

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Mill Hill Elementary School	School District	Fairfield Public Schools
Principal's Name	Amy Yost	School Year	2025-2026

School's Mission/Vision

Our vision is to create authentic, developmentally appropriate learning opportunities and a climate of belonging, acceptance, and open communication that strengthens partnerships within the Mill Hill Community.

It is our mission at Mill Hill School, along with our parents and community, to empower confident, life-long learners. We strive to inspire, educate, and support all students as they discover and pursue their personal best in a safe, nurturing, and collaborative environment. Together, we value an inclusive climate that embodies a culture of diversity, acceptance, and respect. Mill Hill students will gain a strong foundation on their journey to becoming motivated, compassionate scholars in our community and our global world.

Theory of Action

Our school community recognizes that adult behavior and actions significantly impact student achievement and character development. Therefore, we take responsibility for establishing a system that explicitly teaches and celebrates appropriate behaviors and values. This fosters a sense of belonging and acceptance for all students.

The educational leaders are committed to fostering a culture of high expectations with a caring and dedicated tone to support staff performance and student growth. The leader must ensure that high standards are maintained and academic content is accurately delivered in various ways to meet our diverse student population through real-world curricular and social experiences.

Student output (data) is the key component in designing the level and type of instruction presented. Reflecting on student performance is necessary when planning the next steps of instruction tailored to meet the needs of all scholars.

By providing teachers with ongoing support and effective feedback on instruction and classroom culture, we can foster a positive school environment that empowers students to take risks and develop confidence.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Amy Yost	Principal	Nikki Tirone	Kindergarten Teacher
Sharon Douglass	Assistant Principal	Jessica Eng	Grade 2 Teacher
Mary Ellen McKee	LAS	Stephanie Ehret	Grade 5 Teacher
Maria Stewart	MRT	Rachel Soares	Social Worker
		Heather Nokta	Art Teacher

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School Data Review

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

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	78.7/64.7	78.12/35.72	83.1/71.11	76.3/44.44	68.75/47.05	62/27
4th	75.8/25	72.73/40	85.5/53.85	83.1/55	83.93/63.16	85/63
5th	78.7/45.45	76.57/47.37	77.8/52.94	85.7/45.45	78.67/54.54	85/70

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	60.80/42.30		90.40/82.10	71/67.4	68/73.1	77.8/68.2

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	83.6/52.94	68.75/45.71	81.5/61.11	71.2/44.44	65.63/35.29	73/45
4th	75.8/43.75	76.34/40	82.3/30.77	84.5/55	78.57/53.16	81/56
5th	68.09/27.27	56.25/26.31	64.8/29.41	69.8/27.27	69.73/43.45	68/50

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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	71.70/61.60		87/80.20	70.80/62.70	75.40/73.50	75.6/62.4

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	78.72/36.36	70.32/42.11	68.25/23.53	79.40/27.27	76.32/39.13	83/70

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	1.70%	2.80%	6%	7.90%	6.50%	7.90%
High Needs	1.30%	6.10%	7.10%	8.50%	8.70%	9.20%

STAR - Early Literacy Acadience Reading or NWEA Reading % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience All / HNS	2024-2025 Acadience All / HNS
Kindergarten					68%/40%	85%/ 77%
1st					83%/73%	91%/ 64%
2nd					92%/87%	84%/ 63%

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3rd					89%/60%	88%/ 61%
4th					66%/ 25%	73%/ 44%
5th					60%/ 6%	70%/ 45%

STAR or NWEA - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS
K					76%/ 56%	74%/ 47%
1st					67%/ 50%	65%/ 46%
2nd					65%/ 50%	77%/ 69%
3rd					49%/ 18%	65%/ 41%
4th					89%/ 67%	77%/ 44%
5th					70%/ 31%	69%/ 40%

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SMART Goal 1

Root Cause Analysis - Based on School Performance

The trend among grade levels displays inconsistencies with a focus on moving isolated foundational skills to an application approach. Students will continue to build a strong foundational skill set to access complex concepts impacting their achievement and performance on Acadience, NWEA, and SBA. To improve growth and achievement, a deeper focus will continue implementing our curricula and the ***HMH Into Reading*** program (year 2), data analysis, looking at student work, SMART goals, and targeted small group instruction with progress monitoring to adjust student instruction. Students will develop stamina and independence throughout instructional time.

