

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	2026-2027

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 2027 SBA.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Seth Fry	Gifted teacher	Colleen Banick	Principal
John Harvey	Dean	Ursula Lopez	World Language teacher
Jen Cowenhoven	World Language teacher	Steve DeAngelo	Assistant Principal
Jamie Arvanitidis	Math teacher	Nicole Massella	MTSS Coordinator

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Name	Position	Name	Position
Brittany Collins	Math teacher	Jon Goodison	Assistant Principal
Jackie Galante	Library Media Specialist	Michelle Formato	Math Resource teacher
Laura Brown	MS Testing Team	Kat Narwold	LA teacher
Geralyn Brink	Special Education teacher	Alyssa Zebrowski	MLL teacher
Amy Kelly	LA 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	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
6th	77%/50%	74%/56%	66%/39.1%	66%/36.07%	69%/39%	73%/55%
7th	78%/56%	65%/53%	72%/47.3%	64%/32.86%	65%/40%	78%/61%
8th	81%/47%	68%/55%	73%/46.3%	73%/46.34%	70%/40%	70%/29%

SBA - ELA Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
School	60%/53%	58%/53%	65%/54.5%	60%/50%	68%/40%	60%/52%

SBA - Math % Proficient	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
6th	70%/33%	63%/33%	59%/30.2%	71%/39.3%	77%/51%	71%/46%
7th	68%/46%	55%/28%	62%/36.5%	66%/34.29%	67%/38%	69%/37%
8th	71%/36%	54%/31%	50%/19.5%	56%/29.72%	66%/38%	64%/36%

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SBA - Math Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
School	66%/57%	60%/55%	75%/50.1%	69.5%/54.3%	70%/41%	61%/41%

NGSS % Proficient	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
8th 74%	77%/41%	64%/36.6%	62%/34.6%	68.48%/34.66%	70%/42%	69%/46%

Attendance Chronic Abs.	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	3.7%	12.3%	11.9%	6.10%	8.0%	6.9%
High Needs	7.6%	23.3%	21.8%	11.90%	13.0%	7%/10.5%

STAR or NWEA - Literacy % Proficient (Spring)	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 All / HNS
6th	n/a	55%/32%	46%	44%/13%	56%/31%	68%/45%
7th	n/a	38%/18%	43%	51%/20%	41%/26%	64%/35%
8th	n/a	39%/18%	41%	46%/21%	47%/24%	63%/44%

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STAR or NWEA - Math % Proficient (Spring)	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 NWEA All / HNS
6th	n/a	74%/48%	74%	75%/26%	71%/39%	67%/36%
7th	n/a	61%/30%	63%	68%/24%	69%/39%	73%/45%
8th	n/a	60%/29%	27%	48%/20%	74%/52%	74%/46%

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	To close the gap between students identified as level 1 and level 2 in Smarter Balanced Assessment and all student performances in English Language Arts as measured by the SBA 2026 baseline data. By June 2027, all FWMS teachers will improve their ability to deliver tiered, evidence-based instruction aligned to grade-level standards and diverse student needs. Instruction will include cognitively challenging tasks that connect new learning to prior knowledge and make thinking visible. These practices will be monitored through formative and summative assessments and measured by student growth in Spring 2027 SBA results. This supports Leader and Educator Evaluation and Support Plan.
SMART Goal	FWMS will increase the percentage of students meeting growth targets.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• Grade level data is looked at by COHORT. • In grade 6, at least 56% (24/44) of students who did not meet their growth target in grade 5 will meet or exceed their growth target. (Baseline was 25/54=46%.) • In grade 7, at least 44% (32/73) of students that were not proficient in grade 5 and did not meet their growth target in grade 6 will meet or exceed their growth target. (Baseline was 34% (17/50) • In grade 8, at least 40% (20/50) of students who did not meet their growth

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	target in grade 7 will meet or exceed their growth target. (Baseline was 26% (18/70)) - Schoolwide proficiency will maintain or increase as outlined below: FWMS students will demonstrate maintenance or growth as measured by the percentage of students at proficiency on the Spring 2027 ELA SBA: - Grade 6: greater than or equal to 83% proficient - Grade 7: greater than or equal to 73% proficient - Grade 8: greater than or equal to 78% proficient
District Improvement Plan Connection	DIP Key Performance Indicator #2: 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.

