

School Information

School's Name	Mill Hill Elementary School	School District	Fairfield Public Schools
Principal's Name	Kevin Chase	School Year	2023-2024

School's Mission/Vision

The mission of Mill Hill Elementary School, 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 standards-based comprehensive educational program. The goal of this mission statement is for students at Mill Hill to feel seen, heard, and loved.

Theory of Action

If we provide students with a research and standards-based curriculum with an SEL focus, and intervene accordingly at all tiers of instruction, students' attainment and acquisition of specific content and skills will improve simultaneously with a demonstration of growth as a whole child.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Kevin Chase	Principal	Meagan Roxbee	LAS
Rebecca Feola	AP	Mary Ellen McKee	LAS
Lisa Ludwiczak	Psych	Nancy Meehan	MST
		Gina Han	LMS

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	79% / 65%	78% / 36%	83% / 61%	76% / 44%
4th	76% / 25%	73% / 40%	86% / 54%	83% / 55%
5th	79% / 46%	77% / 54%	75% / 53%	86% / 46%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	44/75	N/A	75/80	N/A

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / NHS
3rd	84% / 53%	69% / 54%	82% / 36%	71% / 44%
4th	76% / 44%	76% / 43%	83% / 47%	85% / 55%
5th	68% / 27%	56% / 33%	65% / 44%	70% / 27%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	50% / 52%	N/A	69% / 80%	

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
5th	79% / 36%	70% / 42%	69% / 24%	79% / 27%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022
All Students	1.7%	2.8%	6%
High Needs	N/A	N/A	7.1%

SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

ELA student performance is consistent. Strengthening Tier I is a vital component of continued academic improvement and increased achievement. The total population needs to build skill sets in areas of weakness that are evidenced by the SBA score analysis, beginning with foundational skills in K-2. Additionally, after reviewing data, HNS need exposure to more critical thinking skills and experiences with vocabulary and depth of knowledge in content areas.

SBA - ELA % Proficient	2017 - 2018	2018 - 2019	2020 - 2021	2021 - 2022	2022-2023	Average
All MH All / HNS	76% / 49%	78% / 44%	76% / 54%	82% / 64%	82% / NA	78% / 53%

School's Goal	Improve literacy outcomes for students.
SMART Goal	All students will achieve 85% proficiency in ELA as measured by the Smarter Balanced Assessment in June 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% 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. 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.
District Improvement Plan Connection	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.

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	Increase targeted instruction in small groups.
MOY Results (Expectation/ Reality)	80% of students in grades K - 5 will meet or exceed district determined benchmarks at the middle of the year
EOY Results (Expectation/ Reality)	85% of students in grades K - 5 will meet or exceed district determined benchmarks at the end of the year.
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Language Arts Specialists, Special Education teachers
Timeline	August 2023 - June 2024
Resources	Time for planning, professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration
Budget Implications	N/A

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Analyze district fall data to identify areas for improvement in Tier 1, students for targeted tiered instruction and begin SRBI conversations between all service providers around support plans for identified students Maintain protocols with fidelity for daily phonics instruction, Heggerty Phonemic Awareness practice, decodable text practice (K-2) and vocabulary instruction with fidelity (K-5) Establish use of vocabulary resources found in curriculum documents and SBA	Analyze district winter data/IABs to continue work to improve Tier 1 instruction and support for students in targeted tiered instruction. Conduct continuous and frequent co-planning and collaboration between all service providers around support plans for identified students Continue to familiarize students with the structure of questions, format, and vocabulary, particularly through the use of SBA stems	Develop data analysis for presentation and reflection to faculty upon completion of IAB assessments and district defined benchmarks Participate in grade level SRBI to reflect on areas for continued improvement and celebrate academic achievement Identify students for continued monitoring in the next grade level Align PD/PLT for special and classroom educators in regard to highly effective tiered reading practices

