

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Early Childhood Center	School District	Fairfield Public Schools
Program Director's Name	Kristen Bruno	School Year	2024-2025

School's Mission/Vision

The mission of the Fairfield Public Schools, 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.

The Early Childhood Center Program has four key components as our vision:

- *Provide a continuum of services to allow for programming that is flexible and responsive to student progress.*
- *Provide an environment that is designed for the specific interests, strengths and needs of the preschool age child and staff with experience and expertise in serving the preschool population.*
- *Foster an environment of collaboration within and between sites, classrooms, and departments and with families and community providers to ensure skills are learned and practiced across all settings.*
- *Welcome families as partners and create a welcoming and supportive community for families' first experience with the Fairfield Public Schools.*

Theory of Action

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all classrooms and departments, with alignment between the written, taught and assessed curriculum, and respond to individual student progress, then instruction will be of consistently high quality and student learning will improve.

If we create a school climate that values, respects, and celebrates the unique contributions to the school community made by students, staff and families; everyone will feel an increased sense of belonging, connectedness and engagement. In response, students, families, and staff will be empowered to attempt challenging new skills and strategies, resulting in increased student learning, independence and confidence.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Kristen Bruno	Program Director		
Gabriella Della Monica	Special Education Teacher		
Gina Hallock	School Psychologist		
Emily Landin	Speech and Language Pathologist		

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.

Early Childhood Outcomes (data from 19-20 omitted due to remote learning)

Domain Assessed	School Year	Total students	A. Did not make progress	B. Made progress not close to same age peers	C. Made progress close to same age peers	D. Reached age level of same age peers	E. Maintained age level growth	Average progress or greater (Sum of C, D & E) Fairfield
Positive Social Emotional Skills	17-18	49	0.00%	2.04%	8.16%	16.33%	73.47%	97.96%
	18-19	80	0.00%	1.25%	18.75%	13.75%	66.25%	98.75%
	20-21	90	1.11%	1.11%	22.22%	12.22%	63.33%	97.77%
	21-22	68	1.47%	1.47%	17.65%	13.24%	66.18%	97.07%
	22-23	67	1.49%	0.00%	25.37%	13.43%	59.70%	98.50%
Action to meet needs	17-18	49	0.00%	0.00%	26.53%	46.94%	18.37%	91.84%
	18-19	80	1.25%	2.50%	30.00%	36.25%	30.00%	96.25%
	20-21	90	2.22%	0.00%	33.33%	50.00%	14.44%	97.77%
	21-22	68	1.47%	0.00%	29.41%	47.06%	22.06%	98.53%
	22-23	67	0.00%	1.49%	44.78%	19.40%	34.33%	98.51%

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Acquisition and Use of Knowledge and Skills.	17-18	49	4.00%	0.00%	10.20%	67.35%	18.37%	95.92%
	18-19	80	1.00%	0.00%	12.50%	65.00%	21.25%	98.75%
	20-21	90	6.67%	0.00%	8.89%	76.67%	7.78%	93.34%
	21-22	68	8.82%	0.00%	13.24%	67.65%	10.29%	91.18%
	22-23	67	10.45%	0.00%	11.94%	62.69%	14.93%	89.56%

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CT - DOTS - Social - ECC SY 23-24

Age	# Tested	Regulation						Emotional Expression						Sense of Self						Relationships with Adults						Relationships with Peers					
		3y4y		4y5y		Below		3y4y		4y5y		Below		3y4y		4y5y		Below		3y4y		4y5y		Below		3y4y		4y5y		Below	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
3	80	54	67.5%	9	11.3%	17	21.3%	54	67.5%	5	6.3%	21	26.3%	52	65.0%	11	13.8%	17	21.3%	47	58.8%	26	32.5%	7	8.8%	53	66.3%	7	8.8%	20	25.0%
4	56	15	26.8%	35	62.5%	6	10.7%	23	41.1%	29	51.8%	4	7.1%	14	25.0%	38	67.9%	4	7.1%	14	25.0%	41	73.2%	1	1.8%	12	21.4%	39	69.6%	5	8.9%
Total	136	69	50.7%	44	32.4%	23	16.9%	77	56.6%	34	25.0%	25	18.4%	66	48.5%	49	36.0%	21	15.4%	61	44.9%	67	49.3%	8	5.9%	65	47.8%	46	33.8%	25	18.4%

