

## Fairfield Public Schools – School Improvement Plan

### School Information

|                         |                             |                        |                          |
|-------------------------|-----------------------------|------------------------|--------------------------|
| <b>School's Name</b>    | Roger Ludlowe Middle School | <b>School District</b> | Fairfield Public Schools |
| <b>Principal's Name</b> | Megan Tiley                 | <b>School Year</b>     | 2025-2026                |

### School's Mission/Vision

In alignment with Fairfield Public Schools and in partnership with families and community, Roger Ludlowe Middle School's mission 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 engage students with cognitively challenging tasks in support of tier one high-quality instruction that require all students to connect new learning to prior knowledge and make their thinking visible, then students will demonstrate growth in reading and math as measured by the Spring 2026 SBA.

If we implement proactive tier one proactive strategies to promote a safe and trusting school culture, then students will feel an environment of mutual respect, inclusive behavior, and connected to the school community.

### School Improvement Plan (SIP) Representatives

| <b>Name</b>       | <b>Position</b>     | <b>Name</b>      | <b>Position</b>          |
|-------------------|---------------------|------------------|--------------------------|
| Meg Tiley         | Principal           | Joelle Kilcourse | Library Media Specialist |
| Karin Shaughnessy | Assistant Principal | Justine Lasala   | Science Program Director |
| Jonathan Goodison | Assistant Principal | Jackie McManus   | MTSS Coordinator         |

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| Name               | Position                     | Name              | Position                        |
|--------------------|------------------------------|-------------------|---------------------------------|
| Leah Brown-Swanson | Science - Grade 7            | Jason Purzycki    | Dean of Students                |
| Beth Cerny         | School Counselor             | Tom Reilly        | Math - Grade 8                  |
| Heather Dyer       | Language Arts-Grade 6        | Colleen Sousa     | Social Studies Program Director |
| Katelyn Epstein    | Social Studies- Grade 6      | Bridget Toothaker | Health Teacher                  |
| Janine Goss        | PK-12 Literacy Exec Director |                   |                                 |

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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.

| <b>SBA - ELA<br/>% Proficient</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025<br/>All/HNS</b> |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------------|
| <b>6th</b>                        | 86%/61%                        | 72%/40%                        | 85%/43%                        | 81%/52%                        | 79%/41%                        | 80%/ 57%                     |
| <b>7th</b>                        | 81%/57%                        | 74%/49%                        | 81%/43%                        | 83%/60%                        | 72%/40%                        | 79%/ 46%                     |
| <b>8th</b>                        | 83%/52%                        | 76%/48%                        | 77%/44%                        | 75%/46%                        | 75%/46%                        | 78%/ 47%                     |

| <b>SBA - ELA<br/>Growth %</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025<br/>All/HNS</b> |
|-------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------------|
| <b>School</b>                 | 59%/55%%                       | N/A                            | 66%/52%                        | 59%/57%                        | 51%/43%                        | 63%/59%                      |

| <b>SBA - Math<br/>% Proficient</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025<br/>All/HNS</b> |
|------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------------|
| <b>6th</b>                         | 79%/45%                        | 66%/37%                        | 79%/49%                        | 70%/48%                        | 70%/31%                        | 78%/ 46%                     |
| <b>7th</b>                         | 74%/44%                        | 63%/37%                        | 70%/29%                        | 81%/54%                        | 79%/48%                        | 83%/52%                      |
| <b>8th</b>                         | 77%/42%                        | 70%/40%                        | 67%/32%                        | 66%/40%                        | 75%/45%                        | 75%/41%                      |