School's Goal	Improve literacy outcomes for students.											
SMART Goal	All students will achieve 85% proficiency in ELA as measured by the Smarter Balanced Assessment in June 2025.											
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% of all students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2026 administration.											
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>EOY 24-25</th> <th>25- 26 Goal</th> </tr> </thead> <tbody> <tr> <td>Gr 3</td> <td style="background-color: #e0ffff;">88%</td> <td>84%</td> </tr> <tr> <td>Gr 4</td> <td style="background-color: #ffffe0;">73%</td> <td style="background-color: #e0ffff;">88%</td> </tr> <tr> <td>Gr 5</td> <td>70%</td> <td style="background-color: #ffffe0;">80%</td> </tr> </tbody> </table>		EOY 24-25	25- 26 Goal	Gr 3	88%	84%	Gr 4	73%	88%	Gr 5	70%
	EOY 24-25	25- 26 Goal										
Gr 3	88%	84%										
Gr 4	73%	88%										
Gr 5	70%	80%										
	60% of all HNS in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2026 administration.											
District Improvement Plan Connection	100% of second grade students will meet or exceed on the end-of-year Acadience benchmark assessment.											

Goal 1 (a) - Strategic Plan

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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	Increase explicit, systematic targeted whole group and small group instruction.
MOY Results (Expectation/ Reality)	82% of students in grades K-3 (Acadience) and 4-5 (NWEA) will meet or exceed district-determined literacy benchmarks by January 2026.
EOY Results (Expectation/ Reality)	85% of students in grades K-3 (Acadience) and 4-5 (NWEA) meet or exceed district-determined benchmarks by May 2026.
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Language Arts Specialists, Special Education teachers (General and CLC), Multi Language Teacher
Timeline	August 2025 - June 2026
Resources	Time for purposeful planning (K-2 - Structured Literacy, 3-5 - Word Study/ Vocabulary), professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration, decodable books from various publishers, teacher-led read aloud book, Smarter Balanced Website
Budget Implications	Decodable texts, professional texts, teaching materials (whiteboards, magnets, notebook books), vertical whiteboards, writer’s notebooks, Book Club books

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
	Share SIP/ Mission with Faculty Continue implementation of <i>HMH Into Reading</i> program with a focus on improving writing instruction with LAS and outside	Conduct MTSS data analysis cycle to triangulate winter data to identify areas for student improvement and enrichment in Tier 1 Continued implementation with fidelity of	Conduct MTSS data analysis cycle to triangulate spring data to identify areas of celebration and continued development Reflection on implementation

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	Beginning of the Year	Middle of the Year	End of the Year
	<p>consultant</p> <p>Review “Look Fors” for Literacy Components</p> <p>Analyze spring SBA data and fall district data to identify areas for improvement in Tier 1</p> <p>Identify and analyze HNS data and collaborate with coaches, gen ed teachers, and special education teachers (including CLC) on best practices to increase student achievement and growth</p> <p>Introduce and train teachers on the NEW MTSS process, platform (CTSEDs) and application of the improved instructional plan</p> <p>Continue fidelity of implementation of phonics and Structured Literacy components and enhance focus on vocabulary and writing instruction</p> <p>K-2: Heggerty & PA Decodable Text Routine Orthographic Mapping</p> <p>3-5: Vocabulary Routine</p> <p>Align PD/PLCs to support data analysis cycles, effective</p>	<p>HMH Into Reading and new writing initiative program</p> <p>Create student support plans with classroom teachers, instructional specialists, and administrators</p> <p>Review HNS data and collaborate with coaches, gen ed teachers, and special education teachers (including CLC) and adjust best practices to increase student achievement and growth</p> <p>Implement Praise Walks - voluntary basis</p> <p>Adjust School Improvement Plan</p> <p>Continue to align PD/PLCs to support data analysis cycles, effective student instruction and achievement of goals with classroom teachers, instructional specialists, and administrators</p>	<p>of HMH Into Reading program and new writing initiatives to plan goals for 26-27; potential book study to address effective instructional strategies</p> <p>Identify students for continued progress monitoring in the next grade level</p> <p>Create data presentation for faculty upon completion spring data</p>

