

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Osborn Hill Elementary School	School District	Fairfield Public Schools
Principal's Name	Sean Smyth	School Year	2025-2026

School's Mission/Vision

The mission of Osborn Hill Elementary School, 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 we build positive relationships with **ALL** students and improve **student engagement, agency, and discourse**, then we will increase student attendance and achievement in literacy and numeracy.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Sean Smyth	Principal	Patty Day	Assistant Principal
Colleen Morello	Language Arts Coach	Cheryl Smith	Language Arts Interventionist
Beth Greer	Math Resource Teacher	Lindsay Feducia	Psychologist
Ann Marie Soto	Kindergarten Teacher	Celia Edwards	Fifth Grade Teacher

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	74% / 39%	81% / 58%	65% / 17%	74% / 36%	70% / 38%	67% / 50%
4th	77% / 15%	64% / 15%	80% / 73%	79% / 50%	83% / 50%	79% / 62%
5th	85% / 58%	87% / 38%	72% / 38%	78% / 40%	81% / 55%	86% / 53%
School	79% / 31%	77% / 37%	73% / 43%	77% / 46%	78% / 48%	76% / 55%

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% / 59%	N/A	65% / 54%	N/A	78% / 72%	

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	75% / 23%	86% / 58%	76% / 25%	70% / 36%	68% / 23%	73% / 45%
4th	76% / 50%	68% / 38%	80% / 73%	79% / 50%	72% / 44%	80% / 54%
5th	80% / 36%	79% / 38%	57% / 15%	74% / 44%	78% / 55%	75% / 40%
School	77% / 36%	78% / 45%	71% / 38%	74% / 43%	73% / 41%	75% / 46%

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	71% / 73%	N/A	64% / 60%	N/A	84% / 90%	

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% / 56%	80% / 38%	69% / 31%	83% / 56%	87% / 82%	83% / 60%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	4.8%	3.2%	6.8%	6.7%	4.7%	4.0%
High Needs	8.0%	4.2%	8.8%	7.2%	9.2%	9.4%

Fairfield Public Schools – School Improvement Plan

STAR - Early Literacy Acadience 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	79%/	90%/ 67%	87% / 91%	79% / 57%	75% / 56%	74% / 50%
1st	85% /	83%/ 71%	89.7% / 63%	89% / 86%	85% / 67%	88% / 62%
2nd	72% /	82%/ 36%	83.8% / 58%	77% / 50%	93% / 84%	89% / 65%
3rd	75% /	76%/ 36%	73.8% / 44%	79% / 54%	97% / 91%	99% / 95%
NWEA - % Proficient (61st%ile and above)						
4th	75% /	60%/ 14%	78.7% / 56%	83% / 75%	77% / 40%	71% / 23%
5th	68% /	70%/ 18%	54.1% / 33%	65% / 25%	68% / 45%	79% / 40%

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					74% / 72%	63% / 54%
1st	93%	93% / 100%	81.4% / 56%	92% / 87%	68% / 64%	66% / 57%
2nd	81%	80% / 29%	82.4% / 58%	94% / 80%	95% / 94%	75% / 57%
3rd	91%	79% / 55%	83.1% / 63%	79% / 62%	56% / 8%	65% / 37%
4th	84%	72% / 36%	91.8% / 78%	89% / 67%	79% / 50%	77% / 39%
5th	89%	88% / 27%	83.6% / 67%	87% / 63%	81% / 54%	82% / 47%

Fairfield Public Schools – School Improvement Plan

SMART Goal 1

Root Cause Analysis - Based on School Performance

Overall, in grades 3-5 on the Spring 2025 ELA SBA, 76% of students were meeting/exceeding with 55% of High Needs Students (HNS) meeting/exceeding. On our Acadience spring assessment in grades K-3, 88.3% of all students were meeting /exceeding and 68% of HNS were meeting/exceeding. On our NWEA spring assessment in grades 4 and 5, 75% of students were meeting/exceeding and 32% of our HNS were meeting/exceeding.

