

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Early Childhood Center	School District	Fairfield Public Schools
Principal's Name	Kristen Bruno	School Year	2026-2027

School's Mission/Vision

The mission of 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.

The Early Childhood Center Program has four key components as our vision:

- *Provide a continuum of services to allow for programming that is flexible and responsive to student progress.*
- *Provide an environment that is designed for the specific interests, strengths and needs of the preschool age child and staff with experience and expertise in serving the preschool population.*
- *Foster an environment of collaboration within and between sites, classrooms, and departments and with families and community providers to ensure skills are learned and practiced across all settings.*
- *Welcome families as partners and create a welcoming and supportive community for families' first experience with the Fairfield Public Schools.*

Theory of Action

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all classrooms and departments, with alignment between the written, taught and assessed curriculum, and respond to individual student progress, then instruction will be of consistently high quality and student learning will improve.

If we support social and emotional development, students will feel an increased sense of safety, belonging, connectedness and engagement. In response, students, families, and staff will be empowered to attempt challenging new skills and strategies,

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resulting in increased student learning, independence and confidence.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Gabriella Della Monica	CLC Teacher (ECC Warde)	Marianne Neville	Integrated Classroom Teacher (ECC Stratfield)
Alyssa Ferraro	Integrated Classroom Teacher (ECC Stratfield)	Shannon Superfin	Speech and Language Pathologist (ECC Warde)
Gina Hallock	School Psychologist (ECC Warde)		

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.

Domain Assessed	School Year	Total students	A. Did not make progress	B. Made progress not close to same age peers	C. Made progress close to same age peers	D. Reached age level of same age peers	E. Maintained age level growth	Average progress or greater (Sum of C, D & E) Fairfield

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Positive Social Emotional Skills	18-19	80	0%	1.25%	18.75%	13.75%	66.25%	98.75%
	20-21	90	1.11%	1.11%	22.22%	12.22%	63.33%	97.77%
	21-22	68	1.47%	1.47%	17.65%	13.24%	66.18%	97.07%
	22-23	67	1.49%	0.00%	25.37%	13.43%	59.70%	98.50%
	23-24	57	0.00%	0.00%	12.28%	8.77%	78.95%	100%
Action to meet needs	18-19	80	1.25%	2.50%	30.00%	36.25%	30.00%	96.25%
	20-21	90	2.22%	0.00%	33.33%	50.00%	14.44%	97.77%
	21-22	68	1.47%	0.00%	29.41%	47.06%	22.06%	98.53%
	22-23	67	0%	1.49%	44.78%	19.40%	34.33%	98.51%
	23-24	57	0%	0.00%	21.05%	42.11%	36.84%	100%
Acquisition and Use of Knowledge and Skills.	18-19	80	1.00%	0.00%	12.50%	65.00%	21.25%	98.75%
	20-21	90	6.67%	0.00%	8.89%	76.67%	7.78%	93.34%
	21-22	68	8.82%	0.00%	13.24%	67.65%	10.29%	91.18%

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	22-23	67	10.45%	0.00%	11.94%	62.69%	14.93%	89.56%
	23-24	57	0.00%	0.00%	1.75%	10.54%	87.72%	100%

2024-2025

Early Childhood Outcomes (Students with IEPs)

Functional Area	% Age Appropriate	% Substantial Growth
Acquisition and Use of Knowledge and Skills	95.5%	93.9%
Action to Meet Needs	59.1%	95.5%
Positive Social Emotional Skills	81.8%	93.3%

25-26

CT DOTs (All full day 4s)

Domain	Age Appropriate	Growth of at least one age band	Average progress or greater
Regulation	69%	23%	92%
Relationships with Peers	81%	13%	94%

SMART Goal 1

Root Cause Analysis - Based on School Performance

ECC teachers and service providers collect data and monitor student progress at the individual level, but as our curriculum and programming evolves and as the revisions are made to the CT Early Learning Standards (ELDS) and assessment (CT Documentation and Observation System CT-DOTs 2.) We have identified a need to develop structures to collect and analyze progress data across all domains at the individual, classroom and program level.