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	Continue to strengthen school-wide, targeted instruction focused on reading across content areas using evidence-based reading strategies, identification of the pertinent SBA vocabulary and SBA-aligned question stems, and provide opportunities for students to build stamina, engaging with longer, more complex texts across grade levels. Fairfield Public Schools – School Improvement Plan The strategies included above include instruction that supports students' 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.
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MOY Results (Expectation/ Reality)	
EOY Results (Expectation/ Reality)	
Responsible Individuals	Principal Assistant Principals Interventionists - LASs, MRTs, and MTSS Coordinator Classroom Teachers
Timeline	BOY: Sept–Nov 2026 MOY: Dec 2026–Feb 2027 EOY: Mar–May 2027
Resources	CCSS, IABs, Flex time/partner delineated time for discussion of data, Common Assessments, data analysis, grade level department time, PIRR meetings, ELA curriculum, Common text reads for grade levels, SBA vocabulary, Question stems/Common language
Budget Implications	SBA books

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• Ensure that all staff members have access to data for students they work with and know how to access that data. • Individual plans for HNS (EL/ML, IEP students, are distributed and reviewed • Staff PD where	• MTSS meetings (data reviews) NWEA, SBA, Wayfinder • End of January-full staff to review Winter NWEA scores and spring SBA projection and planning for focused instruction (flex partners/HR) • Intervention groups are adjusted based on student performance	• Intervention records show consistent implementation and documented student progress. • Final benchmark assessments reflect growth toward the goals of increasing

	homeroom/flex partners review TIDE site and SBA Performance by Target Report (Patty) and identify students by HR for support • Build world knowledge through implementation of Article of the Week • Individual student reading goals are established using baseline assessment data. • Small-group instruction and intervention schedules are implemented based on identified student needs. • All identified subgroups are monitored to ensure equitable access to core instruction and interventions. • Staff members will log onto TIDE site to review current performance of students and learning targets related to their content areas. • Increase time and expectations for reading independently and writing across the curriculum • Silent reading will be required during FLEX • Bridge 5th to 6th transition by using consistent core instruction practices	data. • Use of IAB as a teaching tool within content classes (ELA, SS, Science) • Staff members will log onto TIDE site to review current performance of students and learning targets related to their content areas. • Building on the successful implementation of the three reading strategies, teachers will deepen their use of evidence-based literacy practices across all content areas to strengthen students' reading comprehension, analytical thinking, and reading stamina. Instruction will emphasize regular engagement with increasingly complex texts, the integration of SBA-style question stems and academic vocabulary, and consistent opportunities for students to apply literacy skills across disciplines. • Faculty Meetings will focus on staff sharing evidence-based reading strategies across content areas, grade levels and content areas, and give time for teachers to plan for implementation within upcoming units. • PIRR meetings will continue to	reading proficiency, average Reading Claim scaled scores, and the percentage of students meeting SBA Growth Targets. • End-of-year data for all identified subgroups demonstrate positive progress across proficiency, growth, and scaled score measures. • Staff members will log onto TIDE site to review current performance of students and learning targets related to their content areas. • PIRR meetings to review spring data
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	(notetaking, text annotation, paragraph writing, comprehension strategies, research, answering open-ended questions, executive functioning routines)	focus on task design and thinking routines to strengthen comprehension	
Leading Indicators		• 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	
Lagging Indicators		• Review of Fall Reading NWEA student performance to determine areas of growth/regression	
Equity Goals and Shared Responsibility	• Small-group instruction and intervention schedules are implemented based on identified student needs.		

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	To close the gap between students identified as level 1 and level 2 in Smarter Balanced Assessment and all student performances in Math as measured by the SBA 2026 baseline data. By June 2027, all FWMS teachers will improve their ability to deliver tiered, evidence-based instruction aligned to grade-level standards and diverse student needs. Instruction will include cognitively challenging tasks that connect new learning to prior knowledge and make thinking visible. These practices will be monitored through formative and summative assessments and measured by student growth in Spring 2027 SBA results. This supports Leader and Educator Evaluation and Support Plan.
SMART Goal	FWMS will increase the percentage of students meeting growth targets.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• Grade level data is looked at by COHORT. • In grade 6, at least 62% (45/72) of students who did not meet their proficiency will meet or exceed their growth target. (Baseline was 32/62=52%.) • In grade 7, at least 54% (42/78) of students who did not meet their proficiency in grade 6 will meet or exceed their growth target. (Baseline was 44% (30/68) • In grade 8, at least 40% (28/70) of students who did not meet growth target in grade 7 will meet or exceed their growth target. (Baseline was 20% (10/51)

	- Schoolwide proficiency will maintain or increase as outlined below: FWMS students will demonstrate maintenance or growth as measured by the percentage of students at proficiency on the Spring 2027 Math SBA: - Grade 6: greater than or equal to 70% proficient - Grade 7: greater than or equal to 71% proficient - Grade 8: greater than or equal to 69% proficient
District Improvement Plan Connection	DIP Key Performance Indicator #4: Mathematics performance, as measured by the SBA proficiency indicator (3-8), will close the gap between subgroup performances by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.