School's Goal	Increase overall literacy performance.
SMART Goal	<p>Overall, 80% of students in grades 3-5 will meet or exceed ELA SBA Standards on the Spring 2026 administration. Specifically the grade level targets: Grade 3: 75% Grade 4: 78% Grade 5: 88%</p> <p>55% of HNS will meet or exceed ELA SBA Standards on the Spring 2026 administration. Specifically the grade level targets: Grade 3: 50% Grade 4: 55% Grade 5: 60%</p>
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<p>90% of all students in grade K-3 will meet or exceed district Acadience benchmark and 85% of all 4th and 5th grade students will meet or exceed on the NWEA benchmark in the Spring of 2026.</p> <p>75% of HNS will meet or exceed district Acadience benchmark in the Spring of 2026, and 50% of HNS in 4th and 5th grade will meet or exceed district benchmark on the NWEA in the Spring of 2026.</p>
District Improvement Plan Connection	100% of all second graders will meet or exceed district wide standards in literacy.

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	Systematic and explicit whole class and small group instruction.
MOY Results (Expectation/ Reality)	<p>Goal: 85% of all students in K-3 will meet or exceed district Acadience benchmark and 80% will meet or exceed district NWEA (4-5) benchmark in the Spring 2026 administration.</p> <p>75% of HNS in K-3 will meet or exceed district Acadience benchmark and 50% of students will meet or exceed NWEA (4-5) benchmark in the Spring of 2026.</p>
EOY Results (Expectation/ Reality)	<p>Goal: 90% of all students in K-3 will meet or exceed the district Acadience benchmark and 85% of students in 4-5 will meet or exceed the district NWEA benchmark on the Spring 2026 administration.</p> <p>Goal HNS: 75% of HNS in K-3 will meet or exceed district Acadience benchmark and 50% of grade 4-5 students will meet or exceed the NWEA benchmark on the Spring 2026 administration.</p>
Responsible Individuals	All staff-Principal, AP, classroom teachers, special education teachers, language arts specialists
Timeline	August 2025-June 2026
Resources	HMH materials and resources including on-line tools and materials, Implementation guides, Heggerty curriculum, and TC Writing units of study, Jen Serravallo Reading and Writing Strategies, Decodables and leveled texts.
Budget Implications	Any supplemental resources to address needs of the classrooms as well as suggested materials in order to manage the implementation of HMH curriculum (i.e. writing folders, composition notebooks, etc.)

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>LASW (review of Spring data and fall data) to determine focus for instruction to address whole class/group needs (that includes explicit and systematic instruction).</p> <p>At GLMs, plan for HMH modules, with a focus on the priority skills/standards as identified by the district, including a way to check in on student understanding to inform future lessons.</p> <p>At GLMs, plan and modify lessons in order to maximize student participation/engagement and gain feedback on student understanding.</p> <p>Use newly written writing units and modifications to existing writing units to plan for instruction. Attend district wide PD around writing units.</p> <p>Literacy leadership meetings to plan for PD around the new curriculum.</p>	<p>Ongoing and consistent small group instruction that targets student needs based on data and frequent check-ins/looking at student work during literacy block (specifically guided and independent practice).</p> <p>Target SRBI conversations and support plans around student needs (whole class/small group)based on data and check-ins during instruction.</p> <p>Continue to plan for HMH modules, with a focus on the priority skills/standards as identified by the district, as well as the newly written and revised writing units.</p> <p>Continue to plan and modify lessons in order to maximize student participation/engagement and gain feedback on student understanding.</p> <p>Analyze growth on Acadience K-3 and NWEA 4-5 and look for grade level trends and school-wide trends. Plan instruction based on analysis.</p> <p>Continue with literacy leadership meetings to plan for PD and address specific building/grade level needs</p>	<p>Completion of assessments including data analysis for presentation to faculty.</p> <p>Grade level teams participate in SRBI meetings to reflect on celebrations and areas of Improvement.</p> <p>GLMs/faculty meeting: Share strategies implemented that allowed for high student participation/engagement as well as strategies used for teacher check-ins/status of the class that helped inform the whole class and small group instruction.</p> <p>Reflect on “status of the school” in regards to the implementation of the new curriculum. Make a draft plan for support/PD for the next year.</p>

