tasks most reflective of the ELA CCSS to ensure grade-level work.</li> </ol> </li> </ol> <p>Teacher planning:</p> <ol style="list-style-type: none"> <li>c. developing specific and</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct SRBI 2</li> <li>2. Conduct review of teacher/grade-level goals in GLMs (mid-year progress)</li> <li>3. Conduct SIP review with SIP team</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct final SRBI</li> <li>2. Conduct final review of teacher/grade-level goals in GLMs/EoY meeting</li> <li>3. Conduct final SIP review with SIP team and determine areas for address in 24-25.</li> </ol>

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	<p>measurable student learning outcomes reflective of CCSS.</p> <p>d. developing curricular classroom questions and tasks that best reflect the ELA CCSS.</p> <p>e. Improve grades 3-5 teachers’ fluent use and familiarity with the ORS, and IAB tools and resources.</p> <p>Teacher instruction:</p> <p>f. improving students’ learning in PA, phonics and vocabulary (CCSS Target 3, <i>Word Meanings</i>).</p> <p>6. Conduct learning walkthroughs based on SIP Strategies (SRBS)</p> <p>7. Use baseline data from district screener and various sources to review student achievement through SRBI and B-SRBI processes to address areas of academic and behavioral need</p>		
<b>Leading Indicators</b>	<ol style="list-style-type: none"> <li>1. Heggerty, CORE for grade K</li> <li>2. Running Records for grades K-5</li> <li>3. IABs for grades 3-5</li> <li>4. District screener (Acadience Reading for grades K-3; NWEA MAP for grades 4-5)</li> <li>5. Unit check-ins (outcomes focused on CCSS)</li> </ol>		
<b>Lagging Indicators</b>	-	-	SBA
<b>Equity Goals and</b>	Review and determine the achievement of	Review and determine the achievement of all	

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<p><b>Shared Responsibility</b></p>	<p>all subgroups, especially focused on HNSs and whether there's a comparative difference between them and the All-S group</p>	<p>subgroups, especially focused on HNSs and whether there's a comparative difference between them and the All-S group</p>	
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## Fairfield Public Schools – School Improvement Plan

### SMART Goal 2

#### *Root Cause Analysis 1 - Based on School Performance*

#### **Background**

In recent years, Sherman grade 3-5 students have achieved high scores on the Math SBA. In 22-23,

1. The percentage of grade 3-5 students scoring at level 3 or 4 in Math increased from the 85% (20-21) to 91% (22-23).
2. Our High-Need Student (HNS) scores have also remained consistent over three years (around 79% scoring at level 3 or 4).

Therefore, to increase our achievement in this area, we believe that specific steps (outlined below) are necessary.

#### **Root Cause**

As with ELA, we theorize that many of our teaching staff in grades 3-5 require learning how to develop questions/tasks (as on the SBA) that best represent the state standards. We also theorize that our teaching staff in grades K-5 will greatly benefit from continued work to enable them to be able to articulate how the math standards are being directly addressed in daily student-work tasks and assessments so that when students are asked questions on the SBA in grades 3-5, they are well versed in the vocabulary and thinking expectations required. It is critical to emphasize that this is not test-prep for the SBA, but moreover, to ensure that students are being provided daily work as part of the regular district curriculum that best represents that Common Core State Standards. Again, it is critical to emphasize that this is not test-prep for the SBA, but moreover, to ensure that students in grades K-5 are being provided daily (grade-level) work as part of the regular district curriculum that best represents the CCSS.

#### **Theory of Math Action**

In math, we believe that...

1. Improving teacher understanding of the Math CCSS in grades K-5 to ensure to the maximum extent possible grade-level work is assigned (instructional knowledge),
2. Focusing teacher planning on
  - a. developing specific and measurable student learning outcomes reflective of the CCSS,
  - b. developing curricular classroom questions and tasks that best reflect the CCSS,
3. Enhancing teacher instruction to
  - a. increase students' use of appropriate math vocabulary (i.e. mean, median, mode) into units of study...

will lead to the following:

1. A high percentage of grade 3-5 students (90%+) demonstrating mastery of the Common Core State Standards by scoring at a level 3 or 4 on the Math IAB and SBA, and
2. A high percentage of students (90%+) demonstrating mastery of the district-expected math skills (as measured by NWEA MAP for grades K-5, end-of-unit math assessments for grades K-5, Number Corner Assessment for grade K), which we believe will later influence more students scoring at level 3 or 4 when they take the Math SBA in grades 3-5.



