

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Fairfield Woods Middle School	School District	Fairfield Public Schools
Principal's Name	Colleen Banick	School Year	2025-2026

School's Mission/Vision

The mission of Fairfield Woods Middle School and the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program.

Theory of Action

If FWMS teachers engage students with cognitively challenging tasks in support of tier 1 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.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Colleen Banick	Principal	Steve DeAngelo	Assistant Principal
Mark Robinson	Dean	Michelle Formato	Math Resource Teacher
Sharon Meyers	Math Resource Teacher	Jen Marko	Language Arts Specialist
Amy Kelly	Language Arts Specialist	Nicole Massella	SRBI Coordinator

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)1

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Name	Position	Name	Position
Jamie Arvanitidis	Math teacher	Brittany Collins	Math teacher
Jane Vigliotti	Spanish teacher	Ursula Lopez	Spanish teacher
Justine Lasala	PreK-12 Science Prog Dir	Tina Bengermينو	Health teacher
Jackie Galante	Library Media Specialist		

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)2

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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
6th	77%/50%	62%/41%	74%/56%	66%/39.1%	66%/36.07%	69%/39%
7th	78%/56%	66%/42%	65%/53%	72%/47.3%	64%/32.86%	65%/40%
8th	81%/47%	78%/49%	68%/55%	73%/46.3%	73%/46.34%	70%/40%

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%/53%	N/A	58%/53%	65%/54.5%	60%/50%	68%/40%

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
6th	70%/33%	47%/19%	63%/33%	59%/30.2%	71%/39.3%	77%/51%
7th	68%/46%	50%/23%	55%/28%	62%/36.5%	66%/34.29%	67%/38%
8th	71%/36%	60%/29%	54%/31%	50%/19.5%	56%/29.72%	66%/38%

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)3

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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	66%/57%	N/A	60%/55%	75%/50.1%	69.5%/54.3%	70%/41%

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
8th 74%	77%/41%	73%/45%	64%/36.6%	62%/34.6%	68.48%/34.66%	70%/42%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	3.7%	14.0%	12.3%	11.9%	6.10%	8.0%
High Needs	7.6%	26.9%	23.3%	21.8%	11.90%	13.0%

STAR or NWEA - Literacy % 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
6th	n/a	52%/35%	55%/32%	46%	44%/13%	56%/31%
7th	n/a	45%/26%	38%/18%	43%	51%/20%	41%/26%
8th	n/a	52%/23%	39%/18%	41%	46%/21%	47%/24%

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)4

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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
6th	n/a	58%/28%	74%/48%	74%	75%/26%	71%/39%
7th	n/a	60%/30%	61%/30%	63%	68%/24%	69%/39%
8th	n/a	71%/37%	60%/29%	27%	48%/20%	74%/52%

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)5

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Student performance is not showing desired proficiency results in Language Arts as determined by the Smarter Balanced Assessment. The SBA data suggests that an increased focus on strategic interaction with grade level nonfiction text is necessary to improve student proficiency (met and exceeded benchmark) overall.

School's Goal	Improve literacy outcomes for all students.
SMART Goal	FWMS students will demonstrate growth as measured by an increase of 5 points in the average scaled score of each grade level from 2025 to 2026 within the Reading claim on the Spring 2026 ELA SBA (2025 Avg SS=2582).
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Each of our Black/African American (2025 Avg SS=2519), Hispanic (2025 Avg SS=2559) and Special Education (2025 Avg SS = 2496) students will demonstrate growth as measured by an increase of 5 points in the average scaled score of each subgroup across grades within the Reading claim on the Spring 2026 ELA SBA.
District Improvement Plan Connection	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 (72% baseline).

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	. The strategies included above include instruction that supports students'
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Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)6

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	self-monitoring of comprehension, as well as increased exposure to test taking strategies and academic vocabulary. Within departments, staff will review data on current students and identify SBA learning targets where they can tailor instruction to target and improve in their content area.
MOY Results (Expectation/ Reality)	Staff trained on reading comprehension strategies (central idea, summarizing, integrating texts). Baseline data collected from Fall SBA IABs and diagnostic reading assessments. Departments set SBA learning targets and create instructional plans aligned to identified student needs. Interim assessments administered to monitor student progress. Data reviewed during PLCs to adjust instruction and provide targeted interventions. Professional development focuses on integrating academic vocabulary and test-taking strategies.
EOY Results (Expectation/ Reality)	Final SBA administered. Evaluate scaled score growth for all students and subgroups. Review implementation outcomes and identify adjustments for next year's literacy plan.
Responsible Individuals	All classroom teachers; Principal; Assistant Principals, LAS', SRBI coordinator
Timeline	Fall 2025 - Spring 2026
Resources	CCSS, IABs, Flex time, Common Assessments, data analysis, grade level department time, PIRR meetings, ELA curriculum, <i>Academic Moves for College and Career Readiness</i>
Budget Implications	Continued funding of ML/EL teacher at Woods, purchase of professional books and/or support materials in support of the goal.

