

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Roger Ludlowe Middle School	School District	Fairfield Public Schools
Principal's Name	Megan Tiley	School Year	2024-2025

School's Mission/Vision

In alignment with Fairfield Public Schools and in partnership with families and community, Roger Ludlowe Middle School's mission 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 provide the professional development, coaching, and collaboration time to enhance Tier I instructional strategies to all teachers, then students will demonstrate increased growth in literacy skills, numeracy skills, and a safe school climate.

- If we allocate designated meeting time for collaboration among special education teachers, specialists, and general education teachers, the results will include: more consistent and effective Tier 1 instructional strategies across grades and classrooms, the implementation of differentiated instruction to ensure access to curriculum for IDEA students, and the sharing of best practices to support overall student growth.
- If we implement proactive strategies to promote a safe and trusting school culture, then students will feel safe, respected based on their differences, included, valued, and connected to peers and adults in the school community.

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School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Meg Tiley	Principal	Joelle Kilcourse	Library Media Specialist
Karin Shaughnessy	Assistant Principal	Kevin Langstaff	Math Resource Teacher
Jonathan Goodison	Assistant Principal	Jason Purzycki	Dean of Students
Kristina Barnaby	Math - Grade 7	Tom Reilly	Math - Grade 8
Leah Brown-Swanson	Science - Grade 7	Galen Sullivan	Social Studies - Grade 8
Beth Cerny	School Counselor	Patty Wood	Data Assessment Coordinator

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	2023-2024 All / HNS
6th	86%/61%	72%/40%	85%/43%	81%/52%	79%/41%
7th	81%/57%	74%/49%	81%/43%	83%/60%	72%/40%
8th	83%/52%	76%/48%	77%/44%	75%/46%	75%/46%

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SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	59%/55%	N/A	66%/52%	59%/57%	51%/43%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
6th	79%/45%	66%/37%	79%/49%	70%/48%	70%/31%
7th	74%/44%	63%/37%	70%/29%	81%/54%	79%/48%
8th	77%/42%	70%/40%	67%/32%	66%/40%	75%/45%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	72%/58%	N/A	74%/65%	60%/53%	65%/53%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
8th	78%/42%	68%/38%	70%/46%	64%/45%	75%/47%

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Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	5.1%	20.9%	10.1%	8.8%	5.9%
High Needs	8.2%	29.3%	14.7%	12.2%	9.9%

STAR or NWEA - Literacy % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS
6th	N/A	52%/47%	61%/42%	60%/39%	59%/25%
7th	N/A	57%/32%	47%/21%	56%/30%	60%/23%
8th	N/A	53%/33%	48%/41%	38%/22%	54%/27%

STAR or NWEA - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS
6th	N/A	71%/37%	82%/50%	75%/55%	73%/33%
7th	N/A	73%/41%	72%/35%	75%/46%	77%/39%
8th	N/A	79%/46%	74%/62%	37%/28%	59%/27%

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SMART Goal 1

Root Cause Analysis - Based on School Performance

The 23-24 RLMS Smarter Balanced Assessment (SBA) ELA data is not showing desired growth results. The SBA data suggests that an increased focus on students identified under IDEA is necessary to improve student growth overall.

School's Goal	To close the gap between students identified under IDEA and all student performances in English Language Arts as measured by the SBA 2024 baseline data.
SMART Goal	RLMS will increase the percentage of students meeting growth targets.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• In grade 6, the percentage of students in the IDEA subgroup who met their growth target will increase 8 percentage points. (from 32% to 40%). • In grade 7, the percentage of students in the IDEA subgroup who met their growth target will increase 8 percentage points. (from 32% to 40%). • In grade 8, the percentage of students in the IDEA subgroup who met their growth target will increase 16 percentage points. (from 24% to 40%). • Schoolwide, average percentage of target growth achieved for IDEA students will reach 50%.
District Improvement Plan Connection	Direct link to Key Performance Indicator 2 - English Language Arts 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 2024 district performance in a positive direction.

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	Teachers will utilize Tier 1 instructional support strategies. Strategies may include, but are not limited to, clearly stating learning objectives, modeling skills step-by-step, providing guided practice with feedback, and offering opportunities for independent
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	practice.
MOY Results (Expectation/ Reality)	NWEA results % in meeting standards (meeting/exceeding). IAB results Unit assessments LASW
EOY Results (Expectation/ Reality)	To close the gap between students identified under IDEA and all student performances in English Language Arts as measured by the SBA 2024 baseline data.
Responsible Individuals	All teachers, Support Staff, Administrators/Program Director, SRBI coordinator, Language Arts Specialists
Timeline	Fall 2024-Spring 2025
Resources	CCSS, IABs, NWEA, Common Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise). Specific and scheduled collaboration time between special education teachers and grade level teachers. Students will have multiple opportunities for understanding text, responding to text, critiquing text, and creating text.
Budget Implications	Professional development in Tier 1 interventions.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	- SRBI process grounded in literacy and numeracy - Departmental data analysis - Crew meetings - Grade level planning in PIRR meetings - Common assessment	- SRBI process grounded in literacy and numeracy - Departmental data analysis - Crew meetings - Grade level planning in PIRR meetings - Common assessment creation	- SRBI process grounded in literacy and numeracy - Departmental data analysis - Crew meetings - Grade level planning in