## Fairfield Public Schools – School Improvement Plan

<b>School's Goal</b>	Increase overall <i>math</i> performance.
<b>SMART Goal</b>	90% of students (in each grade level, 3-5) will score at Level 3 (Meet) or 4 (Exceed) on the 2024 Math SBA by June 2024. 85% of the current High Needs subgroup students (last year's group was at XX%) will score at Level 3 (Meet) or 4 (Exceed) on the Math SBA by June 2024.
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<ol style="list-style-type: none"> <li>1. 90% of students in grade K will score at Meet or Exceed on the Number Corner Assessment in May 2024.</li> <li>2. 85% of HN students in grade K will score at Meet or Exceed on the Number Corner Assessment in May 2024.</li> <li>3. 100% of students in each grade (K-5) will make growth on the district math screener (NWEA MAP).</li> <li>4. 100% of HN students in each grade (K-5) will make growth on the district math screener (NWEA MAP).</li> <li>5. 90% of students in grades 3-5 will score at Meet or Exceed expectations on the Math IAB assessments.</li> <li>6. 85% of HN students in grades 3-5 will score at Meet or Exceed expectations on the Math IAB assessments.</li> <li>7. 90% of students in grades 1-5 will meet expectations on the district's end-of-unit math assessments.</li> <li>8. 85% of HN students in grades 1-5 will meet expectations on the district's end-of-unit math assessments.</li> </ol>
<b>District Improvement Plan Connection</b>	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

## Fairfield Public Schools – School Improvement Plan

### 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)*

<b>Scientifically Research Based Strategy</b>	<ol style="list-style-type: none"> <li>1. <u>Improve teacher understanding</u> of the Math CCSS in grades K-5 to ensure to the maximum extent possible grade-level work is assigned (instructional knowledge),</li> <li>2. <u>Focus teacher planning</u> on               <ol style="list-style-type: none"> <li>a. developing specific and measurable student learning outcomes reflective of the CCSS,</li> <li>b. developing curricular classroom questions and tasks that best reflect the CCSS,</li> </ol> </li> <li>3. <u>Enhance teacher instruction</u> to               <ol style="list-style-type: none"> <li>a. increase students’ use of appropriate math vocabulary (i.e. mean, median, mode) into units of study.</li> </ol> </li> </ol>
<b>MOY Results (Expectation/ Reality)</b>	<ol style="list-style-type: none"> <li>1. 80% of students in grade K will score at Meet or Exceed on the Number Corner Assessment in May 2024.</li> <li>2. 75% of HN students in grade K will score at Meet or Exceed on the Number Corner Assessment in May 2024.</li> <li>3. 100% of students in each grade (K-5) will make growth on the district math screener (NWEA MAP).</li> <li>4. 100% of HN students in each grade (K-5) will make growth on the district math screener (NWEA MAP).</li> <li>5. 80% of students in grades 3-5 will score at Meet or Exceed expectations on the Math IAB assessments.</li> <li>6. 75% of HN students in grades 3-5 will score at Meet or Exceed expectations on the Math IAB assessments.</li> <li>7. 80% of students in grades 1-5 will meet expectations on the district’s end-of-unit math assessments.</li> <li>8. 75% of HN students in grades 1-5 will meet expectations on the district’s end-of-unit math assessments.</li> </ol>
<b>EOY Results (Expectation/ Reality)</b>	<ol style="list-style-type: none"> <li>1. 90% of students in grade K will score at Meet or Exceed on the Number Corner Assessment in May 2024.</li> <li>2. 85% of HN students in grade K will score at Meet or Exceed on the Number Corner Assessment in May 2024.</li> <li>3. 100% of students in each grade (K-5) will make growth on the district math screener (NWEA MAP).</li> <li>4. 100% of HN students in each grade (K-5) will make growth on the district math screener (NWEA MAP).</li> <li>5. 90% of students in grades 3-5 will score at Meet or Exceed expectations on the Math IAB</li> </ol>