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	Beginning of the Year	Middle of the Year	End of the Year
	<p>instruction, and student achievement of goals</p> <p>Introduce Praise Walks</p> <p>Introduce potential Staff book study to address effective instructional strategies - multiple books to differentiate staff needs</p>		
Leading Indicators	<p>K-5: District universal screens - analyze for all students and high needs</p> <p>Heggerty PA (K-1) Acadience (K-3); Progressing Monitoring (4-5) CORE (K-3) NWEA (4-5) Qualitative Spelling Inventory (3-5)</p> <p>Gr 3-5: IABs - analyze for all students and high needs</p>	<p>K-5: District universal screens - analyze for all students and high needs</p> <p>Heggerty PA (K-1) Acadience (K-3); Progressing Monitoring (4-5) CORE (K-3) NWEA (4-5) Qualitative Spelling Inventory (3-5)</p> <p>Gr 3-5: IABs - analyze for all students and high needs</p>	<p>K-5: District universal screens - analyze for all students and high needs</p> <p>Heggerty PA (K-1) Acadience (K-3); Progressing Monitoring (4-5) CORE (K-3) NWEA (4-5) Qualitative Spelling Inventory (3-5)</p> <p>Gr 3-5: IABs - analyze for all students and high needs</p>
Lagging Indicators	<p>K-2: Prior School Year District Benchmark Assessment - analyze for all students and high needs</p> <p>3-5: Prior School Year SBA ELA Results - analyze for all students and high needs</p>	<p>K-2: Prior School Year District Benchmark Assessment - analyze for all students and high needs</p> <p>3-5: Prior School Year SBA ELA Results - analyze for all students and high needs</p> <p>LAS Links</p>	<p>K-2: District Benchmark Assessment - analyze for all students and high needs</p> <p>3-5: SBA ELA Results - analyze for all students and high needs</p> <p>LAS Links</p>

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	Beginning of the Year	Middle of the Year	End of the Year
	LAS Links		
Equity Goals and Shared Responsibility	Subgroup of High Needs performance on indicators: Baseline/BOY <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience ● LAS Links 	Subgroup of High Needs performance on indicators: MOY <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience ● LAS Links 	Subgroup of High Needs performance on indicators: EOY <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr K-3: Acadience ● LAS Links

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SMART Goal 2

Root Cause Analysis - Based on School Performance

The trend among grade levels is inconsistent.. Students need a strong foundational skill set to access complex concepts impacting their achievement and performance on SBA and NWEA. To improve growth and achievement, improve grade level fact fluency, develop meaningful adult action plans based on district assessments & classroom data, utilizing student work to make informed instructional decisions, and targeted small group instruction with progress monitoring to adjust student instruction.

School's Goal	Increase overall mathematics performance											
SMART Goal	75% of students overall in grades 3-5 will achieve proficiency on Math SBA in Spring 2026.											
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	72% of students in grades K - 5 will meet or exceed district (NWEA) benchmarks at the end of the year.											
	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">SBA</th> <th style="width: 30%;">EOY 24-25</th> <th style="width: 50%;">25 - 26 Goal</th> </tr> </thead> <tbody> <tr> <td>Gr 3</td> <td style="text-align: center; background-color: #90EE90;">73%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>Gr 4</td> <td style="text-align: center; background-color: #00FFFF;">81%</td> <td style="text-align: center; background-color: #90EE90;">75%</td> </tr> <tr> <td>Gr 5</td> <td style="text-align: center; background-color: #FFFF00;">68%</td> <td style="text-align: center; background-color: #00FFFF;">83%</td> </tr> </tbody> </table>	SBA	EOY 24-25	25 - 26 Goal	Gr 3	73%	75%	Gr 4	81%	75%	Gr 5	68%
SBA	EOY 24-25	25 - 26 Goal										
Gr 3	73%	75%										
Gr 4	81%	75%										
Gr 5	68%	83%										
	50% of High Needs Students in grades K-5 will meet or exceed district (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.											

