

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Osborn Hill Elementary School	School District	Fairfield Public Schools
Principal's Name	Sean Smyth	School Year	2024-2025

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 **C**ooperation, **A**wareness, **R**esponsibility, **E**mpathy, and **S**elf-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
Sean Smyth	Principal	Patty Day	Assistant Principal
Colleen Morello	Language Arts Coach	Cheryl Smith	Language Arts Interventionist
Beth Greer	Math Resource Teacher	Lindsay Feducia	Psychologist
Ann Marie Soto	Kindergarten Teacher	Brenda Perry	Fourth Grade Teacher

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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	74% / 39%	81% / 58%	65% / 17%	74% / 36%	70% / 38%
4th	77% / 15%	64% / 15%	80% / 73%	79% / 50%	83% / 50%
5th	85% / 58%	87% / 38%	72% / 38%	78% / 40%	81% / 55%
School	79% / 31%	77% / 37%	73% / 43%	77% / 46%	78% / 48%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	70% / 59%	N/A	65% / 54%	N/A	78% / 72%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
3rd	75% / 23%	86% / 58%	76% / 25%	70% / 36%	68% / 23%
4th	76% / 50%	68% / 38%	80% / 73%	79% / 50%	72% / 44%
5th	80% / 36%	79% / 38%	57% / 15%	74% / 44%	78% / 55%
School	77% / 36%	78% / 45%	71% / 38%	74% / 43%	73% / 41%

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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	71% / 73%	N/A	64% / 60%	N/A	84% / 90%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
5th	82% / 56%	80% / 38%	69% / 31%	83% / 56%	87% / 82%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	4.8%	3.2%	6.8%	6.7%	4.7%
High Needs	8.0%	4.2%	8.8%	7.2%	9.2%

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	79%/	90%/ 67%	87% / 91%	79% / 57%	75% / 56%

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Acadience Literacy % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience/ NWEA All / HNS
1st	85% /	83%/ 71%	89.7% / 63%	89% / 86%	85% / 67%
2nd	72% /	82%/ 36%	83.8% / 58%	77% / 50%	93% / 84%
3rd	75% /	76%/ 36%	73.8% / 44%	79% / 54%	97% / 91%
NWEA - % Proficient (61st%ile and above)					
4th	75% /	60%/ 14%	78.7% / 56%	83% / 75%	77% / 40%
5th	68% /	70%/ 18%	54.1% / 33%	65% / 25%	68% / 45%

NWEA - Math % Proficient (61st%ile and above) (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS
K					74% / 72%
1st	93%	93% / 100%	81.4% / 56%	92% / 87%	68% / 64%
2nd	81%	80% / 29%	82.4% / 58%	94% / 80%	95% / 94%
3rd	91%	79% / 55%	83.1% / 63%	79% / 62%	56% / 8%

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4th	84%	72% / 36%	91.8% / 78%	89% / 67%	79% / 50%
5th	89%	88% / 27%	83.6% / 67%	87% / 63%	81% / 54%

SMART Goal 1

Root Cause Analysis - Based on School Performance

Overall, in grades 3-5 on the Spring 2024 ELA SBA, 78% of students were meeting/exceeding with 48% of High Needs Students (HNS) meeting/exceeding. On our Acadience spring assessment in grades K-3, 87.5% of the students were meeting/exceeding and 74.5% of HNS were meeting/exceeding. On our NWEA spring assessment in grades 4 and 5, 72.5 % of students were meeting/exceeding and 42.5% of our HNS were meeting/exceeding.

School's Goal	Increase overall literacy performance.
SMART Goal	Overall, 80% of students in grades 3-5 will meet or exceed ELA SBA Standards on the Spring 2025 administration. Specifically, the grade level targets will be: Grade 3: 75% Grade 4: 76% Grade 5: 86% 50% of HNS will meet or exceed ELA SBA standards on the Spring 2025 administration. Specifically, the grade level targets to reach this overall goal would be: Grade 3: 50% Grade 4: 50% Grade 5: 50%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	90% of all students in K-5 will meet or exceed district Acadience (K-3) benchmark and 80% will meet or exceed on the NWEA (4-5) benchmark in the Spring of 2025. 78% of HNS in K-3 will meet or exceed district Acadience (K-3) benchmark and 50% of HNS will meet or exceed district NWEA (4-5) benchmark in the Spring of 2025..

