

## Fairfield Public Schools – School Improvement Plan

### School Information

<b>School's Name</b>	Jennings Elementary School	<b>School District</b>	Fairfield Public Schools
<b>Principal's Name</b>	Tony Vuolo	<b>School Year</b>	2023-2024

### School's Mission/Vision

The mission of the Jennings School community is that every individual is promised safety, opportunity, respect, comfort, dignity and acceptance. We are dedicated to developing critical thinkers who take responsible risks, love to learn, strive for their personal best, and become community leaders.

### Theory of Action

If we provide meaningful and equitable learning opportunities for all students and improve student engagement and discourse, then we will increase achievement in literacy and numeracy and improve student attendance.

### School Improvement Plan (SIP) Representatives

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Tony Vuolo	Principal	Kathleen Ruppert	MST
Christina Fuller	Assistant Principal	Christine Alix	Grade 3
Stacia Piskura	Special Education	Lisa Lewin	Grade 5

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Name	Position	Name	Position
Lauren DiMeglio	LAS	Mary Dolan Collette	LAS

### 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
<b>3rd</b>	77/53	76/33	74/54	67/ 53
<b>4th</b>	64/30	72/29	90/100	65/45
<b>5th</b>	79/22	79/56	80/60	85/50

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
<b>School</b>	75/67 69/61	N/A	82/97 83/79	72 /49

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<b>SBA - Math % Proficient</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>	<b>2022-2023 All / HNS</b>
<b>3rd</b>	79/67	76/33	76/69	82/79
<b>4th</b>	76/45	78/29	85/67	70/45
<b>5th</b>	84/22	67/38	78/60	83/50

<b>SBA - Math Growth %</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>	<b>2022-2023 All / HNS</b>
<b>School</b>	88/91 91/69	N/A	73/67 86/108	79/61

<b>NGSS % Proficient</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>	<b>2022-2023 All / HNS</b>
<b>5th</b>	82/45	77/56	82/60	93/67

<b>Attendance Chronic Abs.</b>	<b>2018-2019</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>All Students</b>	6.1	3.3	8.5	8.8
<b>High Needs</b>	8.6	8.6	13.3	5.3

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STAR - Early Literacy % Proficient	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
Kindergarten	78/63	84/62	87/75

STAR - ELA % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st	71/88	82/67	80/67
2nd	62/39	78/78	79/65
3rd	78/57	65/45	73/58
4th	67/36	85/50	70/52
5th	74/45	67/27	80/57

STAR - Math % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st	76/71	87/83	80/75
2nd	70/50	86/67	88/85
3rd	89/86	78/60	85/73

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<b>4th</b>	71/30	90/83	78/60
<b>5th</b>	82/65	85/55	93/80

### SMART Goal 1

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

There is inconsistent growth in grades 3-5 on ELA SBA and K-5 on STAR Reading/EL. Strengthening Tier I is a vital component of continued academic improvement and increased achievement. There is also a need to develop understanding of the newly adopted curriculum. All students will develop proficient skills in areas of weakness, as evidenced by the SBA score analysis, NWEA and Acadience. All students, including High Needs Students, need increased access to grade level and complex text in order to develop and strengthen background knowledge, critical thinking skills, and vocabulary, in order to increase overall literacy performance.

<b>School's Goal</b>	<b>Increase overall literacy performance.</b>
<b>SMART Goal</b>	<ul style="list-style-type: none"> <li>➤ <b>80% of all students in grades 3-5 will meet or exceed SBA ELA standards in spring 2024.</b></li> <li>➤ <b>60% of all HNS in grades 3-5 will meet or exceed SBA ELA standards in spring 2024.</b></li> </ul>
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<ul style="list-style-type: none"> <li>➤ <b>The number of students meeting or exceeding on the NWEA/Acadience in grades 1-5 will increase by 10% from baseline by spring 2024.</b></li> </ul>
<b>District Improvement Plan Connection</b>	<b>100% of second graders will meet or exceed district wide standards in literacy.</b>