CT - DOTS - Literacy - ECC SY 23-24

Age	# Tested	Literacy						Print Concepts						Phonological Awareness						Drawing & Writing					
		3y4y		4y5y		Below		3y4y		4y5y		Below		3y4y		4y5y		Below		3y4y		4y5y		Below	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
3	78	55	70.5%	4	5.1%	19	24.4%	54	69.2%	6	7.7%	18	23.1%	36	46.2%	3	3.8%	39	50.0%	56	71.8%	2	2.6%	20	25.6%
4	55	16	29.1%	35	63.6%	4	7.3%	23	41.8%	31	56.4%	1	1.8%	31	56.4%	18	32.7%	6	10.9%	31	56.4%	20	36.4%	4	92.6%
Total	133	71	53.4%	39	29.3%	23	17.3%	77	57.9%	37	27.8%	19	14.3%	67	50.4%	21	15.8%	45	33.8%	87	65.4%	22	16.5%	24	18.0%

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Data review indicates a need to focus on ensuring all students make progress in the Acquisition and Use of Knowledge and Skills. Changes to early childhood programming for 24-25, curricular updates, and new instructional resources support this work.

School's Goal	ECC teachers will implement the new ELA curriculum with fidelity to ensure access to grade level instruction with necessary supports and accommodations for all students.
SMART Goal	Students participating in the 4's program will demonstrate growth, or reach and maintain age appropriate levels) over baseline on CT DOTS measures of Literacy (Literacy, Print Concepts, Phonological Awareness, Drawing and Writing).
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Concepts of Print (February) Letter ID (October, January, March) Name Assessment (September, January, June) CT DOTS Narrative summary form/Literacy Assessment (November, March, June) Comprehension Assessment (Dec, May) Phonological Awareness Assessment (Blending-February, Rhyming-May)
District Improvement Plan Connection	Demonstrate developmentally appropriate mastery of content, concepts, and skills as measured on national and district assessments including the Academic Expectations

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 implement Book Time, Center Time and Alphabet time activities using curricular resources to support instruction and practice with literacy concepts.
MOY Results (Expectation/ Reality)	By March 2025 all students will be progressing toward growth in literacy skills as measured by the CT DOTs with the majority reaching the appropriate age band.

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EOY Results (Expectation/ Reality)	By June 2025 all students will demonstrate growth in literacy skills as measured by the CT DOTs with the majority reaching the appropriate age band.
Responsible Individuals	Classroom teachers, paraeducators, related service staff
Timeline	September 2024-June 2025
Resources	World of Wonders curriculum, Heggarty, Scholastic resources Common planning time Professional development Coaching for differentiation
Budget Implications	Curriculum resources, professional development, coaching

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Introduce PreK ELA curriculum and resources	Review, reflect and revise curriculum implementation guide based on student outcomes	Consider adjustments to curriculum implementation guide for 25-26
Leading Indicators	Daily observation Individual assessments Collaborative conversations/common planning	Daily observation CT DOTs assessment Curriculum based assessment Collaborative conversations/common planning	Daily observation Collaborative conversations/common planning
Lagging Indicators	CT DOTs assessment (baseline) Curriculum based assessment (baseline)	ECO data from 23-24 School Year	CT DOTs assessment Curriculum based assessments
Equity Goals	Family visitation/interview during	Parent/Teacher conferences (Oct/March)	K transition meetings

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and Shared Responsibility	1st week of school Multidisciplinary teaming Assistive technology Common planning Collaborative teaching EIP Process	Multidisciplinary teaming Assistive technology Common planning Collaborative teaching EIP Process	Home/School communication Multidisciplinary teaming Assistive technology Common planning Collaborative teaching EIP Process
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SMART Goal 2

Root Cause Analysis - Based on School Performance

Data review indicates that students need support and practice in learning to develop relationships with peers.