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)7

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Staff members will log onto TIDE site to review current performance of students and learning targets related to their content areas (Fall SRBI Meeting & UA meeting) Teams review and discuss fall NWEA performance as a baseline for achievement Increase time and expectations for reading independently and writing across the curriculum Silent reading will be required during FLEX FWMS will systematically introduce and reinforce three reading skills of determining, summarizing and integrating in all grade levels across the year along a continuum, as discussed in <i>Academic Moves for College and Career Readiness</i> Provide staff with additional grade level resources (SBA question stems, vocabulary lists, learning targets, IAB samples) to reinforce	SRBI meetings (data reviews) Staff and students will be well versed in the three reading skills of determining, summarizing and integrating in all grade levels across the year along a continuum, as discussed in <i>Academic Moves for College and Career Readiness</i>, as evidenced by their integration into classroom assignments across classes Students and staff will be familiar with SBA question stems and vocabulary as evidenced by use of word walls, use in classroom assignments,etc. Faculty meetings focused on staff sharing out assignments that incorporate the named reading strategies across grade levels and content areas, and give time for teachers to plan for implementation Teams review and discuss winter NWEA growth as compared to fall scores	Staff and students will be well versed in the three reading skills of determining, summarizing and integrating in all grade levels across the year along a continuum, as discussed in <i>Academic Moves for College and Career Readiness</i>, as evidenced by their integration into classroom assignments across classes Students and staff will be familiar with SBA question stems and vocabulary as evidenced by use of word walls, use in classroom assignments,etc. Faculty meetings focused on staff sharing out assignments that incorporate the named reading strategies across grade levels and content areas, and give time for teachers to plan for implementation Teams review and discuss

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)8

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	the above skills		winter NWEA growth as compared to winter scores
Leading Indicators	Percentage of teachers implementing reading strategies during walkthroughs and observations. Student performance on interim assessments (Fall and Winter) PIRR meeting conversations reflecting analysis of subgroup data and instructional planning	Percentage of teachers implementing reading strategies during walkthroughs and observations. Student performance on interim assessments (Fall and Winter) PIRR meeting minutes conversations analysis of subgroup data and instructional planning	Percentage of teachers implementing reading strategies during walkthroughs and observations. PIRR meeting conversations reflecting analysis of subgroup data and instructional planning
Lagging Indicators	Review of previous SBA scores for current class roster to identify longitudinal history of skill attainment (i.e. listening, reading, writing and research/inquiry)	Review of Fall Reading NWEA student performance to determine areas of growth/regression	Spring SBA scaled score growth of 5 points for all students and subgroups (Black/African American, Hispanic, and Special Education)
Equity Goals and Shared Responsibility	Equity Goals: Ensure targeted support for historically underserved subgroups (Black/African American, Hispanic, Special Education) through differentiated instruction and access to interventions Shared Responsibility: School leadership, literacy coach, teachers, and support staff will	Equity Goals: Ensure targeted support for historically underserved subgroups (Black/African American, Hispanic, Special Education) through differentiated instruction and access to interventions Shared Responsibility: School leadership, literacy coach, teachers, and support staff will collaboratively monitor subgroup progress and adjust instructional practices to ensure	Equity Goals: Ensure targeted support for historically underserved subgroups (Black/African American, Hispanic, Special Education) through differentiated instruction and access to interventions Shared Responsibility: School leadership, literacy

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)9

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	collaboratively monitor subgroup progress and adjust instructional practices to ensure equitable outcomes	equitable outcomes	coach, teachers, and support staff will collaboratively monitor subgroup progress and adjust instructional practices to ensure equitable outcomes
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SMART Goal 2

Root Cause Analysis - Based on School Performance

Student performance is not showing desired proficiency results in Math as determined by the Smarter Balanced Assessment. The SBA data suggests that an increased focus on shared key vocabulary and communicating reasoning is necessary to improve student proficiency (met and exceeded benchmark) overall.

