

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Fairfield Woods Middle School	School District	Fairfield Public Schools
Principal's Name	Colleen Banick	School Year	2024-2025

School's Mission/Vision

The mission of Fairfield Woods Middle School and 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.

Theory of Action

If we identify actionable goals with targeted key performance indicators and action steps for success, then students will demonstrate increased achievement and report an increase in feeling respected at school.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Colleen Banick	Principal	Megan DiBlasio	Social Studies - Grade 8
Steve DeAngelo	Assistant Principal	Jeff Albright	Keyboarding
Jon Goodison	Assistant Principal	Kathy Musto	SLP
Mark Robinson	Dean of Students	Amy Kelly	LAS
Katie Grijns	Science - Grade 7	Maggie Formato	Language Arts - Grade 7

Fairfield Public Schools – School Improvement Plan



Name	Position	Name	Position
Jennifer Savader	FCS	Jessica Stock	SLP
Kathleen Narwold	Language Arts - Grade 8	Ursula Lopez	Spanish - Grade 6
Tara Malecky	Social Studies - Grade 8	Molly Zarookian	Language Arts - Grade 8
Lauren Maria	Reading - Grade 7	Nicole Massella	SRBI Coordinator
Jackie Galante	Library/Media Specialist	Geralyn Brink	SPED Teacher - Grade 6
Ashley Atwood	Social Studies - Grade 7	Lina Valenzuela	Spanish - Grade 7
Jane Vigliotti	Spanish - Grade 7		

Fairfield Public Schools – School Improvement Plan

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	77%/50%	62%/41%	74%/56%	66%/39.1%	66%/36.07%
7th	78%/56%	66%/42%	65%/53%	72%/47.3%	64%/32.86%
8th	81%/47%	78%/49%	68%/55%	73%/46.3%	73%/46.34%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	60%/53%	N/A	58%/53%	65%/54.5%	60%/50%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
6th	70%/33%	47%/19%	63%/33%	59%/30.2%	71%/39.3%
7th	68%/46%	50%/23%	55%/28%	62%/36.5%	66%/34.29%
8th	71%/36%	60%/29%	54%/31%	50%/19.5%	56%/29.72%

Fairfield Public Schools – School Improvement Plan

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	66%/57%	N/A	60%/55%	75%/50.1%	69.5%/54.3%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
8th	77%/41%	73%/45%	64%/36.6%	62%/34.6%	68.48%/34.66%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	3.7%	14.0%	12.3%	11.9%	6.10%
High Needs	7.6%	26.9%	23.3%	21.8%	11.90%

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%/35%	55%/32%	46%	44%/13%
7th	n/a	45%/26%	38%/18%	43%	51%/20%
8th	n/a	52%/23%	39%/18%	41%	46%/21%

Fairfield Public Schools – School Improvement Plan

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	58%/28%	74%/48%	74%	75%/26%
7th	n/a	60%/30%	61%/30%	63%	68%/24%
8th	n/a	71%/37%	60%/29%	27%	48%/20%

Fairfield Public Schools – School Improvement Plan

SMART Goal 1

Root Cause Analysis - Based on School Performance

Student performance is not showing desired proficiency results in Language Arts as determined by the Smarter Balanced Assessment. The SBA data suggests that an increased focus on strategic interaction with grade level text is necessary to improve student proficiency (met and exceeded benchmark) overall.

School's Goal	Improve literacy outcomes for all students.
SMART Goal	Each grade level of students will demonstrate growth of 10% over their baseline as measured by an increase in their scaled score in English Language Arts (ELA) on the Smarter Balanced Assessment in June 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Each of our Black/African American, Hispanic and Special Education students will demonstrate growth of 10% over their baseline as measured by an increase in their scaled score in English Language Arts (ELA) on the Smarter Balanced Assessment in June 2025.
District Improvement Plan Connection	English Language Arts performance, as measured by SBA proficiency indicator (3-8) will close the gap between subgroup performance by 20% and raise the bar by 10% from 2021 district performance in a positive direction. (72% baseline)

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	Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY). The strategies included above include instruction that supports students' self-monitoring of comprehension, as well as increased exposure to test taking
---	--

