

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Timothy Dwight Elementary School	School District	Fairfield Public Schools
Principal's Name	Mimi Maniscalco	School Year	2025-2026

School's Mission/Vision

Dwight School develops life-long learners who are independent flexible thinkers equipped to engage in a global community.

The mission of Dwight School is to develop educated, compassionate citizens who will positively contribute to our ever-changing world. Dwight School is dedicated to inspiring all students to be life-long learners and responsible citizens.

Theory of Action

If we implement best practices in literacy and numeracy instruction, and focus on high leverage strategies to fully engage all students, then they will be able to access grade level standards in reading, writing and mathematics. All students will be engaged, motivated, critical thinkers who will be proficient in reading, writing and mathematics.

If we implement proactive strategies to promote a safe, respectful and inclusive school culture, and regularly communicate with parents, then students will feel valued and connected to peers and adults in the school community. All students will maintain regular attendance.

Fairfield Public Schools – School Improvement Plan



School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Mimi Maniscalco	Principal	Nicholas Brophy	Library Media Specialist
Tara Hyder	Assistant Principal	Michelle Calabrese	Classroom Teacher
Rebecca Feola	Language Arts Specialist		
Jessica Kensek	Math Specialist		

Fairfield Public Schools – School Improvement Plan

School Data Review

In the section below, indicate all historical indicators of school performance (SBA, NGSS, PSAT, SAT, PE, etc.) and other historical school indicators (attendance, course taking, participation, etc.) over the past three years.

SBA - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All/HNS
3rd	79% / 56%	85% / 22%	76% / 50%	83% / 71%	83% / 50%	84% / 55%
4th	86% / 100%	94% / 70%	91% / 91%	77% / 22%	88% / 54%	85% / 29%
5th	88% / 73%	93% / 50%	88% / 75%	90% / 50%	80% / 20%	77% / 50%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All/HNS
School	70.5% / 69%	N/A	85% / 83%	93.2%/51.6%	81.7%/61.3%	75.7%/56.9%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All/HNS
3rd	90% / 67%	96% / 100%	74% / 60%	87% / 69%	88% / 75%	92%/ 73%
4th	79% / 75%	84% / 57%	91% / 82%	93% / 67%	90% / 69%	87%/ 43%
5th	75% / 46%	79% / 50%	83% / 50%	83% / 50%	87% / 60%	85%/ 60%

Fairfield Public Schools – School Improvement Plan

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All/HNS
School	72.5% / 70.5%	N/A	83% / 61%	94.2%/64.5%	82.7%/72.1%	69.3%/41.3%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All/HNS
5th	82% / 60%	83% / 58%	89% / 75%	75% / 13%	69% / 33%	79% / 60%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	5.1%	6.2%	10.9%	6.9%	3.4%	5.8%
High Needs		7.1%	19.1%	13%	3.6%	8.8%

Reading % Proficient: Spring (STAR & Acadience)	2020-2021 STAR All / HNS	2021-2022 STAR All / HNS	2022-2023 STAR All / HNS	2023-2024 Acadience All / HNS	2024-2025 Acadience All / HNS
Kindergarten	92.3% / NA	80.6% / NA	87% / 80%	94% / 86%	79% / 50%
1st	82% / 67%	82% / 25%	76% / 44%	79% / 80%	94% / 90%
2nd	77% / 22%	75% / 60%	80% / 50%	89% / 88%	81% / 50%
3rd	91% / 55%	86% / 36%	87% / 69%	95% / 60%	87% / 55%

Fairfield Public Schools – School Improvement Plan

Reading % Proficient - Spring (STAR and NWEA)	2020-2021 STAR All / HNS	2021-2022 STAR All / HNS	2022-2023 STAR All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS
4th	83% / 63%	94% / 45%	79% / 56%	83% / 46%	82% / 43%
5th	76% / 45%	89% / 40%	70% / 0%	69% / 30%	70% / 60%