Fairfield Public Schools – School Improvement Plan



		around the implementation of the new curriculum.	
Leading Indicators	<p>K-3: Baseline Acadience - analyze for all students and high needs</p> <p>Gr 4-5: Baseline NWEA Reading - analyze for all students and high needs</p> <p>CORE Heggerty PA</p> <p>Gr 3-5: IABs - analyze for all students and high needs</p>	<p>K-3: Winter Acadience - analyze for all students and high needs</p> <p>Gr 4-5: NWEA Reading - analyze for all students and high needs</p> <p>CORE Heggerty PA</p> <p>Gr 3-5: IABs - analyze for all students and high needs (possible focus on listening as related to the read aloud work).</p>	<p>K-3: Spring Acadience - analyze for all students and high needs</p> <p>Gr 4-5: NWEA Reading - analyze for all students and high needs</p>
Lagging Indicators	Spring Data (SBA data)	N/A	SBA ELA Results - analyze for all students and high needs
Equity Goals and Shared Responsibility	<p>Subgroup of High Needs performance on indicators:</p> <p>Baseline</p> <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience 	<p>Subgroup of High Needs performance on indicators:</p> <p>Winter</p> <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience 	<p>Subgroup of High Needs performance on indicators:</p> <p>Spring</p> <ul style="list-style-type: none"> ● Gr 3-5: IAB ● Gr 4-5: NWEA Reading ● Gr K-3: Acadience

Fairfield Public Schools – School Improvement Plan

SMART Goal 2

Root Cause Analysis - Based on School Performance

Current data (Spring 2025):
 Grades 3-5 SBA: 75% meeting overall and 46% HNS
 Grades K-5: NWEA 71% meeting overall and 49% HNS

School's Goal	Increase overall math performance.
SMART Goal	<p>Overall, 78% of students in grades 3-5 will meet or exceed Math SBA standards on Spring 2025 administration. Specifically the grade level targets at reach this overall goal would be: GR 3: 75% GR 4: 75% GR 5: 82%</p> <p>Overall, 50% of high needs students will meet or exceed math SBA standards on Spring 2025 administration. Specifically the grade level targets at reach this overall goal would be: GR 3: 50% GR 4: 50% GR 5: 55%</p>
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<p>80% of students in grades K-5 will meet or exceed NWEA Math benchmarks in the Spring 2025 administration. 55% of all HNS in grades K-5 will meet or exceed district NWEA benchmarks in the Spring 2025 administration.</p>
District Improvement Plan Connection	Standards-based professional development with looking at student work protocols. (Professional Development Strategic Initiative)

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)

Fairfield Public Schools – School Improvement Plan



Scientifically Research Based Strategy	Systematic and explicit whole class and small group instruction.
MOY Results (Expectation/ Reality)	<p>Goal: 70% of all students in grades K-5 will meet or exceed district NWEA benchmarks in the Winter 2025 administration.</p> <p>HNS Goal: 50% of all HNS in grades K-5 will meet or exceed district NWEA benchmarks in the Spring- 2025 administration.</p>
EOY Results (Expectation/ Reality)	<p>Goal: 80% of all students in grades K-5 will meet or exceed district NWEA benchmarks in the Spring 2025 administration.</p> <p>HNS Goal: 60% of all HNS in grades K-5 will meet or exceed district NWEA benchmarks in the Spring- 2025 administration.</p>
Responsible Individuals	All staff - Principal, Assistant Principal, classroom teachers, Math Resource Teacher, Special Education Teachers
Timeline	August 2025 - June 2026
Resources	FPS documents, Bridges Resources, IXL, access to OHS virtual library math links
Budget Implications	Supplemental resources to support curriculum, which can include but is not limited to manipulatives, software, teacher guides, games, and workbooks