Fairfield Public Schools – School Improvement Plan

	strategies and academic vocabulary. Within departments, staff will review data on current students and identify SBA learning targets where they can tailor instruction to target and improve in their content area.
MOY Results (Expectation/ Reality)	NWEA results (% in meeting individual growth targets) IAB results Unit Assessments
EOY Results (Expectation/ Reality)	To achieve growth of 10% over baseline for all student performance in ELA as measured by the SBA baseline data
Responsible Individuals	All classroom teachers; Principal; Assistant Principals, LAS', SRBI coordinator
Timeline	Fall 2024 - Spring 2025
Resources	CCSS, IABs, Flex time, Common Assessments, data analysis, grade level department time, PIRR meetings, ELA curriculum, <i>Academic Moves for College and Career Readiness</i>
Budget Implications	Continued funding of full-time ML/EL teacher at Woods, purchase of professional books and/or support materials in support of the goal.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Staff members will log onto TIDE site to review current performance of students and learning targets related to their content areas (Fall SRBI Meeting & UA meeting) Teams review and discuss fall	SRBI meetings (data reviews) Staff and students will be well versed in the three reading skills of determining, summarizing and integrating in all grade levels across the year along a continuum, as discussed in <i>Academic</i>	Staff and students will be well versed in the three reading skills of determining, summarizing and integrating in all grade levels across the year along a continuum, as discussed in <i>Academic Moves</i>

Fairfield Public Schools – School Improvement Plan



	NWEA performance as a baseline for achievement Increase time and expectations for reading independently and writing across the curriculum Silent reading will be required during FLEX FWMS will systematically introduce and reinforce three reading skills of determining, summarizing and integrating in all grade levels across the year along a continuum, as discussed in <i>Academic Moves for College and Career Readiness</i> Provide staff with additional grade level resources (SBA question stems, vocabulary lists, learning targets, IAB samples) to reinforce the above skills	<i>Moves for College and Career Readiness</i>, as evidenced by their integration into classroom assignments across classes Students and staff will be familiar with SBA question stems and vocabulary as evidenced by use of word walls, use in classroom assignments, etc. Faculty meetings focused on staff sharing out assignments that incorporate the named reading strategies across grade levels and content areas, and give time for teachers to plan for implementation Teams review and discuss winter NWEA growth as compared to fall scores	<i>for College and Career Readiness</i>, as evidenced by their integration into classroom assignments across classes Students and staff will be familiar with SBA question stems and vocabulary as evidenced by use of word walls, use in classroom assignments, etc. Faculty meetings focused on staff sharing out assignments that incorporate the named reading strategies across grade levels and content areas, and give time for teachers to plan for implementation Teams review and discuss winter NWEA growth as compared to winter scores
Leading Indicators	NWEA fall 2024 scores Fall IAB scores Fall Student Writing Samples Fall Common Unit Assessments/Performance Tasks	NWEA winter 2024-25 scores IABs LASW Assessments/Performance Tasks	NWEA spring 2024-25 scores IABs LASW Assessments/Performance Tasks
Lagging Indicators	Review of previous SBA scores for current class roster to identify longitudinal history of skill		Spring 2025 SBA scores

Fairfield Public Schools – School Improvement Plan



	attainment (i.e. listening, reading, writing and research/inquiry)		
Equity Goals and Shared Responsibility	Subgroup performance Baseline SBA NWEA MAP Growth scores % Proficient in each grade level 57% of Black/African American students demonstrated growth between 2023 and 2024 ELA SBA 64% of Hispanic students demonstrated growth between 2023 and 2024 ELA SBA Professional texts, PD, monthly SRBI meetings and specific connections to subgroups	NWEA MAP Growth scores IAB scores LASW/SRBI data reviews Professional texts, PD, monthly SRBI meetings, professional strategy sharing to reinforce collective effort on building goals and specific connections to subgroups	NWEA MAP Growth scores Spring 2025 SBA scores All of our Black/African American and Hispanic students will demonstrate growth of 10% over their baseline on the 2025 ELA SBA Professional texts, PD, monthly SRBI meetings, professional strategy sharing to reinforce collective effort on building goals and specific connections to subgroups

Fairfield Public Schools – School Improvement Plan

SMART Goal 2

Root Cause Analysis - Based on School Performance

Even though the percentage of students meeting proficiency standards on Math SBA rose across all three grade levels last year, student **growth** data shows a decline from 75% of all students in 2022-2023, to 69.5% of all students in 2023-2024.