	resources for each unit (3-5) Align PD/PLTs for special and classroom educators in regard to highly effective tiered reading practices	Implement continual and frequent analysis of student work (LASW) and planning to increase the progress of transfer of the skills from: - TC Phonics Units of Study - Heggerty PA (K-2) - Spelling skills - Writing Mechanics - IAB Align PD/PLTs for special and classroom educators in regard to highly effective tiered reading practices	
Leading Indicators	K-5: District universal screens - analyze for all students and high needs Acadience (K-2) NWEA (3-5) Heggerty PA Spelling Inventory Gr 3-5: IABs - analyze for all students and high needs	K-5: District universal screens - analyze for all students and high needs Acadience (K-2) NWEA (3-5) Heggerty PA Spelling Inventory Gr 3-5: IABs - analyze for all students and high needs	K-5: District universal screens - analyze for all students and high needs
Lagging Indicators	K-2: Prior School Year District Benchmark Assessment - analyze for all students and high needs 3-5: Prior School Year SBA ELA Results - analyze for all students and high needs	N/A	K-2: District Benchmark Assessment (TBD) - analyze for all students and high needs 3-5: SBA ELA Results - analyze for all students and high needs
Equity Goals and Shared Responsibility	Subgroup of High Needs performance on indicators: Baseline • Gr 3-5: IAB • Gr 3-5: NWEA Reading • Gr K-2: Acadience	Subgroup of High Needs performance on indicators: Winter • Gr 3-5: IAB • Gr 3-5: NWEA Reading • Gr K-2: Acadience	Subgroup of High Needs performance on indicators: EOY • Gr 3-5: IAB • Gr 3-5: NWEA Reading • Gr K-2: Acadience

SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

Cohorts of 5th grade students dipped in proficiency level on Math SBA. Strengthening Tier I is a vital component of continued academic improvement and increased achievement. The total population needs to build skill sets in identified areas of weakness that are evidenced by the SBA score analysis, beginning with foundational skills in K-2. Additionally, after reviewing data, HNS need exposure to more critical thinking skills and experiences with vocabulary and depth of knowledge in content areas.

SBA - Math % Proficient	2018 - 2019	2020 - 2021	2021 - 2022	2022-2023	Average
All MH All / HNS	76% / 41%	61%/ 43%	77% / 42%	75% / 28%	58% / 39%

School's Goal	Increase overall mathematics performance.
SMART Goal	80% of students overall in grades 3-5 will achieve proficiency on Math SBA in Spring 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% of students in grades 1 - 5 will meet or exceed district (NWEA) benchmarks at the end of the year. 55% of High Needs Students in grades 1-5 will meet or exceed district (NWEA) benchmarks at the end of the year.
District Improvement Plan Connection	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.

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	Consistent implementation of FPS curriculum
MOY Results (Expectation/ Reality)	80% of students in grades 1 - 5 will meet or exceed district (NWEA) benchmarks at the end of the year.
EOY Results (Expectation/ Reality)	80% of students in grades 1 - 5 will meet or exceed district (NWEA) benchmarks at the end of the year.
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Math Science Specialists, Special Education teachers
Timeline	August 2023 - June 2024
Resources	Time for planning, professional development for all certified staff, building schedule aligned to support mathematics instruction
Budget Implications	

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills (K-5) Analyze district fall data to identify students for targeted tiered instruction and begin conversations between all service providers around support plans for identified students Conduct continuous and frequent conversation between all service providers around support plans	Maintain fidelity of implementation of FPS mathematics curriculum with a focus on conceptual understanding in addition to skills (K-5) • PLT conversations with MST to drive instruction and include relevant test taking strategies. • PLT time to MST related specifically to IABs and planning based on data Conduct continuous and frequent co-planning and collaboration between all service providers around	Present to faculty school-wide data analysis of IABs and NWEA assessments Participate in SRBI meetings that reflect on celebrations and areas of improvement

	for identified students Familiarize students with the structure of questions, format, and vocabulary, particularly through the use of SBA stems Establish culture in 3-5 classrooms to encourage questioning and student discourse. Share strategies with K-2 teachers that create culture to encourage questioning and discourse.	support plans for identified students Focus on structure of questions, format and vocabulary (3-5) through IAB practice Discuss implementation and improvements for questioning, student discourse and class culture	
Leading Indicators	September: K-5: Baseline Assessment K-5: District Benchmark Assessment (NWEA) - analyze for all students and high needs Gr 3-5: IABs - analyze for all students and high needs	November, January: Kindergarten: Number Corners Check Up Assessments Gr K-3 Math (NWEA) Benchmark - analyze for all students and high needs Gr 3-5: FEB IABs & MARCH IABs - analyze for all students and high needs	March, May: Kindergarten: Number Corners Check Up Assessments Gr K-3 Math (NWEA) Benchmark - analyze for all students and high needs
Lagging Indicators	N/A	N/A	SBA Math - All school vs. High Needs Students
Equity Goals and Shared Responsibility	Subgroup performance on indicators: Baseline (IAB/NWEA): High Needs:	Subgroup performance on indicators: MOY (IAB/NWEA): High Needs:	Subgroup performance on indicators: EOY (NWEA): High Needs:

SMART Goal 3

Root Cause Analysis 1 - Based on School Performance

Chronic absenteeism rates increased for all students at MHS during the COVID-19 pandemic (2019-2020: 5.5%, 2020-2021: 2.8%, 2021-2022: 6%) from previous school years. Chronic absenteeism rates have increased from previous school years for all students.