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>PD to include: Fluency- planning, data and strategies IXL- utilization, planning and best practices</p> <p>GLMs to review best practices and support/further PD</p> <p>GLMs to share materials and plans for WINN time</p> <p>Analyze data to drive instruction for all students and high needs</p>	<p>Ongoing PD related to Fluency and IXL</p> <p>GLMs to review best practices and support/further PD</p> <p>GLMs and potential observations within grade level teams of WINN time</p> <p>Analyze data to drive instruction for all students and high needs</p> <p>Target SRBI conversations and support plans around student needs (whole class/small group) based on data and check-ins during instruction.</p>	<p>Analyze data for ongoing needs for PD in IXL and fluency for next year.</p> <p>GLMs to review best practices and support/further PD</p> <p>Grade level teams participate in SRBI meetings to reflect on celebrations and areas of Improvement.</p>
Leading Indicators	<p>GR3-5 IXL diagnostic (update weekly) arena</p> <p>GR1-5 Fall Fluency assessments - analyze for students who need extra practice</p> <p>Gr 3-5: IABs - analyze for all students and high needs</p> <p>GR1-5 FPS unit fluency assessments analyze for all</p>	<p>GR3-5 IXL diagnostic (update weekly) arena</p> <p>GR1-5 Winter Fluency assessments - analyze for students who need extra practice</p> <p>Gr 3-5: IABs - analyze for all students and high needs</p> <p>GR1-5 FPS unit fluency assessments analyze for all students and high needs</p>	<p>GR3-5 IXL diagnostic (update weekly) arena</p> <p>GR1-5 Spring Fluency assessments - analyze for students who need extra practice</p> <p>Gr 3-5: IABs - analyze for all students and high needs</p> <p>GR1-5 FPS unit fluency assessments analyze for all</p>

Fairfield Public Schools – School Improvement Plan



	students and high needs		students and high needs
Lagging Indicators	Spring 2025 SBA Data	N/A	SBA Math Results - analyze for all students and high needs
Equity Goals and Shared Responsibility	Subgroup of High Needs performance on indicators: Fall: GR K-2: Fall Baseline and unit assessments Gr 3-5 IXL Diagnostic Gr 3-5: IAB Gr. K-5 NWEA Math GR1-5 Fluency Assessments	Subgroup of High Needs performance on indicators: Winter: GR K-5: Unit assessments and Checkpoints Gr 3-5 IXL Diagnostic Gr 3-5: IAB Gr. K-5 NWEA Math GR1-5 Fluency Assessments	Subgroup of High Needs performance on indicators: Spring: GR K-5: Unit assessments and Checkpoints Gr 3-5 IXL Diagnostic Gr 3-5: IAB Gr. K-5 NWEA Math GR1-5 Fluency Assessments

SMART Goal 3

Root Cause Analysis - Based on School Performance

In 2024–2025, Osborn Hill School’s overall chronic absenteeism rate was 4.0%, marking the second consecutive year below 5%. While this demonstrates strong, sustained progress for our overall population, absenteeism among High Needs students remained disproportionately higher at 9.4%, indicating a continued need for targeted supports and interventions within this subgroup.

At the end of the 2024–2025 school year, the district opted not to administer the School Climate Survey, as it is currently under revision. As a result, updated climate data is not available to inform this year’s analysis.

School’s Goal	By implementing effective strategies and systems that foster a positive and safe school environment, we will maintain low levels of chronic absenteeism and ensure that student data indicates a strong sense of safety, belonging, and inclusion.
SMART Goal	Chronic absenteeism will remain below 5% for all students at OHS by June 2026
	Chronic absenteeism will decrease to 8% or less for all HNS at OHS by June 2026.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<ol style="list-style-type: none"> 1. 90% of students in grades 3-5 identify on an individually administered Minute Meeting that they feel safe and connected most days at OHS by June 2026. 2. Students at OHS will demonstrate common area expectations and earn one whole school reward per progress reporting period via established PBIS reward system 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 - Strategic Plan

Scientifically Research Based Strategy	PBIS, Restorative Practices, CASEL Framework, Second Step, Responsive Classroom, Everyday Speech, Move This World
MOY Results (Expectation/ Reality)	<ol style="list-style-type: none"> 1. 10% or less of all OHS students will have 8 or less days absent. 2. 70% of students in grades 3-5 identify on an individually administered Minute Meeting that they feel safe and connected most days at OHS 3. Students at OHS earned one whole school reward via PBIS reinforcement system.
EOY Results (Expectation/ Reality)	<ol style="list-style-type: none"> 1. A minimum of 95% of students attend school on a regular basis. 2. 90% of students in grades 3-5 identify on an individually administered Minute Meeting that they feel safe and connected most days at OHS. 3. Students at OHS will have earned three whole school rewards per progress reporting period via established PBIS reward system.
Responsible Individuals	Classroom teachers, school psychologist, social worker, assistant principal, principal
Timeline	August 2025-June 2026
Resources	Everyday Speech, Responsive Classroom, Move This World, Second Step curriculums. Access to grade level SEL whole grade/class lessons. Small group instruction. Restorative Practice, District Attendance Staff Handbook
Budget Implications	Supplies for whole grade/class lessons, PBIS reinforcement stickers and rewards, PBIS common area expectation posters

