

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Fairfield Woods Middle School	School District	Fairfield Public Schools
Principal's Name	Colleen Banick	School Year	2023-2024

School's Mission/Vision

The mission of Fairfield Woods Middle School and 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.

Theory of Action

If we identify actionable goals with targeted key performance indicators and action steps for success then students will demonstrate increased achievement and report an increase in feeling respected at school.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Colleen Banick	Principal	Ken Seltzer	Assistant Principal
Steven DeAngelo	Assistant Principal	Mark Robinson	Dean of Students
Jackie Galante	LMS	Michelle Formato	MRT
Jane Vigliotti	WL Teacher	Ursula Lopez	WL Teacher

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Name	Position	Name	Position
Sharon Meyers	MRT	Nicole Massella	SRBI Coordinator
Maureen Rosa	WL Teacher	Kara Wayne	Sci/Math Teacher
Tina Bengermano	Health Teacher	Kat Narwold	LA Teacher
Lauren Maria	Reading Teacher	Cathleen Davenport	Math Teacher
Kara Giacobbe	Science Teacher	Rhiannon Kelty	Paraprofessional

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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 / HNS
6th	77%/50%	62%/41%	74%/56%	66%
7th	78%/56%	66%/42%	65%/53%	72%
8th	81%/47%	78%/49%	68%/55%	73%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	60%/53%	N/A	58%/53%	65%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
6th	70%/33%	47%/19%	63%/33%	59%
7th	68%/46%	50%/23%	55%/28%	62%
8th	71%/36%	60%/29%	54%/31%	50%

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SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	66%/57%	N/A	60%/55%	75%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
8th	77%/41%	73%/45%	64%/34%	62%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	2.4%	4.0%	14%	13.3%
High Needs	7.6%	13.5%	26.9%	20.6%

STAR - ELA % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All
6th	n/a	52%/35%	55%/32%	46%
7th	n/a	45%/26%	38%/18%	43%
8th	n/a	52%/23%	39%/18%	41%

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STAR - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All
6th	n/a	58%/28%	74%/48%	74%
7th	n/a	60%/30%	61%/30%	63%
8th	n/a	71%/37%	60%/29%	27%

SMART Goal 1

Root Cause Analysis - Based on School Performance

Student performance is not showing desired proficiency results in Language Arts as determined by the Smarter Balanced Assessment. The SBA data suggests that an increased focus on subgroups is necessary to improve student proficiency (met and exceeded benchmark) overall.

School's Goal	Improve literacy outcomes for all students
SMART Goal	75% of all students will demonstrate growth as measured by an increase in their scaled score in English Language Arts (ELA) on the Smarter Balanced Assessment in June 2024, as compared to the baseline of 65% of students demonstrating growth.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	65% of our Black/African American students will demonstrate growth as measured by an increase in their scaled score in English Language Arts (ELA) on the Smarter Balanced Assessment in June 2024, as compared to the baseline of 57% of students demonstrating growth. 70% of our Hispanic students will demonstrate growth as measured by an increase in their scaled score in English Language Arts (ELA) on the Smarter Balanced Assessment in June 2024, as compared to the baseline of 64% of students demonstrating growth.
District Improvement Plan Connection	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. (72% baseline)

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	Continue and expand upon the use of nonfiction reading strategies in the content
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	areas and across the curriculum Increase exposure to test taking strategies and academic vocabulary Within departments, staff will review data on current students and identify SBA learning targets where they can tailor instruction to target and improve on in their content area.
MOY Results (Expectation/ Reality)	NWEA results (% in meeting standards) IAB results Unit Assessments
EOY Results (Expectation/ Reality)	To close the gap between identified subgroups and all student performance in ELA as measured by the SBA baseline data.
Responsible Individuals	All classroom teachers; Principal; Assistant Principals, LAS', SRBI coordinator
Timeline	Fall 2023 - Spring 2024
Resources	CCSS, IABs, Flex time, Common Assessments, data analysis, grade level department time, PIRR meetings, ELA curriculum
Budget Implications	Continued funding of full-time ML/EL teacher at Woods, purchase of professional books and/or support materials in support of the goal.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Provide staff with grade level resources (SBA question stems, vocabulary lists, learning targets, IAB samples)	SRBI meetings (data reviews) Staff and students will be well versed in SBA question stems and vocabulary as evidenced by use of word walls, use in	Final SRBI meeting data review will