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### Goal 1 (a) - Strategic Plan

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

<b>Scientifically Research Based Strategy</b>	<b>Analyzing NWEA/Acadience and IAB results to identify grade level needs and provide consistent and targeted whole group and small group instruction to improve identified needs.</b>
<b>MOY Results (Expectation/ Reality)</b>	<b>The number of students meeting or exceeding on the NWEA/Acadience in grades 1-5 will increase by 5% from baseline by spring 2024.</b>
<b>EOY Results (Expectation/ Reality)</b>	<b>The number of students meeting or exceeding on the NWEA/Acadience in grades 1-5 will increase by 10% from baseline by spring 2024.</b>
<b>Responsible Individuals</b>	<b>All staff</b>
<b>Timeline</b>	<b>September 2023 - June 2024</b>
<b>Resources</b>	<b>Time for planning during grade level meetings and coaching cycles, professional development for non and certified staff. Training on NWEA and Acadience administration and analysis and use of results to guide and plan whole and small group instruction. Training on the newly adopted Imagine Learning Curriculum. Time to analyze ELA IAB results and plan whole and small group instruction.</b>
<b>Budget Implications</b>	<b>Language arts budget, Consultant/Professional development and books budget.</b>

**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>Discuss SIP and 2022-2023 SBA and STAR results at the beginning of the year faculty meeting. SRBI Meetings to analyze Acadience and NWEA data points.</p> <p>Implement TC PUOS and Heggerty PA in K-2 with fidelity. Implement Grade 2 TC PUOS unit 4 in fall of grade 3 with fidelity</p> <p>Implement phonics and vocabulary instruction in 3-5 with fidelity while familiarizing staff with Imagine Learning resources.</p> <p>Establish and review norms and expectations for regularly scheduled grade level meetings focused on analyzing student work, sharing effective</p>	<p>Continue staff comprehensive analysis of Acadience and NWEA through SRBI and triangulate with other assessments to determine focus for small group instruction. (Heggerty, TCPUOS, writing samples, IABs)</p> <p>Continue to implement TC PUOS and Heggerty PA in K-2 with fidelity. Use the “Look fors” in Classroom Observations with the curriculum support document.</p> <p>Using data from the IABs, teams will reflect on the efficacy of implementation of this unit of study. This data will be used to drive discussion during Common Planning Time and plan for building based Professional Development. Continue to implement phonics and vocabulary instruction in 3-5 with fidelity using Imagine Learning resources.</p> <p>Continue to meet with teachers regularly scheduled grade level meetings focused on analyzing student work, sharing effective instructional strategies and materials and evaluating student</p>	<p>SRBI Meetings to analyze Acadience and NWEA and all other data points. What worked, what didn’t work? How do you know? What should we replicate next year and what should we abandon based on data?</p> <p>Reflect on implementation of units of study.</p> <p>Reflect and evaluate the efficacy of phonics and vocabulary instruction in 3-5, and continue to deepen our understanding of the Imagine Learning Resources.</p> <p>Debrief with each grade level, service providers, and special education staff, to celebrate successes, reflect on results and make plans for next</p>