NWEA - Math % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS
K	88% / 67%	85% / 22%	84% / 78%	86% / 88%	72% / 50%
1st	73% / 33%	94% / 70%	79% / 50%	70% / 43%	70% / 60%
2nd	97% / 73%	93% / 50%	87% / 69%	73% / 40%	47% / 30%
3rd	97% / 67%	100% / 82%	87% / 67%	88% / 63%	87% / 55%
4th	100% / 69%	100% / 50%	83% / 25%	90% / 62%	92% / 57%
5th	88% / 67%	85% / 22%	84% / 78%	81% / 50%	79% / 50%

Fairfield Public Schools – School Improvement Plan



Fairfield Public Schools – School Improvement Plan

SMART Goal 1

Root Cause Analysis - Based on School Performance

Over the past five years, scores on SBA in ELA demonstrate consistent strong performance with results between 80% - 90% of students scoring at or above expectations across grade levels (with a slight decrease in Grade 4 data for 2023).

- Grade 3: 79% → 76% → 76% → 83% → 83%
- Grade 4: 86% → 84% → 91% → 77% → 88%
- Grade 5: 88% → 85% → 88% → 90% → 80%

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

- Grade 3: 56% → 73% → 50% → 71% → 50%
- Grade 4: 100% → 50% → 91% → 22% → 54%
- Grade 5: 73% → 50% → 75% → 50% → 20%

School's Goal	Increase literacy performance for all students.
SMART Goal	85% of students in Grades 3 - 5 will meet or exceed SBA standards. The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% of students in grades K - 5 will meet or exceed benchmarks on District Universal screenings at the end of the year
District Improvement Plan Connection	100% of second graders will meet or exceed district wide standards in literacy. English Language Arts performance, as measured by SBA proficiency indicator (3-8) will close the gap between subgroup performance by 20% and raise the bar by 10% from 2021 district performance in a positive direction.

Fairfield Public Schools – School Improvement Plan



Goal 1 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Analyze literacy data results from district assessments (Acadience, NWEA, and IAB) to determine targeted grade level standards students need and provide instruction of those skills and concepts to students in all tiers.
MOY Results (Expectation/ Reality)	75% of students in grades K - 5 will meet or exceed Acadience/NWEA benchmarks at the middle of the year.
EOY Results (Expectation/ Reality)	80% of students in grades K - 5 will meet or exceed benchmarks on Acadience/NWEA assessments at the end of the year.
Responsible Individuals	All staff
Timeline	2025 - 2026
Resources	Ongoing weekly grade level meetings, data meetings after each Universal Screening cycle, monthly coaching cycles and professional development for staff to support literacy instruction.
Budget Implications	DWT budget line items for Professional Development and Language Arts Materials

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Discuss SIP and 2024-2025 SBA and NWEA/Acadience results at the beginning of the year faculty meeting.	Revise or modify SIP instructional plans based on district, school, and classroom data and feedback from teachers.	Review the effectiveness of the Teacher SIP Checklist and make recommendations for next steps.
	Introduce a needs based system for instructional coaching and planning.	Adjust instructional practices, groupings, and supports as needed to ensure continued alignment with student needs, with targeted attention to High Needs populations.	Analyze the effectiveness of instructional practices as measured by overall student achievement.
	Analyze standardized and non-standardized assessments to identify areas of need to target/focus whole class and small group instruction, following the first round of Universal Screening.	Triangulate standardized and non-standardized assessment data to assess effectiveness of instructional groupings and interventions.	Identify data from standardized and non-standardized assessments to create a trend analysis to determine targeted areas of instruction.
	Provide targeted, school-based professional development and coaching to build teacher understanding of Lexile levels and how to use them to select appropriately leveled texts, group students effectively, and plan differentiated instruction.	Align professional development and coaching to strengthen the use of data and implementation of high quality, differentiated instruction.	Review the effectiveness of professional development and coaching through use of surveys and verbal feedback to identify the impact on high quality and differentiated instruction.
	Implement a structured,	Facilitate ongoing collaboration among	Evaluate EOY assessment

