

Fairfield Public Schools – School Improvement Plan



School Information

School's Name	McKinley Elementary School	School District	Fairfield Public Schools
Principal's Name	Christine Booth	School Year	2024-2025

School's Mission/Vision

The mission of McKinley School, in partnership with the community, is to provide our diverse students with rigorous and nurturing learning experiences designed to maximize their intellectual, physical, social and emotional potential.

Theory of Action

If we:

- Provide High Quality Instruction
- Create a welcoming and engaging learning environment
- Make data based decision around support for students
- Create access for all learners

Then we will:

- Increase student achievement for all
- Create growth opportunities for all students
- Support the growth of the whole child, intellectually and emotionally
- Decrease absenteeism

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School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Christine Booth	Principal	Martha Soto	MLL Teacher
Eric Therriault	Assistant Principal	Jill Jarvis	Special Education Teacher
Jessica Curtis	MST		
Shannon Nilan	LAS/ Literacy Coach		

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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	2023-2024 All / HNS
3rd	69.8/52.78	70.49/56.26	36/26.9	56.9/39.47	58.82/53.7
4th	62.2/53.49	40.86/34	60.4/61.29	50.6/36.84	43.48/23.8
5th	69.7/48.6	56/42.42	50.5/40.67	50/41.67	56.04/38.71

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	74.9/75.1	N/A	68.3/69.4	67.1/59.5	64.8/61.0

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
3rd	76.2/69.4	60.66/46.88	50.6/40.39	66.2/52.64	61.18/55.55
4th	62.2/53.49	43.48/32.65	54.72/48.39	58.4/49.1	57.97/40.47
5th	47.4/32.44	40/27.27	44.09/37.29	39.7/36.11	43.95/35.48

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SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	63.0/63.6	N/A	75.2/75.2	73.3/72.5	62.9/58.2

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
5th	55.3/32.44	46.67/33.3	48.35/39.66	51.61/41.67	42.85/30.65

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	4.6%	21.5%	20.6%	15.2%	9.0%
High Needs	5.2%	27.9%	25.5%	18.4%	11.1%

STAR - Early Literacy Acadience Reading % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience All / HNS
Kindergarten	56	58/43	79/69	77	59/ 59
1st	74	25/25	50/50		69/ 48
2nd	N/A	N/A	N/A	N/A	86/ 85

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3rd	N/A	N/A	N/A	N/A	66/ 41
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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
1st	74	69/70	75/66	82	N/A
2nd	53	43/31	69/60	59	N/A
3rd	50	64/52	49/40	63	N/A
4th	52	42/34	51/40	48	40/14
5th	45	47/30	35/22	43	36/12

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
K	N/A	N/A	N/A	N/A	50/56
1st		77/68	87/76	82	62/50
2nd		57/49	74/63	67	62/55
3rd		64/48	61/52	78	61/50

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4th		57/42	75/67	66	57/38
5th		56/45	68/58	59	48/19

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Based on the 2023-2024 Smarter Balanced ELA data, McKinley students performed significantly below benchmark and district average.

School's Goal	The students at McKinley School will be able to fluently read, analyze, interpret and communicate their understanding of grade appropriate text.
SMART Goal	The percentage of McKinley students scoring proficient or higher on the ELA portion of the Smarter Balanced Assessment will increase to 65% by June 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• The high needs subgroup will achieve an increase of 5% proficiency as measured by the ELA portion of SBA by June 2025. • By June 2025, 80% of McKinley second grade students will be reading at or above grade level as measured by Acadience assessment data. • By June 2025, the average growth rate of 4th and 5th grade McKinley students on the NWEA ELA assessment will be 70%.
District Improvement Plan Connection	Key performance indicators: • All grade 2 students reading on grade level as measured by Acadience. • ELA SBA performance resulting in an increase in All students and High Needs students.

