

## Fairfield Public Schools – School Improvement Plan

### School Information

<b>School's Name</b>	Stratfield	<b>School District</b>	Fairfield Public Schools
<b>Principal's Name</b>	Elizabeth McGoey	<b>School Year</b>	2025-2026

### School's Mission/Vision

The mission of Stratfield Elementary School, in partnership with families and communities is to provide students with a diverse curriculum that empowers each child to continue to grow as strong, secure individuals who are able to joyfully face life's many challenges with confidence. Stratfield School is dedicated to inspiring independent learners who are responsible citizens that contribute positively to a global community.

### Theory of Action

If we focus literacy instruction to improve students' efficient decoding and comprehension skills and teach students to transfer these skills into authentic reading experiences, then students will be cognitively engaged and intrinsically motivated and overall literacy skills will improve.

If we embed questioning and problem solving into the implementation of math curriculum standards with fidelity, then students will persevere and transfer skills in the application of real world problems leading to increased achievement in mathematics.

If we provide staff with viable curricula and professional development aligned with our goals to create a safe and trusting school culture where students feel connected and valued then attendance will increase.

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### School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Elizabeth McGoey	Principal	Mary Jo French	Assistant Principal
Andrea Pepe	LAS, Coach	Casey McCormick	LAS, Interventionist
Amy Lacey	MRT	Megan Agee	Kindergarten 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.

School indicators (attendance, course taking, participation, etc.) over the past three years.

<b>SBA - ELA % 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>2024-2025 All / HNS</b>
<b>3rd</b>	69/43	54/31	75/72	44/27.8	51/28.57	68/38
<b>4th</b>	79/31	62/44	60/30	76/76.4	64/39.13	64/60
<b>5th</b>	76/42	82/46	79/43	67/33.3	82/61.53	68/52
<b>Total 3-5</b>						67/50

<b>SBA - ELA 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>2024-2025 All / HNS</b>
<b>School</b>	79/68	N/A	78/66	71.8/64.40	74.3/71.8	68 / 68

<b>SBA - Math % 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>2024-2025 All / HNS</b>
<b>3rd</b>	74/50	63/38	70/64	56/22.2	66/52.38	70 / 43
<b>4th</b>	66/46	40/33	62/40	71/50	50/26.09	59 / 40

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<b>5th</b>	61/17	68/31	67/57	60/27.8	67/23.08	52 / 30
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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>2024 - 2025 All / HNS</b>
<b>School</b>	73/71	N/A	79/72	74.6/75.4	67.3 / 60.60	70 / 67

<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>2024 - 2025 All / HNS</b>
<b>5th</b>	73/71	N/A	79/72	74.6/75.4	74 / 46.15	70 / 48

<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>2024 - 2025 All - HNS</b>
<b>All Students</b>	5.2	5.3	6.7	6.7	6.5	7.4
<b>High Needs</b>	8.5	9.8	10	9.0	13.7	13.3

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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 / HNS</b>	<b>2024-2025 Acadience All / HNS</b>
<b>Kindergarten</b>		63/63	64/64	67/	78/67	74/20
<b>1st</b>		61/28	62/43	59/50	62/43	90/75
<b>2nd</b>		82/73	68/42	61/31.3	67/13	76/41
<b>3rd</b>		56/33	75/35	58/62.6	75/69	75/48

<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 / HNS</b>	<b>2024-2025 NWEA All / HNS</b>
<b>1st</b>						
<b>2nd</b>						
<b>3rd</b>						
<b>4th</b>		61/36	51/26	65/23.5	41/13	48/32
<b>5th</b>		66/27	66/36	52/30	67/50	43/31

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STAR or NWEA - Math % Proficient (Spring)	2018-2019 AII / HNS	2020-2021 AII / HNS	2021-2022 AII / HNS	2022-2023 AII / HNS	2023-2024 NWEA AII / HNS	2024-2025 NWEA AII / HNS
K					70/100	46/50
1st		65/33	63/57	63/60	47/46	60/42
2nd		69/55	68/53	64/41.2	65/36	57/36
3rd		56/27	75/47	61/61.1	57/73	64/38
4th		48/36	63/37	80/29.4	56/20	61/47
5th		80/55	75/64	75/60	52/13	43/26

### **SMART Goal 1**

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

Over the past five years, scores on SBA in ELA demonstrate inconsistent student achievement in grades- 3-5.

