

## Fairfield Public Schools – School Improvement Plan

### School Information

<b>School's Name</b>	Holland Hill Elementary School	<b>School District</b>	Fairfield Public Schools
<b>Principal's Name</b>	Molly Farrell	<b>School Year</b>	2023-2024

### School's Mission/Vision

The mission of Holland Hill Elementary School, in partnership with families and the FPS 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.

Students at Holland Hill are met with an inclusive, welcoming school in which all students are SEEN\*HEARD\*LOVED.

### Theory of Action

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

If we take steps to develop academic agency and grit in our students, and create a strong home-school connection, our students will improve in academics, social-emotional skills and well-being, and in their desire to attend school regularly.

### School Improvement Plan (SIP) Representatives

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Molly Farrell	Principal	Bret Henkel	Assistant Principal
Lynne Fuchs	MST	Melissa Rodrigue & Amy Martin	LAS

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Name	Position	Name	Position
Brie Roberts	School Psychologist	Clare Stafstrom	LMS
Jackie DePierro	Grade 1	Katie Grady	Grade 2
Paulette White	Grade 3	Veronica Sanford	MLL

### 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	63/35	43%/16%	88%/83%	77%/38%
4th	58/41	69%/47%	72%/55%	77%/50%
5th	76/58	85%/63%	82%/71%	73%/38%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	63.5/66.5	N/A	89/87.5	70%/58.5%

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SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
3rd	73/52	45%/16%	88%/83%	72%/38%
4th	60/41	70%/58%	68%/35%	74%/33%
5th	76/58	87%/69%	76%/76%	70%/31%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	78.5/69	N/A	93/91.5	87%/81.6%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
5th	68/43	75/31	81/71	73%/38%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	5.0%	5.4%	10.2%	9.25%
High Needs	6.8%	6.7%	17.3%	18%

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STAR - Early Literacy % Proficient	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
Kindergarten	84/57	84/71	80/43

STAR - ELA % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
1st	68/59	73/61	61/55
2nd	79/55	69/50	74/50
3rd	52/16	77/50	73/50
4th	68/37	64/32	78/60
5th	68/45	65/33	59/35

STAR - Math % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
1st	69/56	75/47	73/55
2nd	83/80	78/68	81/59
3rd	66/32	84/73	81//60
4th	80/53	78/52	86/76

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<b>5th</b>	88/73	93/83	85/65
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### SMART Goal 1

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

The average score on all grade levels 3-5 was 76% on the SBA ELA. Students in grades 1-5 scored 69% 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.

<b>School's Goal</b>	Increase overall literacy performance.
<b>SMART Goal</b>	<p>78% 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:</p> <ul style="list-style-type: none"> <li>● Gr 3: 75%</li> <li>● Gr 4: 75%</li> <li>● Gr 5: 80%</li> </ul> <p>55% 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:</p> <ul style="list-style-type: none"> <li>● Gr 3 HNS: 50%</li> <li>● Gr 4 HNS: 50%</li> <li>● Gr 5 HNS: 60%</li> </ul>
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<p>70% 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.</p> <p>55% 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.</p>

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<b>District Improvement Plan Connection</b>	100% of second graders will meet or exceed district wide standards in literacy.
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**Goal 1 (a) - Strategic Plan**

<b>Scientifically Research Based Strategy</b>	Systematic and explicit whole class and small group instruction.
<b>MOY Results (Expectation/ Reality)</b>	<p><b>Goal:</b> 60% of all students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Winter 2024 administration.</p> <p><b>Reality:</b></p> <p><b>Goal:</b> 45% of high needs students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2024 administration.</p> <p><b>Reality:</b></p>
<b>EOY Results (Expectation/ Reality)</b>	<p><b>Goal:</b> 70% 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.</p> <p><b>Reality:</b></p> <p><b>Goal:</b> 55% 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.</p> <p><b>Reality:</b></p>
<b>Responsible Individuals</b>	All Staff - Principal, Assistant Principal, Classroom teachers, Language Arts Specialists, Special Education teachers
<b>Timeline</b>	September 2023 to June 2024
<b>Resources</b>	Decodable books from various publishers, read aloud books, Smarter Balanced Website
<b>Budget Implications</b>	Decodables for K-3, Materials for Vocabulary Instruction