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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	Systematic and explicit whole class and small group instruction.
MOY Results (Expectation/ Reality)	Goal: 85% of all students in K-5 will meet or exceed district Acadience (K-3) benchmark and 76% will meet or exceed district NWEA (4-5) benchmark in the Spring 2025 administration. 76% of HNS in K-3 will meet or exceed district Acadience (K-3) benchmark and 46% of students will meet or exceed NWEA (4-5) benchmark in the Spring of 2025.
EOY Results (Expectation/ Reality)	Goal: 90% of all students in K-3 will meet or exceed the district Acadience (K-3) benchmark and 80% of students in 4-5 will meet or exceed the district NWEA benchmark on the Spring 2025 administration. Goal HNS: 78% of HNS in K-3 will meet or exceed district Acadience (K-3) benchmark and 50% of grade 4-5 students will meet or exceed the NWEA benchmark on the Spring 2025 administration.
Responsible Individuals	All staff-Principal, AP, classroom teachers, special education teachers, language arts specialists
Timeline	August 2024-June 2025
Resources	HMH materials and resources including on-line tools and materials, Implementation guides, Heggerty curriculum, and TC Writing units of study, Jen Serravallo Reading

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	and Writing Strategies, Decodables and leveled texts.
Budget Implications	Any supplemental resources to address needs of the classrooms as well as suggested materials in order to manage the implementation of HMH curriculum (i.e. writing folders, composition notebooks, etc.)

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	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. Introduce and familiarize teachers with the format, flow and organization of the HMH curriculum, inclusive of routines and protocols in order to plan and implement through coaching, co-teaching, grade level team meetings, and district PD/HMH coach.	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 Target SRBI conversations and support plans around “cuspy” kids (as seen in district data and student work) that are not identified previously 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. Continue to plan for HMH modules, including any adjustments and modifications in order to meet student needs. Use both formative and summative	Completion of assessments (Acadience/NWEA) including data analysis for presentation to faculty Grade level teams participate in SRBI meetings to reflect on celebrations and areas of Improvement. Reflect on “status of the school” in regards to the implementation of the new curriculum. Make a draft plan for support/PD for the next year.

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	Literacy leadership meetings to plan for PD around the new curriculum.	assessment data to drive instruction; inclusive of the adjustments and modifications made during planning and implementation. Continue with literacy leadership meetings to plan for PD and address specific building/grade level needs around the implementation of the new curriculum.	
Leading Indicators	K-3: Baseline Acadience - analyze for all students and high needs Gr 4-5: Baseline NWEA Reading - analyze for all students and high needs CORE Heggerty PA Gr 3-5: IABs - analyze for all students and high needs	K-3: Winter Acadience - analyze for all students and high needs Gr 4-5: NWEA Reading - analyze for all students and high needs CORE Heggerty PA Gr 3-5: IABs - analyze for all students and high needs (possible focus on listening as related to the read aloud work).	K-3: Spring Acadience - analyze for all students and high needs Gr 4-5: NWEA Reading - analyze for all students and high needs
Lagging Indicators	N/A	N/A	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	Subgroup of High Needs performance on indicators: Winter Gr 3-5: IAB	Subgroup of High Needs performance on indicators: Spring Gr 3-5: IAB

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	• Gr 4-5: NWEA Reading • Gr K-3: Acadience	• Gr 4-5: NWEA Reading • Gr K-3: Acadience	• Gr 4-5: NWEA Reading • Gr K-3: Acadience
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SMART Goal 2

Root Cause Analysis - Based on School Performance

Current Data:

- Gr 3-5 SBA: 72.6% meeting overall and 41% HNS
- Gr K-5 NWEA: 75.5% meeting overall and 57% HNS