- Grade 3: 53% → 75% → 44% → 51% → 68%
- Grade 4: 60% → 60% → 76% → 64% → 64%
- Grade 5: 81% → 79% → 68% → 82% → 68%

There is a discrepancy between High Needs Students (HNS) and All Student data over the past five years on SBA in ELA with grade 4 HNS scores most aligned with ALL.

- Grade 3: 27% → 47% → 28% → 29% → 38%
- Grade 4: 33% → 22% → 64% → 39% → 60%
- Grade 5: 55% → 46% → 33% → 62% → 52%

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<b>School's Goal</b>	<b>Increase overall literacy performance</b>
<b>SMART Goal</b>	<p><b>75% of students in grades 3 - 5 will meet or exceed SBA standards on the ELA portion of the 2026 spring SBA.</b></p> <p><b>There will be a 10% increase in high needs students (HNS) meeting or exceeding SBA standards.</b></p>
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<p><b>75% of students in grades 3 - 5 will meet or exceed SBA standards on the ELA portion of the 2026 spring SBA.</b></p> <p><b>75% of 3rd grade students will meet or exceed benchmark expectations on Acadience composite in Spring of 2026.</b></p> <p><b>75% of 4th and 5th grade students will be at or above the 60th percentile on NWEA MAP Reading Assessment in winter of 2026.</b></p> <p><b>There will be a 10% increase from the fall baseline in high needs students (HNS) meeting or exceeding standards as measured by May 2026 administration of district assessments.</b></p>
<b>District Improvement Plan Connection</b>	<b>90% of second graders will meet or exceed district wide standards in literacy.</b>

**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>	<p><b>Whole group and small group targeted phonics instruction to strengthen decoding skills K-2.</b></p> <p><b>Whole group and small group instruction to strengthen comprehension and vocabulary skills K-5.</b></p> <p><b>K- 5 students are assigned instructional foci based on triangulation of baseline</b></p>
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	literacy data and adjusted throughout the year. Progress monitoring is assigned based on the assigned instructional focus for all students.
<b>MOY Results (Expectation/ Reality)</b>	There will be a 4% increase from baseline of students in K-5 who will meet or exceed benchmark on mid year literacy assessments. There will be a 5% increase from baseline of HNS in K-5 who will meet or exceed benchmark on mid year literacy assessment.
<b>EOY Results (Expectation/ Reality)</b>	75% of students in gr. 3 - 5 will meet or exceed SBA standards on the ELA portion of the 2026 spring SBA.  There will be a 10% increase for high needs students (HNS) meeting or exceeding standards as measured by the 2026 spring SBA.
<b>Responsible Individuals</b>	All staff
<b>Timeline</b>	September 2025 - 2026
<b>Resources</b>	HMH Resources - digital, texts & decodables, Collaboration with HMH Coach, Heggerty Phonemic Awareness, Coaching Cycles by LAS, allocated time for planning, Decodable Text Protocol and district small group planning resources, Decodables (Whole Phonics, Flyleaf, Benchmark Decodables & HMH), LiteracyHow books, Bridge the Gap, Foundations, SPIRE, UFLI, Rewards, Making Connections, MegaWords, HD Word Foundations and Blast, NCII spreadsheets for data collection, LAS created SBA binders with vocabulary & assessment tool resources, CORE Phonics Screener, NWEA MAP and Acadience for screener/progress monitoring, play based learning experiences and professional development and ongoing professional development for all staff in supporting small group instruction.
<b>Budget Implications</b>	Stratfield budget line items for professional development and language arts material.