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 Close Reading of Mathematical Text - Read the problem all the way through without solving, annotate the text (underline or highlight key information, circle important mathematical vocabulary, box the question being asked, cross out irrelevant information, etc.), and represent the problem (rephrase the problem, write an equation, draw a picture, create a table or graph, etc.) Structured 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
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	student understanding and push their reasoning forward. Explicit Fluency Practice - Use factor puzzles to develop students' computational fluency without the use of a calculator Strategic Calculator Use - Students need automaticity with basic computation to reduce cognitive load when solving more complex problems. Overreliance on calculators can interfere with the development of number sense and fluency when students have not yet mastered foundational skills. Calculators are most effective when they support conceptual understanding rather than replace mental computation or paper-and-pencil fluency.
MOY Results (Expectation/ Reality)	Expectation: 80% of identified students will demonstrate growth on interim assessments in Math. Reality: (To be completed with mid-year data.)
EOY Results (Expectation/ Reality)	Expectation: students will demonstrate growth as measured by an increase in the average scaled score of each grade level within the Communicating Reasoning claim and demonstrate maintenance or growth as measured by the percentage of students at proficiency on the Spring 2027 Math SBA. Reality: (To be completed with end-of-year data.)
Responsible Individuals	Principal Assistant Principals Interventionists - LASs, MRTs, and MTSS Coordinator Classroom Teachers
Timeline	BOY: Sept–Nov 2026 MOY: Dec 2026–Feb 2027 EOY: Mar–May 2027
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, Envision, PIRR meetings; IXL

	Math program, math fact fluency resources; word walls of SBA vocabulary; poster of various question prompts students will encounter with SBA; district common assessments; compilation of student responses to different Communicating Reasoning questions for student analysis; factor puzzles (for fluency)
Budget Implications	

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. - 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)	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 during PIRR meetings Use NWEA SBA projection to identify which students may be "in green" on fall and winter NWEA, but are projected to be at a level 2 on SBA in order to identify strategies to support student progression to proficiency during MTSS meetings.	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.
Leading Indicators	Walkthrough and observation data showing evidence of differentiated and culturally responsive	Percentage of subgroup students making progress on interim assessments.	Percentage of subgroup students making progress on interim assessments

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	instruction Participation rates in tutoring and intervention programs	Fall and winter NWEA assessment results and SBA projections Walkthrough and observation data showing evidence of differentiated and culturally responsive instruction	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. Shared Responsibility: School leadership, literacy coach, teachers, interventionists, and support staff will collaboratively monitor subgroup progress and adjust instructional practices to ensure equitable outcomes.	Equity Goals: Provide equitable access to high-quality instruction and targeted supports for Black/African American, Hispanic, and Special Education students Shared Responsibility: School leadership, literacy coach, teachers, interventionists, and support staff will collaboratively monitor subgroup progress and adjust instructional practices to ensure equitable outcomes	Equity Goals: Provide equitable access to high-quality instruction and targeted supports for Black/African American, Hispanic, and Special Education students. 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

Based on the climate survey given spring 2026, both students and staff reported issues with challenging behaviors. Students and staff have the right to feel safe and respected so teaching and learning can occur.

School's Goal	To improve school climate through respectful behaviors as measured by our surveys, ongoing monitoring of anecdotal data throughout the year, and other relevant data
SMART Goal(s)	By May 2027, our school will increase students' and staff members' perceptions of respect within the FWMS community by 10% as measured by target questions (see below) in FPS School Climate surveys administered in April 2027. By March 2027, our school will increase students' reports of feeling respected within the FWMS community by 10% as measured by 10 question FWMS School Climate surveys administered in October 2026 and March 2027.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	FPS District school climate survey Student survey Q8 - Students in my school use words to hurt others. While 47.4% do not feel this way, 32% answered neutrally, indicating not enough students are refraining from disrespectful words. Q25 - Students show kindness to other students regardless of who they are. 20.9% Unfavorable BUT 37% answered neutrally Student responses to Q8 and Q25 will each increase to more favorable responses by 10%. Staff survey Q5 - School rules and expectations are applied fairly/equitably to all