Goal 3 - Implementation and Milestones

Fairfield Public Schools – School Improvement Plan



	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Design and implement a Minute Meeting to be administered to all students 3-5.</p> <p>Introduce PBIS system and review Restorative Practice strategies to staff at whole school August PD.</p> <p>Introduce and implement PBIS system, including common area expectations and reinforcement systems, to all OHS students by September 15, 2025.</p> <p>Initiate conversations with classroom teachers and school climate committee regarding results of Minute Meetings and grade level lessons/meetings.</p> <p>Use district tiered attendance plan to plan for supporting families of chronically absent students. Communicate with families of chronically absent students using district letter and determine point person for individual families.</p> <p>School psychologist, social worker, principal, and assistant principal develop grade level SEL</p>	<p>Readminister the Minute Meeting to all students 3-5.</p> <p>Follow up conversations with classroom teachers and school climate committee regarding results of Minute Meetings, progress on PBIS reinforcements, the implementation of Restorative Practices, and grade level lessons/meetings.</p> <p>School psychologist, social worker, principal, and assistant principal meet with teachers as needed to discuss students who are showing increased levels of absenteeism and develop plan; attend conferences with teachers as needed.</p> <p>Implement district tiered attendance plan for supporting families of chronically absent students.</p> <p>School psychologist, social worker, principal, and assistant principal will assess the school wide behavior trends and adjust targeted grade level lessons as appropriate. Discuss students who meet criteria for tier 2 SEL intervention.</p>	<p>Final administration of the Minute Meeting to all students 3-5.</p> <p>Final conversations with classroom teachers and school climate committee regarding results of Minute Meetings, progress on PBIS reinforcements, the implementation of Restorative Practices, and grade level lessons/meetings.</p> <p>Review chronic absentee data. Identify any student who was chronically absent, identify barriers that prevent student from meeting goal, develop beginning of year strategies, articulate to next school year’s teacher as well as family.</p> <p>School psychologist, social worker, principal, and assistant principal will reflect effectiveness of grade level and tier 2 lessons.</p>

Fairfield Public Schools – School Improvement Plan



	whole grade/class lessons and lessons to begin on/around October 15, 2025.		
Leading Indicators	<p>Baseline Minute Meetings (Grades 3-5)</p> <p>PBIS reinforcement visuals</p> <p>Monthly chronic absenteeism student names for letters, analyze for students/families who may need support staff contact. Check current rate of absenteeism overall and for high needs students.</p>	<p>Mid year Minute Meetings (Grades 3-5)</p> <p>Review PBIS rewards and reinforcement</p> <p>Run report for chronic absenteeism and calculate. Then identify students to support in tier 2 SEL intervention</p>	<p>End of Year Minute Meetings (Grades 3-5)</p> <p>Review PBIS rewards & reinforcement</p> <p>Run report for chronic absenteeism and calculate final rates. .</p>
Lagging Indicators	<p>Review school climate data from 2024-2025.</p> <p>Review former chronic absenteeism data from 2024-2025 school year.</p>	<p>Review school climate data from 2024-2025.</p> <p>Review former chronic absenteeism data from 2024-2025 school year.</p>	<p>Administer updated district school climate survey for students in grades 3-5</p> <p>Run final absenteeism report for the year.</p>
Equity Goals and Shared Responsibility	<p>Discuss attendance goal and class/grade level SEL lessons/activities with PTA Presidents. Brainstorm needed resources.</p>	<p>School psychologist, social worker, principal and assistant principal attend PTA meeting to update community on SIP data (attendance, kindness, inclusivity)</p>	<p>School psychologist, social worker, principal, and assistant principal share final SIP data with PTA presidents</p>