**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>	<p>Discussion of SIP and 2024-2025 SBA results to discuss grade level trends and individual student needs.</p> <p>Literacy Leadership Team to lead literacy practices with staff and build upon family engagement.</p> <p>LASs to create a digital data wall K-5 to track student progress. Teachers will update data walls to reflect student growth and achievement.</p> <p>Review implementation guides and instructional routines to continue successful implementation of HMH.</p> <p>LAS coach will continue student-centered coaching cycles to increase literacy outcomes utilizing HQI.</p>	<p>Midyear faculty meeting to review winter district assessment results and determine trends and individual student needs.</p> <p>Literacy Leadership Team to communicate and lead/ refine literacy practices as well as build upon family engagement.</p> <p>Teachers will continuously adjust data walls based on latest progress monitoring and ensure students are moving throughout the progression. During a GLM, teachers will spend time correlating data wall growth and progress with middle of the year district assessments.</p> <p>Provide on-going professional development support to review module adjustments and updated pacing.</p> <p>LAS coach will continue student-centered coaching cycles to increase literacy outcomes utilizing HQI.</p>	<p>End of year faculty meeting to review spring data results to determine progress and inform next year’s SIP.</p> <p>Literacy Leadership Team to reflect upon work through a needs assessment to then determine next steps.</p> <p>Analysis of data wall/progress monitoring/summative assessment correspondence. Teachers will reflect on student growth in alignment with end of year assessment growth.</p> <p>Reflect with each grade level on successes and feedback for next year.</p> <p>Teachers will fill out coaching feedback forms to reflect on the year and drive coaching</p>

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	<p>LASs will support teachers with integrating independent practice to increase reading stamina with HMH instructional routines and expectations.</p> <p>LAS coach to provide an overview of SBA targets to identify strengths/weaknesses on 2025 Spring ELA assessment.</p> <p>Focus on intentional student groupings based on data and progress monitoring based on skill. This will apply to MTSS groupings as well.</p> <p>LASs will organize book clubs to engage students in higher level thinking.</p> <p>UDL (Universal Design for Learning) resources to meet the needs of all students for intervention and extension.</p> <p>Literacy leadership will provide teachers with student goal setting resources, goal setting</p>	<p>Teachers will track and monitor student reading stamina and engagement and continue to implement HMH instructional routines.</p> <p>Through coaching cycles, LAS coach will model research based strategies to address student needs in weak target areas.</p> <p>Review groupings and progress monitoring with teachers during MTSS data meetings as designated on district calendar.</p> <p>LASs will create a schedule and engage students in book clubs.</p> <p>Explicit teaching on UDL (Universal Design for Learning) strategies for staff.</p> <p>During grade level meetings teachers will bring evidence of student goal progress and/or completion and discuss</p>	<p>decisions for future years.</p> <p>Teachers will analyze student reading stamina data and end of year benchmark data to measure student achievement.</p> <p>LAS coach will create a Google form for teachers to submit feedback regarding modeling and instructional practices.</p> <p>Review and analyze end-of-year literacy data to measure progress.</p> <p>LASs will create and distribute student and parent feedback surveys for participants in book clubs.</p> <p>Teachers will select one UDL strategy to try in their classroom and debrief in grade level meetings.</p> <p>Teachers will analyze student goal setting data and end of year benchmark data to</p>
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	<p>conversations and professional development around this practice.</p> <p>Staff will be provided with professional development around newly revised MTSS processes, protocols and entrance/exit criteria.</p> <p>LAS Coach to provide explicit instruction and professional development on accountable talk/partnerwork strategies.</p> <p>LASs will create Resource Center for parents to borrow home activities and texts to support home to school literacy. LASs will promote Resource Center to parents.</p> <p>Continued implementation of Play Based Learning in Kindergarten. Review and ground new K teachers with research and implementation to date. Continued collaboration with PBL coach.</p>	<p>effectiveness.</p> <p>Review MTSS processes, CTSEDS, and data with teachers to ensure MTSS protocols are being implemented with fidelity.</p> <p>Explicit teaching of accountable talk/partnerwork strategies.</p> <p>LASs will monitor usage and update resources as deemed necessary by parent feedback and usage.</p> <p>PBL implemented in all K classes with the expectation that all students engage in PBL each day. Explore cross-curricular connections to literacy, math, science and social studies.</p>	<p>measure impact on student achievement.</p> <p>Leadership will examine MTSS entrance and exit data as well CTSEDS data to analyze impact of new processes.</p> <p>Reflect on partnerwork. Celebrate successes and make adjustments as needed.</p> <p>LASs will examine parent feedback on Resource Center effectiveness and interest.</p> <p>PBL implemented in all K classes with the expectation that all students engage in PBL each day. Refine cross-curricular connections to literacy, math, science and social studies.</p>
<p><b>Leading Indicators</b></p>	<p>K-5: District universal screens - analyze for all students and high</p>	<p>K-5: District universal screens - analyze for all students and high needs</p>	<p>K-5: District universal screens - analyze for all students and</p>