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	<p>assessments.</p> <p>6. 85% of HN students in grades 3-5 will score at Meet or Exceed expectations on the Math IAB assessments.</p> <p>7. 90% of students in grades 1-5 will meet expectations on the district’s end-of-unit math assessments.</p> <p>8. 85% of HN students in grades 1-5 will meet expectations on the district’s end-of-unit math assessments.</p>
<b>Responsible Individuals</b>	All classroom teaching and SpEd staff
<b>Timeline</b>	From September 2023 to June 2024
<b>Resources</b>	<p>IAB pre- and post-assessments</p> <p>Academic vocabulary and word meanings</p> <p>Question stems (for grades K-2)</p> <p>IAB-like practice questions (for grade 2)</p> <p>Math progressions in grades K-5</p> <hr/> <p>IAB teaching resources and fluent use Centralized Reporting System (CRS) (for grades 3-5)</p>
<b>Budget Implications</b>	

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### Goal 2 - Implementation and Milestones

	Beginning of the Year (9/23 – 12/233)	Middle of the Year (1/24 – 4/24)	End of the Year (4/24 – 6/24)
<b>Implementation Milestones</b>	<ol style="list-style-type: none"> <li>1. Review and discuss assessment calendar with teaching staff so that all staff know what is expected and by when</li> <li>2. Review student achievement and 23-24 goals with all staff</li> <li>3. Require teacher goalsetting to focus on identified areas of need in grade-levels based on school achievement data (SAD) on SIP and grade-level expectations (GLE)</li> <li>4. Conduct Grade-level Meetings (GLMs) once every six days with a focus on planning for learning outcomes, developing checkpoints, developing CCSS-related tasks, reviewing student achievement and performance (LASW) using checkpoint data.</li> <li>5. Through GLMs and faculty meetings, provide direct instruction on...               <ol style="list-style-type: none"> <li>a. Improving teacher understanding of the Math CCSS,</li> <li>b. How to develop questions and tasks most reflective of the Math CCSS to ensure grade-level work.</li> </ol> </li> </ol> <p>Teacher planning:</p> <ol style="list-style-type: none"> <li>c. developing specific and</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct SRBI 2</li> <li>2. Conduct review of teacher/grade-level goals in GLMs (mid-year progress)</li> <li>3. Conduct SIP review with SIP team</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct final SRBI</li> <li>2. Conduct final review of teacher/grade-level goals in GLMs/EoY meeting</li> <li>3. Conduct final SIP review with SIP team and determine areas for address in 23-24</li> </ol>

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	<p>measurable student learning outcomes reflective of CCSS.</p> <p>d. developing curricular classroom questions and tasks that closely reflect the CCSS,</p> <p>e. Improve grades 3-5 teachers' fluent use and familiarity with the ORS, and IAB tools and resources.</p> <p>Teacher instruction:</p> <p>6. increase students' use of appropriate math vocabulary (i.e. mean, median, mode) into units of study,</p> <p>7. Conduct learning walkthroughs based on SIP Strategies (SRBS)</p> <p>8. Use baseline data from district screener and various sources to review student achievement through SRBI and B-SRBI processes to address areas of academic and behavioral need</p>		
<b>Leading Indicators</b>	<ol style="list-style-type: none"> <li>1. Number Corner for K</li> <li>2. District screener (NWEA MAP for grades K-5)</li> <li>3. End-of-unit math assessments</li> <li>4. IABs for grades 3-5</li> </ol>		
<b>Lagging Indicators</b>	-	-	SBA
<b>Equity Goals and Shared Responsibility</b>	Review and determine the achievement of all subgroups, especially focused on HNSs and whether there's a comparative difference between them and the All-S group	Review and determine the achievement of all subgroups, especially focused on HNSs and whether there's a comparative difference between them and the All-S group	

## Fairfield Public Schools – School Improvement Plan

### SMART Goal 3

#### *Root Cause Analysis 1 - Based on School Performance*

#### **Background**

Covid issues aside, we have witnessed behavior issues increasing over the last few years and we are experiencing many more students who come to us not having the appropriate self-regulation skills and social skills (see CASEL Framework) to positively interact and connect with others. Additionally, we have seen an increase in the number of students who demonstrate an incapacity to behave in ways that are conducive to supporting their need to (a) initiate learning tasks, (b) remain working on a task, (c) deal with frustration and disappointment, and (d) appropriately integrate with peers. As such, we have observed students exhibiting behavioral challenges—primarily dysregulation as opposed to misbehavior. We characterize misbehavior as a deliberate and conscious violation of a known expectation/rule likely without regard for the safety and feelings of others, whereas we view dysregulation as behavior that is presently out of the child’s control and likely requires some sort of counseling support, direct behavioral instruction, and a greater degree of compassion.