School's Goal	Teachers, SLPs and Psych/SW will use the revised Early Learning and Development Standards and the new CT DOTs 2 assessment for planning, goal development and progress monitoring.
SMART Goal	Students participating in the ECC Preschool programs will demonstrate growth over baseline, or reach and maintain age appropriate levels on CT DOTs2.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Evidence of CT DOTs assessment considered and reported as present levels of performance. Teachers reflect on classroom data as part of professional learning. Program data used in determining resources, programming and professional development.
District Improvement Plan Connection	This work will support the creation of a PreK MTSS document aligning with the district MTSS plan.

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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	Review and update assessments and timelines Implement assessments Review and analyze student, class and program data.
MOY Results (Expectation/ Reality)	By February 2027 all students will be progressing toward growth in target domains as measured by the CT DOTs2. .
EOY Results (Expectation/ Reality)	By June 2027 all students will demonstrate growth in target domains as measured by the CT DOTs2.
Responsible Individuals	All ECC Certified staff
Timeline	September 2026-June 2027
Resources	CSDE documents and training modules, support from district Curriculum Program Directors
Budget Implications	Program data used in determining resources, programming and professional development for 2027-2028 Budget planning.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Obtain and review CT DOTs2 materials Initial Evaluation Team to collect data as part of initial evaluation,	Implementation of CT DOTs2 baseline assessments Creation of district PreK data management structures and systems.	Review program data on CT DOTs2 progress. Finalize PreK MTSS Process for implementation for

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	aligning goals and objectives with ELDS. Receiving teachers to review and verify CTDOTS2 assessment information within a student's first four weeks of enrollment.	Begin work developing PreK MTSS processes	2027-2028 School year
Leading Indicators	Meeting time dedicated to review of the materials, teacher registration for CSDE training modules.	Discussion of ELDS standards and CT DOTS2 assessments in planning conversations.	Teachers reflect on classroom data as part of professional learning.
Lagging Indicators	Compliance with ECO baseline assessment requirements.	Evidence of CT DOTs assessment considered and reported as present levels of performance.	Data used for planning 2027-2028 SIP.
Equity Goals and Shared Responsibility	Parent communication: Open House, Parent Square, Fall conferences	Parent communication: MTSS meetings Mid year conferences Annual Review meetings	K transition meetings EOY data review

SMART Goal 2

Root Cause Analysis - Based on School Performance

After two years of working on the implementation of the district's new PreK Literacy curriculum, teachers reflected on the need to revisit our implementation of the Bridges math curriculum, in order to ensure fidelity of implementation across all classrooms. This work aligns with the district work in the area of Numeracy. By exposing preK students to the routines and vocabulary of the Bridges curriculum and supporting the achievement of math standards outlined in the Early Learning and Development Standards, we can best prepare students for Kindergarten.

School's Goal	ECC teachers will continue to implement the district Numeracy curriculum with fidelity to ensure access to grade level instruction with necessary supports and accommodations for all students.
SMART Goal	Students participating in the ECC Preschool programs will demonstrate growth, or reach and maintain age appropriate levels over baseline on CT DOTS2 measures of Numeracy (Counting & Cardinality, Number Operations, Measurement, Geometry) as well as on the assessments identified within the Bridges curriculum resource.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Bridges assessments: CT DOTS 2 Mathematics Progressions (Initial Program Starting Month/October/February/May) Numeral Identification Subitizing Cardinality Patterning Counting with 1:1 correspondence Rote Counting
District Improvement Plan Connection	Demonstrate developmentally appropriate mastery of content, concepts, and skills as measured on national and district assessments including the Academic Expectations

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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	ECC Teachers will implement all components of the Bridges curriculum resource (Number Corner, Problems & Investigations, Work Places.)
MOY Results (Expectation/ Reality)	By February 2027 all students will be progressing toward growth in numeracy skills as measured by the CT DOTs with the majority reaching the appropriate age band.
EOY Results (Expectation/ Reality)	By June 2027 all students will demonstrate growth in numeracy skills as measured by the CT DOTs with the majority reaching the appropriate age band.
Responsible Individuals	Classroom teachers, paraeducators, related services staff
Timeline	September 2026-June 2027
Resources	Bridges curriculum Common planning time Professional development Peer observations COACHING?
Budget Implications	Curriculum resources, professional development