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	<p>needs</p> <p>Heggerty PA (K-1) Acadience (K-3); Progress Monitoring (4-5) CORE (K-3 or until mastery) NWEA (4-5) Qualitative Spelling Inventory (1-5)</p> <p>Grade 3-5: IABs - analyze for all students and high needs.</p>	<p>Heggerty PA (K-1) Acadience (K-3); Progress Monitoring (4-5) CORE (K-3 or until mastery) NWEA (4-5) Qualitative Spelling Inventory (1-5)</p> <p>Grade 3-5: IABs - analyze for all students and high needs.</p>	<p>high needs</p> <p>Heggerty PA (K-1) Acadience (K-3); Progress Monitoring (4-5) CORE (K-3 or until mastery) NWEA (4-5) Qualitative Spelling Inventory (1-5)</p> <p>Grade 3-5: IABs - analyze for all students and high needs.</p>
<p><b>Lagging Indicators</b></p>	<p>SBA results from 2025: Gr. 3: 68% / 38% HNS Gr. 4: 64% / 60% HNS Gr. 5: 68% / 52% HNS K-3 Acadience Composites 2025: K: 74% / 20% HNS 1st: 90% / 75% HNS 2nd: 76% / 41% HNS 3rd: 75% / 48% HNS</p> <p>CORE Assessment 2025 (Proficiency according to grade level expectations) K: 96% 1st: 82% 2nd: 60% 3rd: 62% 4th: 88% 5th: 91%</p>	<p>K-2: Prior School Year District Benchmark Assessment-analyze for all students and high needs 3-5: Prior School Year SBA ELA Results-analyze for all students and high needs</p> <p>LASLinks</p>	<p>75% of students will meet or exceed SBA standards</p> <p>The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores.</p>

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	<p>Gr 4 &amp; 5 NWEA Reading 2025: 4th: 48% / 32% HNS 5th: 43% / 31% HNS</p> <p>Gr. 3-5 Qualitative Spelling Inventory 2025 3rd: 74% 4th: 86.8% 5th: 68.7%</p>		
<p><b>Equity Goals and Shared Responsibility</b></p>	<p>Subgroup performance on indicators. All Stratfield Staff</p> <p>Subgroup of High Needs performance on indicators:</p> <p>Baseline/BOY</p> <ul style="list-style-type: none"> <li>●Gr3-5: IAB</li> <li>●Gr4-5: NWEA Reading</li> <li>●GrK-3: Acadience</li> <li>●LASLinks</li> </ul>	<p>Subgroup performance on indicators. All Stratfield Staff</p> <p>Subgroup of High Needs performance on indicators:</p> <p>Baseline/MOY</p> <ul style="list-style-type: none"> <li>●Gr3-5: IAB</li> <li>●Gr4-5: NWEA Reading</li> <li>●GrK-3: Acadience</li> <li>●LASLinks</li> </ul>	<p>Subgroup performance on indicators. All Stratfield Staff</p> <p>Subgroup of High Needs performance on indicators:</p> <p>Baseline/EOY</p> <ul style="list-style-type: none"> <li>●Gr3-5: IAB</li> <li>●Gr4-5: NWEA Reading</li> <li>●GrK-3: Acadience</li> <li>●LASLinks</li> </ul>

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### SMART Goal 2

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

Over the past five years, scores on SBA in Math demonstrate consistent increases in grade 3 performance; however grade 4 and 5 have made inconsistent progress.