#### **Root Cause**

Compounding this issue is that the Sherman staff have not received any professional learning in classroom management and student behavior in the past five years, and likely beyond that possibly dating back to the training in *Responsive Classroom* around 2010. While Sherman Behavioral Expectations and Rules have been established, communicated and emphasized, they have been implemented and reinforced inconsistently across K-5 classrooms.

#### **Theory of Behavior Instruction Action**

Regarding student behavior, we believe that...

1. Improving educator knowledge of the underlying drivers of student behavior (including identifying and acknowledging misconceptions/biases),
2. Improving educators’ capacity to support student behavior (by developing common-grade-level, school-aligned behavior plans and action steps, and explicitly teaching behavior, as well as applying appropriate logical consequences when necessary)...

will lead to the following:

1. A high percentage of teachers expressing that they feel more understanding and capable of supporting students’ social and academic behavior,
2. A high percentage of students in each classroom and grade demonstrating socially and academically appropriate behavior per educator reports,
3. Fewer students being raised for behavioral intervention in our Behavior-SRBI (B-SRBI) process compared to 20-21 (35), 21-22 (21), and 22-23 (18).

In keeping with the perspective of the *Responsive Classroom’s* approach, appropriate behavior must be (1) explicitly *taught*, (2) constantly *reinforced* (by acknowledging and highlighting it), and (3) frequently *reviewed*. Adherence to these principles will eventually result in less time wasted for behavior redirection.

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<b>School's Goal</b>	Improve students' behavior/performance.
<b>SMART Goal</b>	Reduce B-SRBI referrals from 18 (22-23) to less than 10 across all grade levels (K-5) by June 2024. Increase teachers' self-reported capacity to better understand and explicitly instruct student behavior by June 2024.
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<ol style="list-style-type: none"> <li>1. B-SRBI referrals from 18 (22-23) to less than 10 across all grade levels (K-5).</li> <li>2. 95% of teachers will express that they feel more understanding of student behavior and more capable of supporting their social and academic behavior by June 2024.</li> <li>3. 95% of teachers reporting that students in their classes frequently demonstrate socially and academically appropriate behavior.</li> </ol>
<b>District Improvement Plan Connection</b>	-

### 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)*

<b>Scientifically Research Based Strategy</b>	<ol style="list-style-type: none"> <li>1. Improve educator knowledge of the underlying drivers of student behavior (including identifying and acknowledging misconceptions/biases),</li> <li>2. Improve educators' capacity to support student behavior by developing common-grade-level, school-aligned behavior plans and action steps, and explicitly teaching behavior, as well as applying appropriate logical consequences when necessary</li> </ol>
<b>MOY Results (Expectation/ Reality)</b>	<ol style="list-style-type: none"> <li>1. Chronic absenteeism will drop from 13% to 9% overall across all grade levels (K-5).</li> <li>2. The percentage of HNSs (across all grade levels, K-5) will drop from 20% to 12%.</li> </ol>
<b>EOY Results (Expectation/ Reality)</b>	<ol style="list-style-type: none"> <li>1. Chronic absenteeism will drop from 13% to 5% overall across all grade levels (K-5).</li> <li>2. The percentage of HNSs (across all grade levels, K-5) will drop from 20% to 5%. By June 2023</li> </ol>
<b>Responsible Individuals</b>	Administration, social worker, school psychologist, SLP, teachers, paras
<b>Timeline</b>	From September 2023 to June 2024
<b>Resources</b>	<i>The Behavior Code</i> (Minahan & Rappaport, 2012) <i>Responsive Classroom</i> (books and articles)
<b>Budget Implications</b>	N/A