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	<p>instructional strategies and materials and evaluating student achievement. Conduct continuous and frequent conversations between all service providers around support plans for identified students.</p> <p>Utilize IABs for lesson planning and cultivating resources, to begin building test taking capacity/ stamina through explicit instruction and collaborative learning. In addition, children will be exposed to general test taking strategies with a focus on question structure and vocabulary.</p> <p>Engage in planned, specific and consistent professional learning opportunities. (Imagine Learning, Acadience, NWEA, Decodable Text protocol, etc.)</p> <p>Conduct instructional walkthroughs based on professional learning.</p>	<p>achievement and pacing of the FPS Language Arts curriculum to determine what adjustments or modifications are required to improve instructional practices. Conduct continuous and frequent conversation between all service providers around support plans for identified students.</p> <p>Continue to use IABs for lesson planning and cultivating resources, to continue building test taking capacity/ stamina through explicit instruction and collaborative learning. Continue to expose children to general test taking strategies with a focus on question structure, vocabulary, open ended written response and rubrics on student data.</p> <p>Continue to engage in planned, specific and consistent professional learning opportunities. (Imagine Learning, Acadience, NWEA, Decodable Text protocol, etc.)</p> <p>Conduct instructional walkthrough based on professional learning.</p>	<p>school year.</p> <p>Reflect on use of IABs for lesson resources and progress monitoring based on student data. Reflect on methods used to expose students to test-taking strategies to determine adjustments for next year.</p> <p>Reflect on teachers' new learning and impact on student achievement. Determine steps for next year based on new learning, new students and new data.</p> <p>Conduct instructional walkthrough based on professional learning - reflect on effects of implementation adjustments - What worked, what didn't work? How do you</p>
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			know? What should we replicate next year and what should we abandon based on data?
<b>Leading Indicators</b>	<p>K-5 Acadience/NWEA data for all students, with a focus on High Needs Students. SRBI Meetings to analyze and all other data points.</p> <p>3-5 IAB data for all students, with a focus on High Needs Students.</p> <p>Heggerty PA Assessment CORE</p> <p>Spelling Inventory</p> <p>Writing Samples</p>	<p>K-5 Acadience/NWEA data for all students, with a focus on High Needs Students. SRBI Meetings to analyze and all other data points.(Data analysis is Fall 2023 to Winter 2024.)</p> <p>3-5 IAB data for all students, High Needs Students</p> <p>Continue Heggerty PA Assessment CORE</p> <p>Spelling Inventory</p> <p>Writing Samples</p>	<p>Reflecting on: What worked? What didn't work? How do you know? What should we replicate next year and what should we abandon based on data?</p> <p>Reflect on IAB data and analyze with preliminary SBA data.</p> <p>Reflect on Heggerty, CORE, Spelling Inventory and writing sample data.</p>
<b>Lagging Indicators</b>	N/A	N/A	SBA ELA All Students, HNS
<b>Equity Goals and Shared Responsibility</b>	<p>Subgroup performance on indicators:</p> <p>Fall (IAB/Acadience/NWEA): TBD High Needs: TBD</p>	<p>Subgroup performance on indicators:</p> <p>MOY (IAB/Acadience/NWEA): TBD High Needs: TBD</p>	<p>Subgroup performance on indicators:</p> <p>EOY (IAB/Acadience/NWEA): TBD High Needs:TBD</p>

**SMART Goal 2**

*Root Cause Analysis 1 - Based on School Performance*

Overall, in grades 3-5 on the Spring 2023 Math SBA, 79% of students were meeting or exceeding with 61% of High Needs Students (HNS) meeting/exceeding.  
 On our STAR Math Spring 2023 Benchmarks, overall 85% of students were meeting or exceeding and 75% of HNS were meeting/exceeding. Grades 1-5 had an overall range of 78%-93% meeting or exceeding and a range of 60% - 85% meeting or exceeding for HNS.

<b>School’s Goal</b>	<b>Increase overall mathematics performance</b>
<b>SMART Goal</b>	<b>85% of students in grades 3-5 will meet or exceed SBA standards by spring 2024. 65% of HNS will meet or exceed SBA standards.</b>
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<b>The number of students meeting or exceeding on the NWEA in grades 1-5 will increase by 10% from baseline by spring 2024.</b>
<b>District Improvement Plan Connection</b>	<b>Mathematics performance, as measured by the SBA (3-8), will close the gap between subgroup proficiency performance by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.</b>

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### Goal 2 (a) - Strategic Plan