- [Student Climate Q25: Students at my school treat each other with kindness: 53% Neutral, Disagree or Strongly Disagree.](#)
- [Student Climate Q27: Students at my school are mean to each other: 67% Neutral, Agree or Strongly Agree](#)
- [Student Climate Q28: Students feel left out: 52% Agree and Strongly Agree](#)

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 safety and kindness and inclusivity will increase.
SMART Goal	Chronic absenteeism will decrease to 5.0% or less for all students at MHS by June 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. 100% of students who were identified as chronically absent during the 2022-2023 school year will improve their attendance in 2023-2024. 2. 100% of students in grades 3-5 identify on a Likert scale that they almost always feel safe and included within the MHS community by June 2024.
District Improvement Plan Connection	District chronic absenteeism will consistently be below 7.5% 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	CASEL Framework
MOY Results (Expectation/ Reality)	100% of identified students will demonstrate improvement in school attendance. 90% of all students will demonstrate improvement in feeling safe and included on the Student School Climate Survey.
EOY Results (Expectation/ Reality)	Chronic absenteeism will be at 5.0% or less for all students at MHS. 100% of students at MHS express via a Likert scale they almost always feel safe and included with their peers.
Responsible Individuals	Classroom teachers, specialists, school psychologists, social workers, special education staff, assistant principal, principal
Timeline	September 2023-June 2024
Resources	Ensure all classrooms have CASEL framework, Everyday Speech (specialists), Move This World Program, Access to whole school curriculum for whole class lessons, Small group instruction, SEL classroom lessons from PPS staff, SOAR program.
Budget Implications	Supplies for: SOAR (SOAR tickets, posters, etc), class lessons, calming boxes

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review results of the school climate survey with all staff Identify any prior year student who was chronically absent, identify barriers that prevented the student from regular attendance, and develop a strategy for the start of the school year. Communicate the goal with parents and classroom teachers. Create a statement for all general education teachers to deliver to families	Discuss progress on school climate initiatives at a staff meeting Collaborate and check-in with support staff and classroom teachers at the end of each month to discuss students who are showing increased levels of absenteeism and develop plans; attend conferences with teachers as needed Maintain regular communication with families of chronically absent students via appropriate staff member	Administration of school climate survey to students Review chronic absentee data Identify any student who was chronically absent, identify barriers that prevent student from meeting goal, develop beginning of year strategies, articulate to next school year's teacher as well as family

	at Open House regarding attendance and chronic absenteeism Define a clear process for communicating with families of chronically absent students; share processes with staff members. Support teachers with implementation of new SEL curriculum, Move This World	Increase professional development for all staff with a focus on kindness and inclusivity Schedule regular School Climate Committee meets every 4-6 weeks to discuss ongoing concerns around attendance and kindness/inclusivity	
Leading Indicators	Behavior indicators: office referrals/referrals to Behavior SRBI Attendance rates	Behavior SRBI meeting and progress updates Run report for chronic absenteeism and calculate. Then identify students to support	Behavior SRBI Meetings—exit rates School Climate Survey Run report for chronic absenteeism and calculate
Lagging Indicators	Review Behavior SRBI rollover students Review school climate data from 2022-2023 Review former chronic absenteeism data from 2022-2023 school year	Review school climate data from 2022-2023 Review former chronic absenteeism data from 2022-2023 school year	School climate survey for students in grades 3-5 Run final absenteeism report for the year
Equity Goals and Shared Responsibility	Discuss attendance goal with PTA presidents Meet with PTA Presidents and School Climate Committee to discuss school wide kindness initiative. Brainstorm needed resources	School psychologists, Assistant principal, Social Worker attend PTA meeting to update community on SIP data (attendance, kindness)	School psychologists, Assistant principal, Social Worker share final SIP data with PTA presidents