School's Goal	Improve numeracy outcomes for all students.
SMART Goal	FWMS students will demonstrate growth as measured by an increase of 10% above baseline in their scaled score in Math on the Smarter Balanced Assessment from Spring 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Each of our Black/African American, Hispanic and Special Education students will demonstrate growth of 10% over their baseline as measured by an increase in their scaled score in Math on the Smarter Balanced Assessment in June 2025.
District Improvement Plan Connection	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	Spiral Progression Approach - expose learners to mathematical concepts and skills through multiple targeted ways until they master by repeated practice to achieve deeper understanding Teacher Clarity - define and introduce shared key vocabulary in context of the lesson
---	---

Fairfield Public Schools – School Improvement Plan



	to improve comprehension and application when solving mathematical problems Mathematical Mindset - provide student-centered, inquiry-based tasks where students analyze and solve complex problems incorporating literacy skills for understanding of question structure and determining what the question is asking for
MOY Results (Expectation/ Reality)	IAB results NWEA results show growth (Fall/Winter 2024 - NWEA MAP Growth Assessment) LASW (as supported by PIRR/Department work)
EOY Results (Expectation/ Reality)	Growth on the SBA Math assessment as compared to Spring 2024
Responsible Individuals	All classroom teachers; Principal; Assistant Principals, MRTs, SRBI coordinator
Timeline	Fall 2024 - Spring 2025
Resources	Copies of Building Thinking Classrooms (Liljedahl) for new Math staff members, wall mounted whiteboards and/or reusable chart paper for vertical work surfaces FWMS Math Department google drive folder, EdGems, Illustrative Mathematics, PIRR Meetings; IXL Math program
Budget Implications	Funding for professional books, whiteboards/reusable chart paper and dry erase markers and erasers, grade level software, EdGems programs, copy paper budget, IXL licensing

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Schedule math department meetings once per quarter to continually monitor progress on SIP goals September 2024 - share ideas for using resources including FWMS Math Department google drive folder and the EdGems platform, specifically incorporating math vocabulary, word problems, and performance tasks Create spiral review tasks based on grade level standards to be incorporated into FLEX blocks Revisit homework expectations; Math teachers to incorporate IXL program for homework IXL to be a required part of FLEX weekly Homework expectations communicated clearly to parents/guardians PD opportunity: Teachers collaborate to come up with a list	IAB practice to be incorporated into each unit throughout the year Implementation and Data Review of IABs and NWEA for math subscores. Creation and implementation of inquiry-based tasks that include shared vocabulary and require the use of applied mathematics (emphasis on cross-curricular ties) Staff to look for opportunities for interdisciplinary connections (shared vocabulary, application, cross-curricular activities) Identifying and implementing common performance tasks Suggested: Teachers to create common problem-solving tasks (BTC connection) that students will work in small groups on (1 per unit) based on shared vocabulary (math vocab used in other disciplines/classes) Continue conversations in PIRR on SIP goal progress	Completion of IAB assessments and NWEA including data analysis for presentation to faculty Grade level teams conclude with common assessments Reflect in PIRR and in EOY meetings on SIP goal progress for the year IXL to be a required part of FLEX weekly

Fairfield Public Schools – School Improvement Plan



	of shared vocabulary to be supported across all disciplines Classroom common assessment tweaks/modifications and implementation with fidelity SRBI process grounded in numeracy and literacy Teacher goal setting connected to targeted areas Utilize SRBI coordinator, MRTs and LASs to support teachers in specific growth targets and small group instruction PD on Tier 1 instructional strategies	IXL to be a required part of FLEX weekly	
Leading Indicators	Analysis of Spring 2024 SBA results Analysis of Fall NWEA math performance baseline results LASW Unit assessments as aligned to Math standards/targets	NWEA January assessment results analysis - review/revise percentage goal based on fall scores Review of classroom common assessments IAB Review	NWEA May assessment Math performance to show improvement Classroom common assessments review IAB Review
Lagging Indicators	Analysis of 2024 SBA data	NWEA scores	SBA Math data - 70% of all students to maintain or improve their math scaled score

Fairfield Public Schools – School Improvement Plan

Equity Goals and Shared Responsibility	Subgroup performance Baseline SBA NWEA MAP Growth scores % Proficient in each grade level	NWEA MAP Growth scores IAB scores LASW/SRBI data reviews	NWEA MAP Growth scores
	Professional texts, PD, monthly SRBI meetings, professional strategy sharing to reinforce collective effort on building goals, and specific connections to subgroups	Professional texts, PD, monthly SRBI meetings, professional strategy sharing to reinforce collective effort on building goals and specific connections to subgroups	Spring 2025 SBA scores All of our Black/African American and Hispanic students will demonstrate growth of 10% over their baseline on the 2025 Math SBA Professional texts, PD, monthly SRBI meetings, professional strategy sharing to reinforce collective effort on building goals and specific connections to subgroups

SMART Goal 3

Root Cause Analysis - Based on School Performance

In the 2024-2025 school year FWMS will increase the percentage of students and staff who report feeling respected at school.