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

<b>Scientifically Research Based Strategy</b>	<b>Analyzing NWEA and IAB results to identify grade level needs and provide consistent and targeted whole group and small group instruction to improve identified needs.</b>
<b>MOY Results (Expectation/ Reality)</b>	<b>The number of students meeting or exceeding on the NWEA in grades 1-5 will increase by 5% from baseline by spring 2024.</b>
<b>EOY Results (Expectation/ Reality)</b>	<b>The number of students meeting or exceeding on the NWEA in grades 1-5 will increase by 10% from baseline by spring 2024.</b>
<b>Responsible Individuals</b>	<b>All staff- Principal, Assistant Principal, classroom teachers, math science teacher, special education teachers, paraeducators</b>
<b>Timeline</b>	<b>September 2023-June 2024</b>
<b>Resources</b>	<b>Time for planning, professional development for non and certified staff, Training on NWEA administration and analysis and use of results to guide and plan whole and small group instruction. Training as needed for new staff on curriculum and Number Corner. Time to analyze Math IAB results and plan whole and small group instruction. Interested teachers to read the book <u>Building Thinking Classrooms</u> by Peter Liljedahl-book group discussions.</b>
<b>Budget Implications</b>	<b>Purchase book for book group</b>

**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>Discuss SIP and 2022-2023 SBA and STAR results at the beginning of the year faculty meeting.</p> <p>Implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills (K-5)</p> <p>Grades K-5 will administer fall assessments, and utilize PLC meetings to analyze results, celebrate strengths, and identify areas of need to plan instruction and/or tiered support.</p> <p>Conduct continuous and frequent conversation between all service providers around support plans for identified students.</p> <p>Implement effective test taking strategies, with a focus on format, content, question types, and vocabulary.</p> <p>Engage in planned, specific and</p>	<p>Review SIP progress and recent NWEA/IAB data</p> <p>Continue to implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills (K-5)</p> <p>Grades K-5 will administer winter assessments, and utilize PLC meetings to analyze results, celebrate strengths, and identify areas of need to plan instruction and/or tiered support.</p> <p>Conduct continuous and frequent conversation between all service providers around support plans for identified students.</p> <p>Students will practice effective test taking strategies, with a focus on format, content, question types, and vocabulary.</p> <p>Continue to engage in planned, specific</p>	<p>Review SIP progress and final NWEA/IAB data</p> <p>Reflect on the implementation of FPS mathematics curriculum (K-5)</p> <p>Grades K-5 will administer spring assessments, and utilize PLC meetings to analyze results, celebrate strengths, and identify areas of need to set goals for next year.</p> <p>Debrief with each grade level, service providers, and special education staff, to celebrate successes, reflect on results and make plans for next school year.</p> <p>Teachers reflect on and share best practices.</p> <p>Reflect on professional learning and</p>

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	<p>consistent professional learning opportunities</p> <p>Conduct instructional walkthrough to engage in professional learning</p>	<p>and consistent professional learning opportunities</p> <p>Conduct instructional walkthrough to continue professional learning</p>	<p>set goals for next year.</p> <p>Reflect on instructional walkthroughs. What worked, what didn't work? How do you know? What should we replicate next year and what should we abandon based on data?</p>
<p><b>Leading Indicators</b></p>	<p>1-5 NWEA data for all students, with a focus on High Needs Students. SRBI Meetings to analyze and all other data points.</p> <p>3-5 Oct IAB data for all students, with a focus on High Needs Students.</p> <p>K Checkpoint Oct. - analyze for all students and high needs</p>	<p>1-5 NWEA data for all students, with a focus on High Needs Students. SRBI Meetings to analyze and all other data points.(Data analysis is Fall 2023 to Winter 2024.)</p> <p>3-5 Jan IAB data for all students, High Needs Students</p> <p>K Checkpoint Jan. - analyze for all students and high needs</p>	<p>1-5 NWEA data for all students, with a focus on High Needs Students. SRBI Meetings to analyze and all other data points.(Data analysis is Winter 2024 to Spring 2024.)</p> <p>3-5 Mar IAB data for all students, High Needs Students Reflect on IAB data and analyze with preliminary SBA data for all students, High Needs Students</p> <p>K Checkpoint Mar. - analyze for all students and high needs</p>
<p><b>Lagging Indicators</b></p>	<p>N/A</p>	<p>N/A</p>	<p>SBA Math All Students</p> <p>K-Number Corner benchmark May</p>