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	Staff members will log onto Tide site to review current performance of students and learning targets related to their content areas (Fall SRBI Meeting & UA meeting) Teams review and discuss fall NWEA performance Increase time and expectations for reading independently and writing across the curriculum • Provide content area literacy strategies (ie notice and note) and nonfiction reading strategies to staff and students	classroom assignments,etc. Faculty meeting for staff to share out nonfiction reading strategies across grade levels and content areas, and give time for teachers to plan for implementation.	
Leading Indicators	NWEA fall 2023 scores Fall IAB scores Fall Student Writing Samples Fall Common Unit Assessments/Performance Tasks	NWEA winter 2023-24 scores IABs LASW Assessments/Performance Tasks	NWEA spring 2023-24 scores IABs LASW Assessments/Performance Tasks
Lagging Indicators	Review of previous SBA scores for current class roster to identify longitudinal history of skill attainment (i.e. listening, reading, writing and research/inquiry)		Spring 2024 SBA scores
Equity Goals and Shared Responsibility	Subgroup performance Baseline SBA NWEA MAP Growth scores % Proficient in each grade level	NWEA MAP Growth scores IAB scores LASW/SRBI data reviews Professional texts, PD, monthly SRBI	NWEA MAP Growth scores Spring 2024 SBA scores 65% of our Black/African

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	57% of Black/African American students demonstrated growth between 2022 and 2023 ELA SBA 64% of Hispanic students demonstrated growth between 2022 and 2023 ELA SBA Professional texts, PD, monthly SRBI meetings and specific connections to subgroups	meetings and specific connections to subgroups	American students will demonstrate growth on the 2024 ELA SBA 65% of our Hispanic students will demonstrate growth on the 2024 ELA SBA Professional texts, PD, monthly SRBI meetings and specific connections to subgroups
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SMART Goal 2

Root Cause Analysis - Based on School Performance

Student performance on the Math SBA has declined approximately 14% over the past four testing years as determined by the Smarter Balanced Assessment. Fewer students, including overall and subgroup performance, are meeting proficiency standards.

School's Goal	Improve numeracy outcomes for all students.
SMART Goal	80% of all students will demonstrate growth as measured by an increase in their scaled score in Math on the Smarter Balanced Assessment in June 2024, as compared to the baseline of 75% of students demonstrating growth.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The Black/African American subgroup performance will improve from Fall to Spring 2024 on the NWEA math assessment. The High Needs subgroup performance will improve from Fall to Spring 2024 on the NWEA math assessment.
District Improvement Plan Connection	Mathematics performance, as measured by the SBA (3-8), will close the gap between subgroup proficiency performance by 10% and raise the bar by 5% from baseline 2021 district performance in a positive direction.

Goal 2 (a) - Strategic Plan

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

Scientifically Research Based Strategy	Teacher Clarity - define and introduce key vocabulary in context of the lesson to improve comprehension with mathematical problems. Spiral Progression Approach - expose learners to mathematical concepts and skills until they master by repeated practice to achieve deeper understanding.
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	Mathematical Mindset - provide student-centered, inquiry based tasks to analyze and solve complex problems incorporating literacy skills for understanding of question structure.
MOY Results (Expectation/ Reality)	Winter 2023 expectation: show growth on the NWEA MAP Growth Assessment
EOY Results (Expectation/ Reality)	Spring 2023 expectation: show growth on the NWEA MAP Growth Assessment AND growth on the SBA assessment as compared to Spring 2023.
Responsible Individuals	All classroom teachers; Principal; Assistant Principals, MRTs, SRBI coordinator
Timeline	Fall 2023 - Spring 2024
Resources	Copies of Building Thinking Classrooms (Liljedahl) for new Math staff members, wall mounted whiteboards and/or reusable chart paper for vertical work surfaces FWMS Math Department google drive folder, Edgemo, Illustrative Mathematics, PIRP Meetings, <u>Building Thinking Classrooms</u> book (Liljedahl)
Budget Implications	Funding for professional books, whiteboards/reusable chart paper and dry erase markers and erasers, grade level software, EdGemo programs, copy paper budget

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Schedule math department meetings once per quarter to continually monitor progress on SIP goals. September 2023 - share ideas for using resources including FWMS Math Department google drive	Implementation and Data Review of IABs and NWEA for math subscores. Creation and implementation of inquiry based tasks that require the use of applied mathematics. Identifying and implementing common performance tasks.	Completion of IAB assessments and NWEA including data analysis for presentation to faculty Grade level teams conclude with common assessments