School's Goal	Improve numeracy outcomes for all students.
SMART Goal	FWMS students will demonstrate growth as measured by an increase of 5 points in the average scaled score of each grade level within the Communicating Reasoning claim on the Spring 2026 Math SBA (2025 Avg SS=2591).
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Each of our Black/African American (2025 Avg SS=2524), Hispanic (2025 Avg SS=2554) and Special Education (2025 Avg SS=2484) students will demonstrate growth as measured by an increase of 5 points in the average scaled score of each subgroup across grades within the Communicating Reasoning claim in Spring 2026 Math SBA.
District Improvement Plan Connection	Key Performance Indicator 4 - Mathematics performance, as measured by the SBA

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)10

	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)

Scientifically Research Based Strategy	Teacher Clarity - define and introduce shared key vocabulary in context of the lesson to improve comprehension and application when solving mathematical problems Spiral Progression Approach - expose learners to mathematical concepts and skills through multiple targeted ways until they master by repeated practice to achieve deeper understanding Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others Mathematical Discourse - Create opportunities for students to talk about math in meaningful ways. Encourage them to explain their thinking, justify their strategies, and listen to others' ideas. Ask purposeful questions that both reveal student understanding and push their reasoning forward.
MOY Results (Expectation/ Reality)	Expectation: 80% of identified subgroup students will demonstrate growth on interim assessments in Reading and Math. Reality: (To be completed with mid-year data.)
EOY Results (Expectation/ Reality)	Expectation: Subgroups will achieve an average scaled score increase of 5 points in the SBA Reading claim and show progress toward closing the achievement gap. Reality: (To be completed with end-of-year data.)
Responsible Individuals	Principal

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)11

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	Assistant Principal Literacy Coach Interventionists Classroom Teachers
Timeline	BOY: Sept–Nov 2025 MOY: Dec 2025–Feb 2026 EOY: Mar–May 2026
Resources	Copies of Building Thinking Classrooms (Liljedahl) for new Math staff members, wall mounted whiteboards and/or reusable chart paper for vertical work surfaces FWMS Math Department google drive folder, Edgems, Illustrative Mathematics, PIRR Meetings; IXL Math program
Budget Implications	Funding for professional books, whiteboards/reusable chart paper and dry erase markers and erasers, grade level software, EdGems programs, copy paper budget, IXL licensing

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	- Explicitly teach students the expectations and definitions for Communicating Reasoning. - Have students practice scoring other students' work using the rubric that teachers use on the CR section of the assessments. progress on common assessments on the Communicating Reasoning section.	Use common assessments and IABs to monitor student progress - specifically within the communicating reasoning claim Teachers will engage in the "looking at student work" protocol Math teachers will co-PIRR with science teachers to discuss overlaps in content and differences in terminology	Review Spring SBA results to evaluate scaled score growth and achievement gap progress. Conduct end-of-year reflection to inform planning for the next school year

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)12

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	- Look at student work during PIRR meetings - IAB practice - filter the IAB questions to make sure we are incorporating questions from Claim 3 (Communicating Reasoning)		
Leading Indicators	Walkthrough and observation data showing evidence of differentiated and culturally responsive instruction Participation rates in tutoring and intervention programs	Percentage of subgroup students making progress on interim assessments. Walkthrough and observation data showing evidence of differentiated and culturally responsive instruction	Percentage of subgroup students making progress on interim assessments Walkthrough and observation data showing evidence of differentiated and culturally responsive instruction
Lagging Indicators			SBA average scaled score growth of at least 5 points in the area of Communicating Reasoning. Reduction in achievement gap between targeted subgroups and overall student population by 20%.
Equity Goals and Shared Responsibility	Equity Goals: Provide equitable access to high-quality instruction and targeted supports for Black/African American, Hispanic, and Special Education students	Equity Goals: Provide equitable access to high-quality instruction and targeted supports for Black/African American, Hispanic, and Special Education students	Equity Goals: Provide equitable access to high-quality instruction and targeted supports for Black/African American, Hispanic, and Special Education students

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)13

	Shared Responsibility: School leadership, literacy coach, teachers, interventionists, and support staff will collaboratively monitor subgroup progress and adjust instructional practices to ensure equitable outcomes	Shared Responsibility: School leadership, literacy coach, teachers, interventionists, and support staff will collaboratively monitor subgroup progress and adjust instructional practices to ensure equitable outcomes	Shared Responsibility: School leadership, literacy coach, teachers, interventionists, and support staff will collaboratively monitor subgroup progress and adjust instructional practices to ensure equitable outcomes
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SMART Goal 3

Root Cause Analysis - Based on School Performance

Responses to the FWMS school climate survey suggest a need to focus on respect and empathy in our school community. This focus will increase the percentage of students and staff who report feeling respected at school.

