

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Holland Hill Elementary School	School District	Fairfield Public Schools
Principal's Name	Molly Farrell	School Year	2024-2025

School's Mission/Vision

The mission of Holland Hill Elementary School, in partnership with families and the FPS 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.

Students at Holland Hill are met with an inclusive, welcoming school in which all students are SEEN*HEARD*LOVED.

Theory of Action

If we provide students with a guaranteed and viable curriculum that is taught with fidelity, measure performance against it, and intervene accordingly at all tiers of instruction, students' attainment and acquisition of specific content and skills will improve.

If we take steps to develop academic agency and grit in our students, and create a strong home-school connection, our students will improve in academics, social-emotional skills and well-being, and in their desire to attend school regularly.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Bret Henkel	Assistant Principal	Veronica Sanford	MLL Teacher

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Name	Position	Name	Position
Melissa Rodrigue	LAS	Jackie DePierro	Classroom Teacher (K)
Amy Martin	LAS	Danielle Costa	Classroom Teacher (2)
Paulette White	MRT	Tara Shay	Classroom Teacher (5)
Clare Stafstrom	Library Media Specialist		

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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	63/35	43%/16%	88%/83%	77%/38%	74%/53.6
4th	58/41	69%/47%	72%/55%	77%/50%	67%/31.8%
5th	76/58	85%/63%	82%/71%	73%/38%	78%/53.3%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	63.5/66.5	N/A	89/87.5	70%/58.5%	73.8/63.8%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
3rd	73/52	45%/16%	88%/83%	72%/38%	82%/64%
4th	60/41	70%/58%	68%/35%	74%/33%	77%/50%
5th	76/58	87%/69%	76%/76%	70%/31%	84%/70%

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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	78.5/69	N/A	93/91.5	87%/81.6%	85.5%/79.8%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
5th	68/43	75/31	81/71	73%/38%	70%/50%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	5.0%	5.4%	10.2%	9.25%	8.8%
High Needs	6.8%	6.7%	17.3%	18%	14%

STAR - Early Literacy Acadience Reading % Proficient	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience All / HNS
Kindergarten	84/57	84/71	80/43	58/

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STAR or NWEA - Literacy % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience/ NWEA All / HNS
1st	68/59	73/61	61/55	60th/
2nd	79/55	69/50	74/50	63rd/
3rd	52/16	77/50	73/50	77th/
4th	68/37	64/32	78/60	69/27
5th	68/45	65/33	59/35	72/43

STAR or NWEA - Math % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS
K	n/a	n/a	n/a	61st/48th
1st	69/56	75/47	73/55	56th/40th
2nd	83/80	78/68	81/59	58th/39th
3rd	66/32	84/73	81/60	81st/77nd
4th	80/53	78/52	86/76	90th/72nd
5th	88/73	93/83	85/65	87th/73rd

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Grades Four and Five all performed with high achievement and high growth on NWEA. However, grades K-3 performed below expectations on Acadience. We suspect as we were learning structured literacy routines, they might not have been consistently implemented, specifically explicit teaching decoding of words with automaticity in isolation and within a text. In grades 3-5 we saw success in using vocabulary routines, which we believe impacted their growth on the NWEA. As we implement our new curriculum using HMH, we plan to focus on increasing explicit teaching using vocabulary and structured literacy routines in K-3, believing that routines will improve student achievement on Acadience.

School's Goal	Increase overall literacy performance by implementing the HMH Into Reading Curriculum with fidelity & a focus on routines.
SMART Goal	75% of all students in grades 3 - 5 will meet or exceed ELA SBA standards on Spring 2025 administration. Specifically, the grade level targets to reach this overall goal would be: ● Gr 3: 70% ● Gr 4: 80% ● Gr 5: 75% 55% of HNS will meet or exceed ELA SBA standards on Spring 2025 administration. Specifically, the grade level targets to reach this overall goal would be: ● Gr 3 HNS: 50% ● Gr 4 HNS: 50% ● Gr 5 HNS: 60%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	75% of all students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2025 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 2025 administration.
District Improvement Plan Connection	100% of second graders will meet or exceed district-wide standards in literacy.