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| <b>SBA - Math Growth %</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025</b> |
|----------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------|
| <b>School</b>              | 72%/58%                        | N/A                            | 74%/65%                        | 60%/53%                        | 65%/53%                        | 74%/70%          |

| <b>NGSS<br/>% Proficient</b> | <b>2018-2019<br/>All / HNS</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025<br/>All / HNS</b> |
|------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>8th</b>                   | 78%/42%                        | 68%/38%                        | 70%/46%                        | 64%/45%                        | 75%/47%                        | 71%/ 47%                       |

| <b>Attendance<br/>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</b> |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| <b>All Students</b>                | 5.1%             | 20.9%            | 10.1%            | 8.8%             | 5.9%             | 7.1%             |
| <b>High Needs</b>                  | 8.2%             | 29.3%            | 14.7%            | 12.2%            | 9.6%             | 9.0%             |

| <b>NWEA - Literacy<br/>% Proficient (Spring)</b> | <b>2023-2024<br/>All / HNS</b> | <b>2024-2025<br/>All/HNS</b> |
|--------------------------------------------------|--------------------------------|------------------------------|
| <b>6th</b>                                       | 59%/25%                        | 61%/37%                      |
| <b>7th</b>                                       | 60%/23%                        | 63%/32%                      |
| <b>8th</b>                                       | 54%/27%                        | 53%/28%                      |

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| NWEA - Math<br>% Proficient (Spring) | 2023-2024<br>All / HNS | 2024-2025<br>All/HNS |
|--------------------------------------|------------------------|----------------------|
| 6th                                  | 73%/33%                | 75%/46%              |
| 7th                                  | 77%/39%                | 78%/44%              |
| 8th                                  | 59%/27%                | 77%/44%              |

**SMART Goal 1**

*Root Cause Analysis - Based on School Performance*

The 24-25 RLMS Smarter Balanced Assessment (SBA) ELA data is not showing desired growth results. The SBA data suggests that an increased focus on students identified under IDEA is necessary to improve student growth overall.

|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School's Goal</b>                                                            | <p>To close the gap between students identified under IDEA and all student performances in English Language Arts as measured by the SBA 2025 baseline data.</p> <p>By June 2026, all RLMS teachers will improve their ability to deliver <b>tiered, evidence-based instruction aligned to grade-level standards and diverse student needs</b>. Instruction will include <b>cognitively challenging tasks that connect new learning to prior knowledge</b> and <b>make thinking visible</b>. These practices will be monitored through <b>formative and summative assessments</b> and measured by <b>student growth in Spring 2026 SBA results (full school and IDEA)</b>. This supports CCT Rubric Domains 1–4.</p> |
| <b>SMART Goal</b>                                                               | RLMS will increase the percentage of students meeting growth targets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Evidence of Success</b><br>1 IAGDs <i>minimum</i><br>Inclusive and Equitable | <ul style="list-style-type: none"> <li>• Grade level data is looked at by COHORT.</li> <li>• In grade 6, the percentage of students in the IDEA subgroup who met their growth target will maintain or increase at 72 %.</li> <li>• In grade 7, the percentage of students in the IDEA subgroup who met their growth target will increase 1 percentage point. (from 67% to 68%).</li> <li>• In grade 8, the percentage of students in the IDEA subgroup who met their growth target will increase 3 percentage points. (from 52% to 55% ).</li> <li>• .Schoolwide, average percentage of target growth achieved for IDEA students will maintain or exceed 50%.</li> </ul>                                            |