Fairfield Public Schools – School Improvement Plan

	data-driven MTSS block that provides all students with differentiated, high quality instruction (HQI) and interventions aligned to individual academic needs, with a focus on closing achievement gaps and promoting growth for all learners.	classroom teachers, SPED teachers, instructional coaches, and other stakeholders through regularly scheduled grade-level meetings to analyze assessment data and student work, focusing on High Needs students. Use this data to share effective instructional strategies, revise instructional goals, and adjust MTSS support schedules to ensure high-quality instruction and improved student achievement.	data based on targeted instructional goals and determine how it correlates to MTSS time and small group instruction.
	Establish and review norms and expectations for regularly scheduled grade level meetings that include classroom teachers, SPED teachers, MLL and LAS staff with a focus on analyzing student work, sharing effective instructional strategies and materials, and evaluating student achievement.	Support, enrich, and enhance student growth by collecting and analyzing student work samples and anecdotal observations with an emphasis on Lexile levels.	Implement a vertical data team to review the literacy continuum of skills and concepts and measure growth from one grade level to the next to plan for next steps.
	Review module assessments and diagnostic rubrics to build common language of learning targets that promote student understanding of expectations as it relates to specific instructional skills allowing students to set individual S.M.A.R.T goals.	LAS will provide ongoing resources to support students and teachers in the structure and composition of the SBA as well as how to navigate it on the platform.	Use LASW protocol to determine whether the common language of learning targets demonstrate increased individual student growth.
	Expose teachers and students to the structure of SBA questions, including utilization of 3 Tiers of	Analyze the effectiveness of SBA exposure across multiple settings and disciplines, including the 3 Tiers of	Review SBA results to determine how an emphasis on vocabulary and common

Fairfield Public Schools – School Improvement Plan



	Vocabulary, and embed it in lessons across all disciplines, including specials and home/school connections.	Vocabulary and question structure, to determine overall student growth.	language impacted the data.
	Implement a system for sending home family communication letters and other online resources, such as weekly practice bundles, that introduce each new learning experience, ensuring parents are informed and able to support their child's learning. Encourage parents to “appreciate” any Parent Square posts to act as read receipts.	Assess how parent communication is being received and make adjustments as needed to continue to support the literacy initiative.	Review online platform data, parent survey responses (as it pertains to literacy), and family engagement to determine whether communication was effective, timely, and accessible for all families.
	Collaborate with the school community to plan at least two academic family nights that promote “hands on minds on” learning opportunities.	Collect student, family, and staff feedback and use attendance information in regard to any “hands on minds on” learning opportunities that have already occurred to review and refine for the next event.	Measure attendance data and feedback to ensure family events are engaging, appropriate, and accessible across all grade levels.
Leading Indicators	K-5: District universal screens - analyze for all students and high needs Heggerty PA (K-1) Acadience (K-3); Progress	K-5: District universal screens - analyze for all students and high needs Heggerty PA (K-1) Acadience (K-3); Progress Monitoring (4-5)	K-5: District universal screens - analyze for all students and high needs Heggerty PA (K-1) Acadience (K-3); Progress

Fairfield Public Schools – School Improvement Plan



	Monitoring (4-5) CORE (K-3 or until mastery) NWEA (4-5) Qualitative Spelling Inventory (1-5) Grade 3-5: IABs - analyze for all students and high needs.	CORE (K-3 or until mastery) NWEA (4-5) Qualitative Spelling Inventory (1-5) Grade 3-5: IABs - analyze for all students and high needs.	Monitoring (4-5) CORE (K-3 or until mastery) NWEA (4-5) Qualitative Spelling Inventory (1-5) Grade 3-5: IABs - analyze for all students and high needs.
Lagging Indicators	% of Students Meeting or Exceeding Benchmark on Spring 2025 SBA All Students 3th, 4th & 5th = 82% High Needs Students = 45% 3rd - 84% / HNS - 55% 4th - 85% / HNS - 29% 5th - 77% / HNS - 50% % of Students Meeting or Exceeding Benchmark on Spring NWEA Reading All Students 4th & 5th = 76% High Needs Students = 51% 4th - 82% / HNS - 43% 5th - 70% / HNS - 60% ADD ACADIENCE DATA	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 LASLinks	80% of students will meet or exceed SBA standards The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores

	% of Students Meeting or Exceeding Benchmark on Spring Acadience Reading All Students K-3 = 85% High Needs Students = 61% (HNS=SPED and LEP) K - 79% / HNS - 50% 1st - 94% / HNS - 90% 2nd - 81% / HNS - 50% 3rd - 87% / HNS - 55%		
Equity Goals and Shared Responsibility	Subgroup performance on indicators. All Dwight Staff Subgroup of High Needs performance on indicators: Baseline/BOY ●Gr3-5: IAB ●Gr4-5: NWEA Reading ●GrK-3: Acadience ●LASLinks	Subgroup performance on indicators. All Dwight Staff Subgroup of High Needs performance on indicators: Baseline/MOY ●Gr3-5: IAB ●Gr4-5: NWEA Reading ●GrK-3: Acadience ●LASLinks	Subgroup performance on indicators. All Dwight Staff Subgroup of High Needs performance on indicators: Baseline/EOY ●Gr3-5: IAB ●Gr4-5: NWEA Reading ●GrK-3: Acadience ●LASLinks

Fairfield Public Schools – School Improvement Plan



SMART Goal 2

Root Cause Analysis - Based on School Performance

Ensure comprehensive instruction in all mathematics standards utilizing implementation of FPS curriculum with fidelity in K-5. Focus on SBA Math growth in 2025-26 for students in grades 3-5, with a particular focus on increasing fact fluency in each grade level.

School's Goal	Increase mathematics performance for all students.
SMART Goal	88% of students in grades 3-5 will meet or exceed on SBA. The number of HNS students meeting or exceeding will increase by 10% over last year's SBA scores. Additionally, 60% of students in grades 3-5 will be in the exceeding range on SBA.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% of students in grades K - 5 will be proficient on the NWEA benchmarks at the end of the year.
District Improvement Plan Connection	Mathematics performance, as measured by the SBA (3-8), will close the gap between subgroup proficiency performance by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.

Fairfield Public Schools – School Improvement Plan



Goal 2 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Analyze NWEA results and district fluency assessments to determine targeted grade level standards, student's needs and provide instruction of those skills and concepts to students in all tiers.
MOY Results (Expectation/ Reality)	75% of students in grades K - 5 will be proficient on the NWEA benchmarks and the FPS district fluency winter benchmark.
EOY Results (Expectation/ Reality)	85% of students in grades K - 5 will be proficient on NWEA spring benchmark. 100% of students will be proficient on the FPS district spring fluency assessment.
Responsible Individuals	All Staff
Timeline	2025-2026 School Year
Resources	Time for planning and prep of materials, specifically for fluency and math extensions, regular meetings with instructional leaders, grade level meetings focusing on pacing of units; training as needed for new staff on curriculum and Number Corner, planning for IAB instruction and administration, planning for high needs students with classroom teachers/leadership team/SPED teachers, planning for MTSS: time (analyzing NWEA results, fluency assessments, student work and assessments to guide instruction).
Budget Implications	DWT Budget Line Items for Math Materials-Smart Sleeves and Expos, Flash Cards, Number of the day materials