School's Goal	Increase overall mathematics performance
SMART Goal	Overall, 75% of students in grades 3-5 will meet or exceed Math SBA standards on Spring 2025 administration. Specifically the grade level targets at reach this overall goal would be: GR 3: 72% GR 4: 75% GR 5: 78% Overall, 45% of high needs students will meet or exceed math SBA standards on Spring 2025 administration. Specifically the grade level targets at reach this overall goal would be: GR 3: 50% GR 4: 40% GR 5: 45%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% of students in grades K-5 will meet or exceed NWEA Math benchmarks in the Spring 2025 administration. 60% of all HNS in grades K-5 will meet or exceed district NWEA benchmarks in the Spring 2025 administration.
District Improvement Plan Connection	Standards-based professional development with looking at student work protocols. (Professional Development Strategic Initiative)

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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	Embedded, ongoing professional development, and instruction based on analyzing student data
MOY Results (Expectation/ Reality)	Goal: 75% of all students in grades K-5 will meet or exceed district NWEA benchmarks in the Spring 2025 administration. Reality: HNS Goal: 50% of all HNS in grades K-5 will meet or exceed district NWEA benchmarks in the Spring- 2025 administration. Reality:
EOY Results (Expectation/ Reality)	Goal: 80% of all students in grades K-5 will meet or exceed district NWEA benchmarks in the Spring 2025 administration. Reality: HNS Goal: 60% of all HNS in grades K-5 will meet or exceed district NWEA benchmarks in the Spring- 2025 administration. Reality:
Responsible Individuals	All staff - Principal, Assistant Principal, classroom teachers, Math Resource Teacher, Special Education Teachers
Timeline	August 2024 - June 2025
Resources	IXL, Bridges Assessment Guides, FPS documents, Math Fact Lab
Budget Implications	Any supplemental resources (manipulatives) to address needs of the classrooms as

	well as suggested materials in order to manage the implementation of Number Corner displayed in classrooms.
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Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	GLMs to support all new teachers of math PD related to NWEA reports and IXL Analyze IAB data for students below expectation to adjust instruction Establish use of mathematical vocabulary resources found in curriculum documents and SBA resources for each unit.	GLMs to support all new staff Ongoing PD related to NWEA reports and IXL Analyze IAB data for students below expectation to adjust instruction prior to SBAC Continue to share vocabulary resources and ways to implement them. Look for opportunities for whole school focus.	GLMs to support all new staff Analyze successes and ongoing needs for PD for IXL and NWEA for next year. Share which specific vocabulary resources were most impactful in assuring success on unit and standard tests.
Leading Indicators	K-2 Baseline Assessment 3-5 IXL diagnostic (update weekly) GRK-5 fall Math NWEA benchmark-analyze for all students and high needs	November, January: Kindergarten Number Corner Check Up assessments Gr K-5 Winter Math NWEA benchmark-analyze for all students and high needs	March, May: Kindergarten: Number Corners Check up assessments Gr K-5 Spring Math NWEA benchmark-analyze for all

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	GR1-5 Fall Fluency assessments - analyze for students who need extra practice GR 3-5 October IABs-analyze for all students and high needs	GR1-5 Winter Fluency assessments - analyze for students who need extra practice Gr 3-5 Feb IAB's and March IAB's-analyze for all students and high needs	students and high needs GR1-5 Spring Fluency assessments - analyze for students who need extra practice
Lagging Indicators	N/A	N/A	SBA Math - All school and high needs students
Equity Goals and Shared Responsibility	Subgroup of High Needs performance on indicators: GR K-2: Fall Baseline and unit assessments GR3-5 IXL Diagnostic Gr 3-5: IAB Gr. K-5 NWEA Math GR1-5 Fluency Assessments	Subgroup of High Needs performance on indicators: Winter: GR K-5: Unit assessments and Checkpoints GR3-5 IXL Diagnostic Gr 3-5: IAB Gr. K-5 NWEA Math GR1-5 Fluency Assessments	Subgroup of High Needs performance on indicators: Spring: GR K-5: Unit assessments and Checkpoints Gr 3-5: IAB Gr. K-5 NWEA Math GR1-5 Fluency Assessments

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Our Chronic Absenteeism rates overall in 2023-2024 were 4.7%, 2% less than the 2022-2023 rate of 6.7%. High Needs Students Absenteeism in 2023-2024 was 9.2%, an increase from the 2022-2023 rate of 7.2%.