School's Goal	ECC staff will work collaboratively to provide direct and embedded instruction and practice of social emotional skills aligned to the ELDS standards and CT DOTs progressions (regulation, emotional expression, sense of self, relationships with adults, relationships with peers).
SMART Goal	ECC students in half day classes that have received six months or more of instruction will demonstrate growth across age bands on the Social/Emotional section of the CT DOTs, or reach/maintain the band aligned with their age.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Student progress across developmental progressions (regulation, emotional expression, sense of self, relationships with adults, relationships with peers) as measured by the CT DOTs.
District Improvement Plan Connection	Demonstrate developmentally appropriate self-awareness, self-management, responsible decision making, relationship skills and social awareness after receiving explicit instruction aligned to the CASEL framework. Provide targeted SEL support for underserved and/or underperforming populations to close opportunity gaps and reduce special education over-identification of subgroups and 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	ECC teachers, Speech Pathologists, School Psychologists, Social Workers, will consistently plan and implement explicit and embedded social skills instruction
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	using curricular resources aligned with standards and developmental progressions in order to support group behavior and development of positive school relationships.
MOY Results (Expectation/ Reality)	CT DOTs assessment, progress on IEP goals and objectives
EOY Results (Expectation/ Reality)	CT DOTs assessment, progress on IEP goals and objectives
Responsible Individuals	All staff
Timeline	September- June
Resources	ELDS/CT DOTs resources, curriculum/SEL materials, outreach to families and community providers, teacher coach
Budget Implications	Collaborative time, professional development, books and materials

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Baseline assessments (CT DOTs-November) Teach and facilitate play center, snack and recess routines Develop Social skills instruction schedule Establish home/school communication	Mid Year assessments (CT DOTs-March) Provide whole and small group social skills instruction Monitor student progress Review, reflect and revise social skills instruction Maintain home/school communication	End of year assessments (CT-DOTs-June) Review, reflect and revise social skills instruction Grade level transition planning

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Leading Indicators	Assess baseline using CT DOTS Parent input Observation	Mid year CT DOTs assessment Parent input Observation and collaboration	Parent input Observation and collaboration
Lagging Indicators	End of year/Baseline CT DOTs data	Mastery/non mastery of IEP goals	Mastery/non mastery of IEP goals End of Year CT DOTs assessment data
Equity Goals and Shared Responsibility	Family visitation/interview during 1st week of school Multidisciplinary teaming Assistive technology Common planning Collaborative teaching EIP Process	Parent/Teacher conferences (Oct/March) Multidisciplinary teaming Assistive technology Common planning Collaborative teaching EIP Process	K transition meetings Home/School communication Multidisciplinary teaming Assistive technology Common planning Collaborative teaching EIP Process

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SMART Goal 3

Root Cause Analysis - Based on School Performance

School climate survey results indicate that families are seeking opportunities for involvement in their child's education.

School's Goal	ECC staff will use a variety of outreach methods to provide families a way to be involved in their child's education.
SMART Goal	80% > will respond Strongly Agree or Agree to the statement: "The school offers me many ways to be involved in my child's education" Baseline: 68%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Parent outreach survey School climate results
District Improvement Plan Connection	Develop a sense of belonging to the FPS community in order to create more equitable opportunities and outcomes

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	Provide opportunities for family participation through a variety of activities including: Classroom visitation, Open House, Parent/Teacher conferences, Parent Group leadership, classroom Family Share, parent newsletters/Parent Square communication, Winter and Spring family sing along/Art Shows, Halloween Parade, SEPTA Trunk or Treat, Birthday/Guest readers, End of year Water Fun Day, ECC Family Picnic, Parent workshops, consultation with Parent Outreach Specialist, ECC Parent Group Facebook page, ECC/SEPTA partnerships.
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MOY Results (Expectation/ Reality)	Parent participation in activities
EOY Results (Expectation/ Reality)	School climate survey results
Responsible Individuals	Admin, all staff, Parent Group leadership, SEPTA rep
Timeline	ongoing
Resources	Parent Square, SEPTA, ECC Parent Group, Parent Outreach Specialist, Psych/SW support for families
Budget Implications	Access to communication applications, meeting spaces available at all sites

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Parent/Student Visitation Open House Parent Outreach survey First SEPTA meeting Home/School communication via Parent Square Family communication (ELA curriculum)	Parent/Teacher conferences (Oct/March) Parent share Book Fair Holiday Sing Along Parent workshops Home/School communication via Parent Square Parent outreach specialist consultation	Home/School communication via Parent Square End of year sing along Water Day K transitions Family Picnic Teacher/Para appreciation School Climate Survey
Leading Indicators	Parent Outreach survey Home/School Communication	Parent workshop attendance Family share participation	Parent group involvement Event attendance

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Lagging Indicators	Parent Square engagement	Conference participation	School Climate survey
Equity Goals and Shared Responsibility	Translation available through Parent Square/CT SEDS SEPTA Parent outreach specialist Psych/SW support	Translation available through Parent Square/CT SEDS SEPTA Parent outreach specialist Psych/SW support	Translation available through Parent Square/CT SEDS SEPTA Parent outreach specialist Psych/SW support