- Grade 3: 61% → 70% → 56% → 66% → 70%
- Grade 4: 41% → 62% → 71% → 50% → 59%
- Grade 5: 68% → 68% → 60% → 67% → 52%

High Needs Students (HNS) data over the past five years on SBA in Math show a discrepancy and inconsistency between HNS and all students.

- Grade 3: 33% → 41% → 22% → 52% → 43%
- Grade 4: 56% → 33% → 50% → 26% → 40%
- Grade 5: 27% → 45% → 28% → 23% → 30%

<b>School's Goal</b>	<b>Increase overall mathematics performance.</b>
<b>SMART Goal</b>	<p><b>70% of students in grades 3 - 5 will meet or exceed SBA standards on the Math portion of the 2026 spring SBA.</b></p> <p><b>There will be a 10% increase in High Needs Students (HNS) meeting or exceeding SBA standards.</b></p>
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<p><b>70% of students in 3-5 will meet or exceed benchmarks on NWEA in January 2026.</b></p> <p><b>The number of High Needs Students (HNS) who are considered meeting or exceeding on SBA will increase by 10% from Spring 2025 to Spring 2026 administration.</b></p>
<b>District Improvement Plan Connection</b>	<b>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.</b>

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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)*

<b>Scientifically Research Based Strategy</b>	<b>Focus on increasing independence and student perseverance through mindset and productive struggle. Focus on increasing K-5 math fluency. Analyzing student data and creating instructional groups based on data. Utilize WINN time to move students through the math continuum.</b>
<b>MOY Results (Expectation/ Reality)</b>	<b>There will be a 5% increase from the baseline of students in 3-5 who will meet or exceed benchmark on mid year math assessments.</b>
<b>EOY Results (Expectation/ Reality)</b>	<b>70% of students in gr. 3 - 5 will meet or exceed SBA standards on the math portion of the 2026 spring SBA.  75% will be meeting or exceeding fluency benchmarks per their grade level expectations.  There will be a 10% increase from the fall baseline in High Needs Students (HNS) meeting or exceeding standards as measured by May 2026 administration of SBA.</b>
<b>Responsible Individuals</b>	<b>All Staff</b>
<b>Timeline</b>	<b>September 2025 - June 2026</b>
<b>Resources</b>	<b>Number Corner materials, Pacing Guide, NWEA/MAP, MST Google Classroom, Fluency (MIND), <u>Your Mathematics Standards Companion</u> books for all grade levels, professional development with MST on continuum.</b>
<b>Budget Implications</b>	<b>Stratfield budget line items for professional development and mathematics materials.</b>

**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>Discuss SIP and 2025-2026 SBA results to determine grade level trends, classroom trends, and individual student needs.</p> <p>MRT to create a digital data wall focused around fluency in Gr. 1-5. Teachers will update the digital data walls to reflect student growth and achievement.</p> <p>Focus on student groupings based on data and progress monitor students to ensure mastery of skill. This includes WINN Time, fluency work, and small groups.</p> <p>MRT to designate the most efficient strategies to use. Teachers focus on the most efficient strategy for students to use when solving problems.</p>	<p>Based on district, school, and classroom data and feedback from teachers, revise or modify instructional plans.</p> <p>Teachers will adjust the digital data walls based on District Fluency Assessments (3x/year).</p> <p>Continuously analyze assessment / progress monitoring data from WINN Time, fluency work, and small groups to discuss and evaluate progress related to goals; adjust targeted instruction to meet the needs of all students.</p> <p>Teachers will circle back to skills previously taught to ensure mastery and use of efficient strategies.</p>	<p>Reflect on all math assessments and student growth as a faculty.</p> <p>Analysis of the digital data wall. Teachers will reflect on student growth in alignment with end of year assessment growth.</p> <p>Debrief on student growth with each grade level. Celebrate successes, reflect on results, and make plans for the next school year. Review data implications.</p> <p>Using the math continuum teachers will note student progress and growth.</p>