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	creation and implementation • PD around Tier 1 instructional strategies • Teacher goal setting directly connected to target areas • Utilize SRBI Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers • Utilize Tuesday time for collaboration and planning with general education teachers and special education teachers	and implementation • PD around Tier 1 instructional strategies • Teacher goal setting directly connected to target areas • Utilize SRBI Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers • Establish Tuesday time protocols for collaboration and planning with general education teachers and special education teachers	PIRR meetings • Common assessment creation and implementation • PD around Tier 1 instructional strategies • Teacher goal setting directly connected to target areas • Utilize SRBI Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers • Established Tuesday time protocols for collaboration and planning with general education teachers and special education teachers
Leading Indicators	• NWEA ELA Spring 2024 baseline	• NWEA • IABs	• NWEA • IABs

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	• IABs • Unit Assessments as aligned to ELA standards. • Student work • Universal screeners/data analysis • SRBI process • Diagnostic pre-test	• LASW • Unit Assessments as aligned to ELA standards	• LASW • Unit Assessments as aligned to ELA standards • SBA scores
Lagging Indicators	• SBA scores	• IABs	• SBA scores Spring 2025
Equity Goals and Shared Responsibility	• Subgroup growth performance on indicator (scoring 1 or 2) • Baseline (SBA 2024): IDEA: • Grade 6- 32% • Grade 7 - 32% • Grade 8 - 24%	• <i>NWEA results</i> • IAB results • Unit assessments • LASW • Professional development, monthly SRBI meetings, Tuesday collaboration time and specific connections to subgroups	• Subgroup growth performance on indicator (scoring 1 or 2) • EOY (SBA 2025): IDEA: • Grade 6- 40% • Grade 7 - 40% • Grade 8 - 40%

SMART Goal 2*Root Cause Analysis - Based on School Performance*

The 23-24 RLMS Smarter Balanced Assessment (SBA) Math data is not showing desired growth results. The SBA data suggests that an increased focus on students identified under IDEA is necessary to improve student growth overall.

School's Goal	To close the gap between students identified under IDEA and all student performances in Math as measured by the SBA 2024 baseline data.
SMART Goal	RLMS will increase the percentage of students meeting growth targets.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• In grade 6, the percentage of students in the IDEA subgroup who met their growth target will increase 18 percentage points. (from 22% to 40%). • In grade 7, the percentage of students in the IDEA subgroup who met their growth target will increase 11 percentage points. (from 29% to 40%). • In grade 8, the percentage of students in the IDEA subgroup who met their growth target will maintain or increase. (baseline 47%). • Schoolwide, average percentage of target growth achieved for IDEA students will maintain or exceed 50%.
District Improvement Plan Connection	Direct link to Key Performance Indicator 4 - 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

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	Teachers will utilize Tier 1 instructional support strategies. Strategies may include, but are not limited to, clearly stating learning objectives, modeling skills step-by-step, providing guided practice with feedback, inquiry based learning,
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	cooperative learning, and offering opportunities for independent practice.
MOY Results (Expectation/ Reality)	NWEA results % in meeting standards (meeting/exceeding). FIAB results Unit assessments LASW
EOY Results (Expectation/ Reality)	To close the gap between students identified under IDEA and all student performances in Math as measured by the SBA 2024 baseline data.
Responsible Individuals	All teachers, Support Staff, Administrators/Program Director, SRBI coordinator, Math Resource Teachers
Timeline	Fall 2024-Spring 2025
Resources	FIABs, NWEA, IXL, Common Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise), <u>Building Thinking Classrooms</u> book (Liljedahl). Specific and scheduled collaboration time between special education teachers and grade level teachers.
Budget Implications	Professional development in Tier 1 interventions.

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings

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	• Common assessment creation and implementation • PD around Tier 1 instructional strategies • Teacher goal setting directly connected to target areas • Utilize SRBI Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers • Utilize Tuesday time for collaboration and planning with general education teachers and special education teachers	and implementation • PD around Tier 1 instructional strategies • Teacher goal setting directly connected to target areas • Utilize SRBI Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers • Establish Tuesday time protocols for collaboration and planning with general education teachers and special education teachers	• Common assessment creation and implementation • PD around Tier 1 instructional strategies • Teacher goal setting directly connected to target areas • Utilize SRBI Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction • Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers • Established Tuesday time protocols for collaboration and planning with general education teachers and special education teachers
Leading Indicators	• NWEA Math Spring 2024 baseline • FIABs • Unit Assessments as	• NWEA Assessments • FIABs • LASW • Unit Assessments as aligned to	• NWEA Assessments • FIABs • LASW • Unit Assessments as

