

## Fairfield Public Schools – School Improvement Plan

### School Information

<b>School's Name</b>	North Stratfield Elementary School	<b>School District</b>	Fairfield Public Schools
<b>Principal's Name</b>	Luisa Wolf	<b>School Year</b>	2024-2025

### School's Mission/Vision

The mission of North Stratfield 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. The fulfillment of this mission is for all students at North Stratfield to emulate Respect, Ownership, Awareness, Responsibility, and Safety (ROARS).

### Theory of Action

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

### School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Luisa Wolf	Principal	Thomas Woodard	Assistant Principal
Jessica Brinsmade	LAS	Darcy Stiber	LAS
Alison Karas	MRT	Karen Myers	Teacher
Corie Goldman	School Psychologist		

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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	77%/46%	75%/40%	72%/25%	71%/ 22%	69% / 33%
4th	74%/43%	63%/20%	73%/60%	70%/ 44%	58% / 23%
5th	84%/68%	75%/50%	86%/55%	82%/ 50%	81% / 14%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	73%/73%	N/A	79%/78%	51%/30%	67% / 63%
					42/127 = 33% of students met growth target 4/20 = 20% of HNS met growth target

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%/39%	81%/30%	65%/25%	70%/ 26%	63% / 44%
4th	63%/43%	45%/20%	69%/60%	56%/ 42%	54% / 38%

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<b>5th</b>	71%/48%	67%/30%	59%/36%	82%/ 65%	56% / 14%
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<b>SBA - Math Growth %</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>	<b>2022-2023 All / HNS</b>	<b>2023-2024 All / HNS</b>
<b>School</b>	71%/61%	N/A	81%/86%	53%/35%	45/126 = 36% of students met growth target 11/20 = 55% of HNS met growth target

<b>NGSS % Proficient</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>	<b>2022-2023 All / HNS</b>	<b>2023-2024 All / HNS</b>
<b>5th</b>	76%/75%	75%/33%	81%/86%	86%/71%	73% / 14%

<b>Attendance Chronic Abs.</b>	<b>2018-2019</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>All Students</b>	5.3%	3.9%	7.5%	7.4%	3.6%
<b>High Needs</b>	8.0%	3.9%	13.1%	9.1%	5.7%

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<b>STAR - Early Literacy Acadience Reading % Proficient</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>	<b>2022-2023 All / HNS</b>	<b>2023-2024 Acadience All</b>
<b>Kindergarten</b>	90%/78	84%/73%	93%	95%/N/A	75%
<b>1st</b>	62%/45%	73%/58%	84%/62%	87%/N/A	68%
<b>2nd</b>	74%/29%	65%/33%	76%/31%	84%/N/A	79%
<b>3rd</b>	76%/40%	67%/0%	78%/40%	68%/N/A	81%

<b>STAR or NWEA - Literacy % Proficient (Spring)</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>	<b>2022-2023 All / HNS</b>	<b>2023-2024 NWEA All</b>
<b>1st</b>	62%/45%	73%/58%	84%/62%	87%/N/A	N/A
<b>2nd</b>	74%/29%	65%/33%	76%/31%	84%/N/A	N/A
<b>3rd</b>	76%/40%	67%/0%	78%/40%	68%/N/A	N/A
<b>4th</b>	63%/25%	69%/24%	76%/50%	70%/N/A	50% (students greater than 61% proficiency) 61% (achievement percentile)
<b>5th</b>	69%/33%	67%/42%	73%/43%	66%/N/A	61% (students greater than 61% proficiency) 67% (achievement percentile)

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<b>STAR or NWEA - Math % Proficient (Spring)</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>	<b>2022-2023 All / HNS</b>	<b>2023-2024 NWEA All</b>
<b>K</b>					52% (students greater than 61% proficiency)
<b>1st</b>	71%/57%	86%/58%	87%/71%	83%/N/A	53% (students greater than 61% proficiency)
<b>2nd</b>	75%/36%	60%/33%	82%/69%	82%/N/A	77% (students greater than 61% proficiency)
<b>3rd</b>	79%/50%	80%/10%	66%/33%	76%/N/A	55% (students greater than 61% proficiency)
<b>4th</b>	78%/42%	63%/41%	89%/75%	78%/N/A	71% (students greater than 61% proficiency)
<b>5th</b>	76%/50%	87%/50%	83%/64%	88%/N/A	59% (students greater than 61% proficiency)