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	<p>Staff will be provided with professional development around newly revised MTSS processes, protocols and entrance/exit criteria.</p> <p>Establish a schedule with all 3-5 teachers to practice IAB/FIAB questions to expose students to on a <b>monthly</b> basis. Plan with teachers to decide how IABs will be used each month based on the intent of the unit/standards taught.</p> <p>SBA resource binder grades 2-5 organized by month in math to outline test taking strategies with focus on structure of SBA questions, format, and vocabulary, multiple choice format, process of elimination, close reading, and rereading strategies.</p> <p>MRT and classroom teachers will send monthly home school connections to include math tips and challenges K-5.</p>	<p>Review MTSS processes, CTSEDS, and data with teachers to ensure MTSS protocols are being implemented with fidelity.</p> <p>Continuously use IAB-type questions and problems to support the modeling of test taking strategies, exposure to the structure/format of questions and the introduction and practice of using math vocabulary.</p> <p>Students in grades 2-5 will continue to utilize SBA resource binder and test taking strategies with focus on structure of SBA questions, format, and vocabulary. Adjustments to be made based upon current IAB data per grade levels - 3-5.</p> <p>MRT and classroom teachers continue monthly home school connections to include math tips and challenges K-5.</p>	<p>Leadership will examine MTSS entrance and exit data as well CTSEDS data to analyze impact of new processes.</p> <p>Reflect on and make adjustments to how we use IABs before, during, and after units.</p> <p>Students in grades 2-5 will continue to utilize SBA resource binder and test taking strategies with focus on structure of SBA questions, format, and vocabulary. Adjustments to be made based upon current IAB data per grade levels - 3-5.</p> <p>MRT and classroom teachers continue monthly home school connections and update/reflect on math tips and challenges K-5.</p>
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	<p>Monthly meeting to include Principal, Assistant Principal, and Math Resource Teacher.</p> <p>MRT will support teachers to assess students' engagement with challenging tasks, their perseverance, and students' abilities to learn from their mistakes.</p>	<p>Continue monthly meetings to include Principal, Assistant Principal, and Math Resource Teacher.</p> <p>MRT and teachers will assess students' engagement with challenging tasks, their perseverance, and students' abilities to learn from their mistakes.</p>	<p>Reflect upon work discussed at monthly meetings with the Principal, Assistant Principal, and Math Resource Teacher.</p> <p>MRT and teachers will reflect on the growth of students' engagement with challenging tasks and their perseverance to learn from their mistakes.</p>
<p><b>Leading Indicators</b></p>	<p>Gr K-5 NWEA Math - analyze for all students and high needs</p> <p>Gr 3-5: OCT IABs - analyze for all students and high needs.</p> <p>Grades 1-5 analyze for all students (including high needs) initial fluency assessments against fall benchmark fluency cut scores at Tier One SRBI meetings</p>	<p>Gr K-5 Winter NWEA Math - analyze for all students and high needs.</p> <p>Gr 3-5: Winter IABs- analyze for all students and high needs.</p> <p>Grades K-1-analyze for all students (including high needs) updated fluency assessments against benchmark fluency cut scores at Tier One SRBI</p>	<p>70% of students in gr. 3 - 5 will meet or exceed SBA standards on the math portion of the 2026 spring SBA.</p> <p>There will be a 10% increase from the fall baseline in high needs students (HNS) meeting or exceeding standards as measured by May 2026 administration of SBA.</p> <p>Grades 1-5 analyze for all students (including high needs) fluency assessments at EOY data meetings against spring benchmark fluency cut scores</p>