| <b>District Improvement Plan Connection</b>                                     | Direct link to Key Performance Indicator 2 - By June 2027: English Language Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|  |                                                                                                                                                                                                           |
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|  | 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 2024 district performance in a positive direction. |
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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> | <ul style="list-style-type: none"> <li>• Collaborative planning for instruction/task development and delivery (e.g., without lowering the demand) including special education teachers</li> <li>• Professional learning: pedagogy content knowledge (e.g., less teacher talk, setting up the task), instructional skills, belief in the capabilities of all students)</li> <li>• Instructional coaching: provide support for teachers in current evidence-based instructional practices using data, protocols, and instructional and assessment strategies. In addition, instructional coaches provide leadership in school curriculum development and implementation, professional development, data analysis, coaching, MTSS, and services to students, as necessary. The instructional coach serves as a peer advisor to teachers and is an integral member of the school's instructional leadership team. An instructional coach also serves on the district's leadership team (executed through delivery of PD, collaboration across disciplines)</li> <li>• Teacher collaboration</li> <li>• Specific core instructional strategies (e.g., summarization using Gist statement)</li> <li>• Lesson delivery that maintains the cognitive demand and does not lower expectations</li> <li>• Scaffolding just in time rather than just in case</li> <li>• Formative assessment (e.g., active monitoring during task, exit tickets)</li> <li>• Data analysis cycle and decision making</li> <li>• Standards work: unpacking to determine if task is on grade level</li> <li>• Use of common vocabulary across content areas</li> <li>• IABs, NWEA, Common Summative Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise)</li> </ul> |
| <b>MOY Results (Expectation/ Reality)</b>     | <i>NWEA results % in meeting standards (meeting/exceeding).</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                           | IAB results<br>Unit assessments<br>LASW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>EOY Results (Expectation/ Reality)</b> | To close the gap between students identified under IDEA and all student performances in English Language Arts as measured by the SBA 2025 baseline data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Responsible Individuals</b>            | All teachers, Support Staff, Administrators/Program Director, MTSS coordinator, Language Arts Specialists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Timeline</b>                           | Fall 2025-Spring 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Resources</b>                          | <p>IABs, NWEA, Common Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise). Specific and scheduled collaboration time between special education teachers and grade level teachers.</p> <ul style="list-style-type: none"> <li>• <a href="#">MS Literacy Plan</a></li> <li>• <a href="#">FPS MTSS Handbook Draft</a></li> <li>• <a href="#">Steps for Task Design</a></li> <li>• <a href="#">Educator evaluation single point competencies</a> (p. 22-30)</li> <li>• <a href="#">ELA/Literacy Focused Interim Assessment Blocks Blueprint</a></li> <li>• <a href="#">25-26 SBA Interim Assessment Overview</a></li> <li>• <a href="#">SBA Content Explorer Tool</a></li> <li>• <a href="#">Building Thinking Classrooms</a> book (Liljedahl).</li> </ul> |
| <b>Budget Implications</b>                | <ul style="list-style-type: none"> <li>• Access to audio literature</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Goal 1 - Implementation and Milestones