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	students. 35.9% Unfavorable Q6 - Responses to all instances of challenging behavior are fairly and equitably applied. 41% Unfavorable Staff responses to Q5 and Q6 will each increase to more favorable responses by 10%. Student responses to FWMS Google Form survey of 10 questions will increase favorably by 10% to whatever the baseline is in the fall. Students and Staff will have 100% participation in the FPS district school climate survey spring 2027. Parent/Guardian survey participation of the FPS district school climate survey spring 2027 will increase 100% from spring 2026 (124 responses). Chronic absence will decrease to 6% or lower by the end of the school year.
District Improvement Plan Connection	Attendance social emotional MTSS explicit SEL instruction (Wayfinder) FPS School Climate Survey

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	Explicitly teach expected respectful behaviors/Establish schoolwide expectations
A	
MOY Results (Expectation/ Reality)	Teacher discipline actions and Dean referrals will decrease, Positive reflection noted in MTSS/behavioral/attendance data

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EOY Results (Expectation/ Reality)	Positive gains as noted in survey results; Decrease in teacher discipline actions and Dean referrals
Responsible Individuals	Dean School Climate Committee - students and staff FWMS Administration All FWMS teachers & staff
Timeline	Fall 2026 - Spring 2027
Resources	We are Woods posters, Student Handbook
Budget Implications	Minimal (printing)

Scientifically Research Based Strategy B	PAWSitive behavior reinforcement - PAWS for Acts of Kindness FWMS will recognize students demonstrating respectful behaviors by awarding them a PAW sticker or ticket. These can be submitted for a monthly raffle Pawsitive Post Cards
MOY Results (Expectation/ Reality)	How many PAWS are teachers handing out each month?
EOY Results (Expectation/ Reality)	Many students are recognized and families are informed
Responsible Individuals	All FWMS teachers, administration, & staff
Timeline	Fall 2026 - Spring 2027
Resources	Stickers, postcards
Budget Implications	Positive reward resources (posters, stickers, certificates etc.)

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Scientifically Research Based Strategy C	Restorative practices New staff receives PD Faculty meeting refresh of how it can be used successfully in the classroom
MOY Results (Expectation/ Reality)	Restorative circle used at least once before the new year (?)
EOY Results (Expectation/ Reality)	RP are used periodically and whenever warranted
Responsible Individuals	Dean/Admin
Timeline	Fall 2026 - Spring 2027
Resources	Restorative practices materials
Budget Implications	none

Scientifically Research Based Strategy E	SEL (Wayfinder) Once per month, students will participate in a Wayfinder activity during FLEX
MOY Results (Expectation/ Reality)	Students complete 4-5 Wayfinder experiences (lessons/activities) by mid-year mark
EOY Results (Expectation/ Reality)	Students complete at least 9 Wayfinder experiences (and 3 Waypoints) by end of year
Responsible Individuals	SEL person FLEX teachers
Timeline	Fall 2026 - Spring 2027

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Resources	Wayfinder
Budget Implications	District \$

Scientifically Research Based Strategy F	Consistent responses to challenging behaviors
MOY Results (Expectation/ Reality)	Teachers are following their classroom behavior plans and flowchart. Dean supports teachers who feel they need support with any student's behavior
EOY Results (Expectation/ Reality)	Decrease in referrals to the Dean, positive gains in how teachers feel challenging behaviors are managed, as reflected in FPS Climate Survey (Questions 5 & 6)
Responsible Individuals	Dean School Climate Committee - students and staff FWMS Administration All FWMS teachers & staff
Timeline	Fall 2026 - Spring 2027
Resources	Teacher Flowchart, maintaining communication regarding teacher/teams discipline actions with Dean,
Budget Implications	none

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Dean mtg with each team Cafeteria expectations	Wayfinder ~ Waypoints Review of MTSS/Behavioral data	Spring Google Form Climate Survey during HR (March)

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	Fall Google Form Climate Survey during HR (Oct)		
Leading Indicators	FPS Woods Climate Survey data analysis noted respect as a concern by both students and staff	Qualitative data as presented by school counselors/social worker/school psychologists & teachers	Increase in positive data (surveys, Wayfinder, etc.) in support of more respectful and safe behaviors
Lagging Indicators	Increase in positive data (survey, Wayfinder, etc.) in support of more respectful and safe behaviors	Increase in positive data (survey, Wayfinder, etc.) in support of more respectful and safe behaviors Waypoints?	Increase in positive data (surveys, Wayfinder, etc.) in support of more respectful and safe behaviors
Equity Goals and Shared Responsibility	Attendance of chronically absent students is a clear indicator for feelings of connectedness at school	Counselors/Social Worker/School Psychs/Dean work together to support school attendance	Improved attendance of chronically absent students is a clear indicator for feelings of connectedness at school