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### SMART Goal 1

#### *Root Cause Analysis - Based on School Performance*

During the 2023-2024 school year, 69% of students in grades 3-5 scored proficient or higher (x>level 3) on the SBA ELA assessment. Students in grades K-3 scored 76% proficiency on ACADIENCE reading composite score. Students in grades 4 and 5 scored in the 64th percentile for achievement with 56% of students reaching proficiency (x>60th percentile) on NWEA Reading and 68th percentile for achievement with 58% of students reaching proficiency (x>60th percentile) on NWEA Language Usage.

<b>School's Goal</b>	Increase overall literacy performance by implementing the HMH Into Reading Curriculum with fidelity & a focus on routines.
<b>SMART Goal</b>	<p>72% of all students in grades 3 - 5 will meet or exceed ELA SBA standards on Spring 2025 administration.</p> <p>Specifically, the grade level targets to reach this overall goal would be (using cohort data)</p> <ul style="list-style-type: none"> <li>● Gr 2: n/a → Gr 3: 72%</li> <li>● Gr 3: 69% → Gr 4: 72%</li> <li>● Gr 4: 58% → Gr 5: 61%</li> </ul>
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	Students in grades K - 5 will meet or exceed proficiency benchmarks as measured by Acadience (K-3) AND NWEA Reading (4-5) assessments. Students in K-3 will aim for an 78% proficiency rate on Acadience, and students in grades 4-5 will reach the 58th percentile for achievement on NWEA Reading, and 68th percentile for achievement on NWEA Language Use during the Spring 2025 administration.
<b>District Improvement Plan Connection</b>	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)*

<b>Scientifically Research Based Strategy</b>	Implement, with fidelity, Fairfield Public School reading curriculum. Whole-class and small-group structured literacy approach with explicit, systematic, and multisensory instruction. Implement a cohesive and structured MTSS block in each grade.
<b>MOY Results (Expectation/ Reality)</b>	The total number of students reaching proficiency in grades K-5 on NWEA (Gr 4 & 5) and Acadience (Gr K - 3) will increase from BOY to MOY by 3%.
<b>EOY Results (Expectation/ Reality)</b>	The total number of students reaching proficiency in grades K-5 on NWEA (Gr 4 & 5) and Acadience (Gr K - 3) will increase from MOY to EOY by 3%.
<b>Responsible Individuals</b>	All Staff - Principal, Assistant Principal, Classroom teachers, Language Arts Specialists, Special Education teachers
<b>Timeline</b>	October 2024 to May 2025
<b>Resources</b>	HMH Into Reading, Reading/Writing Strategies Books, UFLI, Wilson, SPIRE
<b>Budget Implications</b>	NSS Budget line for materials and PD

### Goal 1 - Implementation and Milestones

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	Professional development - in August on district initiatives  Review NSS SRBI model. Discuss implementation.  Grade level planning for	Ongoing professional development with LAS and district leaders  Implementation and Data Review of IABs and district assessments for reading subscores	Completion of IAB assessments and district assessments including data analysis for final EOY review   Grade level teams conclude