**Goal 1 - Implementation and Milestones**

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	<p>Present SIP at Faculty Meeting.</p> <p>Create Fixed Coaching Cycles for all grade levels.</p> <p>Use Grade Level Meetings to review Spring data and initial fall data in order to determine focus for instruction and address whole class/small group needs. This includes analysis of SBA data in 3-5.</p> <p>Learn about Acadience K-3 (from LASs training session on 9/7/23 &amp; 9/8/23) in order to understand the data to inform instruction.</p> <p>Establish consistent conversations between all service providers around support plans for identified students.</p> <p><b>K-2:</b> Continue to teach the current curriculum while increasing our focus on Structured Literacy components &amp; practices.</p> <ul style="list-style-type: none"> <li>● <b>Decodable Routines</b></li> </ul>	<p>Target SRBI conversations and support plans around the data showing students identified as not meeting grade level standards.</p> <p>Continuous and frequent co-planning and collaboration between all service providers around support plans for identified students.</p> <p>Continue LASW in SBRI and GLM's in order to determine whole class and small group instruction to increase growth and development in 3-5. Add review of IAB performance to data review.</p> <p>K-2: Continual and frequent analysis of student work and planning to increase the transfer of the skills from TC Phonics Units of Study and Heggerty PA</p> <p>3-5: LASW to monitor the progress and transfer of spelling skills and mechanics from the implementation of the word work curriculum &amp; vocabulary study.</p> <p>Continue to implement resources chosen and modify as needed and participate in</p>	<p>Completion of IAB assessments including data analysis for presentation to faculty.</p> <p>Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement.</p> <p>Plan for a new “launch” using the structures of the HMH curriculum, including new vocabulary that is used with the modules.</p>

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	<ul style="list-style-type: none"> <li>● <b>PA and Heggerty</b></li> <li>● <b>Orthographic Mapping</b></li> </ul> <p><b>3-5:</b> Continue to teach the current curriculum while increasing our focus on vocabulary instruction in 3-5. Determine and implement resources to be used.</p> <ul style="list-style-type: none"> <li>● <b>Vocabulary Routines</b></li> </ul>	Literacy Walk-Throughs~ determine specific focus	
<b>Leading Indicators</b>	<p>K-3: Baseline Acadience - analyze for all students and high needs</p> <p>4-5: Baseline NWEA Reading - analyze for all students and high needs</p> <p>CORE Heggerty PA</p> <p>Gr 3-5: IABs - analyze in GLM's for all students and high needs</p>	<p>K-3: Baseline Acadience - analyze for all students and high needs</p> <p>4-5: Baseline NWEA Reading - analyze for all students and high needs</p> <p>CORE Heggerty PA</p> <p>Gr 3-5: IABs - analyze in GLM's for all students and high needs</p>	<p>K-3: Spring Acadience - analyze for all students and high needs</p> <p>Gr 4-5: NWEA Reading - analyze for all students and high needs</p>
<b>Lagging Indicators</b>	N/A	N/A	SBA ELA Results - analyze for all students and high needs
<b>Equity Goals and Shared Responsibility</b>	<p>Subgroup of High Needs performance on indicators:</p> <p>Fall</p> <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr 4-5: NWEA Reading</li> <li>● Gr K-3: Acadience</li> </ul>	<p>Subgroup of High Needs performance on indicators:</p> <p>Winter</p> <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr 4-5: NWEA Reading</li> <li>● Gr K-3: Acadience</li> </ul>	<p>Subgroup of High Needs performance on indicators:</p> <p>Spring</p> <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr 4-5: NWEA Reading</li> <li>● Gr K-3: Acadience</li> </ul>



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### SMART Goal 2

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

The SBA Math average score on all grade levels 3-5 was 72%. 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.

<b>School's Goal:</b>	Increase overall mathematics performance.
<b>SMART Goal</b>	70% of students overall in grades 3-5 will achieve proficiency on Math SBA in Spring 2024.  60% of High Needs Students in Grades 3-5 will achieve proficiency on Math SBA in Spring 2024.
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	70% of all students in grades K - 5 will meet or exceed NWEA benchmarks at the end of the year.  60% of all High Needs Students in grades K-5 will meet or exceed NWEA benchmarks at the end of the year.
<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.

#### Goal 2 (a) - Strategic Plan

<b>Scientifically Research Based Strategy</b>	Implementation of self-assessment survey and Problem of the Week Protocol to
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	develop agency and independence in problem solving. (K-5)
<b>MOY Results (Expectation/ Reality)</b>	<p><b>Goal:</b> 65% of all students in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2024 administration.</p> <p><b>Reality:</b></p> <p><b>HNS Goal:</b> 45% of all HNS in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2024 administration.</p> <p><b>Reality:</b></p>
<b>EOY Results (Expectation/ Reality)</b>	<p><b>Goal:</b> 70% of all students in grades K - 5 will meet or exceed NWEA benchmarks at the end of the year.</p> <p><b>Reality:</b></p> <p><b>Goal:</b> 60% of all High Needs Students in grades K-5 will meet or exceed NWEA benchmarks at the end of the year.</p> <p><b>Reality:</b></p>
<b>Responsible Individuals</b>	All Staff - Principal, Assistant Principal, Classroom teachers, MST, Special Education teachers
<b>Timeline</b>	September 2023 to June 2024
<b>Resources</b>	Time for planning, professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration
<b>Budget Implications</b>	None anticipated