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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)

Scientifically Research Based Strategy	Consistent implementation of FPS curriculum
MOY Results (Expectation/ Reality)	70% of students in grades K - 5 will meet or exceed district (NWEA) benchmarks at the end of the year.
EOY Results (Expectation/ Reality)	75% of students in grades K - 5 will meet or exceed district (NWEA) benchmarks at the end of the year.
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Math Resource Teacher, Special Education teachers
Timeline	August 2025 - June 2026
Resources	Time for planning, professional development for all certified staff, building schedule aligned to support mathematics instruction, <i>Building Thinking Classrooms</i>
Budget Implications	Vertical whiteboards, instructional supplies to support fact fluency, Parent Night

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Share SIP/ Mission with Faculty Continue implementation of FPS Curriculum with a focus on fact fluency and real world application Analyze spring SBA data and fall district data to identify areas for improvement in Tier 1	Maintain fidelity of implementation of FPS mathematics curriculum Create student support plans with classroom teachers, instructional specialists, and administrators Review HNS data and collaborate with coaches, gen ed teachers, and special education teachers (including CLC) and	Conduct MTSS data analysis cycle to triangulate spring data to identify areas of celebration and continued development Reflection on implementation of FPS Curriculum to plan goals for 26-27; potential book study to address effective instructional strategies

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	<p>Identify and analyze HNS data and collaborate with coaches, gen ed teachers, and special education teachers (including CLC) on best practices to increase student achievement and growth</p> <p>Introduce and train teachers on the NEW MTSS process, platform (CTSEDs) and application of the improved instructional plan</p> <p>Align PD/PLCs to support data analysis cycles, effective instruction, and student achievement of goals</p> <p>Introduce Praise Walks</p> <p>Introduce potential Staff book study to address effective instructional strategies - multiple books to differentiate staff needs</p> <p>Establish a culture in all classrooms to encourage questioning and student discourse through utilizing strategies from <i>Building Thinking Classrooms</i></p>	<p>adjust best practices to increase student achievement and growth</p> <p>Implement Praise Walks - voluntary basis</p> <p>Adjust School Improvement Plan</p> <p>Continue to align PD/PLCs to support data analysis cycles, effective student instruction and achievement of goals with classroom teachers, instructional specialists, and administrators</p>	<p>Identify students for continued progress monitoring in the next grade level</p> <p>Create data presentation for faculty upon completion spring data</p>
Leading Indicators	<p>K-5: Math (NWEA) Benchmark - analyze for all students and high-needs</p> <p>3-5: IAB & iXL Snapshot Results -</p>	<p>K-5: Math (NWEA) Benchmark - analyze for all students and high-needs</p> <p>Kindergarten: November & January: Number Corners Check-Up</p>	<p>K-5: Math (NWEA) Benchmark - analyze for all students and high-needs</p> <p>Kindergarten: March & May:</p>

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	analyze for all students and high-needs during GLMs	Assessments 3-5: IAB & iXL Snapshot Results - analyze for all students and high-needs	Number Corners Check-Up Assessments 3-5: IAB & iXL Snapshot Results - analyze for all students and high-needs
Lagging Indicators	K-2: Prior School Year District Benchmark Assessment NWEA (K-5) & SBA (3-5) - analyze for all students and high-needs 3-5: Prior School Year SBA MATH Results	K-2: MOY Benchmark Assessment NWEA (K-5) & SBA (3-5) - analyze for all students and high-needs K-5: Analyze for growth the NWEA Benchmark	K-2: EOY Benchmark Assessment NWEA (K-5) & SBA (3-5) - analyze for all students and high-needs K-5: Analyze for growth the NWEA Benchmark
Equity Goals and Shared Responsibility	Analyze subgroup performance and adjust goals: Baseline/BOY <ul style="list-style-type: none"> ● Gr K-5: NWEA Math ● Gr 3-5: IAB ● Fact fluency ● Number Corner Check-Ins 	Analyze subgroup performance and adjust goals: (IAB/NWEA): High Needs: <ul style="list-style-type: none"> ● Gr K-5: NWEA Math ● Gr 3-5: IAB ● Fact fluency ● Number Corner Check-Ins 	Analyze subgroup performance and adjust goals: EOY: High Needs: <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Fact fluency ● Number Corner Check-Ins