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	folder and the EdGems platform, specifically incorporating vocabulary, word problems, performance tasks and spiral review. Identifying IAB practice to be incorporated into each unit throughout the year. Classroom common assessment creation, modifications and implementation.	Continue conversations in PIRR on SIP goal progress.	Reflect in PIRR on SIP goal progress for the year.
Leading Indicators	Analysis of Spring 2023 SBA results Analysis of Fall NWEA math performance baseline results	NWEA January assessment results to show improvement-revise percentage goal based on fall scores. Classroom common assessments review IAB Review	NWEA math performance May assessment to show improvement- revise percentage goal based on fall scores. Classroom common assessments review IAB Review
Lagging Indicators	n/a	n/a	SBA Data - 70% of all students to maintain or improve their math scaled score.
Equity Goals and Shared Responsibility	Professional texts, PD, monthly SRBI meetings and specific connections to subgroups Staff sets realistic benchmarks for implementation of school-wide goals	Professional texts, PD, monthly SRBI meetings and specific connections to subgroups	Professional texts, PD, monthly SRBI meetings and specific connections to subgroups Increase in NWEA MAP growth scores from fall to spring

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	Baseline SBA scaled score comparisons 22-23 - Percentage of students that maintained or improved their scaled score: Whole school: 67% Black/African American: 55% Hispanic: 62%		
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SMART Goal 3

Root Cause Analysis - Based on School Performance

In the 2023-2024 school year FWMS will increase the percentage of students and staff who report feeling respected at school.

School's Goal	Students and staff will feel more respected at school.
SMART Goal	In the 2023-24 school year, FWMS will increase the % of students and staff who report feeling respected at school by 6% as evidenced in Question #19 (staff survey) and Question #39 (student survey) in the School Climate survey.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	In the 2023-24 school year, FWMS students and staff will increase positive response to targeted questions on the school climate survey by 6%: "Students at my school treat each other with courtesy and respect." from 26.8% to 33%. "Students treat adults with respect at their school." from 27.5% to 33.5%.
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027 (16.5% baseline)

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 and use of Restorative Practices in classrooms and discipline throughout the building i.e; Classroom norms, Public Space norms, Restorative Circles, Restorative Conversations, Emotional Compass.
MOY Results (Expectation/ Reality)	By Mid-Year, the score will increase by 3% indicated on the survey distributed by the Climate Team at FWMS.
EOY Results (Expectation/ Reality)	End of Year, the score will increase by 6%+ indicated on the 2023-2024 School Climate Survey.
Responsible Individuals	Admin, Dean, all staff
Timeline	Fall 2023 - Spring 2024
Resources	Professional Development on Restorative Practices, Professional Development time to create materials for Classroom Norms and Public Space Norms.
Budget Implications	6th grade school climate presentation, large format printer materials, Restorative Practices coaching hours (Covered by SBDI grant monies)

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Teachers and students greet one another in hallways and doorways. Creating classroom expectations with students foster the sense of	continued Review and update Classroom Expectations as needed	continued

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	square on the front walkway as a welcome/welcome back to students Motivational Poster: WE are WOODS And in the WOODS... *WE treat all others with respect in our words and actions * WE keep our hands feet and objects to ourselves always *WE follow directions Uniform reflection sheets utilized when a rule is broken to help student reflect on the negative impact it has on school community : Reflection Sheet All 6th Graders will attend a School Climate assembly (Maggie & Tony - Interactive Theater) Monthly Attendance Monitoring and communication with families Consistent expectations in homerooms SEL opportunities for students during grade level lunch waves (recess, trivia, Friday music,	Check-ins with School Counselors and Support Staff, communication and support for families Monitor student attendance through utilization of Infinite Campus reporting and counseling meetings To be monitored by admin.	Analyze attendance data to discern impact of attendance support system
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	special A/V presentations)		
Leading Indicators	School climate is in need of attention because students and staff report feeling disrespected at school Review of absence data in counseling and admin meetings	FWMS Climate Team issued survey Review of absence data in counseling and admin meetings	School Climate Survey FWMS will see a decrease of student absenteeism with an increase of student engagement and participation as measured by Infinite Campus and end of year school survey
Lagging Indicators	Students and teachers report low scores in terms of feeling respected on the school climate survey On average our all student chronic absenteeism rate has been 13.3%.	FWMS Climate Team issued survey Continued monitoring of chronic absenteeism data	School Climate Survey At the end of year transition meetings, attendance data for and support plans for chronically absent students will be shared with appropriate staff
Equity Goals and Shared Responsibility	All staff will create Classroom Norms with students. All staff will use the Reflection Practice when an expectation is not met	Continued referral to Classroom Norms Dean to oversee Reflection Practice and will confer with school counselors/teachers	Attendance data review End of the year meeting with appropriate stakeholders to review data, supports and plan for the upcoming school year.