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Discuss SIP and 2024-2025 SBA results at the beginning of the year faculty meeting. Reflect on student SBA progress with teachers. Allow time for last year's teachers to articulate with current teachers, specifically about students who did not reach 2025 EOY benchmarks.	Based on district, school, and classroom data and feedback from teachers, revise or modify SIP instructional plans and individual plans for students in Tier 1, 2, and 3.	Complete SBA and NWEA assessments and analyze data, celebrating students who reached goals, and reflecting with teachers on students who did not meet benchmarks to decide what next year's steps might include for them.
	Review norms for the MTSS block schedule, refine best practices that will be implemented during the 2025-2026 school year. Identify data that will be used to create groups and instructional goals. Establish the in-school personnel who will participate in implementing this initiative.	Refine best practices that will be implemented during the 2025-2026 school year. Identify data that will be used to revise the groups and instructional goals and establish exit criteria for goals. Establish the in-school personnel who will participate in implementing this initiative.	Debrief on the MTSS block schedule/goals with each grade level. Celebrate successes, reflect on results, and make plans for the next school year.
	Implement FPS mathematics curriculum with fidelity with a focus on mastery of all grade level common core standards (K-5).	Meet with teachers in grade level meetings monthly for curricular check ins to ensure pacing is on target with the FPS pacing guide, work with teachers to identify and focus on priority standards of each unit.	Celebrate successes of the mastery of skills. Review what standards needed more time/lessons for mastery and what can be done for next year to prepare students for a faster

Fairfield Public Schools – School Improvement Plan



			mastery. Identify where extra practice could fit into the units/curriculum.
	Administer the fall universal NWEA universal Screener to all students in grades K-5. Review achievement reports so teachers can use data to create Tier One implementation plans.	Administer the winter NWEA universal screener. Analyze data from the NWEA Classroom Achievement report and use results to design instructional plans for students. Analyze the new 2025 NWEA growth norms to identify students who did not make >50% growth from fall to winter. Delve deeper into areas of need by looking at individual achievement reports to target specifics.	Administer the spring NWEA universal screener. Analyze data from the NWEA Classroom Achievement report and the new 2025 NWEA fall to spring growth norms. Celebrate student growth on NWEA and note students that did not make growth. Discuss possible barriers to growth and determine students to put on a “growth watch” for the fall. Ensure that these students start the year with a Tier One focus.
	Establish that all 3-5 teachers expose students to and practice IAB/FIAB questions monthly beginning in October. Devise a year-long plan with teachers to decide how IABs will be used each month considering intent of the IAB with unit/standards currently being taught. (Examples of how to use IAB’s included, but not limited to: administering as a post test, whole class exposure to the IAB to discuss vocabulary and model problem solving, targeting certain	Continually use IAB-type questions and problems to support the modeling of test taking strategies, exposure to the structure/format of questions and introduce and practice using vocabulary. Leadership will work with teachers to analyze IAB data and student work. Create small groups for additional practice using IAB-like problems and vocabulary to teach concepts during WIN time.	Prior to SBA, determine if there is any vocabulary or problem structures on IABs that students were not yet exposed to in the FPS curriculum. Determine a short term plan to address these needs. Reflect on and make adjustments to how we use IABs during before, during, and after units.

Fairfield Public Schools – School Improvement Plan



	questions in whole/small group based off of summative or formative assessment, practicing questions for math warm ups, reviewing concepts for morning work)		
	Introduce 3-5 minute fluency workouts for different grade levels including number of the day activities, counting activities, flash cards activities, number talks and commit to making this a daily practice.	MRT/leadership meet with classroom teachers to discuss fluency practices in classrooms. Discuss what is working and what are the challenges, the activities that are changing student thinking, and resources needed. Teachers share out with staff what activities are being used in a faculty meeting to generate some new ideas among staff.	Reflect on fluency implementations this year. What are some practices that will be continued? What are the results of these practices? What is needed for next year to continue to increase fluency in students at all grade levels?
	Give baseline fluency assessment for each grade level (1-5) in September. Commit to giving bi-weekly fluency checkups and determine MTSS buckets for fluency. Have students create fluency goals and determine how they will monitor these goals.	Continue to give bi-weekly fluency assessments to students, updating the benchmarks for winter trimester. Re-evaluate MTSS buckets and strategies for students who are still below benchmark.	Analyze growth of student fluency from BOY to EOY as a team. Identify successes and the strategies used to get students there. Communicate the positive results with staff and share best practices for moving student fluency achievement. Discuss students who did not hit the FPS EOY benchmark. Identify barriers and attempted strategies used.
	Communicate fluency results with students and parents along (at least monthly) with comparison of how each student is performing in	Continue to communicate fluency progress with students and parents by sending home fluency progress updates with updated winter benchmarks.	Reflect on sharing fluency progress with parents and students for each trimester. Was the communication