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Chronic absenteeism rates are inconsistent from 2018-2019 to the 2024-2025 school year. Please note that Mill Hill acquired the CLC program in 2022-2023 school year, which includes medically fragile profiles, who were absent due to preventative measures and routine medical check ups.

***Past Chronic absenteeism**

- 2021-2022: 6%/ 7/1%
- 2022-2023: 7.9%/ 8.50%
- 2023-2024: 6.5%/ 8.70%
- 2024-2025: 7.90%/ 9.20%

Below are results from the Student Climate Survey for grades 3-5 2023-2024:

- Student Climate Q25: Students at my school treat each other with kindness:
 - 2022-2023: 47% Agree or Strongly Agree
 - 2023-2024: 55% Agree or Strongly Agree
- Student Climate Q27: Students at my school are mean to each other:
 - 2022-2023: 33% Agree or Strongly Agree
 - 2023-2024: 37% Agree or Strongly Agree
- Student Climate Q28: Students feel left out:
 - 2022-2023: 53% Agree and Strongly Agree
 - 2023-2024: 47% Agree and Strongly Agree

School's Goal	Our main focus is to create a welcoming and inclusive school community. Through the implementation of school-wide programs, strategies and systems that promote a positive, safe, and engaging school community, chronic absenteeism will decrease and student's reports related to safety, kindness, and inclusivity will increase, as measured by scores on the student climate survey.
SMART Goal	Chronic absenteeism will decrease by 1% or more with ALL and HNS by June 2026.

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Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. 100% of students identified as chronically absent during the 2024-2025 school year will improve their attendance by 10% by June 2026. 2. 70% of students in grades 3-5 will agree or strongly agree with “ <i>Students at my school treat each other with kindness.</i> ” by June 2026.
District Improvement Plan Connection	District chronic absenteeism will consistently be below 7.5% for all groups of students by 2027

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	CASEL Framework
MOY Results (Expectation/ Reality)	1. 100% of students identified as chronically absent will demonstrate improvement in school attendance. 2. 60% of students in grades 3-5 will agree or strongly agree with “ <i>Students at my school treat each other with kindness.</i> ” by January 2026.
EOY Results (Expectation/ Reality)	1. Chronic absenteeism will decrease by 1% or more with all students at MHS. 2. 70% of students in grades 3-5 will agree or strongly agree with “ <i>Students at my school treat each other with kindness.</i> ” by June 2026.
Responsible Individuals	Classroom teachers, specialists, school psychologists, social worker, special education staff, assistant principal, principal, parents
Timeline	September 2025 - June 2026
Resources	Ensure all classrooms have: <ul style="list-style-type: none"> ● CASEL framework ● MH mission statement ● SOAR classroom expectations,

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	<ul style="list-style-type: none"> ● <i>Everyday Speech</i> (specialists) ● <i>Wayfinder Program</i> ● Student Check-ins/ Restorative Circles ● SEL classroom lessons from PPS staff ● SOAR program resources ● Monthly Attendance Team meetings ● Monthly School Climate Committee meetings ● <i>No Place for Hate</i> Initiative ● Renata Bowers - <i>Frieda B. The Whole Child Toolkits</i>
Budget Implications	Supplies for: SOAR (SOAR tickets, posters, etc), class lessons, calming boxes

