

Fairfield Public Schools – School Improvement Plan

School Information

School’s Name	Osborn Hill Elementary School	School District	Fairfield Public Schools
Principal’s Name	David Hudspeth	School Year	2023-2024

School’s Mission/Vision

The mission of Osborn 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 comprehensive educational program. Each member of our community CARES - by demonstrating **Cooperation, Awareness, Responsibility, Empathy, and Self-Control**.

Theory of Action

If we build positive relationships with **ALL** students and improve **student engagement, agency, and discourse**, then we will increase student attendance and achievement in literacy and numeracy.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
David Hudspeth	Principal	Patty Day	Assistant Principal
Colleen Morello	Language Arts Specialist	Cheryl Smith	Language Arts Specialist
Beth Greer	Math Science Teacher	Lindsay Feducia	Psychologist

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Name	Position	Name	Position
Ann Marie Soto	Kindergarten Teacher	Audra Dressler	Psychologist
Deanna Renzulli	Third Grade Teacher		

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	74% / 39%	81% / 58%	65% / 17%	74% / 36%
4th	77% / 15%	64% / 15%	80% / 73%	79% / 50%
5th	85% / 58%	87% / 38%	72% / 38%	78% / 40%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	70% / 59%	N/A	65% / 54%	N/A

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS

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3rd	75% / 23%	86% / 58%	76% / 25%	70% / 36%
4th	76% / 50%	68% / 38%	80% / 73%	79% / 50%
5th	80% / 36%	79% / 38%	57% / 15%	74% / 44%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	71% / 73%	N/A	64% / 60%	N/A

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
5th	82% / 56%	80% / 38%	69% / 31%	83% / 56%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	4.8%	3.2%	6.8%	6.7%
High Needs	8.0%	4.2%	8.8%	7.2%

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STAR - Early Literacy % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
Kindergarten	79%/	90%/ 67%	87% / 91%	79% / 57%

STAR - ELA % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st	85% /	83%/ 71%	89.7% / 63%	89% / 86%
2nd	72% /	82%/ 36%	83.8% / 58%	77% / 50%
3rd	75% /	76%/ 36%	73.8% / 44%	79% / 54%
4th	75% /	60%/ 14%	78.7% / 56%	83% / 75%
5th	68% /	70%/ 18%	54.1% / 33%	65% / 25%

STAR - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
1st	93%	93% / 100%	81.4% / 56%	92% / 87%
2nd	81%	80% / 29%	82.4% / 58%	94% / 80%
3rd	91%	79% / 55%	83.1% / 63%	79% / 62%
4th	84%	72% / 36%	91.8% / 78%	89% / 67%

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5th	89%	88% / 27%	83.6% / 67%	87% / 63%
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SMART Goal 1

Root Cause Analysis - Based on School Performance

Overall, in grade 3-5 on the Spring 2023 ELA SBA, 77% of students were meeting/exceeding with 42% of High Needs Students (HNS) meeting/exceeding. There was a range of 36% to 50% of HNS meeting/exceeding- a tighter range than 17%-73% in 2022. On our STAR Reading Spring 2023 Benchmarks, overall 78.5% of students were meeting/exceeding and 65% of HNS were meeting/exceeding. Grades K-4 had an overall range of 77%-89% meeting/exceeding and a range of 50%-86% meeting/exceeding for HNS.

School's Goal	Increase overall literacy performance
SMART Goal	<p>Overall, 80% of 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"> ● Gr 3: 77% ● Gr 4: 81% ● Gr 5: 80% <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"> ● Gr 3 HNS: 60% ● Gr 4 HNS: 50%

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	<ul style="list-style-type: none"> Gr 5 HNS: 60%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% 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. 60% 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	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	Systematic and explicit whole class and small group instruction.
MOY Results (Expectation/ Reality)	Goal: 75% of students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Winter 2024 administration. Reality: GOAL HNS: 60% of HNS in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Winter 2024 administration. Reality HNS:
EOY Results (Expectation/ Reality)	Goal: 80% 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. Reality: Goal HNS: 60% 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.