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
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Implementation Milestones	Review curriculum documents, develop implementation guide for Numeracy	Review student data, reflect and adjust implementation, lesson plans	Consider adjustments to curriculum implementation guide for 26-27
Leading Indicators	Daily observation Individual assessments Collaborative conversations/common planning	Daily observation Individual assessments Collaborative conversations/common planning	Daily observation Individual assessments Collaborative conversations/common planning
Lagging Indicators	CT DOT2s assessment (baseline) Curriculum based assessments (baseline)	ECO data from 25-26 school year	CT DOTS2 assessment Curriculum based assessments
Equity Goals and Shared Responsibility	Family visitations Multidisciplinary teaming Assistive technology Common planning Collaborative teaching	Parent/Teacher conferences (Oct/March) Multidisciplinary teaming Assistive technology Common planning Collaborative teaching	K transition meetings Home/School communication Multidisciplinary teaming Assistive technology Common planning Collaborative teaching

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SMART Goal 3

Root Cause Analysis - Based on School Performance

During the 2025-2026 School Year, the ECC focused on imaginative, role-based play as a strategy to support student growth in the areas of self-regulation and executive functioning skills. After all staff PD in the fall of 2025, play centers were implemented in which teachers pre-taught vocabulary and role scenarios, and students created props for each of the different play schemes. Professional learning goals and teacher observations focused on this strategy. We intend to continue this work in Year 2 for the 2026-2027 School Year.

School's Goal	ECC staff will continue to collaborate to provide direct, embedded and play-based instruction and practice social emotional skills aligned to the ELDS standards and CT DOTs progressions (regulation, emotional expression, sense of self, relationship with adults, relationships with peers).
SMART Goal	ECC students in all classes that have received six months or more of instruction will demonstrate growth across age bands on the Social/Emotional section of the CT DOTs 2, or reach/maintain the band aligned with their age.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Student progress across developmental progressions (regulation, emotional expression, sense of self, relationships with adults, relationships with peers) as measured by the CT DOTs 2.
District Improvement Plan Connection	

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	ECC teachers, Speech Pathologists, School Psychologists, Social Workers, will consistently plan and implement explicit and embedded social skills instruction using curricular resources aligned with standards and developmental progressions and will facilitate opportunities for practice through play-based
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	learning in order to support group behavior, executive functioning and development of positive school relationships.
MOY Results (Expectation/ Reality)	CT DOTS2 assessment, progress on IEP goals and objectives
EOY Results (Expectation/ Reality)	CT DOTS2 assessment, progress on IEP goals and objectives
Responsible Individuals	All staff
Timeline	September-June
Resources	ELDS/CT DOTs resources, Wayfinder, curriculum/SEL materials, outreach to families and community providers, Tools of the Mind training, prop making materials
Budget Implications	Collaborative time, professional development, books and materials

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review strategies, incorporate new self-regulation strategies from PD Share goals with families	Peer observation Continue to develop play scenarios	Reflect on student progress
Leading Indicators	Assess baseline using CT DOTS/CT DOTS2 Parent input Observation	Midyear CT DOTs assessment Parent input Observation and collaboration	Parent input Observation and collaboration
Lagging Indicators	End of year/Baseline CT DOTs data	Mastery/non mastery of IEP goals	Mastery/non mastery of IEP goals End of year CT DOTs

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			Assessment data
Equity Goals and Shared Responsibility	Family visitation/interview during 1st week of school Multidisciplinary teaming Assistive technology Common planning Collaborative teaching MTSS Process Collect prop materials	Parent/Teacher conferences (Oct/March) Multidisciplinary teaming Assistive technology Common planning Collaborative teaching MTSS Process	K transition meetings Home/School communication Multidisciplinary teaming Assistive technology Common planning Collaborative teaching MTSS Process