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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	Incorporate explicit and structured routines into whole-group and small-group literacy instruction.
MOY Results (Expectation/ Reality)	Goal: 65% of all students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Winter 2025 administration. Goal: 50% of high-needs students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2025 administration.
EOY Results (Expectation/ Reality)	Goal: 75% of all students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2025 administration. Goal: 55% of all HNS in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2025 administration.
Responsible Individuals	All Staff
Timeline	September 2024 to June 2025
Resources	HMH Coaching, HH Literacy Coaching, Smarter Balanced Website in 3-5
Budget Implications	Organization Containers and Materials as needed by teachers

Goal 1 - Implementation and Milestones

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	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Present SIP at Faculty Meeting. Create Fixed Coaching Cycles/sessions for all grade levels. Embed K-2, 3-5 new staff coaching/support session with literacy coach. Literacy Coach/HMH coach model lessons in classrooms 1x per month. Unpack and organize HMH materials. Use Grade Level Meetings to review Spring data and initial fall data in order to determine focus for instruction and address whole class/small group needs. This includes analysis of SBA data in 3-5. Review, calibrate and administer Acadience & NWEA. Analyze results for instructional decisions. Establish consistent conversations between all service providers	Target SRBI conversations and support plans around the data showing students identified as not meeting grade level standards. Continuous and frequent co-planning and collaboration between all service providers around support plans for identified students. Coaching Cycles/sessions for all grade levels. Embed K-2, 3-5 new staff coaching/support session with literacy coach. Literacy Coach/HMH coach model lessons in classrooms 1x per month. Continue SBRI and GLM data review & curriculum check ins in order to fine tune and implement consistent routines. Add review of IAB performance to data review and plan next steps. Continue to implement resources chosen and modify as needed and participate in Literacy Walk-Throughs~ determine specific focus.	Completion of IAB assessments including data analysis Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement. Coaching Cycles/sessions for all grade levels. Embed K-2, 3-5 new staff coaching/support session with literacy coach. Literacy Coach/HMH coach model lessons in classrooms 1x per month. Teachers complete assessment & reflection survey of HMH curriculum and materials. Use student performance to support thoughts & feedback.

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	(Sped, MLL) around support plans for identified students. Continue Gen Ed/Sped/MLL grade level collaboration meetings. Learn & employ HMH routines with a focus on vocabulary & reading in grade level meetings, after school and on HMH coaching days. Specific focus for grade levels in 24-25: K-2- Vocabulary and Structured Literacy Routines 3-5- Active Viewing, Vocabulary & Response Writing		
Leading Indicators	K-3: Baseline Acadience - analyze for all students and high needs 4-5: Baseline NWEA Reading - analyze for all students and high needs CORE Gr 3-5: IABs - analyze in GLM's for all students and high needs	K-3: Baseline Acadience - analyze for all students and high needs 4-5: Baseline NWEA Reading - analyze for all students and high needs CORE Gr 3-5: IABs - analyze in GLM's for all students and high needs	K-3: Spring Acadience - analyze for all students and high needs Gr 4-5: NWEA Reading - analyze for all students and high needs

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Lagging Indicators	N/A	N/A	SBA ELA Results - analyze for all students and high needs NWEA & Acadience Growth
Equity Goals and Shared Responsibility	Subgroup of High Needs performance on indicators: Fall ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience	Subgroup of High Needs performance on indicators: Winter ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience	Subgroup of High Needs performance on indicators: Spring ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience

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

The SBA Math average score on all grade levels 3-5 was 81%. Students in grades 1-5 scored 72% proficiency on the spring NWEA Math. The High Needs students on SBA Math are not closing the gap when looking at their progress over time. These same High Needs students scored only 58% across grade levels on the NWEA Math.