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)

Scientific Research Based Strategy	Implement Comprehensive Literacy Program aligned to district curriculum and implementation guides.
MOY Results (Expectation/ Reality)	By February 2025, the percentage of students meeting or exceeding grade level expectations will be:

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	• K: 60% on Acadience RCS • 1st: 65% on Acadience RCS • 2nd: 75% on Acadience RCS • 3rd: 80% on Acadience RCS • 4th & 5th: 60% growth on NWEA
EOY Results (Expectation/ Reality)	By June 2025, the percent of McKinley students meeting or exceeding grade level expectations on district selected assessments (Acadience/ NWEA) will increase by at least 10% from September 2024.
Responsible Individuals	All staff, students and families
Timeline	September 2024- June 2025
Resources	HMH comprehensive programming Staggered scheduling for push-in support by LAS, MLL, SPED Literacy Coaching WINN period tiered intervention PLCs for planning Ongoing literacy professional learning offered by district
Budget Implications	Limited sub coverage when needed.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review spring 2024 and fall 2024 assessment data including Acadience, NWEA, LAS Links.. Ongoing articulation between	Continue to implement coaching cycles and additional planning sessions. Continue to prioritize professional learning.	Continue to implement coaching cycles and additional planning sessions and plan for next school year.

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	general education and special education/related service providers. Prioritize professional learning: Coaching, HMH sessions, Hill for Literacy opportunities, MLL supports, SPED supports and assessment practices. Plan & implement coaching cycles; create additional planning sessions with LAS. Implement MTSS with a scheduled WINN period, support teachers with Tier 2 intervention in the classroom.	Review winter 2025 data including Acadience, NWEA, LAS Links. Assess use of IABs as standards based instructional tool. Review IAB data. Continue MTSS, progress monitoring and data based decisions to provide tiered intervention. Create opportunities for teacher-lead instructional rounds around implementation of HMH programming.	Continue to prioritize professional learning. Complete and review spring 2025 data including Acadience, NWEA, LAS Links, IABs. Continue MTSS, progress monitoring and data based decisions to provide tiered intervention. Create opportunities for teacher-lead instructional rounds around implementation of HMH programming.
Leading Indicators	District assessments: Acadience, NWEA MTSS effectiveness	District assessments: Acadience, NWEA IABs HMH assessments MTSS effectiveness	
Lagging Indicators			
Equity Goals and Shared Responsibility	Review subgroup data (including SPED & LEP) for growth rates. Access to grade level content for	Review subgroup data (including SPED & LEP) for growth rates. Access to grade level content for all	Review subgroup data (including SPED & LEP) for growth rates.

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	all learners.	learners.	Access to grade level content for all learners.
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SMART Goal 2

Root Cause Analysis - Based on School Performance

Based on the 2023-2024 Smarter Balanced ELA data, McKinley students performed significantly below benchmark and district average.

School's Goal	The students at McKinley School will engage in challenging mathematical reason and perseverance in problem solving.
SMART Goal	The percentage of McKinley students scoring proficient or higher on the Math portion of the Smarter Balanced Assessment will increase to 65% by June 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	- The high needs subgroup will achieve an increase of 5% proficiency as measured by the Math portion of SBA by June 2025. - By June 2025, the average growth rate of all McKinley students on the NWEA Math assessment will be 70%.
District Improvement Plan Connection	Key performance indicators: Math SBA performance resulting in an increase in All students and High Needs students.

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	Grade level unit unpacking aligned with CCSS focusing on HQI in Math Instruction.
MOY Results (Expectation/ Reality)	By February 2025, the average growth rate of students will be at least 60% in the winter NWEA in K- 5.
EOY Results (Expectation/ Reality)	By June 2025, the average growth rate of students will be at least 70% in the spring

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	NWEA in K- 5.
Responsible Individuals	All staff, students and families
Timeline	September 2024- June 2025
Resources	Staggered scheduling for push-in support by LAS, MLL, SPED WINN period tiered intervention PLCs for planning Ongoing math professional learning offered by district Title 1 grant for part time interventionist <u>Common Core Companion</u>
Budget Implications	Limited to sub coverage when needed

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Implement FPS math curriculum with fidelity. Implement Number Corner as a component of the math block. Create a process to utilize common planning periods to unpack units aligned to CCSS using the Common Core Companion modules. Implement consistent & purposeful small group instruction to meet the needs of all learners.	Continue to prioritize professional learning. Review winter 2025 data including NWEA, LAS Links. Assess use of IABs as standards based instructional tool. Review IAB data. Continue MTSS, progress monitoring and data based decisions to provide tiered intervention. Create opportunities for teacher-lead instructional rounds around	Continue to prioritize professional learning. Review winter 2025 data including NWEA, LAS Links. Assess use of IABs as standards based instructional tool. Review IAB data. Continue MTSS, progress monitoring and data based decisions to provide tiered intervention.