			assessment
<b>Equity Goals and Shared Responsibility</b>	Subgroup performance on indicator:  Fall (IAB/NWEA): High Needs	Subgroup performance on indicators:  MOY (IAB/NWEA): High Needs	Subgroup performance on indicators:  EOY (IAB/NWEA): High Needs

**SMART Goal 3**

*Root Cause Analysis 1 - Based on School Performance*

During the 2022-2023 school year, 8.5% of Jennings students were identified as chronically absent. Of those that were chronically absent, 5.3% were High Needs students.

On the 2023 spring climate survey:

75% of Jennings 3rd through 5th graders students in this school agree or strongly agree that students respect differences in other students (for example, if they are a boy or girl, where they come from, what they believe).

61% of Jennings 3rd through 5th graders students in this school agree or strongly agree that students at my school treat each other with kindness.

**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 acceptance will increase.**

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<b>SMART Goal</b>	<b>Chronic absenteeism will decrease to 7% for the entire school by June 2024.</b>
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<p><b>100% of students who were identified as chronically absent during the 2022-2023 school year will improve their attendance in 2023-2024.</b></p> <p><b>85% of students in grades K-5 will identify that they feel included in their class.</b></p> <p><b>80% of grades 3-5 students will agree or strongly agree that students at school treat each other with kindness on the EOY school climate survey.</b></p>
<b>District Improvement Plan Connection</b>	<b>District chronic absenteeism rates will consistently be at 5% for all groups of students by 2027.</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>	<b>CASEL Framework, Second Steps, Responsive Classroom, Mind Up</b>
<b>MOY Results (Expectation/ Reality)</b>	<p><b>90% of students who were identified as chronically absent during the 2022-2023 school year will improve their attendance in 2023-2024.</b></p> <p><b>80% of students in grades K-5 will identify that they feel included in their class.</b></p> <p><b>75% of grades 3-5 students will agree or strongly agree that students at school treat each other with kindness on the EOY school climate survey.</b></p>
<b>EOY Results (Expectation/ Reality)</b>	<p><b>100% of students who were identified as chronically absent during the 2022-2023 school year will improve their attendance in 2023-2024.</b></p> <p><b>85% of students in grades K-5 will identify that they feel included in their class.</b></p> <p><b>80% of grades 3-5 students will agree or strongly agree that students at school treat each other with kindness on the EOY school climate survey.</b></p>
<b>Responsible Individuals</b>	<b>Classroom teachers, specialists, school psychologists, administrators,</b>

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	paraeducators
<b>Timeline</b>	<b>September 2023- June 2024</b>
<b>Resources</b>	<b>CASEL Framework, Restorative Practices, Move This World, Second Steps and Responsive Classroom Curriculum, Mind Up, Literature to address SEL needs</b>
<b>Budget Implications</b>	<b>Possible additional SEL Materials</b>

### 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>	<p>Revise and implement Kindness Survey to be distributed to all students K-5.  <u>(Gr. 2-5) Kindness Survey 2023-24</u>  <u>(Gr. K/1) Kindness Survey 2023-24</u></p> <p>Provide classroom teachers with student specific absentee data as related to their class to be reviewed at Monthly PLC meetings.</p> <p>Re-evaluate 2022-23 plan for communication with families and modify this plan based on updated</p>	<p>Readminister and analyze Kindness Survey to all students K -5.</p> <p>Grade level teams will meet monthly to discuss students who are showing increased levels of absenteeism and develop plans for identified students.</p> <p>Families of chronically absent students will receive ongoing communication by a designated member of the SEL</p>	<p>Readminister Kindness Survey to all K-5 students and evaluate the results.</p> <p>Review schoolwide absentee results and develop a plan for the 2024-25 school year.</p> <p>Compile absenteeism data from the 2023-24 school year to plan for the following year.</p>