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	Reality HNS:
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Language Arts Specialists, Special Education teachers,
Timeline	August 2023-June 2024
Resources	Smarter Balanced website (IAB data): sample questions, texts, examples and rubrics. Read aloud texts (multiple copies)
Budget Implications	Possible purchase of multiple copies of read aloud text

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>LASW (review of Spring data and fall data) to determine focus for instruction to address whole class/group needs (that includes explicit and systematic instruction). Review lagging data in order to identify students that may need monitoring and attention through the SRBI process that have not been previously identified.</p> <p>Students will be exposed to test taking strategies with a focus on structure of questions and format</p> <p>School wide focus on listening</p>	<p>Ongoing consistent and purposeful small group instruction (that includes explicit and systematic instruction) to differentiate needs and monitor growth - LASW to determine small group need</p> <p>Target SRBI conversations and support plans around “cuspy” kids (as seen in district data and student work) that are not identified previously</p> <p>Using IAB data, discuss areas of growth and improvement as related to previous lessons and plan for instruction to focus on areas of need.</p>	<p>Completion of IAB assessments and Acadience/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> <p>Possible introduction to new curriculum in regards to structure of literacy block and what instructional model will look like/try out resources/ etc.</p>

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	<p>comprehension (through a whole school read aloud). Focus on vocabulary and connect to SEL curriculum and build cross-grade level/school-wide relationships around a common experience. Grades 3-5 will connect questions and conversation around SBA work.</p> <p>Learn about Acadience K-3 (from LASs training session on 9/8/23) in order to administer, understand the data and use to inform instruction.</p> <p>PD related to new NWEA (4-5) assessment for teachers: to administer, read results, and plan instruction.</p>	<p>Continue with the whole school read aloud (picture books, chapter books, etc.) and provide opportunities for student to student conversations that address vocabulary and SEL curriculum.</p> <p>Analyze growth on Acadience K-3 and NWEA 4-5 and look for grade level trends and school-wide trends. Plan instruction based on analysis.</p>	<p>Plan for a new “launch” using the structures of the HMH curriculum, including new vocabulary that is used with the modules.</p>
<p>Leading Indicators</p>	<p>K-3: Baseline Acadience - analyze for all students and high needs</p> <p>Gr 4-5: Baseline NWEA Reading - analyze for all students and high needs</p> <p>CORE Heggerty PA</p> <p>Gr 3-5: IABs - analyze for all students and high needs</p>	<p>K-3: Winter Acadience - analyze for all students and high needs</p> <p>Gr 4-5: NWEA Reading - analyze for all students and high needs</p> <p>CORE Heggerty PA</p> <p>Gr 3-5: IABs - analyze for all students and high needs (possible focus on listening as related to the read aloud work).</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>

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Lagging Indicators	N/A	N/A	SBA ELA Results - analyze for all students and high needs
Equity Goals and Shared Responsibility	<p>Subgroup of High Needs performance on indicators:</p> <p>Baseline</p> <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience 	<p>Subgroup of High Needs performance on indicators:</p> <p>Winter</p> <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience 	<p>Subgroup of High Needs performance on indicators:</p> <p>Spring</p> <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience

SMART Goal 2

Root Cause Analysis - Based on School Performance

Overall, in grade 3-5 on the Spring 2023 Math SBA, 75% of students were meeting/exceeding with 43% of High Needs Students (HNS) meeting/exceeding. There was a range of 36% to 50% of HNS meeting/exceeding- a tighter range than 15%-73% in 2022. On our STAR Math Spring 2023 Benchmarks, overall 88% of students were meeting/exceeding and 74% of HNS were meeting/exceeding. Grades 1-5 had an overall range of 79%-92% meeting/exceeding and a range of 62%-87% meeting/exceeding for HNS.