School Climate Indicators as seen on the student climate survey

Q23: There is at least one adult at my school that I can talk to when I have a problem or concern - 83% (agree and strongly agree), 10% (neutral), and 7% (disagree and strongly disagree)

Q25: Students at my school treat each other with kindness - 48% (agree and strongly agree), 40% (neutral), 12% (disagree and strongly disagree)

Q27: Students at my school are mean to each other - 27% (agree and strongly agree), 38% (neutral), 35% (disagree and strongly agree)

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 maintain at 5% or less for all students at OHS by June 2025
	Chronic absenteeism will decrease to 8% or less for all HNS at OHS by June 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	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 2025. - On Q23, 100% of students will have an identified adult to talk to with a problem or concern by June 2025.
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 Step, Responsive Classroom, Everyday Speech, Move This World
MOY Results (Expectation/ Reality)	All students will have 8 or less days absent. 70% 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 2025. 90% of students will have an identified adult to talk to with a problem or concern by June 2025.
EOY Results (Expectation/ Reality)	95% 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 2025. 100% of students will have an identified adult to talk to with a problem or concern by June 2025.
Responsible Individuals	Classroom teachers, school psychologist, social worker assistant principal, principal
Timeline	August 2024-June 2025
Resources	Everyday Speech, Responsive Classroom, Move This World, Second Step curriculums. Access to grade level SEL curriculum for whole grade lessons. Small group instruction. District Attendance Staff Handbook
Budget Implications	Supplies for CARES, grade level/small group 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	Readminister the kindness/inclusivity scale to all students 3-5.	Final administration of kindness/inclusivity scale to all

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	distributed to all students 3-5. Share results from 23-24 School Climate Surveys with staff and students. Follow up conversations with classroom teachers and school climate committee regarding results of kindness/inclusivity scale and grade level lessons/meetings. 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. School psychologist, social worker, principal, and assistant principal develop grade level CARES activities and lessons to begin on/around October 1, 2024.	Follow up conversations with classroom teachers and school climate committee regarding results of kindness/inclusivity scale and grade level lessons/meetings. School psychologist, social worker, principal, 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. Implement district tiered attendance plan for supporting families of chronically absent students. School psychologist, social worker, principal, and assistant principal will assess the school wide behavior trends and adjust targeted grade level lessons as appropriate. Discuss students who meet criteria for tier 2 SEL intervention. Plan professional development for all staff (including recess/lunch staff) with a focus on kindness and inclusivity.	students 3-5. Compare results from district wide school climate survey and OHS kindness/inclusivity scale. 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 School psychologist, social worker, principal, and assistant principal will reflect effectiveness of grade level and tier 2 lessons. Review results with classroom teachers and school climate committee and share results through articulation process.
Leading Indicators	Baseline Likert Scale-kindness/inclusivity (Grades 3-5)	Mid year Likert Scale-kindness/inclusivity (Grades 3-5)	End of Year Likert Scale-kindness/inclusivity (Grades 3-5)

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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 in tier 2 SEL intervention	Run report for chronic absenteeism and calculate.
Lagging Indicators	Review school climate data from 2023-2024 Review former chronic absenteeism data from 2023-2024 school year.	Review school climate data from 2023-2024. Review former chronic absenteeism data from 2023-2024 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 & grade level CARES lessons/activities with PTA Presidents. Brainstorm needed resources.	School psychologist, social worker,, principal, and assistant principal attend PTA meeting to update community on SIP data (attendance, kindness, inclusivity)	School psychologist, social worker, principal, and assistant principal share final SIP data with PTA presidents