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	<p>decodable text protocol and vocabulary instruction</p> <p>Review of spring and fall data to determine focus for instruction to address whole-class/ small group needs</p> <p>Review data to identify students that may need to enter the SRBI process and support all service providers including special ed.</p>	<p>Planning with LASW protocols aligned with our district assessment calendar.</p> <p>Monitor students in the SRBI process and make instructional decisions based on district assessments, progress monitoring data, student goals, best instructional practices, and rearranging small groups based on data.</p> <p>Grade level conversations around student growth</p>	<p>LASW protocol with common assessments</p> <p>SRBI meetings will including grade level representatives to reflect on student growth</p>
<b>Leading Indicators</b>	<p>District literacy assessment baseline</p> <p>Heggerty Assessment CORE Acadience NWEA IAB (3-5) SRBI Interventions and Data Review Classroom common assessments review - students respond, in writing, to reading prompts using the SBA rubric.</p>	<p>District literacy assessment baseline</p> <p>Heggerty Assessment CORE Acadience NWEA IAB (3-5) SRBI Interventions and Data Review Classroom common assessments review - students respond, in writing, to reading prompts using the SBA rubric.</p>	<p>District literacy assessment baseline</p> <p>Heggerty Assessment CORE Acadience NWEA IAB (3-5) SRBI Interventions and Data Review SBA Classroom common assessments review - students respond, in writing, to reading prompts using the SBA rubric.</p>
<b>Lagging Indicators</b>	N/A	N/A	SBA Data - reading performance for the <i>all</i> student group at 69% proficiency
<b>Equity Goals</b>	Subgroup of High Needs	Subgroup of High Needs performance	Subgroup of High Needs



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<b>and Shared Responsibility</b>	performance on indicators:  Fall <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr 4-5: NWEA Reading</li> <li>● Gr K-3: Acadience</li> </ul>	on indicators:  Winter <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr 4-5: NWEA Reading</li> <li>● Gr K-3: Acadience</li> </ul>	performance on indicators:  Spring <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr 4-5: NWEA Reading</li> <li>● Gr K-3: Acadience</li> </ul>
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### SMART Goal 2

#### *Root Cause Analysis - Based on School Performance*

During the 2023-2024 school year, 57% of students in grades 3-5 scored proficient or higher ( $x > \text{level } 3$ ) on the SBA Math assessment. Students in grades K-5 scored in 70th achievement percentile with 63% of students reaching proficiency ( $x > 60\text{th}$  percentile) on NWEA Math; the 3-5 subgroup had 64% of students reaching proficiency ( $x > 60\text{th}$  percentile) on NWEA Math.

<b>School's Goal</b>	Improve math literacy and performance as measured by state and district assessments.
<b>SMART Goal</b>	60% of all students in grades 3-5 will meet or exceed MATH SBA standards on Spring 2025 administration. Specifically, the grade level targets to reach this overall goal would be (using cohort data) <ul style="list-style-type: none"> <li>● Gr 2: n/a → Gr 3: 66%</li> <li>● Gr 3: 63% → Gr 4: 66%</li> <li>● Gr 4: 54% → Gr 5: 57%</li> </ul>
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	64% of all students in grades K - 5 will meet or exceed district NWEA (K-5) benchmarks in the Spring 2025 administration.

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	Students in grades K - 5 will meet or exceed proficiency benchmarks as measured by NWEA Math (K-5) assessments. Students in K-5 will aim for a 64% proficiency as measured by the NWEA Math assessment for during the Spring 2025 administration.
<b>District Improvement Plan Connection</b>	Mathematics performance, as measured by the SBA (3-8), will close the gap between subgroup proficiency performance by 20% and raise the bar by 3% from baseline 2024 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)*

<b>Scientifically Research Based Strategy</b>	Implement, with fidelity, Fairfield Public School reading curriculum. Whole-class and small-group structured literacy approach with explicit, systematic, and multisensory instruction. Implement a cohesive and structured MTSS block in each grade.
<b>MOY Results (Expectation/ Reality)</b>	The total number of students reaching proficiency in grades K-5 on NWEA will increase from BOY to MOY by 3%.
<b>EOY Results (Expectation/ Reality)</b>	The total number of students reaching proficiency in grades K-5 on NWEA will increase from MOY to EOY by 3%.
<b>Responsible Individuals</b>	All Staff - Principal, Assistant Principal, Classroom teachers, Math/Science Teacher, Special Education teachers
<b>Timeline</b>	October 2024 to May 2025 (PD in September 2024)
<b>Resources</b>	Time for planning, professional development for all non- and certified staff, building schedule aligned to support mathematics instruction

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<b>Budget Implications</b>	NSS Budget line for materials and PD