Fairfield Public Schools – School Improvement Plan



	relation to the fall progress report goal. MRT will create a sheet for consistency for each grade level and each trimester for consistency.		beneficial for students? Did it help increase student achievement? Is there something additional we can do to increase fluency?
	Identify High Needs students who benefit from extra support and establish goals for these students as a team. Establish a schedule within the MTSS time block to implement support.	Continually analyze assessment data and student work of identified High Needs students to evaluate and revise instructional goals for these students. Meet on a regular basis to discuss progress related to goals and adjust targeted instruction to meet current needs of these students.	Review assessment data for identified High Needs students as a multi-disciplinary team to celebrate successes and reflect on results. Review successes and challenges of instruction for HNS and discuss adjustments for the following year.
Lagging Indicators	SBA Math Data Spring 2025		
	<u>Grade</u> <u>All Students</u> <u>HNS</u>		
	3rd 92% 73%		
	4th 87% 43%		
	5th 85% 60%		
	Based on SBA Math data: High Needs students consistently perform below expected levels and while the the percentage of students meeting on the SBA is something to celebrate, the		

Fairfield Public Schools – School Improvement Plan



	number of students exceeding (59% in grades 3-5) could be higher NWEA Math Data Spring 2025 <table><tr><th><u>Grade</u></th><th><u>All/HNS</u></th></tr><tr><td>K</td><td>76% / 50%</td></tr><tr><td>1st</td><td>72% / 60%</td></tr><tr><td>2nd</td><td>55% / 30%</td></tr><tr><td>3rd</td><td>90% / 55%</td></tr><tr><td>4th</td><td>86% / 57%</td></tr><tr><td>5th</td><td>79% / 50%</td></tr></table> Winter 2024 Fluency Data <table><tr><th>Grade</th><th>Operation</th><th>% Proficient</th></tr><tr><td>1</td><td>+</td><td>78%</td></tr><tr><td>1</td><td>-</td><td>78%</td></tr><tr><td>2</td><td>+</td><td>53%</td></tr><tr><td>2</td><td>-</td><td>55%</td></tr><tr><td>3</td><td>+</td><td>71%</td></tr><tr><td>3</td><td>-</td><td>89%</td></tr></table>	<u>Grade</u>	<u>All/HNS</u>	K	76% / 50%	1st	72% / 60%	2nd	55% / 30%	3rd	90% / 55%	4th	86% / 57%	5th	79% / 50%	Grade	Operation	% Proficient	1	+	78%	1	-	78%	2	+	53%	2	-	55%	3	+	71%	3	-	89%	benchmarks at the end of the year. 85% of students will be proficient (meeting or exceeding cut scores) in addition, subtraction in grades 1-2, addition, subtraction, multiplication, division in grades 3 and 4 and multiplication, division, simplifying fractions and fraction decimal equivalency in grade 5 by the spring of 2026.
<u>Grade</u>	<u>All/HNS</u>																																				
K	76% / 50%																																				
1st	72% / 60%																																				
2nd	55% / 30%																																				
3rd	90% / 55%																																				
4th	86% / 57%																																				
5th	79% / 50%																																				
Grade	Operation	% Proficient																																			
1	+	78%																																			
1	-	78%																																			
2	+	53%																																			
2	-	55%																																			
3	+	71%																																			
3	-	89%																																			