|                                  | Beginning of the Year                                                                                                                    | Middle of the Year                                                                                                                       | End of the Year                                                                                    |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Implementation Milestones</b> | <ul style="list-style-type: none"> <li>• MTSS process grounded in literacy and numeracy</li> <li>• Departmental data analysis</li> </ul> | <ul style="list-style-type: none"> <li>• MTSS process grounded in literacy and numeracy</li> <li>• Departmental data analysis</li> </ul> | <ul style="list-style-type: none"> <li>• MTSS process grounded in literacy and numeracy</li> </ul> |

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|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>• Crew meetings</li> <li>• Grade level planning in PIRR meetings</li> <li>• Common assessment creation and implementation</li> <li>• PD around Tier 1 instructional strategies</li> <li>• Teacher goal setting directly connected to target areas</li> <li>• Utilize MTSS Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction</li> <li>• Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers</li> <li>• Utilize Tuesday time for collaboration and planning with general education teachers and special education teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Crew meetings</li> <li>• Grade level planning in PIRR meetings</li> <li>• Common assessment creation and implementation</li> <li>• PD around Tier 1 instructional strategies</li> <li>• Teacher goal setting directly connected to target areas</li> <li>• Utilize MTSS Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction</li> <li>• Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers</li> <li>• Establish Tuesday time protocols for collaboration and planning with general education teachers and special education teachers</li> <li>• School Improvement Team Meeting to check the current status of the goal and make any revisions (if needed).</li> </ul> | <ul style="list-style-type: none"> <li>• Departmental data analysis</li> <li>• Crew meetings</li> <li>• Grade level planning in PIRR meetings</li> <li>• End of Year goal meetings directly connected to target areas</li> <li>• Utilize MTSS Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction</li> <li>• Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers</li> <li>• Established Tuesday time protocols for collaboration and planning with general education teachers and special education teachers</li> </ul> |
| <b>Leading Indicators</b> | <ul style="list-style-type: none"> <li>• NWEA ELA Spring 2025 baseline</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• NWEA</li> <li>• IABs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• NWEA</li> <li>• IABs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                               |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | <ul style="list-style-type: none"> <li>• IABs</li> <li>• Unit Assessments as aligned to ELA standards.</li> <li>• Student work</li> <li>• Universal screeners/data analysis</li> <li>• MTSS process</li> <li>• Diagnostic pre-test</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• LASW</li> <li>• Unit Assessments as aligned to ELA standards</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>• LASW</li> <li>• Unit Assessments as aligned to ELA standards</li> <li>• 2026 SBA scores</li> </ul>                                                                                                                              |
| <b>Lagging Indicators</b>                     | <ul style="list-style-type: none"> <li>• NWEA</li> </ul>                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• IABs</li> <li>• NWEA</li> </ul>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• SBA scores Spring 2026</li> <li>• NWEA</li> </ul>                                                                                                                                                                               |
| <b>Equity Goals and Shared Responsibility</b> | <ul style="list-style-type: none"> <li>• Subgroup growth performance on indicator (scoring 1 or 2)</li> <li>• Goal in 2024 was 40%</li> <li>• Baseline (SBA 2025):</li> </ul> <p>IDEA percentages from 2025:</p> <ul style="list-style-type: none"> <li>• Grade 6- 72%</li> <li>• Grade 7 - 67%</li> <li>• Grade 8 - 52%</li> </ul> | <ul style="list-style-type: none"> <li>• <i>NWEA results</i></li> <li>• IAB results</li> <li>• Unit assessments</li> <li>• LASW</li> <li>• Professional development, monthly MTSS meetings, Tuesday collaboration time and specific connections to subgroups</li> </ul> | <ul style="list-style-type: none"> <li>• Subgroup growth performance on indicator (scoring 1 or 2)</li> <li>• EOY (SBA 2026):</li> </ul> <p>IDEA:</p> <ul style="list-style-type: none"> <li>• Grade 6- 72%</li> <li>• Grade 7 - 68%</li> <li>• Grade 8 - 55%</li> </ul> |

### SMART Goal 2

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

The 24-25 RLMS Smarter Balanced Assessment (SBA) Math data is not showing desired growth results. The SBA data suggests that an increased focus on students identified under IDEA is necessary to improve student growth overall.

|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School's Goal</b>                                                            | <p>To close the gap between students identified under IDEA and all student performances in Math as measured by the SBA 2025 baseline data.</p> <p>By June 2026, all RLMS teachers will improve their ability to deliver <b>tiered, evidence-based instruction aligned to grade-level standards and diverse student needs</b>. Instruction will include <b>cognitively challenging tasks that connect new learning to prior knowledge</b> and <b>make thinking visible</b>. These practices will be monitored through <b>formative and summative assessments</b> and measured by <b>student growth in Spring 2026 SBA results (full school and IDEA)</b>. This supports CCT Rubric Domains 1–4.</p> |
| <b>SMART Goal</b>                                                               | RLMS will increase the percentage of students meeting growth targets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Evidence of Success</b><br>1 IAGDs <i>minimum</i><br>Inclusive and Equitable | <ul style="list-style-type: none"> <li>• Grade level data is looked at by COHORT.</li> <li>• In grade 6, the percentage of students in the IDEA subgroup who met their growth target will increase 1 percentage point. (from 59% to 60%).</li> <li>• In grade 7, the percentage of students in the IDEA subgroup who met their growth target will increase 3 percentage points. (from 67% to 70%).</li> <li>• In grade 8, the percentage of students in the IDEA subgroup who met their growth target will increase 2 percentage points. (from 68% to 70%).</li> <li>• Schoolwide, average percentage of target growth achieved for IDEA students will maintain or exceed 50%.</li> </ul>          |
| <b>District Improvement Plan Connection</b>                                     | Direct link to Key Performance Indicator 4 - By June 2027: Mathematics performance,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|  |                                                                                                                                                                                                       |
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|  | 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. |
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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)*