**Goal 2 - Implementation and Milestones**

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	<p>Present SIP at Faculty Meeting</p> <p>Use Grade Level Meetings to review Spring data and initial fall data in order to determine focus for instruction and address whole class/small group needs. This includes analysis of SBA data in 3-5.</p> <p>PD related to new NWEA assessment for teachers: to administer, read results, and plan instruction.</p> <p>Establish consistent conversations between all service providers around support plans for identified students.</p> <p>K-2:</p> <ul style="list-style-type: none"> <li>Classroom teachers will utilize Bridges workspaces and <i>Problem of the Week</i> within current math units at least 3 days out of the 6 day cycle.</li> <li>Number Corner was built into classroom schedules</li> <li>Classroom teachers will incorporate math vocabulary and fluency into their daily</li> </ul>	<p>Target SRBI conversations and support plans around the data showing students identified as not meeting grade level standards.</p> <p>Continuous and frequent co-planning and collaboration between all service providers around support plans for identified students.</p> <p>Continue LASW in SBRI and GLM's in order to determine whole class and small group instruction to increase growth and development in 3-5. Add review of IAB performance to data review.</p> <p>Implement Problem of the Week/Vocabulary Walkthroughs</p>	<p>Completion of IAB assessments and NWEA including data analysis for presentation to faculty</p> <p>Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement.</p>

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	<p>instruction.</p> <p>3-5:</p> <ul style="list-style-type: none"> <li>• MST will assist classroom teachers to implement <i>Problem of the Week</i> and a student survey regarding student agency.</li> <li>• Classroom will post problem solving strategies in the classroom and will review with students regularly</li> <li>• Classroom teachers will incorporate math vocabulary and fluency into their daily instruction.</li> </ul>		
<p><b>Leading Indicators</b></p>	<p>September: K-5: Baseline Assessments</p> <p>Gr K-5 Fall Math NWEA Benchmark - analyze for all students and high needs</p> <p>Gr 2-5 Performance on administered survey</p> <p>Gr 3-5: OCT IABs - analyze for all students and high needs</p>	<p>November, January: Kindergarten: Number Corner Check Up Assessments</p> <p>Gr K-5 Winter Math NWEA- analyze for all students and high needs</p> <p>Gr K-3 Math (TBD) Benchmark - analyze for all students and high needs</p> <p>Gr 3-5: FEB IABs &amp; MARCH IABs - analyze for all students and high needs</p>	<p>March, May: Kindergarten: Number Corner Check Up Assessments</p> <p>Gr K-5 Spring NWEA Math - analyze for all students and high needs</p> <p>Gr 2-5 Performance on administered survey</p> <p>Gr 3-5: Spring IABs - analyze for all students and high needs</p>

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<b>Lagging Indicators</b>	N/A	N/A	SBA Math - All school vs. High Needs Students
<b>Equity Goals and Shared Responsibility</b>	Subgroup performance on indicators:  Fall Baseline: <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr K-5: NWEA Math</li> </ul>	Subgroup performance on indicators:  Winter: <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr K-5: NWEA Math</li> </ul>	Subgroup performance on indicators:  Spring: <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr K-5: NWEA Math</li> </ul>

### SMART Goal 3

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

Although our Chronic Absenteeism rates decreased in the 22-23 school year (9.25%), we are still concerned with overall attendance, especially in our High Needs subgroup (17.3%). Our School Climate Survey showed that 97% of our students agree with the statement “I feel like I belong in this school.” However, we would like to see improvement in the following indicators:

1. There is at least one adult at my school that I can talk to when I have a problem or concern. *Currently 80%-- will grow to 85%*
2. Students at my school treat each other with kindness. *Currently 38%-- will grow to 60%.*

<b>School’s Goal:</b>	With continued focus on creating a welcoming and supportive school climate, chronic absenteeism will decrease and student engagement will increase.
<b>SMART Goal:</b>	Chronic absenteeism will be 10% or less for all students at HH by June 2024.  Chronic absenteeism will decrease to 15% or less for high needs students at HH by June 2024.