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	Create Tier 1 assessment norming system to calibrate scoring as grade level aligned to district. Review spring 2024 and fall 2024 assessment data including NWEA, LAS Links.. Ongoing articulation between general education and special education/related service providers. Prioritize professional learning: MLL supports, SPED supports and assessment practices. Implement MTSS with a scheduled WINN period, support teachers with Tier 2 intervention in the classroom. Support classroom implementation of IXL.	implementation of district curriculum and high quality instruction. Support classroom implementation of IXL.	Create opportunities for teacher-lead instructional rounds around implementation of district curriculum and high quality instruction. Support classroom implementation of IXL.
Leading Indicators	District assessments: NWEA IABs Math module assessments MTSS effectiveness	District assessments: NWEA IABs Math module assessments MTSS effectiveness	District assessments: NWEA IABs Math module assessments MTSS effectiveness

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Lagging Indicators			
Equity Goals and Shared Responsibility	Review subgroup data (including SPED & LEP) for growth rates. Access to grade level content for all learners	Review subgroup data (including SPED & LEP) for growth rates. Access to grade level content for all learners	Review subgroup data (including SPED & LEP) for growth rates. Access to grade level content for all learners

SMART Goal 3

Root Cause Analysis - Based on School Performance

McKinley School historically has exceeded the district average in the percent of students identified as chronically absent.

School's Goal	Create a welcoming, engaging learning environment for students to grow in an effort to decrease absenteeism.
SMART Goal	The percent of McKinley School students identified as chronically absent will decrease by at least 2.5 percentage points by June 2025. (Baseline: Spring 2024- All 9%; HN 11%)
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• Increased positive responses from students on DESSA surveys • Increased positive responses from staff on surveys • Increased daily attendance rate
District Improvement Plan Connection	Key performance indicator: • District chronic absenteeism rates will consistently be at 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	Create and implement a system to monitor student attendance rates, provide intervention and create a positive connection around attending school daily.
MOY Results (Expectation/ Reality)	Decreased chronically absent rate- below 9% for all; below 11% for HN
EOY Results (Expectation/ Reality)	Decreased chronically absent rate- below 7% for all; below 9% for HN
Responsible Individuals	All staff, students, and families

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Timeline	September 2024- June 2025
Resources	Assemblies PTA support Positive attendance recognitions Attendance team including Family & Community Support Service Provider
Budget Implications	Limited to recognition tokens

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Create attendance team as component of MTSS Create protocols for implementation of district attendance policy. Assign roles and share with staff. Review student attendance data weekly- baseline spring 2024. Implement preventative practices where needed. In disciplinary cases, implement school-based programming as much as possible. Collaborate with the student council around student-lead assemblies that celebrate attendance.	Review student attendance data weekly. Implement preventative practices where needed. In disciplinary cases, implement school-based programming as much as possible. Add tiered supports for attendance for students based on data. Ensure staff is following attendance protocols for all students. Continue monitoring student attendance data and implementing protocols. Continue to work with families to maintain positive school/home relationships.	Review student attendance data weekly. Implement preventative practices where needed. In disciplinary cases, implement school-based programming as much as possible. Add tiered supports for attendance for students based on data. Ensure staff is following attendance protocols for all students. Continue monitoring student attendance data and implementing protocols.

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	Build relationships with families to create a positive start to the school year and attitude toward school. Communicate to all families the importance of school attendance.		Continue to work with families to maintain positive school/home relationships.
Leading Indicators	Improved attendance rates for all and high needs students	Improved attendance rates for all and high needs students	Improved attendance rates for all and high needs students
Lagging Indicators			
Equity Goals and Shared Responsibility	Provide communication for families in native languages. Provide guidance for any family in need of resources to ensure access to education.	Provide communication for families in native languages. Provide guidance for any family in need of resources to ensure access to education.	Provide communication for families in native languages. Provide guidance for any family in need of resources to ensure access to education.