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Scientifically Research Based Strategy</b> | <ul style="list-style-type: none"> <li>• Collaborative planning for instruction/task development and delivery (e.g., without lowering the demand) including special education teachers</li> <li>• Professional learning: pedagogy content knowledge (e.g., less teacher talk, setting up the task), instructional skills, belief in the capabilities of all students)</li> <li>• Instructional coaching: provide support for teachers in current evidence-based instructional practices using data, protocols, and instructional and assessment strategies. In addition, instructional coaches provide leadership in school curriculum development and implementation, professional development, data analysis, coaching, MTSS, and services to students, as necessary. The instructional coach serves as a peer advisor to teachers and is an integral member of the school's instructional leadership team. An instructional coach also serves on the district's leadership team (executed through delivery of PD, collaboration across disciplines)</li> <li>• Teacher collaboration</li> <li>• Specific core instructional strategies</li> <li>• Lesson delivery that maintains the cognitive demand and does not lower expectations</li> <li>• Scaffolding just in time rather than just in case</li> <li>• Formative assessments (e.g., active monitoring during task, exit tickets)</li> <li>• Data analysis cycle and decision making</li> <li>• Standards work: unpacking to determine if task is on grade level</li> <li>• Use of common vocabulary across content areas</li> <li>• FIABs, NWEA, IXL, Common Summative Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise), <u>Building Thinking Classrooms</u> book (Liljedahl).</li> </ul> |
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| <b>MOY Results (Expectation/ Reality)</b> | NWEA results % in meeting standards (meeting/exceeding).<br>FIAB results<br>Unit assessments<br>LASW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>EOY Results (Expectation/ Reality)</b> | To close the gap between students identified under IDEA and all student performances in Math as measured by the SBA 2025 baseline data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Responsible Individuals</b>            | All teachers, Support Staff, Administrators/Program Directors, MTSS coordinator, Math Resource Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Timeline</b>                           | Fall 2025-Spring 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Resources</b>                          | <p>FIABs, NWEA, IXL, Common Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise), <u>Building Thinking Classrooms</u> book (Liljedahl). Specific and scheduled collaboration time between special education teachers and grade level teachers.</p> <ul style="list-style-type: none"> <li>• <a href="#">FPS MTSS Handbook Draft</a></li> <li>• <a href="#">Steps for Task Design</a></li> <li>• <a href="#">Educator evaluation single point competencies</a> (p. 22-30)</li> <li>• <u>Building Thinking Classrooms</u> book (Liljedahl).</li> <li>• <a href="#">25-26 SBA Interim Assessment Overview</a></li> <li>• <a href="#">SBA Content Explorer Tool</a></li> </ul> |
| <b>Budget Implications</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> | <ul style="list-style-type: none"> <li>• MTSS process grounded in literacy and numeracy</li> <li>• Departmental data</li> </ul> | <ul style="list-style-type: none"> <li>• MTSS process grounded in literacy and numeracy</li> <li>• Departmental data analysis</li> </ul> | <ul style="list-style-type: none"> <li>• MTSS process grounded in literacy and numeracy</li> <li>• Departmental data</li> </ul> |