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<b>Evidence of Success</b>  1 IAGDs <i>minimum</i> Inclusive and Equitable	On the Student School Climate Survey in Spring 2024- <ol style="list-style-type: none"> <li>3. 85% of students in Grades 3-5 will agree/strongly agree with this statement- <i>There is at least one adult at my school that I can talk to when I have a problem or concern.</i></li> <li>4. 60% of students in Grades 3-5 will agree/strongly agree with this statement- <i>Students at my school treat each other with kindness.</i></li> </ol>
<b>District Improvement Plan Connection:</b>	District Chronic Absenteeism rates will consistently be below 7.5% for all groups of students by 2027

### Goal 3 (a) - Strategic Plan

<b>Scientifically Research Based Strategy:</b>	Implement PAWS behavior expectations (from PBIS) to entire school community in order to cultivate a community environment of consistent kindness, respect and safety.
<b>MOY Results (Expectation/ Reality)</b>	<b>Goal:</b> In January 2024, chronic absenteeism will be at or below 12% for all students. <b>Reality:</b>  <b>Goal:</b> In January 2024, High Needs students' chronic absenteeism will be at or below 18% for all students. <b>Reality:</b>
<b>EOY Results (Expectation/ Reality)</b>	<b>Goal:</b> Chronic absenteeism will decrease to 10% or less for all students at HH by June 2024. <b>Reality:</b>  <b>Goal:</b> Chronic absenteeism will decrease to 15% or less for high needs students

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	at HH by June 2024. <b>Reality:</b>
<b>Responsible Individuals:</b>	All staff.
<b>Timeline:</b>	September 2023 to June 2024
<b>Resources</b>	PAWS posters; PAWS awards <u>Our School is A Family</u> DBT Materials for Calm Corners Move this World Soft Start Materials Communication and Connection Logs
<b>Budget Implications</b>	PAWS materials <u>Our School is A Family</u> books purchased in 22-23 budget

### Goal 3 - Implementation and Milestones

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	Present SIP at Faculty Meeting focusing on SEL goal- <ul style="list-style-type: none"> <li>● PAWS posters; PAWS awards</li> <li>● Our School is A Family</li> <li>● DBT Materials for Calm Corners</li> <li>● Move this World</li> <li>● Soft Start Materials</li> <li>● Communication and Connection Logs</li> </ul>	Faculty meeting- <i>Spotlight On:</i> Soft Start Successes & PAWS Check In/Noticings  Letters go home regarding attendance.  <i>Connection and Communication Log</i> will be reviewed at grade level meetings.  Chronic absenteeism will be reviewed at Leaderships and shared at grade level meetings/and or Tier 1 SRBI meetings.	Faculty meeting- <i>Spotlight On:</i> Soft Start Successes & PAWS Check In/Noticings  Letters go home regarding attendance.  <i>Connection and Communication Log</i> will be reviewed at grade level meeting

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	<p>Present PAWS at first Town Meeting with student skits. Introduce PAWS awards.</p> <p>Training with Support Teachers (paraprofessionals) on using PAWS.</p> <p>Present SIP Goals to families at Open House &amp; PTA meeting.</p> <p>Classroom teachers make family connections (e.g., phone call home) to all families.</p> <p>Classroom teachers will begin using <i>Connection and Communication Log</i>.</p> <p>Soft Starts are occurring in every classroom every day.</p> <p>Leadership Team will review last year's attendance data and determine if additional contact/supports are required for certain families.</p> <p>Chronic absenteeism data reviewed at SRBI Tier 1.</p>	<p>SRBI team meetings review effectiveness of PAWS and adjust as necessary.</p> <p>Meet with Support Teachers (paraprofessionals) to check in on PAWS.</p> <p>Schedule GLM for each grade level for SEL consultation &amp; student support with social worker and school psychologist.</p>	<p>Chronic absenteeism will be reviewed at Leadership and shared at grade level meetings.</p> <p>Schedule GLM for each grade level for SEL consultation &amp; student support with social worker and school psychologist.</p> <p>Leadership Team reflects on SEL goal for 23-24 and plans for 24-25.</p>
<b>Leading</b>	Monitoring of chronic absenteeism	Monitoring of chronic absenteeism rates	Monitoring of chronic



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<b>Indicators</b>	rates and data for All Students, HNS	and data for All Students, HNS.	absenteeism rates and data for All Students, HNS.
<b>Lagging Indicators</b>	<p>Review school climate data from 2023-24.</p> <p>Review former chronic absenteeism data from 2022-23 school year and compare to current.</p>	<p>Review former chronic absenteeism data from 2022-23 school year and compare to current rates.</p>	<p>School climate survey for students in grades 3-5 for 23-24</p> <p>Run final absenteeism report for the year and compare to 22-23.</p>
<b>Equity Goals and Shared Responsibility</b>	<p>Make family connections from additional staff (beyond classroom teacher) to the High Needs population.</p> <p>Present SIP goals including attendance to PTA and parent community at Open House. Highlight role of PAWS for all students.</p>	<p>The Leadership Team will review attendance data and determine strategies to connect with families and encourage attendance from the High Needs students.</p> <p>Update PTA and parent community on progress towards decreasing chronic absenteeism.</p>	<p>The Leadership Team will review attendance data and determine strategies to connect with families and encourage attendance from the High Needs population.</p>