School's Goal	Students and staff will feel that respect is clearly communicated and implemented at school. Student social and emotional understanding of differences and demonstrating respect will increase.
SMART Goal	In the 2024-2025 school year, FWMS will show growth (8%) toward the percentage of

	students and staff who report clear communicating and implementing respectful behavior at school as evidenced in Question #19 (staff survey) and Question #39 (student survey) in the Woods Survey of School Climate.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	In the 2024-2025 school year, FWMS students and staff will increase positive responses to targeted questions on the Woods Survey of School Climate. • Question 39 on last year's survey asked students whether "Students at my school treat each other with courtesy and respect." This question (on the updated survey) will exceed 39%. This will become Question 3 on the new survey. • Question 19 on last year's survey asked teachers whether "Students treat adults with respect at their school." This question will exceed 47%. This will become Question 3 on the new survey. • An additional question on the internal Woods survey for both students and staff will read: "Teachers and staff have clearly communicated what respectful behavior looks like." Positive responses to this question will increase by 20% across the year as compared to the baseline established by the fall administration.
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027 (16.5% baseline)

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 Practices, Move This World program, Team "Town Hall" meetings
MOY Results (Expectation/ Reality)	Monthly Team Meetings during FLEX time to reflect on current practices, issues, expectations and problem solving
EOY Results (Expectation/ Reality)	For School Climate Survey to reflect positive results in both students and staff feeling more respected at school
Responsible Individuals	All faculty, staff and students

Fairfield Public Schools – School Improvement Plan



Timeline	Fall 2024 - Spring 2025
Resources	District School Climate survey, Woods School Climate survey, Move this World and No Place for Hate resources
Budget Implications	Potential costs for team incentives/rewards; supporting professional texts

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	1. Team Meetings - Teachers and students to meet as a whole team to discuss expectations, address problems/issues, and to celebrate team accomplishments - Teachers to lead these team meetings with support from Dean, Guidance and Admin - Teachers to complete survey of what “respect” should look like in the classroom, hallway, lunchroom & bathroom 2. Lunch Chats - Every week, Dean will discuss a specific topic of respect during lunch with the all students - Topics of discussion will be	FWMS Climate survey Move This World SEL program scheduled during FLEX Continued/expanded use of circles and restorative practices within classrooms/team meeting times No Place for Hate Assemblies (Positive School Climate presentation for 6th grade - Interactive Theater) and other school activities Wonderful Wildcat student celebration program (monthly) - staff and students can nominate School Climate & Culture Committee (to include staff and students) meet quarterly	FWMS Climate survey analysis FPS School Climate survey

	determined by what the staff feel are current needs 3. Circles • Discuss expectations of respect in different seatings (classroom, hallways, lunch room, bathrooms, etc.) 4. Visual Representation • Slides about respect in morning announcement broadcasts and on presentation monitors in cafe during lunch waves 5. Teacher goal setting connected to target areas 6. FWMS-designed climate survey to be administered fall, winter, & spring • Question about students feeling respected by teachers added 7. Deepened connections • Expand upon Woods Buddies program; establish Mentor/Mentee program • Activities to highlight and celebrate cultural/ethnic richness (ie. door decorating) • Teachers and students greet one another in hallways and doorways • Wonderful Wildcat student		
--	---	--	--

Fairfield Public Schools – School Improvement Plan



	- celebration program • Establish School Climate & Culture Committee • Consistent expectations in HR, Flex, hallways and cafeteria • SEL and positive school climate opportunities during grade level lunch waves (recess, outdoor seating, trivia, Friday music, joke of the day, special A/V presentations)		
Leading Indicators	School Climate survey 23-24: 37% of FWMS staff feel disrespected by students, as reflected in 2023-2024 School Climate Survey 24% of FWMS students feel that they are not treated with courtesy and respect by other students - Discipline data - Dean referrals - TIPS reporting - Gaggle - Observations during unstructured time	FWMS Climate survey	School Climate survey • Question 39 on last year's survey asked students whether "Students at my school treat each other with courtesy and respect." This question (on the updated survey) will exceed 39%. This will become Question 3 on the new survey. • Question 19 on last year's survey asked teachers whether "Students treat adults with respect at their school." This question will exceed 47%. This will become Question 3

Fairfield Public Schools – School Improvement Plan



			on the new survey. An additional question on the internal Woods survey for both students and staff will read: “Teachers and staff have clearly communicated what respectful behavior looks like.” Positive responses to this question will increase by 20% across the year as compared to the baseline established by the fall administration.
Lagging Indicators	Analysis of all climate surveys Anecdotal feedback provided to Admin, Guidance & Dean from staff	FWMS Climate survey Continued conversation about levels of courtesy and respect being exhibited by students and staff	
Equity Goals and Shared Responsibility	Focus on respecting diversity; effective use of flex time schedule	Continue to provide avenues to embrace diversity and empower our students	