School's Goal	Increase overall mathematics performance.
SMART Goal	75% of students in grades 3-5 will achieve proficiency on Math SBA in Spring 2025. 65% of High Needs Students in Grades 3-5 will achieve proficiency on Math SBA in Spring 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	75% of all students in grades K - 5 will meet or exceed NWEA benchmarks at the end of the year. 65% of all High Needs Students in grades K-5 will meet or exceed NWEA benchmarks at the end of the year.
District Improvement Plan Connection	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	Implementing Problem of the Week Protocol and math fact fluency through automaticity strategies and conceptual learning to develop agency and independence in problem-solving (K-5)
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MOY Results (Expectation/ Reality)	Goal: 70% of all students in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2025 administration. HNS Goal: 60% of all HNS in grades K - 5 will meet or exceed district NWEA benchmarks in the Spring 2025 administration.
EOY Results (Expectation/ Reality)	Goal: 75% of all students in grades K - 5 will meet or exceed NWEA benchmarks at the end of the year. HNS Goal: 65% of all High Needs Students in grades K-5 will meet or exceed NWEA benchmarks at the end of the year.
Responsible Individuals	All Staff
Timeline	September 2024 to June 2025
Resources	Time for planning, professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration
Budget Implications	None anticipated

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Present SIP at Faculty Meeting	Target SRBI conversations and support plans around the data showing students	Completion of IAB assessments and NWEA

	Use Grade-Level Meetings to review Spring and initial fall data to determine the focus of instruction and address whole-class/small-group needs. This includes analyzing SBA data in 3-5. PD is related to the NWEA assessment so that teachers can read the results and plan instruction. Continue implementing BTC strategies Establish consistent conversations between all service providers around support plans for identified students. K-2: - Classroom teachers will utilize Bridges Workplaces, Common Core Math 4 Today, and <i>Problem of the Week</i> within current math units at least three days out of the six-day cycle. 3-5: - MRT will assist classroom teachers in implementing <i>Problem of the Week</i>	identified as not meeting grade-level standards. Continuous and frequent co-planning and collaboration between all service providers around support plans for identified students. Continue LASW in SRBI and GLM's to determine whole class and small group instruction to increase growth and development in 3-5. Include a review of IAB performance in the data review. Implement Problem of the Week/Vocabulary Walkthroughs/ Building Thinking Classrooms components	including data analysis for presentation to faculty Grade-level teams participate in SRBI meetings to reflect on celebrations and areas of improvement. SBA Results in 3-5
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	- The classroom will post problem-solving strategies in the classroom and will review them with students regularly - Classroom teachers will incorporate math vocabulary and fluency into their daily instruction.		
Leading Indicators	September: K-5: Baseline Assessments Gr K-5 Fall Math NWEA Benchmark - analyze for all students and high-needs Gr K-5 Performance fluency assessments Gr 3-5: OCT IABs - analyze for all students and high-needs	November, January: Kindergarten: Number Corner Check-Up Assessments Gr K-5 Winter Math NWEA- analyze for all students and high-needs Gr 3-5: End of January/February: analyze for all students and high-needs Gr. 3-5: March/April IABS: analyze for all students and high-needs	March, May: Kindergarten: Number Corner Check-Up Assessments Gr K-5 Spring NWEA Math - analyze for all students and high-needs Gr K-5 Performance on fluency assessments Gr 3-5: Spring IABs - analyze for all students and high-needs
Lagging Indicators	N/A	N/A	SBA Math Results - analyze for all students and high-needs
Equity Goals and Shared Responsibility	Subgroup performance on indicators: Fall: Gr 3-5: IXL Diagnostic	Subgroup performance on indicators: Winter: - Gr 3-5: IAB & IXL Diagnostic - Gr K-5: NWEA Math	Subgroup performance on indicators: Spring: Gr 3-5: IAB

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	• Gr K-5: NWEA Math		• Gr K-5: NWEA Math
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SMART Goal 3

Root Cause Analysis - Based on School Performance

Although our Chronic Absenteeism rates decreased in the 23-24 school year (8.8%), we are still concerned with overall attendance, especially in our High Needs subgroup (14%). Our School Climate Survey for parents, students, and staff was very positive and reflected a strong, positive, and welcoming school culture. However, we would like to see improvement in the following indicators:

- Everyone knows and understands the rules at this school. *Currently 39%*
- Students at my school treat each other with kindness. *Currently 41%.*