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	aligned to Math standards/targets. • Student work • Universal screeners/data analysis • SRBI process • Diagnostic pre-test	Math standards	aligned to Math standards • SBA scores
Lagging Indicators	SBA scores	• IABs	• SBA scores- Spring 2025
Equity Goals and Shared Responsibility	• Subgroup growth performance on indicator (scoring 1 or 2) • Baseline (SBA 2024): IDEA: • Grade 6- 22% • Grade 7 - 29% • Grade 8 - 47%	• <i>NWEA results</i> • FIAB results • Unit assessments • LASW • Professional development, monthly SRBI meetings, Tuesday collaboration time and specific connections to subgroups	• Subgroup growth performance on indicator (scoring 1 or 2) • EOY (SBA 2025): IDEA: • Grade 6- 40% • Grade 7 - 40% • Grade 8 - 47%

SMART Goal 3

Root Cause Analysis - Based on School Performance

The 2023-2024 school climate student survey data indicated a need for growth in the area of having a greater level of respect by students for other's differences (gender, race, disability, sexual orientation, learning differences etc)

School's Goal	To increase student social and emotional understanding of differences and demonstrating respect.
SMART Goal	To increase percentages of positive responses in school climate surveys related to student respect of differences.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Survey baseline questions include: <i>Q39 - Students at my school treat each other with courtesy and respect.</i> Goal is to decrease the disagree/strongly disagree by 10 percentage points 23% to 13%. (Data is from the whole school survey). Grade level data is as follows: • Grade 6 - 17% disagree/Strongly disagree. 17% to 7%.. • Grade 7 - 21% disagree/strongly disagree. 21% to 11%. • Grade 8 - 34% disagree/strongly disagree. 34% to 24%. <i>Q40 - Students in this school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).</i> Goal is to decrease the disagree/strongly disagree by 10 percentage points. 22% to 12% (Data is from the whole school survey). Grade level data is as follows: • Grade 6 - 15% disagree/strongly disagree. 15% to 5%. • Grade 7 - 16% disagree/strongly disagree. 16% to 6%. • Grade 8 - 36% disagree/strongly disagree. 36% to 26%.
District Improvement Plan Connection	Connection to Fairfield Public School Core Values • develop into responsible citizens who exhibit ethical behavior; • acknowledge, explore, and value the importance of diversity; • acquire an understanding and appreciation of other cultures.

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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	Restorative practice PD. Move this World.
MOY Results (Expectation/ Reality)	January 2025 - utilize flex time to meet (ie.as a crew) with students to reflect on current practices, behaviors and expectations and problem solving
EOY Results (Expectation/ Reality)	June 2025 - For students to demonstrate an increased level of respect.
Responsible Individuals	All Staff (administration, counseling staff, teachers, paraeducators)
Timeline	Fall 2024- Spring 2025
Resources	Student climate survey 2024, move this world, flex times
Budget Implications	Potential costs for crew incentives, rewards, certificates, prizes, etc.

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	- Teacher goal setting directly connected to target areas - RLMS designed climate surveys to be administered fall, winter, spring. Survey connects to Q39 and Q40 themes. - Dean/admin/crew to review behavioral expectations, concerns and celebrate	- RLMS designed climate survey to be administered in winter 24-25. Survey connects to Q39 and Q40 themes. - Dean/admin/crew to provide “refresher” or small group behavioral expectations, concerns and celebrate successes with all students - Create additional connections	- RLMS designed climate survey to be administered in spring 2025. Survey connects to Q39 and Q40 themes. - Dean/admin/crew to provide “refresher” or small group behavioral expectations, concerns and celebrate successes with all students

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	- successes with all students • Create additional connections with 8th and 6th graders.(gifted population to help program) • Additional school awareness around holidays and ethnic differences	- with 8th and 6th graders.(gifted population to help program) • Continued school awareness around holidays and ethnic differences	• Review connections with 8th and 6th graders.(gifted population to help program) • Review school awareness around holidays and ethnic differences
Leading Indicators	• Student surveys - fall, winter, spring • FLEX lessons specific to hate speech, circles, restorative practices • Teacher observations • Dean referrals • Discipline data • TIPS reports • Gaggle • Observations during unstructured time • Continue parent communication in a school/home partnership	• Student surveys - winter, spring • FLEX lessons specific to hate speech, circles, restorative practices • Teacher observations • Dean referrals • Discipline data • TIPS reports • Gaggle • Observations during unstructured time • Continue parent communication in a school/home partnership	• RLMS will have an increase in percentages of positive responses in school climate survey related to student respect of differences
Lagging Indicators	• Student school climate data	• January 2025 utilize flex time to meet (ie.as a crew) with students to reflect on current practices, behaviors and expectations and problem solving	• June 2025 - For students to demonstrate an increased level of respect.
Equity Goals	• Review RLMS Student	• Implementation of specific	• End of the year meeting

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and Shared Responsibility	Survey Data with the whole staff. • Consult and collaborate with the School Climate Team, Administration, school counselors and whole staff to identify specific strategies to target areas in need of growth.	lessons around hate speech, circles, restorative practices and the impact of words. • Consultation between School Climate Team, Administration and whole staff to train and implement specific lessons relevant to areas in need of growth.	with appropriate stakeholders to review data, support, and plan for revisions and/or change focus of climate goals specific to data analysis.
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