Fairfield Public Schools – School Improvement Plan



	<table><tr><td>3</td><td>x</td><td>40%</td></tr><tr><td>3</td><td>÷</td><td>52%</td></tr><tr><td>4</td><td>+</td><td>84%</td></tr><tr><td>4</td><td>-</td><td>74%</td></tr><tr><td>4</td><td>x</td><td>87%</td></tr><tr><td>4</td><td>÷</td><td>71%</td></tr><tr><td>5</td><td>x</td><td>88%</td></tr><tr><td>5</td><td>÷</td><td>83%</td></tr><tr><td>5</td><td>Simp Fr</td><td>39%</td></tr><tr><td>5</td><td>F/Dec Eq</td><td>32%</td></tr></table>	3	x	40%	3	÷	52%	4	+	84%	4	-	74%	4	x	87%	4	÷	71%	5	x	88%	5	÷	83%	5	Simp Fr	39%	5	F/Dec Eq	32%		
3	x	40%																															
3	÷	52%																															
4	+	84%																															
4	-	74%																															
4	x	87%																															
4	÷	71%																															
5	x	88%																															
5	÷	83%																															
5	Simp Fr	39%																															
5	F/Dec Eq	32%																															
Leading Indicators	Gr K-5 NWEA Math - analyze for all students and high needs Gr 3-5: OCT IABs - analyze for all students and high needs.	Gr K-5 Winter NWEA Math - analyze for all students and high needs. Gr 3-5: Winter IABs- analyze for all students and high needs.	85% of Gr K -5 students will be proficient on the NWEA Spring Math Universal Screener. 88% of students in grades 3-5 will meet or exceed on SBA. 70% of HNS will meet or exceed SBA standards. Additionally, 60% of students in grades 3-5 will be in the level 4 exceeding range on SBA.																														

Fairfield Public Schools – School Improvement Plan

	Grades 1-5 analyze for all students (including high needs) initial fluency assessments against fall benchmark fluency cut scores at Tier One SRBI meetings	Grades K-1-analyze for all students (including high needs) updated fluency assessments against benchmark fluency cut scores at Tier One SRBI	Grades 1-5 analyze for all students (including high needs) fluency assessments at EOY data meetings against spring benchmark fluency cut scores
Equity Goals and Shared Responsibility	Subgroup performance on indicators. All Dwight staff	Subgroup performance on indicators. All Dwight staff	Subgroup performance on indicators. All Dwight staff

SMART Goal 3

Root Cause Analysis - Based on School Performance

Our spring 2025 school climate data included many positive highlights to celebrate. Some of those highlights include data points such as *“staff morale is high”* has improved from 68% to 100% agreed. Also, staff agree that *“clear rules against bullying and procedures are followed”* has improved from 56% to 91%. In addition, *“students know and understand the rules”* grew from 76% to 95% agreed. A concerted effort has been placed on systems, protocol, communication and restorative practices as a staff and this has contributed to growth. The *Dwight Constitution* was developed by students and staff and was used as our foundation of expectations.

The vast majority of student climate data is positive and worthy of celebrating. The staff and parent data show some areas that should be focused on to improve our climate. There are common threads in the climate questions listed below. The survey statements that closely align with fostering a positive, safe and engaging community in which all students, staff and families feel a sense of belonging and connectedness with one another. We strive for all community members to feel seen, heard and loved. Data that shows areas of need from district surveys are listed below.

2023-2024 Baseline Data - District School Climate Survey:

Staff

- Staff morale is high. 40% agreed

Fairfield Public Schools – School Improvement Plan

- School culture and emotional climate is positive and supportive. 72%
- School discipline program is effective. 24%
- There are clear rules against physically hurting people. 40%

Student

- I feel like I belong at this school. 84%
- I feel safe on the bus. 61%
- There are clear rules against physically hurting people. 88%
- I have friends at school. 93%
- Students treat each other with kindness. 77%

Parents

- Rules are enforced fairly and clearly. 57%
- There are clear rules against hurting people. 60%

2025 EOY Dwight SEL Survey:

- Staff: Staff looks forward to coming to school. - 100%
- Students: Students treat each other with kindness. - 86%
- Parents: Students treat each other with kindness. - 98%

School's Goal	Foster a positive, safe, and engaging school community in which all students, staff and families feel a sense of belonging, respect and community. All community members will feel, "Seen, heard, and loved"
SMART Goal	By June of 2026, 95% of staff, parents and students will agree that students treat each other with kindness as measured by the Dwight SEL Survey.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Students will improve on the EOY SEL survey. • Students: Students treat each other with kindness. Parent responses will improve on the EOY SEL survey. • Parents: Students treat each other with kindness.