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|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <ul style="list-style-type: none"> <li>analysis</li> <li>• Crew meetings</li> <li>• Grade level planning in PIRR meetings</li> <li>• Common assessment creation and implementation</li> <li>• PD around Tier 1 instructional strategies</li> <li>• Teacher goal setting directly connected to target areas</li> <li>• Utilize MTSS Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction</li> <li>• Quarterly SRBI Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers</li> <li>• Utilize Tuesday time for collaboration and planning with general education teachers and special education teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Crew meetings</li> <li>• Grade level planning in PIRR meetings</li> <li>• Common assessment creation and implementation</li> <li>• PD around Tier 1 instructional strategies</li> <li>• Teacher goal setting directly connected to target areas</li> <li>• Utilize MTSS Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction</li> <li>• Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers</li> <li>• Establish Tuesday time protocols for collaboration and planning with general education teachers and special education teachers</li> <li>• School Improvement Team Meeting to check the current status of the goal and make any revisions (if needed).</li> </ul> | <ul style="list-style-type: none"> <li>analysis</li> <li>• Crew meetings</li> <li>• Grade level planning in PIRR meetings</li> <li>• End of Year goal meetings directly connected to target areas</li> <li>• Utilize MTSS Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction</li> <li>• Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers</li> <li>• Established Tuesday time protocols for collaboration and planning with general education teachers and special education teachers</li> </ul> |
| <b>Leading Indicators</b> | <ul style="list-style-type: none"> <li>• NWEA Math Spring 2025 baseline</li> <li>• FIABs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• NWEA Assessments</li> <li>• FIABs</li> <li>• LASW</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• NWEA Assessments</li> <li>• FIABs</li> <li>• LASW</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                               |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | <ul style="list-style-type: none"> <li>Unit Assessments as aligned to Math standards/targets.</li> <li>Student work</li> <li>Universal screeners/data analysis</li> <li>SRBI process</li> <li>Diagnostic pre-test</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>Unit Assessments as aligned to Math standards</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>Unit Assessments as aligned to Math standards</li> <li>2026 SBA scores</li> </ul>                                                                                                                                       |
| <b>Lagging Indicators</b>                     | <ul style="list-style-type: none"> <li>NWEA</li> </ul>                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>IABs/FIABs</li> <li>NWEA</li> </ul>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>SBA scores- Spring 2025</li> <li>NWEA</li> </ul>                                                                                                                                                                        |
| <b>Equity Goals and Shared Responsibility</b> | <ul style="list-style-type: none"> <li>Subgroup growth performance on indicator (scoring 1 or 2)</li> <li>The goal was 40% in grade 6 and 7 and 47% in grade 8 in 2025.</li> <li>Baseline (SBA 2025):</li> </ul> <p>IDEA:</p> <ul style="list-style-type: none"> <li>Grade 6- 59%</li> <li>Grade 7 - 67%</li> <li>Grade 8 - 68%</li> </ul> | <ul style="list-style-type: none"> <li><i>NWEA results</i></li> <li>FIAB results</li> <li>Unit assessments</li> <li>LASW</li> <li>Professional development, monthly SRBI meetings, Tuesday collaboration time and specific connections to subgroups</li> </ul> | <ul style="list-style-type: none"> <li>Subgroup growth performance on indicator (scoring 1 or 2)</li> <li>EOY (SBA 2025):</li> </ul> <p>IDEA:</p> <ul style="list-style-type: none"> <li>Grade 6- 60%</li> <li>Grade 7 - 70%</li> <li>Grade 8 - 70%</li> </ul> |

### **SMART Goal 3**

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

The 23-24 school climate survey indicated approximately 60% of students felt that there was at least one adult at RLMS they could talk to when I have a problem or concern.

|                                                                                 |                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School's Goal</b>                                                            | Affirmation of Community: All RLMS students, staff, and parents will provide and model an environment of mutually respectful, inclusive behavior where students feel connected and safe.                                                                                                                                                 |
| <b>SMART Goal</b>                                                               | To increase percentages of positive responses in school climate survey related to having at least one adult at RLMS that a student can talk with if they need help or for any other reason.                                                                                                                                              |
| <b>Evidence of Success</b><br>1 IAGDs <i>minimum</i><br>Inclusive and Equitable | Survey question (based on State of Connecticut School Climate Survey 25-26) - <i>Students have at least one adult at RLMS that they can talk with if they need help or for any other reason.</i> Baseline survey would be administered in October/November. The goal is to increase the percentage for all students by 10% by June 2026. |
| <b>District Improvement Plan Connection</b>                                     | SEL & Equity: Establish a consistent MTSS structure and process to ensure consistency of intervention services throughout the District. Provide targeted SEL support for underserved and/or underperforming populations to close opportunity gaps and reduce special education over-identification of subgroups of students.             |

### **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> | Restorative Practices, CASEL based standards                                                                                                                               |
| <b>MOY Results (Expectation/ Reality)</b>     | By January 2026 - Administer/evaluate baseline survey data. Review “dot activity” results to identify students that do not have connections with an adult in the building. |