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Present SIP at Faculty Meeting focusing on SEL goal/ theme of <i>Words Matter</i></p> <p>Review Discipline Referrals from 2024-25, share with staff to clarify the difference between an office and classroom behavior</p> <p>Review with staff and students SOAR Expectations - protocols, goals, expectations, restorative circles</p> <p><i>School Climate</i> monthly meetings focus on the school theme of - <i>Words Matter</i></p> <p>Create an Attendance Committee</p>	<p>Discuss progress on school climate initiatives at a staff meeting, revise SIP</p> <p>Administer progress monitoring probe to 3-5 students: <i>“Students at my school treat each other with kindness.”</i></p> <p>Attendance Committee will continue to monitor monthly absenteeism rates and contact/meet with families that have missed 10% of the school year at the 100th day and develop a strategy for support</p> <p>Host schoolwide Town Meetings with a focus on SOAR expectations, kindness, and inclusivity - connection with school theme - <i>Words Matter</i></p>	<p>Administer school climate survey to students (3-5)</p> <p>School Climate Survey</p> <p>Host schoolwide Town Meetings reflecting and celebrating SOAR expectations, kindness, and inclusivity throughout the 25-26 school year</p> <p>Run final absenteeism report for the year</p> <p>Attendance Committee will continue to review the year’s absenteeism data and contact/meet with families that</p>

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	<p>that will review 2023-2024 & 2024-25 attendance data and determine if additional contact/support is required for certain families and begin tracking monthly attendance.</p> <p>Share attendance expectations at Open House - attendance policy, truancy, chronic absenteeism, and connection to goals and impact on student connections</p> <p>Present SIP Goals to families at Open House & PTA meeting</p> <p>Classroom Teacher to create and begin using <i>Communication Logs</i></p> <p>Conduct MTSS - Behavior meetings</p>	<p>School Climate Committee meetings monthly to discuss ongoing concerns around attendance and kindness/inclusivity-- connection with school theme - <i>Words Matter</i></p> <p>Conduct MTSS - Behavior meetings</p>	<p>fall into chronic/truant categories and preliminarily create support plans for next school year</p> <p>Conduct MTSS - Behavior meetings</p>
<p>Leading Indicators</p>	<p>Monitoring of chronic absenteeism rates and data for ALL Student, HNS</p> <p>Review Discipline Referrals from 2024-25</p> <p>Review DESSA for EOY for students flagged “Need” support</p>	<p>Monitoring of chronic absenteeism rates and data for ALL Student, HNS</p> <p>Review Discipline Referrals with staff and review Tier 1,2,3 behaviors with action steps</p> <p>Review DESSA for MOY for students flagged “Need” support</p>	<p>Run the report for chronic absenteeism and calculate rates</p> <p>Review Discipline Referrals</p> <p>Review DESSA for EOY for students flagged “Need” support</p>
<p>Lagging Indicators</p>	<p>Review Behavior MTSS rollover students</p>	<p>Review school climate data from 2023-2024 & 2024-2025</p>	<p>Review end of year School Climate Data</p>

Fairfield Public Schools – School Improvement Plan



	<p>Review school climate data from 2023-2024 & 2024-2025</p> <p>Review former chronic absenteeism data from 2023-2024 & 2024-25 school year</p>	<p>Review former chronic absenteeism data from 2023-2024 & & 2024-2025 school year</p>	<p>Review former chronic absenteeism data from 2023-2024 school year</p>
<p>Equity Goals and Shared Responsibility</p>	<p>Discuss attendance goal with PTA presidents and families</p> <p>Present SIP goals including attendance and SOAR behavior expectations to PTA and parent community</p> <p>Meet with PTA Presidents and School Climate Committee to discuss school wide kindness initiative - <i>No Place for Hate</i></p> <p>Brainstorm needed resources and adjust plan as needed</p>	<p>The Attendance Team will review attendance data and determine strategies to connect with families and encourage attendance from the High Needs students.</p> <p>Update PTA and parent community on progress towards decreasing chronic absenteeism.</p> <p>Brainstorm needed resources and adjust plan as needed</p>	<p>The Attendance Team will review attendance data and determine strategies to connect with families and encourage attendance from the High Needs students.</p> <p>Update PTA and parent community on end of year chronic absenteeism.</p> <p>Reflect upon needed resources and plan for 26-27 school year</p>