

Fairfield Public Schools – School Improvement Plan

School Information

School's Name McKinley	School District	Fairfield Public Schools
Principal's Name: Brenda Anziano	School Year	2023-2024

School's Mission/Vision

The mission of McKinley School, in partnership with the community, is to provide our students with a rigorous and nurturing learning experience designed to maximize their intellectual, physical, social and emotional potential.

Theory of Action

If we build positive relationships with **ALL** students and improve **student engagement and discourse** on grade level content and curricular priorities then we will increase student achievement in literacy and numeracy.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Brenda Anziano	Interim Principal	Shannon Nilan	Literacy Coach
Eric Therriault	Assistant Principal	Allyson Schenker	LAS
Jessica Curtis	MST	Tisha Fox	ELL Specialist

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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/HMS
3rd	70% 53%	77% 68%	36% 37%	57%/38.9%
4th	62% 54%	38%38%	60% 55%	51%/
5th	70% 49%	56% 37%	51% 46%	50%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All
3rd	76% 69%	68% 63%	51% 46%	67%
4th	62% 54%	47% 43%	55% 41%	58%
5th	47% 32%	44% 26%	44% 44%	39%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	4.6%	7.5%	20.6%	
High Needs	5,2%	3.6%	26.6%	

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STAR - Early Literacy % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All
Kindergarten	K=56%	k=58% 43% 1=25% 25%	K=79% 69% 1=50% 50%	77%

STAR - ELA % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All
1st	74%	69% 70%	75% 66%	82%
2nd	53%	43% 31%	69% 60%	59%
3rd	50%	64% 52%	49% 40%	63%
4th	52%	42% 34%	51% 40%	48%
5th	45%	47% 30%	35% 22%	43%

STAR - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All
1st		77% 68%	87% 76%	82%
2nd		57% 49%	74% 63%	67%
3rd		64% 48%	61% 52%	78%

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4th		57% 42%	75% 67%	66%
5th		56% 45%	68% 58%	59%

SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

Based on the 2022-23 SBA ELA data, McKinley students performed significantly below benchmark. Although there was growth in some grade 3-5 data the cohort data shows several downward trends. Cohort Grades- 3-5 (ELA-71%,60%,50%), (Math-61%,55%,40%)

School's Goal	The students at McKinley Elementary School will be able to fluently read, analyze, interpret and communicate their understanding of grade appropriate text
SMART Goal	Grades 3-5 students will achieve 60% or higher in meeting/exceeding in ELA as measured by the Smarter Balanced Assessment in June 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The High Needs Subgroup will achieve an increase of 5% proficiency as measured by the ELA-SBA in June 2024.
District Improvement Plan Connection	ELA Performance Goal to close the gap by 20% and raise the bar by 10% on SBA (3-8). 100% of second graders will meet or exceed district wide standards in literacy.

Goal 1 (a) - Strategic Plan

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

Scientifically Research Based Strategy	Differentiated small group instruction
MOY Results (Expectation/ Reality)	By February 2023, the percentage of students meeting or exceeding expectations

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	Acadience/NWEA will be at 50% for all students.
EOY Results (Expectation/ Reality)	By June 2024, the percentage of students meeting or exceeding expectations on Acadience/NWEA will increase by 10% over baseline.AI
.Responsible Individuals	All staff
Timeline	October 2023 to June 2024
Resources	Coaching Data analysis/LASW protocols, Staff Book PLCs Digital tools
Budget Implications	Sub coverage

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	FPS Language Arts Curriculum will be implemented with fidelity. Review Spring and Fall 2023 assessment data, LAS Links proficiency levels, SRBI and SPED articulation data, and current student work.	Continue fidelity of implementation of TC Phonics Units of Study and Heggerty Phonemic Awareness Analyze Winter 2023/2024 assessment data Acadience/NWEA, Running Records Continue to implement coaching cycles	Analyze Spring 2024 assessment data SBA, Core, Heggerty PA Assessment, TC Phonics Assessment, LAS Links, <i>Acadeince/ NWEA</i> Completion of IAB assessments and Acadia/MWEA including data