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|                                           |                                                                                                                                                                                                                                                                                   |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EOY Results (Expectation/ Reality)</b> | June 2026 - For students to have an increased feeling of connectedness with RLMS staff.                                                                                                                                                                                           |
| <b>Responsible Individuals</b>            | All staff (administration, counseling staff, teachers, paraeducators, support staff, etc.)                                                                                                                                                                                        |
| <b>Timeline</b>                           | Fall 2025-June 2026                                                                                                                                                                                                                                                               |
| <b>Resources</b>                          | Professional development and practice in the use of Restorative Practices and Restorative Circles. School Climate survey. 25-26 RLMS FLEX Expectations.                                                                                                                           |
| <b>Budget Implications</b>                | Potential costs for implementation of restorative circle training that is specific to middle school issues. Costs for restorative circle resources (i.e talking pieces, norms posters, etc). Chairs for restorative circle designated space. Ceiling tiles and painting supplies. |

### 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> | <ul style="list-style-type: none"> <li>Teacher goal setting is directly connected to school goals.</li> <li>RLMS school climate survey.</li> <li>Dean/admin/crew to review behavioral expectations, concerns and celebrate successes with all students.</li> <li>FLEX lessons specific to connecting to adults at RLMS and restorative circles.</li> <li>Teachers holding one circle</li> </ul> | <ul style="list-style-type: none"> <li>FLEX lessons specific to connecting to adults at RLMS and restorative circles.</li> <li>Teachers holding one circle meeting per month</li> <li>School Improvement Team Meeting to check the current status of the goal and make any revisions (if needed).</li> <li>Create additional connections between 8th and 6th graders.</li> <li>Continued school awareness around holidays and ethnic differences</li> </ul> | <ul style="list-style-type: none"> <li>3 circle lessons for grade 6 and 7 students.</li> <li>Review additional connections between 8th and 6th graders</li> <li>Review school awareness around holidays and ethnic differences</li> </ul> |

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|                                               | <ul style="list-style-type: none"> <li>meeting per month</li> <li>• Building a bank of circle topics for curricular lessons.</li> <li>• Create additional connections between 8th and 6th graders</li> <li>• Additional school awareness around holidays and ethnic differences</li> </ul>                                                                   |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                          |
| <b>Leading Indicators</b>                     | <ul style="list-style-type: none"> <li>• Student surveys fall and spring. I.e “dot activity”</li> <li>• FLEX lessons specific to restorative practices and restorative circles</li> <li>• Teacher observations</li> <li>• Dean referrals</li> <li>• Discipline data</li> <li>• Go Guardian flags</li> <li>• Observations during unstructured time</li> </ul> | <ul style="list-style-type: none"> <li>• Student surveys fall and spring</li> <li>• FLEX lessons specific to restorative practices and restorative circles</li> <li>• Teacher observations</li> <li>• Dean referrals</li> <li>• Discipline data</li> <li>• Go Guardian flags</li> <li>• Observations during unstructured time</li> </ul> | <ul style="list-style-type: none"> <li>• Student surveys fall and spring</li> <li>• FLEX lessons specific to restorative practices and restorative circles</li> <li>• Teacher observations</li> <li>• Dean referrals</li> <li>• Discipline data</li> <li>• Go Guardian flags</li> <li>• Observations during unstructured time</li> </ul> |
| <b>Lagging Indicators</b>                     | <ul style="list-style-type: none"> <li>• Student school climate data</li> </ul>                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Student school climate data</li> </ul>                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Student school climate data</li> </ul>                                                                                                                                                                                                                                                          |
| <b>Equity Goals and Shared Responsibility</b> | <ul style="list-style-type: none"> <li>• Review RLMS Student survey data with whole staff</li> <li>• Create a School Climate Team with teachers, administrators, counselors and students.</li> <li>• Consult and collaborate</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>• Implementation of specific lessons around hate speech, circles, restorative practices and the impact of words.</li> <li>• Consultation between School Climate Team, Administration and whole staff to train and implement specific lessons</li> </ul>                                           | <ul style="list-style-type: none"> <li>• End of the year meeting with appropriate stakeholders to review data, support, and plan for revisions and/or change focus of climate goals specific to data</li> </ul>                                                                                                                          |

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|  |                                                                                                                                                                                                                                    |                                             |                  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------|
|  | <p>with the School Climate Team, Administration, school counselors/Dean,</p> <ul style="list-style-type: none"><li>• MTSS Team and whole staff to identify specific strategies to target students in need of connections</li></ul> | <p>relevant to areas in need of growth.</p> | <p>analysis.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------|