**Goal 2 - Implementation and Milestones**

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	<p>Faculty Meeting to discuss SIP and 2023-2024 SBA results.</p> <p>Implement FPS mathematics curriculum with fidelity with a focus on building teacher agency in planning and implementation of curriculum. (K-5)</p> <p>Review NSS intervention model. Discuss implementation.</p> <p>Weekly grade level meetings focused on analyzing student work, sharing effective instructional strategies, evaluating student achievement and reviewing test taking protocols.</p> <p>Consistent and purposeful small group instruction to differentiate needs and monitor growth</p>	<p>Based on district, school and classroom data and feedback from teachers, make revisions or modifications to support SIP instructional plans</p> <p>Continue to meet at weekly grade level meetings focused on analyzing student work to determine what adjustments or modifications are required to improve instructional practices.</p> <p>Continued consistent and purposeful small group instruction to differentiate needs and monitor growth</p> <p>Students will have instructional opportunities to work collaboratively to practice test taking strategies as related to the IABs and district assessments</p> <p>Small group testing where needed</p> <p>Based on assessments, grade level</p>	<p>Completion of IAB assessments and district assessment including data analysis for presentation to faculty</p> <p>Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement.</p>

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	<p>Analysis of summative district assessments and formative assessments to identify areas of need to target/focus instruction.</p> <p>Students will be directly taught test taking strategies focus on structure of questions, format and vocabulary</p>	<p>analysis and LASW, adjust and modify instruction to successfully implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills. (K-5)</p> <p>Continue progress monitoring as needed to inform instruction</p>	
<b>Leading Indicators</b>	<p>September: K-5: Baseline Assessment</p> <p>Gr K-5 Math District Assessment - analyze for all students and high needs</p> <p>Gr 3-5: OCT IABs - analyze for all students and high needs</p>	<p>November, January: Kindergarten: Number Corners Check Up Assessments</p> <p>Gr K-5 District Math Assessment - analyze for all students and high needs</p> <p>Gr 3-5: FEB IABs &amp; MARCH IABs - analyze for all students and high needs</p>	<p>March, May: Kindergarten: Number Corners Check Up Assessments</p> <p>Gr K-5 District Math Assessment - analyze for all students and high needs</p>
<b>Lagging Indicators</b>	N/A	N/A	SBA Math - All school vs. High Needs Students

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<b>Equity Goals and Shared Responsibility</b>	Subgroup performance on indicators:  Fall Baseline: <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr K-5: NWEA Math</li> </ul>	Subgroup performance on indicators:  Winter: <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr K-5: NWEA Math</li> </ul>	Subgroup performance on indicators:  Spring: <ul style="list-style-type: none"> <li>● Gr 3-5: IAB</li> <li>● Gr K-5: NWEA Math</li> </ul>
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### SMART Goal 3

#### *Root Cause Analysis - Based on School Performance*

In the 2024 Spring Climate Student Survey kindness was identified as an area of need. As evidenced by the following questions on the student survey.

- Question 17- I have seen students being hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up).- 31% agreed and or strongly agree
- Question 25- Students at my school treat each other with kindness -61.4% agreed or strongly agreed
- Question 30- When I am at school I am teased, picked on, made fun of, called names, or left out -41.78% of students answered some days, most days, and everyday
- Question 26- Students at my school will try to stop students from mankind fun of other students- 57.6% Agreed
- Question 28- There are groups of students who make others feel left out- 29.94% Agreed

<b>School's Goal</b>	Through implementation of strategies and systems which promote a positive, safe, and engaging school community, student climate scores related to kindness and inclusivity will increase.
<b>SMART Goal</b>	Percentage of students who agree with kindness questions on the Climate Survey will increase by 7%
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i>	There will be an overall 7% growth in the following areas:

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Inclusive and Equitable	<ul style="list-style-type: none"> <li>• I have seen students being hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up).</li> <li>• Students at my school treat each other with kindness</li> <li>• When I am at school I am teased, picked on, made fun of, called names, or left out</li> <li>• Students at my school will try to stop students from making fun of other students</li> <li>• There are groups of students who make others feel left out</li> </ul>
<b>District Improvement Plan Connection</b>	Staff will use the Move This World program to provide direct evidence based SEL instruction in order to achieve the district vision of developing responsible citizens who exhibit ethical behavior.