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	Plan & implement coaching cycles Weekly PLC meetings will focus on leveraging data-driven decision-making for supporting differentiated small group instruction Staff Book Studies: Building Thinking Classrooms Structured Literacy Program: Grades 1 and 2 teachers will participate in PD, implement debrief on new learning in PD with Margie Gillis Implement scheduled flexible learning blocks with fidelity: 30 minute block built into K-5 schedules for tiered support; use data to determine and adjust small groups as needed & progress monitor regularly	Assess students utilizing IABs and review results to inform instruction. Data Review of IABs and Acadience/NWEA for reading subscores. Continue regular progress monitoring & use data to determine and adjust small groups as needed during the 30-minute flexible learning blocks with fidelity Staff development & share out on strategies that increase academic discourse and student engagement.	analysis for presentation to faculty Final PD in April reflect on student achievement based on new data instruments. Continue regular progress monitoring & use data to determine and adjust small groups as needed during the 30-minute flexible learning blocks with fidelity Review classroom instructional plan / progress monitoring data for flexible learning groups.
Leading Indicators	Acadience/NWEA reading performance baseline	Acadience/NWEA reading performance January assessment proficiency. Classroom common assessments review of students responses, in writing, to reading prompts using the SBA rubric.	Acadience/NWEA, SBA reading performance. Classroom common assessment review of students responses, in writing, to reading prompts using SBA rubric (criterion referenced).

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Lagging Indicators	N/A	N/A	N/A
Equity Goals and Shared Responsibility	Subgroup performance on indicators: Baseline Acadeince/NWEA High Needs:	Subgroup performance on indicators: MOY Acadeince/NWEA High Needs:	Subgroup performance on indicators: EOY Acadeince/NWEA High Needs:

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SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

Based on the 2022-23 SBA ELA data, McKinley students performed significantly below benchmark. Although there was growth in some grade 3-5 data the cohort data shows several downward trends. Cohort 3-5 (Math-61%,55%,40%)

School's Goal	The students at McKinley Elementary School will be able to use their fluent and flexible mathematical knowledge to help make sense of real world problems and persevere in solving them while showing, modeling and communicating their thinking.
SMART Goal	Grades 3-5 students will achieve 65% or higher in meeting/exceeding in Math as measured by the Smarter Balanced Assessment in June 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The High Needs Subgroup will achieve an increase of 5% proficiency as measured by the Math-SBA in June 2024.
District Improvement Plan Connection	Performance Goal to close the gap by 20% and raise the bar by 10% on SBA (3-8). 100% of second graders will meet or exceed district wide standards in numeracy.

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	Utilizing formative assessments for responsive teaching to scaffold learning so all students can access grade level content.
MOY Results (Expectation/ Reality)	By February 2024, the percentage of students meeting or exceeding expectations Acadience/NWEA will be at 55% for all students.
EOY Results (Expectation/ Reality)	By June 2024, the percentage of students meeting or exceeding expectations on Acadience/NWEA will increase by 10% over baseline.AI

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Responsible Individuals	All staff
Timeline	September 2023-June 2024
Resources	Math manipulatives, digital tools/programs, IABs
Budget Implications	PD

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
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Implementation Milestones	Implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills. Implementation of Number Corner units & ensuring all classroom have related resources Create a process to utilize Common Planning 1x monthly to analyze student work using the LASW protocol. Implement consistent & purposeful small group instruction to differentiate needs & monitor growth Communicate with families regarding mathematics instruction	All staff will participate, debrief, implement, and reflect on new learning related to engaging students and building high quality student discourse Continue fidelity of implementation of Number Corner units. Continue using PLC's and faculty meetings monthly to analyze student work using the LASW protocol. Review data gathered through Coaching Cycles for future math instructional needs / focus. Analyze Winter Acadience/NWEA math data (1-5) and IAB Assessments (3-5) for trends and instructional focus. Analyze Kindergarten Number Corner check ups for trends and instructional focus. Continue process to utilize Common Planning Time 1x monthly to review progress of students below grade level. Continue parent communication regarding math instruction.	Review implementation of Number Corner units for success/trends.. Review data gathered through Coaching Cycles for future math instructional needs / focus. Analyze spring 2023 NWEA math data (1-5) and IAB Assessments (3-5) for trends and future instructional focus. Utilize Common Planning Time to review progress of students below grade level. Grade level teams conclude LASW protocol with common assessments. Review classroom instructional plan / progress monitoring data for flexible learning groups.
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		Continued consistent & purposeful small group instruction to differentiate needs & monitor growth Based on assessments, grade level analysis & LASW, adjust & modify instruction to successfully implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills.	
Leading Indicators	Acadience/NWEA math performance baseline. K-5 Math unit assessments IABs (3-5)	MOY Acadience/NWEA math performance K number corner check-ups K-5 Math unit assessments IABs (3-5).	EOY Acadience/NWEA math performance K number corner check-ups K-5 Math unit assessments IABs (3-5).
Lagging Indicators		N/A	EOY NWEA Math - All school and high needs students
Equity Goals and Shared Responsibility	Subgroup performance on indicators: Baseline Acadience/NWEA High Needs:	Subgroup performance on indicators: MOY Acadience/NWEA High Needs:	Subgroup performance on indicators: EOY Acadience/NWEA High Needs:

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SMART Goal 3

Root Cause Analysis 1 - Based on School Performance

During the 2021-2022 school year, the percentage of chronically absent students increased to 20.6%. During the 2022-23 school year, the percentage of chronically absent students decreased to 19%.

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 by 5% for our entire school by June 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	100% of student will be able to identify 6 emogers and 10 Emotional Building Blocks
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027.

Goal 3 (a) - Strategic Plan

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, Move that World. Social Emotional Learning Framework All classrooms will complete MTW Units.
MOY Results (Expectation/ Reality)	80% of students will be able to identify at least 3 Emogers and 7 Building Blocks to support their SEL health. .

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EOY Results (Expectation/ Reality)	100% of students will be able to identify at least 5 Emogers and 10 building blocks from MTW to support their SEL health.
Responsible Individuals	All staff
Timeline	September 2023-June 2024
Resources	Second Step / Move This World
Budget Implications	Student incentives

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Provide teachers access to Digital Second Step-PD, MTW training. Utilize the home-school liaison Clarify for staff and parents - absentee policy and school based implementation Plan for fall SEL work - faculty meetings, CPT. (classroom teachers, SPED, specialists) -curriculum map lessons. Conduct articulation for chronically absent students with classroom teachers, specialists, school nurse as needed. Use McKinley	Review attendance & behavioral data Ensure staff is following attendance protocol for chronically absent students. Continue celebrations 100% implementation of SEL Curriculum. Continue providing attendance rewards - certificate/pencil/monthly picture an celebrate one student from 2022-23 with perfect attendance. Ensure that students connect consistently with their mentors, especially those who flag on DESSA or are chronically absent	Analyze whole school attendance data Gather feedback on SEL curriculum End of year celebration on attendance Gather feedback from students and mentors

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	absence logs. Celebrate 100% implementation of SEL Curriculum. Plan for attendance rewards - Celebrate class with the best attendance monthly Utilize Tier 1 lessons from mental health: (e.g., Stop, walk and talk, size if the problem School psychologist/social worker begin to implement Tier 2-3 lessons. Restart Student Council with an SEL focus. Determine current parent communication practices regarding SEL; establish minimum communication practice for the school. Consistent systems of support across all classrooms (morning meeting, use of language, relaxation tools and strategies, etc.). Continued use of Zones of Regulation for student self assessment and to establish a	Continue using classroom teachers are utilizing the SEL resources on the McKinley PLC site in Tier 1 & provide tools for teachers to keep track of lessons they've reviewed. Continue psychologist/social worker Tier 2-3 lessons as needed.	Analyze discipline referrals
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	common language across all settings. Foster social emotional awareness and self-regulation, tolerate differences, and create an environment where all children can learn		
Leading Indicators	Absentee Reports	Absentee Reports	Absentee Reports
Lagging Indicators	Review former chronic absenteeism data from 2022-23 school year and compare to current.	Review former chronic absenteeism data from 2022-23 school year and compare it to current.	Run final absenteeism report for the year and compare to 23-24.
Equity Goals and Shared Responsibility	Make family connections from additional staff (beyond classroom teacher) to the High Needs population. Present SIP goals including attendance to PTA and parent community at Open House.	The Attendance Team and community liaison will review attendance data and determine strategies to connect with families and encourage attendance from the High New and Hispanic/Latino population. Update PTA and parent community on progress towards decreasing chronic absenteeism.	The Attendance Team and community liaison will review attendance data and determine strategies to connect with families and encourage attendance from the High Needs and Hispanic/Latino population.