School's Goal	Increase overall mathematics performance
SMART Goal	<p>Overall, 78% of students in grades 3-5 will meet or exceed MATH 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"> ● Gr 3: 75% ● Gr 4: 77% ● Gr 5: 80%

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	<p>55% of HNS will meet or exceed MATH 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"> ● Gr 3 HNS: 60% ● Gr 4 HNS: 50% ● Gr 5 HNS: 60%
<p>Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable</p>	<p>75% of all students in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2024 administration.</p> <p>50% of all HNS in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2024 administration.</p>
<p>District Improvement Plan Connection</p>	<p>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.</p>

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)

<p>Scientifically Research Based Strategy</p>	<p>To use pre-assessment data and other progress monitoring data to make instructional decisions.</p>
<p>MOY Results (Expectation/ Reality)</p>	<p>Goal: 73% of all students in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2024 administration.</p> <p>Reality:</p> <p>HNS Goal: 50% of all HNS in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2024 administration.</p> <p>Reality:</p>

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EOY Results (Expectation/ Reality)	<p>Goal: 78% of all students in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2024 administration.</p> <p>Reality:</p> <p>HNS Goal: 55% of all HNS in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2024 administration.</p> <p>Reality:</p>
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Math Science Specialists, Special Education teachers,
Timeline	August 2023 - June 2024
Resources	Bridges Assessment guides, FPS curriculum documents
Budget Implications	N/A

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Establish use of pre-assessments (Unit Pre-assessments and/or IAB/FIAB) with grade level partners to make adjustments to curriculum.</p> <p>Establish use of vocabulary resources found in curriculum documents and SBA resources for each unit.</p>	<p>Check in on grade level pace through math units. Ensure the adjustments made based on pre-assessments are impacting the pace positively.</p> <p>Continue to share vocabulary resources and ways to implement them. Look for opportunities for whole-school focus.</p>	<p>Provide feedback to the district on pre-assessments and pacing. Plan for 24-25 based on learning.</p> <p>Share which specific vocabulary resources were most impactful in assuring success on unit and standard tests.</p>

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	<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>Analyze math data using Data Ed at the school level by support staff and at the classroom level by classroom and special ed teachers.</p> <p>After the winter assessment window, service providers will meet to review data for identified students.</p>	<p>Correlate NWEA results to SBA results.</p> <p>Reflect on student growth in the stakeholder conversations and plan for 24-25.</p>
Leading Indicators	<p>September: K-5: Baseline Assessment</p> <p>Gr K-5 Fall Math NWEA Benchmark - analyze for all students and high needs</p> <p>Gr 3-5: OCT IABs - analyze for all students and high needs</p>	<p>November, January: Kindergarten: Number Corners Check Up Assessments</p> <p>Gr K-5 Winter Math NWEA Benchmark - analyze for all students and high needs</p> <p>Gr 3-5: FEB IABs & MARCH IABs - analyze for all students and high needs</p>	<p>March, May: Kindergarten: Number Corners Check Up Assessments</p> <p>Gr K-5 Spring Math NWEA Benchmark - analyze for all students and high needs</p>
Lagging Indicators	N/A	N/A	SBA Math - All school vs. High Needs Students
Equity Goals and Shared Responsibility	<p>Subgroup of High Needs performance on indicators:</p> <p>Fall Baseline:</p> <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr K-5: NWEA Math 	<p>Subgroup of High Needs performance on indicators:</p> <p>Winter:</p> <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr K-5: NWEA Math 	<p>Subgroup of High Needs performance on indicators:</p> <p>Spring:</p> <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr K-5: NWEA Math

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Our Chronic Absenteeism rates overall in 2022-2023 were 6.7%, about the same as the 2021-2022 rate of 6.8%. There was, however, a drop in the rate of High Need Student Absenteeism, with 7.2% in 2022-2023 after 8.8% in the 2021-2022 school year. This HNS rate is lower than our pre-COVID rate of 8.0% in the 2018-2019 school year.

School Climate Indicators as seen on the student climate survey

Q25: Students at my school treat each other with kindness-8% (disagree and strongly disagree), 40% (neutral), 51% (agree and strongly agree)

Q27: Students at my school are mean to each other-30% (disagree and strongly disagree), 40% (neutral), 30% (agree and strongly agree)

Q30: When I am at school, I am teased, picked on, called names, or left out- 43% (never), 49% (some days), 8% (most days), 0% (every day)

School's Goal	Through implementation of strategies and systems which promote a positive and safe school community, chronic absenteeism will decrease and student climate scores related to kindness will increase.
SMART Goal	Chronic absenteeism will decrease to 6.0% or less for all students at OHS by June 2024.
	Chronic absenteeism will decrease to 6.5% or less for all HNS at OHS by June 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<ol style="list-style-type: none"> 1. 90% of students in grades 3-5 identify on a Likert scale that they feel included and observe expected school behaviors most days at OHS by June 2024. 2. On Q30, 0% of students will remain in the everyday category, and the never category will increase to 50%.
District Improvement Plan Connection	District chronic absenteeism will consistently be below 7.5% for all groups of students by 2027