## Fairfield Public Schools – School Improvement Plan

### Goal 3 - Implementation and Milestones

	<b>Beginning of the Year (9/23 – 12/23)</b>	<b>Middle of the Year (1/24 – 4/24)</b>	<b>End of the Year (4/24 – 6/24)</b>
<b>Implementation Milestones</b>	<ol style="list-style-type: none"> <li>1. Review current B-SRBI students with teachers and determine the efficacy of the current plan</li> <li>2. Require teacher goalsetting to focus on identified areas of need in grade-levels based on school behavior data (SAD) on SIP and grade-level expectations (GLE)</li> <li>3. Conduct Grade-level Meetings (GLMs) once every six days with a focus on supporting and improving student behavior</li> <li>4. Through GLMs and faculty meetings, provide direct instruction on...               <ol style="list-style-type: none"> <li>a. Improving teacher understanding of student behavior</li> <li>b. Reviewing and refining common-grade-level, school-aligned behavior plans and action steps, explicitly teaching behavior, as well as applying appropriate logical consequences when necessary</li> </ol> </li> <li>5. Conduct learning walkthroughs focused on SIP Strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct B-SRBI 2</li> <li>2. Conduct review of teacher/grade-level goals in GLMs (mid-year progress)</li> <li>3. Conduct SIP review with SIP team</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct final B-SRBI</li> <li>2. Conduct final review of teacher/grade-level goals in GLMs/EoY meeting</li> <li>1. Conduct final SIP review with SIP team and determine areas for address in 23-24</li> </ol>



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	<p>6. Use baseline data from district screener and various sources to review student behavior through SRBI and B-SRBI processes to address areas of academic and behavioral need</p> <p>7. Conduct B-SRBI 1</p>		
<b>Leading Indicators</b>	Observations of students	Observations of students	Observations of students
<b>Lagging Indicators</b>	-	-	End of Year B-SRBI numbers Teacher self-reports
<b>Equity Goals and Shared Responsibility</b>	Review and determine B-SRBI numbers and teacher self-report data related to (a) understanding student behavior and feeling more capable of supporting students' social and academic behavior, as well as (b) observing students in their classes frequently demonstrate socially and academically appropriate behavior.		

Survey/Stakeholder Feedback

<p><b>School’s Goal</b></p>	<p>Creating and fostering positive and accepting learning environments</p>
<p><b>SMART Goal</b></p>	<p>By June 2024, 95% of staff will report that student interactions will be level 3 of 4 because they create environments that foster connection, acceptance and positive interaction between students (Culture and Climate 4.1, 4.2).</p>
<p><b>Strategies that will support teachers to achieve their SLO targets</b></p>	<p>I will require teachers to...</p> <ol style="list-style-type: none"> <li>1. Employ explicit modeling of expectations</li> <li>2. Use positive reinforcement by immediately highlighting when Ss are following expectations</li> <li>3. Immediately address behavioral issues by reminding Ss of the expectations and using logical consequences when they don’t</li> <li>4. Communicate this to parents</li> </ol> <p>I will also...</p> <ol style="list-style-type: none"> <li>5. Schedule monthly town-wide meetings to clarify, discuss and model behavioral expectations and acceptance (diversity, sensitivity, kindness, anti-racism)</li> <li>6. Provide explicit modeling and guided practice at faculty meetings</li> <li>7. Provide explicit training and guided practice to para staff</li> <li>8. Discuss this in monthly parent newsletter and at PTA meetings</li> <li>9. Schedule monthly <i>student leadership</i> meetings to discuss student behavior and classroom climates</li> <li>10. Provide opportunities for anonymous student feedback via suggestion boxes</li> </ol>
<p><b>Evidence of Success</b></p>	<p>From formal and informal observations...</p> <ol style="list-style-type: none"> <li>1. 95% or more of interactions between students will be positive, supportive, and accepting (see Appendix B).</li> <li>2. 95% of student feedback (grades 3-5) will indicate that they feel their environments are positive, supportive and accepting (see Appendix A)</li> <li>3. Students will primarily act and behave in academically, socially and emotionally appropriate ways as observed in formal and informal observations</li> </ol>