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	<p>district expectations for chronic absenteeism.</p> <p>Continue SEL committee work to address SEL and absenteeism; identifying roles for each member.</p> <p>Continue designated schoolwide SEL time to execute lessons/activities with targeted groups based on teacher input including school psychologist/all specialist/related services staff.</p> <p>Monthly school wide assemblies K-5 to target SEL focus areas along with DEI topics.</p> <p>10 Minute SEL Snapshot related to Move this World at school staff meetings targeting student and staff needs presented by varied Jennings staff</p> <p>Initial staff training on Restorative Practices</p> <p>Training for recess staff to support</p>	<p>Committee through phone calls, meetings or letters.</p> <p>SEL Committee meets every 8 weeks to discuss ongoing concerns around attendance and kindness/acceptance to determine next steps.</p> <p>Continue to evaluate schoolwide SEL needs to execute lessons/activities with targeted groups based on teacher input including school psychologist/all specialist/related services staff.</p> <p>Continue monthly school wide assemblies K-5 to target DEI and SEL focus areas</p> <p>Continue 10 Minute SEL Snapshot related to Move this World at school staff meetings targeting student and staff needs presented by varied Jennings staff</p> <p>Monitor understanding and initial implementation of Restorative Practices</p> <p>Continued training for recess staff to support SEL needs during recess as it</p>	<p>Reflect on SEL Committee meetings to discuss ongoing concerns around attendance and kindness/acceptance to determine next steps.</p> <p>Reflect on designated built in schoolwide SEL time to execute lessons/activities with targeted groups based on teacher input including school psychologist/all specialist/related services staff.</p> <p>Reflect on monthly school wide assemblies K-5 to target DEI and SEL focus areas</p> <p>Reflect on 10 Minute SEL Snapshot related to Move this World at school staff meetings targeting student and staff needs presented by varied Jennings staff</p> <p>Reflect on Restorative Practices, what worked?</p> <p>Reflect on training for recess</p>
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	SEL needs during recess as it relates to kindness and acceptance during structured games/play	relates to kindness and acceptance during structured games/play	staff to support SEL needs during recess as it relates to kindness and acceptance during structured games/play
<b>Leading Indicators</b>	Baseline school Kindness survey  Absentee Report from 22-23 school year.  N/A	Mid year Kindness Survey results  Calculate chronic absenteeism and identify students to support.  Dessa Winter Administration	End of year Kindness Survey results  Analyze results of absenteeism rates for the 2023 - 2024 school year.  Dessa Spring Administration
<b>Lagging Indicators</b>	Review School Climate data from 2022-2023.  Review chronic absenteeism data from 2022-2023.  Analyze DESSA data and determine student needs/identified students	Review chronic absenteeism data from the start of the 2023-24 school year.  Analyze DESSA data and determine student needs/identified students	Administer school climate survey  Compile chronic absenteeism data from September 2023 to June 2024.  Analyze DESSA data and determine student needs/identified students for articulation in Fall of 2024.
<b>Equity Goals and Shared Responsibility</b>	All Staff  Analyze school wide attendance data in conjunction with high needs attendance data.  Analyze schoolwide NWEA data	All Staff  Analyze school wide attendance data in conjunction with high needs attendance data.  Analyze schoolwide Winter NWEA data	All Staff  Analyze school wide attendance data in conjunction with high needs attendance data.  Analyze schoolwide Spring

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	and identify subgroups for further analysis	and identify subgroups for further analysis	NWEA data and identify subgroups for Fall 2024 articulation.
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