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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, Second Steps, Responsive Classroom, Everyday Speech, Move This World.
MOY Results (Expectation/ Reality)	All students will have 8 or less days absent. 75% of students in grades 3-5 identify on a Likert scale that they feel included and observe expected school behaviors most days at OHS by June 2024.
EOY Results (Expectation/ Reality)	94% or more students will attend school on a regular basis. 90% of students in grades 3-5 identify on a Likert scale that they feel included and observe expected school behaviors most days at OHS by June 2024. On Q30, 0% of students will remain in the everyday category, and the never category will increase to 50%.
Responsible Individuals	Classroom teachers, specialists, school psychologists, assistant principal, principal
Timeline	August 2023-June 2024
Resources	Ensure all classrooms have CASEL framework, Everyday Speech, Responsive Classroom, Move This World and Second Step curriculums. Access to whole school curriculum for whole class lessons, Small group instruction District Attendance Staff Handbook
Budget Implications	Supplies for CARES, class lessons

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Design and implement a kindness/inclusivity scale to be distributed to all students 3-5.	Readminister the kindness/inclusivity scale to all students 3-5.	Final administration of kindness/inclusivity scale to all students 3-5.

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	<p>Share results from 22-23 School Climate Surveys with staff.</p> <p>Follow up conversations with classroom teachers and school climate committee regarding results of kindness/inclusivity scale and whole school behavior system and plan for follow up for classroom and school-wide lessons.</p> <p>Use district tiered attendance plan to plan for supporting families of chronically absent students. Communicate with families of chronically absent students using district letter and determine point person for individual families.</p> <p>School psychologists, principal, and assistant principal develop CARES assembly to take place in the first two weeks of school to introduce school-wide behavior program targeting expected voice volume.</p>	<p>Follow up conversations with classroom teachers and school climate committee regarding results of kindness/inclusivity scale and whole school behavior system and plan for follow up for classroom and school-wide lessons.</p> <p>School psychologists and assistant principal meet with teachers as needed to discuss students who are showing increased levels of absenteeism and develop plan; attend conferences with teachers as needed</p> <p>Implement district tiered attendance plan for supporting families of chronically absent students.</p> <p>School psychologists, principal, and assistant principal will assess the school wide behavior trends and adjust new target behaviors if necessary.</p> <p>Plan professional development for all staff (including recess/lunch staff) with a focus on kindness and inclusivity.</p>	<p>Compare results from district wide school climate survey and OHS kindness/inclusivity scale.</p> <p>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</p> <p>School psychologists, principal, and assistant principal will reflect on the whole school behavior system.</p> <p>Review results with classroom teachers and school climate committee and share results through articulation process.</p>
<p>Leading Indicators</p>	<p>Baseline Likert Scale-kindness/inclusivity (Grades 3-5)</p>	<p>Mid year Likert Scale-kindness/inclusivity (Grades 3-5)</p>	<p>End of Year Likert Scale-kindness/inclusivity (Grades 3-5)</p>

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	Monthly chronic absenteeism student names for letters, analyze for students/families who may need support staff contact. Check current rate of absenteeism overall and for high needs students.	Run report for chronic absenteeism and calculate. Then identify students to support.	Run report for chronic absenteeism and calculate.
Lagging Indicators	<p>Review school climate data from 2022-23.</p> <p>Review former chronic absenteeism data from 2022-2023 school year.</p>	<p>Review school climate data from 2022-23.</p> <p>Review former chronic absenteeism data from 2022-2023 school year.</p>	<p>School climate survey for students in grades 3-5</p> <p>Run final absenteeism report for the year.</p>
Equity Goals and Shared Responsibility	Discuss attendance goal & schoolwide kindness initiative with PTA Presidents. Brainstorm needed resources.	School psychologists, principal, and assistant principal attend PTA meeting to update community on SIP data (attendance, kindness)	School psychologists, principal and assistant principal share final SIP data with PTA presidents