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<p><b>Lagging Indicators</b></p>	<p>Percentage of SBA results from 2025:</p> <p>3rd: 70/43 4th: 59/40 5th: 52/32</p> <p>Percentage of NWEA results from Spring 2025</p> <p>K- 46/50 1 - 60/42 2 - 57/36 3 - 64/38 4 - 61/47 5 - 43/26</p> <p><b>September 2025:</b></p> <ul style="list-style-type: none"> <li>Analyze Baseline Assessments - K-5</li> <li>Analyze NWEA Assessment 4-5- HNS and ALL</li> </ul> <p><b>October 2025:</b></p> <ul style="list-style-type: none"> <li>Analyze IAB's 3-5 - HNS and ALL</li> </ul>	<p><b>November, January:</b></p> <ul style="list-style-type: none"> <li>K Number Corner Check Up Assessments</li> <li>Analyze NWEA Assessment K-5- HNS and ALL</li> <li>Math Fluency Benchmark Analyze HNS and ALL</li> </ul> <p><b>February/March:</b></p> <ul style="list-style-type: none"> <li>Analyze IAB's 3-5 - HNS and ALL</li> </ul>	<p><b>March/May:</b></p> <p>K - Number Corner Checkup Assessments</p> <p>Analyze NWEA Assessment K-5- HNS and ALL Math Fluency Benchmark Analyze HNS and ALL</p>
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<p><b>Equity Goals and Shared Responsibility</b></p>	<p>Cohort data indicators:                      Baseline: Gr. 3-5                      High Needs:                      All Stratfield Staff Responsible</p>	<p>Cohort data indicators:                      High Needs:                      All Stratfield Staff Responsible</p>	<p>Cohort data indicators:                      High Needs:                      All Stratfield Staff Responsible</p>																																													

**SMART Goal 3**

*Root Cause Analysis - Based on School Performance*

**Attendance: Chronically Absent Students**

**2023-2025**

- ALL Students: 6.5% (23-24)→ 7.4% (24-25)
- HNS: : 13.7% (23-24) → 13.3% (24-25)

Our percentage of chronically absent students has increased as a school from 6.5% in 2023-24 school year to 7.4% in the 2024-25 school year. The HNS decreased from 13.70% in 2023-24 to 13.30% in 2024-25 school year. Percentages by grade level for the 2024-25 school year are as follows:

- K- 7.0%
- 1 - 2.0%
- 2 - 3.4%
- 3 - 5.7%
- 4 - 0.0%
- 5 - 10.4%

<b>School’s Goal</b>	<b>Through implementation of strategies and systems which promote a positive, safe, and engaging school community, chronic absenteeism will decrease and student climate scores related to kindness, school connectedness, and inclusivity will increase.</b>
<b>SMART Goal</b>	<b>Chronic absenteeism will decrease to 5 percent or less for all students. HNS daily attendance will increase, resulting in 10% or less of HNS being considered chronically absent.</b>  <b>There will be a 20% reduction in incident reports K-5 from 24-25 to 25-26.</b>

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<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<b>Reduction in the # of referrals submitted for behavioral concerns.</b> <b>K-5 student daily attendance will increase, resulting in a 2.4% decrease in the % of students chronically absent for the 25-26 school year.</b>
<b>District Improvement Plan Connection</b>	<b>District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2026.</b>

### 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>	<b>Implementation of Tier 1 SEL Curriculum, Restorative Practices, Responsive Classroom, Play Based Learning.</b>
<b>MOY Results (Expectation/ Reality)</b>	<b>Student behavior data and incident reports analyzed at monthly school climate meetings.</b>  <b>There will be a 20% decrease in negative student behavior as measured by incident reports in May 2026.</b>
<b>EOY Results (Expectation/ Reality)</b>	<b>Chronic absenteeism will decrease to 5.0 percent or less for all students.</b>  <b>There will be a 10% decrease in negative student behavior as measured by incident reports in May 2026.</b>
<b>Responsible Individuals</b>	<b>100% of staff. Monitored by School Climate Team (Attendance Review) on a monthly basis.</b>
<b>Timeline</b>	<b>September 2025 - June 2026</b>
<b>Resources</b>	<b>Implementation of new SEL curriculum K-5 - Wayfinder, Second Steps, Restorative Practices, Responsive Classroom materials and reference books, Professional Learning from the DEI/SEL teacher leader, consultation time</b>

	with school psychologist and social worker, MTSS to track behavior interventions and goals, staff professional learning time, Play Based Learning tools and materials.
<b>Budget Implications</b>	Funding for materials and professional development.