### **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)*

<b>Scientifically Research Based Strategy</b>	Implementation of a Tier 1 SEL Curriculum: Move this World, Restorative Practices, Zones of Regulation, RULER or Responsive Classroom. <a href="#">Social Emotional Learning Framework</a>
<b>MOY Results (Expectation/ Reality)</b>	<p>There will be overall growth in the following areas:</p> <ul style="list-style-type: none"> <li>• I have seen students being hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up).</li> <li>• Students at my school treat each other with kindness</li> <li>• When I am at school I am teased, picked on, made fun of, called names, or left out</li> <li>• Students at my school will try to stop students from making fun of other students</li> <li>• There are groups of students who make others feel left out</li> </ul>

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	100% of classrooms will implement a research based SEL Curricula. (Move This World)
<b>EOY Results (Expectation/ Reality)</b>	<p>There will be an overall 7% growth in the following areas:</p> <ul style="list-style-type: none"> <li>● I have seen students being hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up).</li> <li>● Students at my school treat each other with kindness</li> <li>● When I am at school I am teased, picked on, made fun of, called names, or left out</li> <li>● Students at my school will try to stop students from mankind fun of other students</li> <li>● There are groups of students who make others feel left out</li> </ul> <p>100% of classrooms will implement a research based SEL Curricula. (Move This World)</p>
<b>Responsible Individuals</b>	K-5 Classroom Teachers, Paraprofessionals, Special Education Teachers, Support Staff, Specialists, EPF, Principal
<b>Timeline</b>	September 2024-June 2025
<b>Resources</b>	Mind Up Teacher Guides, Restorative Practice, Zones of Regulation, Second Step Kits, Responsive Classroom Professional Books; children’s literature texts, faculty meeting time for professional development; time for whole school town meetings, time for School Psychologist and Social Worker to support implementation of T1 SEL; methods for parent communication - workshops.
<b>Budget Implications</b>	Implementation of a Tier 1 SEL Curriculum: Second Step, Mind Up, Zones of Regulation or Responsive Classroom, Restorative Practice. <a href="#">Social Emotional Learning Framework</a>

### Goal 3 - Implementation and Milestones

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	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	<p>Celebrate 100% implementation of SEL Curriculum.</p> <p>Training on Move this World</p> <p>Training on Restorative Practices</p> <p>Implement Mindful Mondays - kindness focus</p> <p>Establish communication expectations between school staff and home regarding SEL.</p> <p>Begin work on ROARS matrix</p>	<p>Continue implementation of Growth mindset, mindfulness</p> <p>Continue implementation of Mindful Monday - Kindness focus.</p> <p>Continue training on Move this World and track usage</p> <p>Continue training on Restorative Practices</p> <p>Continue school psychologist/social worker lessons.</p> <p>Communication in Tiger Tales by counselors</p> <p>Mid-year focused student survey</p> <p>Continue work on ROARS matrix</p> <p>Facilitate teacher agency to implement parent communication regarding SEL instruction</p>	<p>After April break, begin implementation of lessons focused on relationship building and cooperative engagement with added incentives for students.</p> <p>Continue implementation of Growth mindset, mindfulness</p> <p>Begin planning for 2025-2026 SEL school year.</p> <p>Continue school psychologist/social worker lessons.</p> <p>End of year focused student survey</p> <p>Celebrate progress and growth.</p> <p>Implement summer parent communication regarding SEL instruction via the Friday Flash Finalize ROARS matrix</p>
<b>Leading Indicators</b>	<p>Review spring 2024 school climate survey.</p>	<p>Mid Year school developed climate survey</p>	<p>Final school survey</p> <p>ROARS matrix</p>



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<b>Lagging Indicators</b>	Review School Climate Data 2022-2023.	Mid Year focus survey	End of year focus survey.
<b>Equity Goals and Shared Responsibility</b>	Review School Climate Data 2023-2024.	Teachers ensure that all students take Climate Survey to ensure fair and equal representation.	Teachers ensure that all students take Climate Survey to ensure fair and equal representation.