School's Goal	Students and staff will feel that respect and empathy are evident values in our school community. Students will focus on reporting conflict to adults, staying out of conflict and speaking up for someone.
SMART Goal	By May 2026, our school will increase students' and staff members' perceptions of respect and empathy within the school community by 8% as measured by pre- and post-school climate surveys administered in September 2025 and May 2026. To achieve this, we will implement monthly empathy-building activities, staff professional development on restorative practices, and student-led initiatives promoting inclusive behavior.
Evidence of Success 1 IAGDs <i>minimum</i>	In the 2025-2026 school year, FWMS students and staff will increase positive responses to targeted questions on the Woods Survey of School Climate. The two

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)14

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Inclusive and Equitable	questions are: • Question 6 on last year's survey asked students whether "I have seen students spread rumors or gossip" (7% of students said issues were reported) • Question 9 on last year's survey asked teachers whether "Students at this school will try to stop students from insulting or making fun of others." (25% of students said standing up happens often)
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027 (16.5% baseline)

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	Restorative Practices, Team "Town Hall" meetings; Community Services Projects (team based); Pledge signing by families
MOY Results (Expectation/ Reality)	Result: 3-4% increase in each category
EOY Results (Expectation/ Reality)	Result: 8% increase in each category
Responsible Individuals	Principal and Leadership Team (monitoring and PD coordination) Counselors and SEL Coordinator (student initiatives, SEL lessons) Teachers and Staff (daily implementation)
Timeline	Sept 2025–May 2026
Resources	No Place for Hate, Targeted SEL Lessons, Flex activities
Budget Implications	None

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)15

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	- Word of the Week (choosing a word from the survey so the students understand the question and enable them to answer the survey authentically) - Flex activities on social behaviors	- Mid-year check-in survey in Jan 2026 shows progress toward goal - Participation logs for PD and student activities - Reduction in behavior referrals related to disrespect or conflict	- 15% increase in positive responses on “Respect and Empathy” items in Spring 2026 survey compared to Fall 2025 baseline - Participation logs for PD and student activities. - Reduction in behavior referrals related to disrespect or conflict
Leading Indicators	School Climate Survey - Though this showed improvement last year, strides can be made in having students and staff feel more respected at school Responses to Questions 6 and 9 highlight that empathy and solidarity should be two areas of focus	Team teachers will submit a tally monthly of reported incidents to teachers of rumors, gossip, or mean speech to others, as well as students standing up for others Dean and Counselors will tally the numbers of reports pertaining to rumors, gossip, or mean speech	Dean report from the collection of data will show a reduction of disrespect and conflict throughout the FWMS Community Increased positive score per the FWMS survey
Lagging Indicators	Increase of 8% for responses to Question 6 and Question 9 on our school climate survey of student and staff Reduction in the number of reports to Dean and School Counselors	After reviewing the data, implement restorative practices as to reduce the number of repeat offenses	Exit questions added to the EOY survey regarding if they feel we have improved in the area of Empathy and Solidarity

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)16

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	regarding name-calling, insults, gossip and rumor spreading		
Equity Goals and Shared Responsibility	Equity Goals/Shared Responsibility: School leadership, teachers and support staff will collaboratively monitor progress and adjust building practices to ensure equitable outcomes	Equity Goals/Shared Responsibility: School leadership, teachers and support staff will collaboratively monitor progress and adjust building practices to ensure equitable outcomes	Equity Goals/Shared Responsibility: School leadership, teachers and support staff will collaboratively monitor progress and adjust building practices to ensure equitable outcomes

Discrete instruction school-wide in the following reading strategies: identification of the central idea of the fiction/nonfiction text (BOY), summary of the fiction/nonfiction text (MOY) and integrating of the fiction/nonfiction text (EOY)17