**Fairfield Public Schools – School Improvement Plan**



**Implementation and Milestones**

	<b>Beginning of the Year (9/23 – 12/23)</b>	<b>Middle of the Year (1/24 – 4/24)</b>	<b>End of the Year (4/24 – 6/24)</b>
<b>Implementation Milestones</b>			2.
<b>Leading Indicators</b>			
<b>Lagging Indicators</b>			
<b>Equity Goals and Shared Responsibility</b>			

## Fairfield Public Schools – School Improvement Plan

### Leadership Practice Focus Area (40%)

<p><b>Goal</b></p>	<p>Improve and enhance teachers’ planning to establish clear, specific and meaningful common student learning outcomes that elevate students’ thinking (requires them to think deeply, flexibly and be comfortable with ambiguity and unfamiliarity aligned with CCSS) and develop common learning checkpoints to monitor progress.</p> <p>This planning goal will also focus teachers’ capacity to identify and articulate specific areas of students’ learning that is well developed as well as specific areas that require intervention and support for improvement (i.e. Tier 1; <i>know your learning outcomes, your kids, and their achievement/numbers</i>) (Instructional Leadership 1.1, 1.2; Teacher planning Instructional Leadership 1.3).</p>
<p><b>Strategies that will support teachers to achieve their SLO targets</b></p>	<p>I will require teachers to...</p> <ol style="list-style-type: none"> <li>1. Determine and specify common unit learning outcomes (skills, understandings, behaviors) by interpreting curriculum documents</li> <li>2. Select meaningful measures of assessment (checkpoints).</li> <li>3. Use the LASW protocol to evaluate (a) student learning and (b) teacher decisions, actions</li> <li>4. Promote students’ flexible thinking and comfort with ambiguity and unfamiliarity; communicate this to parents and model and discuss it with students.</li> </ol> <p>I will also...</p> <ol style="list-style-type: none"> <li>5. Provide explicit modeling and guided practice at faculty meetings</li> <li>6. Establish grade-level goal areas of need and use these for T goals</li> <li>7. Meet with coaching team in every 6 days to review instructional practices, S achievement</li> <li>8. Discuss this in weekly staff newsletter and at faculty meetings</li> <li>9. Discuss this in monthly parent newsletter and at PTA meetings</li> <li>10. When and if possible, schedule teacher-to-teacher observations</li> </ol>
<p><b>Evidence of Success</b></p>	<p>As observed during observations, GLMs, through planning artifacts, and from teacher feedback...</p> <ol style="list-style-type: none"> <li>1. 100% of K-5 classroom teachers (<math>n=19</math>) in reading or writing or math will score a 3 or 4 out of 4 on the rubric (see Appendix C)</li> <li>2. 100% specials Ts (<math>n=4</math>) will score a 3 or 4 out of 4 on the rubric (see Appendix C) for units in two or more grade levels.</li> <li>3. 90% (22/25) of teachers’ qualitative feedback will be positive and will indicate that this unit planning process is more effective and efficient.</li> </ol>

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### Teacher Effectiveness (5%)

<b>Goal</b>	Improve teachers’ goal-setting process to ensure it is meaningful and relevant in which to enhance students’ learning as evidenced by meeting district learning expectations on curriculum measures and STAR Reading/Math (Instructional Leadership 1.1, 1.2, 1.3).
<b>Strategies that will support teachers to achieve their SLO targets</b>	<p>I will require teachers to draft goals that...</p> <ol style="list-style-type: none"> <li>1. Are meaningful and directly support their students meeting/exceeding district measures</li> <li>2. Require all students to meet grade-level expectations and making reasonable and appropriate academic progress.</li> </ol> <p>I will...</p> <ol style="list-style-type: none"> <li>3. Provide teachers with an organizer for drafting and submitting their goals and to support teacher goalsetting</li> <li>4. Provide detailed written and/or verbal feedback on their initial goal drafts and actual goals</li> <li>5. Provide on-going PL around areas related to teacher goals, ways to measure them and how to establish appropriate interventions to support their targets</li> </ol>
<b>Evidence of Success</b>	<ol style="list-style-type: none"> <li>1. 100% of teachers at Sherman will complete meaningful goal requirements, which will indicate that their students have met grade-level expectations and made reasonable and appropriate academic progress.</li> </ol>