School's Goal	With a continued focus on creating a welcoming and supportive school climate, chronic absenteeism will decrease, and student engagement will increase.
SMART Goal	Chronic absenteeism will be 10% or less for all students at HH by June 2025. Chronic absenteeism will decrease to 12% or less for high-needs students at HH by June 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	On the School Climate Survey for students in Spring 2025- these indicators will improve: • Everyone knows and understands the rules at this school. <i>Currently, 39%, will grow to 70%.</i> • Students at my school treat each other with kindness. <i>Currently, 41%, will grow to 70%.</i>
District Improvement Plan Connection	District Chronic Absenteeism rates 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	Deepen the understanding and utilization of PAWS behavior expectations (from PBIS) by the entire school community to cultivate a community environment of consistent kindness, respect, and safety.
MOY Results (Expectation/ Reality)	Goal: In January 2025, chronic absenteeism will be at or below 12% for all students. Goal: In January 2025, chronic absenteeism among high-needs students will be at or below 15% for all students.
EOY Results (Expectation/ Reality)	Goal: Chronic absenteeism will decrease to 10% or less for all students at HH by June 2025. Goal: Chronic absenteeism will decrease to 12% or less for high-needs students at HH by June 2025.
Responsible Individuals	All Staff
Timeline	September 2024 to June 2025
Resources	PAWS posters <u>Everybody's Welcome</u> Materials for Calm Corners Soft Start Materials Communication and Connection Logs
Budget Implications	<u>Everybody's Welcome</u> book for all classrooms

Goal 3 - Implementation and Milestones

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	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Present SIP at Faculty Meeting focusing on SEL goal- • PAWS Chart (new in 2024-25) • PAWS Classroom Chart (new in 24-25) • All classes read <u>Everybody's Welcome</u> • Set up Calm Corners • Soft Start Materials • Communication and Connection Logs • Restorative Practice Reflection Sheets & Restorative Circles • NPFH initiative encompassing PAWS, Everybody's Welcome, Restorative Practice work Start of Year Teacher Checklist Review PAWS Expectations at first Town Meeting & post new posters in all learning spaces. Present SIP Goals to families at Open House & PTA meeting. Classroom teachers make family connections (e.g., phone call home) to all families.	Pre-Progress Report phone calls (* specialists choose 5 to call) Faculty meeting- <i>Spotlight On:</i> Soft Start Successes & PAWS Check In/Noticings Letters go home regarding attendance. Chronic absenteeism will be reviewed at Leadership and shared at grade level meetings/and or Tier 1 SRBI meetings. Meet with Support Teachers (paraprofessionals) to check in on PAWS. Schedule GLM for each grade level for SEL consultation & student support with social worker and school psychologist.	Faculty meeting- <i>Spotlight On:</i> Soft Start Successes & PAWS Check In/Noticings Letters go home regarding attendance. School Climate Surveys administered. Chronic absenteeism will be reviewed at Leadership and shared at grade level meetings. Schedule GLM for each grade level for SEL consultation & student support with social worker and school psychologist. Leadership Team reflects on SEL goal for 23-24 and plans for 24-25.

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	Soft Starts are occurring in every classroom every day. Leadership Team/Attendance Team will review last year's attendance data and determine if additional contact/supports are required for certain families. Chronic absenteeism data reviewed at SRBI Tier 1.		
Leading Indicators	Monitoring of chronic absenteeism rates and data for All Students, HNS	Monitoring of chronic absenteeism rates and data for All Students, HNS.	Monitoring of chronic absenteeism rates and data for All Students, HNS.
Lagging Indicators	Review former chronic absenteeism data from 2023-24 school year and compare to current.	Review former chronic absenteeism data from 23-24 school year and compare to current rates.	School climate survey for students in grades 3-5 for 24-25 Run final absenteeism report for the year and compare to 23-24.
Equity Goals and Shared Responsibility	Make family connections from additional staff (beyond classroom teacher) to the High Needs population. Present SIP goals including attendance to PTA and parent community at Open House. Highlight role of PAWS for all students.	The Leadership Team will review attendance data and determine strategies to connect with families and encourage attendance from the High Needs students. Update PTA and parent community on progress towards decreasing chronic absenteeism.	The Leadership Team will review attendance data and determine strategies to connect with families and encourage attendance from the High Needs population.

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