Fairfield Public Schools – School Improvement Plan

	Staff responses will improve on the EOY SEL survey. • Staff: Staff looks forward to coming to school. • Staff: Students treat each other with kindness.
District Improvement Plan Connection	All staff will implement the new SEL curriculum.

Goal 3 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Implementation of Tier 1 SEL curriculum as well as Restorative Practice methodology. a. Weekly morning announcements to offer kindness “shout-outs” b. All staff daily reinforcement of Dwight Constitution with students c. Initiate steps to become a <i>No Place for Hate</i> School d. Active School Climate committee e. Restorative Practices among all staff
MOY Results (Expectation/ Reality)	Growth on mid-year surveys
EOY Results (Expectation/ Reality)	95% of staff, parents and students will agree that students treat each other with kindness as measured by the Dwight SEL Survey
Responsible Individuals	All school staff

Fairfield Public Schools – School Improvement Plan



Timeline	September 2025 - June 2026
Resources	New SEL curriculum implementation, <i>No Place for Hate</i> training/resources
Budget Implications	Funding for materials and professional development and <i>No Place for Hate</i>

Goal 3 - Implementation and Milestones

Implementation Milestones	Beginning of the Year	Middle of the Year	End of the Year
	School Climate Committee will collaborate and set plans for the year.	School Climate Committee will continue to implement plans.	School Climate Committee will reflect on impact of the work and determine next steps for continued growth.
	Initiate steps to become a <i>No Place for Hate</i> School.	Continue action steps to become a <i>NPFH</i> school.	Continue action steps to become a <i>NPFH</i> school and reflect on success and next steps.
	Share SEL work with parents at Open House and select PTA meetings.	Continue communication with parents about SEL goals and expectations.	Continue communication with parents about SEL goals and expectations.
	Establish a class community and communicate classroom expectations.	Remind and reinforce expected behaviors and hold students accountable. Facilitate restorative class meetings to address concerns.	Remind, reinforce and reflect on expected behaviors and hold students accountable. Facilitate restorative class meetings to address concerns
	Provide whole class instruction on expected behaviors across all school settings.	Review of whole class expected behaviors across all school settings.	Continued review of whole class expected behaviors across all school settings.
	Create an SEL parent/student/staff survey and administer it within the first month of school.	Readminister survey and reflect on data.	Give final administration of survey. Reflect on data.
	Include SEL goal in every all-school meeting.	Continue to reinforce SEL goal in ASMs.	Facilitate celebratory ASMs focused on SEL goal.

Fairfield Public Schools – School Improvement Plan

	Reinforce Dwight Pledge and Dwight Constitution signed by students, shared with parents.	Daily recitation of student pledge during morning announcements and by class in morning meetings.	Daily recitation of student pledge during morning announcements and by class in morning meetings.
	Restorative Practices implementation by administrators, teachers and paraeducators	Restorative Practices implementation by administrators, teachers and paraeducators	Restorative Practices implementation by administrators, teachers and paraeducators
Leading Indicators	Review SRBI data. Review IC behavior data Review 2025 DESSA data. Review School Climate survey data.	Monitor SRBI data and SRBI process. Review IC behavior data for planning. Review Winter 2025 DESSA data. Review School Climate survey data.	Review behavior SRBI data. Reflect on behavior SRBI process. Review absentee reports. School Climate survey data 2025-2026.
Lagging Indicators	Review 2025-26 SRBI data. Review 2025-26 IC behavior data Review 2025-26 DESSA data. Review School Climate Data 2025-2026	Review Winter 2025 DESSA data. Review mid-year attendance data -baseline.	Fewer Dwight students will be indicated as Tier 3 on DESSA Mini Spring 2026 Assessment. School Climate Data 2025-2026
Equity Goals and Shared Responsibility	Subgroup performance on indicators. All Dwight staff	Subgroup performance on indicators. All Dwight staff	Subgroup performance on indicators. All Dwight staff