**Goal 3 - 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>Form a broader committee to look at current behavior protocol and revise to be in line with Restorative Practices. School Climate Committee to share expectations with staff by the end of September.</p> <p>Consistent expectations reviewed by administration and all staff in the classrooms at the beginning of the year. Visuals in all areas of the building and displayed throughout the building to be reviewed at the beginning of year assembly.</p> <p>Communication to all families of expectations in staff and principal newsletters.</p>	<p>School Climate Committee to meet and monitor incident reports and provide staff with an update of incident reports and trends seen in this data.</p> <p>Revisit expectations in school-wide assembly in January. Consistent expectations reinforced by all staff in all areas of the building.</p> <p>Consistent parent communication by all staff regarding incidents.</p>	<p>School Climate Committee to share end of year data regarding incident reports and trends in this data.</p> <p>Consistent expectations reinforced by all staff in all areas of the building.</p> <p>Consistent parent communication by all staff regarding incidents.</p>

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	<p>Positive postcards by all staff 1X per month for all students to be written at faculty meetings.</p> <p>School Climate Committee to meet 1X/month to analyze attendance, behavior, and plan assemblies.</p> <p>Continuation and implementation of Responsive Classroom Strategies and Restorative Practices in the classroom and throughout the building. Revisit both concepts with staff in beginning of year meetings.</p> <p>Introduce the MTSS system to all staff in the area of providing behavioral support to students.</p> <p>Continued implementation of positive office referrals to be shared at whole school assemblies.</p> <p>Professional learning for all staff on proactive behavior support.</p>	<p>Positive postcards by all staff 1X per month for all students to be written at faculty meetings.</p> <p>School Climate Committee to meet 1X/month to analyze attendance, behavior, and plan assemblies.</p> <p>Continuation and implementation of Responsive Classroom Strategies and Restorative Practices in the classroom and throughout the building.</p> <p>MTSS meetings to discuss behavior support, measure student progress, and inform next steps.</p> <p>Continued implementation of positive office referrals to be shared at whole school assemblies.</p> <p>Professional learning for all staff on proactive behavior support.</p>	<p>Positive postcards by all staff 1X per month for all students to be written at faculty meetings.</p> <p>School Climate Committee to meet 1X/month to analyze attendance, behavior, and plan assemblies.</p> <p>Continuation and implementation of Responsive Classroom Strategies and Restorative Practices in the classroom and throughout the building.</p> <p>MTSS meetings to discuss behavior support, measure student progress, and inform next steps.</p> <p>Continued implementation of positive office referrals to be shared at whole school assemblies.</p> <p>Professional learning for all staff on proactive behavior support.</p>
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<b>Leading Indicators</b>	<p>Spring District Survey to serve as Baseline</p> <p>Absentee Reports</p>	Absentee Reports	<p>Spring 2025 District School Climate Survey</p> <p>Absentee Reports</p>
<b>Lagging Indicators</b>	<p>Review Chronic Absentee Data 2023-2024 baseline</p>	<p>Review Mid-Year attendance data</p>	<p>SBA results 2025 related to Chronic Absenteeism</p> <p>Final attendance for school year 2025-2026 (whole school and high needs)</p>
<b>Equity Goals and Shared Responsibility</b>	<p>Tracking high needs attendance data and attendance data for all chronically absent students.</p> <p>Tracking high needs survey data. School Climate Committee</p>	<p>Tracking high needs attendance data and attendance data for all chronically absent students.</p> <p>Tracking high needs survey data. School Climate Committee</p>	<p>Tracking high needs attendance data and attendance data for all chronically absent students.</p> <p>Tracking high needs survey data. School Climate Committee</p>