

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Roger Ludlowe Middle School	School District	Fairfield Public Schools
Principal's Name	Megan Tiley	School Year	2026-2027

School's Mission/Vision

In alignment with Fairfield Public Schools and in partnership with families and community, Roger Ludlowe Middle School's mission 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 engage students with cognitively challenging tasks in support of tier one 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.

If we implement proactive tier one strategies to promote workload manageability through coordinated assignment planning, study skills, explicit instruction in organizational and time-management skills, and ongoing student feedback opportunities, then students will feel confident in their ability to manage the amount of school work that they are expected to complete as measured by the Spring 2027 School Climate Survey.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Megan Tiley	Principal	Erin Lichtenstein	Special Education
Karin Shaughnessy	Assistant Principal	Sara Nealy	World Language

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Name	Position	Name	Position
Jonathan Goodison	Assistant Principal	Jackie Peace	MTSS Coordinator
Leah Brown-Swanson	Science - Grade 7	Jason Purzycki	Dean of Students
Beth Cerny	School Counselor	Tom Reilly	Math - Grade 8
Heather Dyer	Language Arts-Grade 6	Bridget Stasko	Health
Joelle Kilcourse	Library Media Specialist	Galen Sullivan	Social Studies- Grade 8
Kevin Langstaff	Math Resource Teacher	Janine Goss	Executive Director - PK-12 Literacy
Justine LaSala	Program Director- Science	Colleen Sousa	Program Director-Social Studies

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	86%/61%	85%/43%	81%/52%	79%/41%	80%/ 57%	80%/60%
7th	81%/57%	81%/43%	83%/60%	72%/40%	79%/ 46%	74%/41%
8th	83%/52%	77%/44%	75%/46%	75%/46%	78%/ 47%	77%/42%

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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	59%/55%	66%/52%	59%/57%	51%/43%	63%/59%	53%/43%

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	79%/45%	79%/49%	70%/48%	70%/31%	78%/ 46%	84%/70%
7th	74%/44%	70%/29%	81%/54%	79%/48%	83%/52%	79%/46%
8th	77%/42%	67%/32%	66%/40%	75%/45%	75%/41%	81%/40%

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	72%/58%	74%/65%	60%/53%	65%/53%	74%/70%	80%/63%

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	78%/42%	70%/46%	64%/45%	75%/47%	71%/ 47%	76%/41%

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Attendance Chronic Abs.	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	5.1%	10.1%	8.8%	5.9%	7.1%	6.4%
High Needs	8.2%	14.7%	12.2%	9.6%	9.0%	8.1%

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 NWEA (Winter)
6th	N/A	61%/42%	60%/39%	59%/25%	61%/37%	76%/43%
7th	N/A	47%/21%	56%/30%	60%/23%	63%/32%	70%/42%
8th	N/A	48%/41%	38%/22%	54%/27%	53%/28%	74%/42%

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 (Winter)
6th	N/A	82%/50%	75%/55%	73%/33%	75%/46%	72%/43%
7th	N/A	72%/35%	75%/46%	77%/39%	78%/44%	75%/44%
8th	N/A	74%/62%	37%/28%	59%/27%	77%/44%	84%/51%

SMART Goal 1

Root Cause Analysis - Based on School Performance

The 25-26 RLMS Smarter Balanced Assessment (SBA) ELA data is not showing desired growth results. The SBA data suggests that an increased focus on students identified as level 1 and level 2 in Smarter Balanced Assessment is necessary to improve student growth 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 RLMS 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	RLMS 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 53% (17/32) of students who did not meet proficiency in grade 5 will meet or exceed their growth target. (Baseline was 21/41=51%.) • In grade 7, at least 34% (15/46) of students who did not meet proficiency in grade 6 will meet or exceed their growth target. (Baseline was 11/35=31%.) • In grade 8, at least 26% (16/63) of students who did not meet proficiency in grade 7 will meet or exceed their growth target. (Baseline was 11/48=23%.) • Schoolwide proficiency will maintain or increase.

District Improvement Plan Connection	Direct link to Key Performance Indicator 2 - By June 2027: English Language Arts 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 2024 district performance in a positive direction.
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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	• Collaborative planning for instruction/task development and delivery (e.g., without lowering the demand) with teachers and educators (ex: general education, special education, specialists, paraprofessionals) • Professional learning: pedagogy content knowledge (e.g., less teacher talk, setting up the task), instructional skills, belief in the capabilities of all students) • Instructional coaching: provide support for teachers in current evidence-based instructional practices using data, protocols, and instructional and assessment strategies. In addition, instructional coaches provide leadership in school curriculum development and implementation, professional development, data analysis, coaching, MTSS, and services to students, as necessary. The instructional coach serves as a peer advisor to teachers and is an integral member of the school's instructional leadership team. An instructional coach also serves on the district's leadership team (executed through delivery of PD, collaboration across disciplines) • Specific core instructional strategies (e.g., summarization using Gist statement) • Lesson delivery that maintains the cognitive demand and does not lower expectations • Scaffolding just in time rather than just in case • Formative assessment (e.g., active monitoring during task, exit tickets) • Data analysis cycle and decision making • Standards work: unpacking to determine if task is on grade level • Use of common vocabulary across content areas • IABs, NWEA, Common Summative Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise)
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MOY Results (Expectation/ Reality)	NWEA results % in meeting standards (meeting/exceeding). IAB results Unit assessments LASW
EOY Results (Expectation/ Reality)	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.
Responsible Individuals	All teachers, Support Staff, Administrators/Program Director, MTSS coordinator, Language Arts Specialists
Timeline	Fall 2026-Spring 2027
Resources	IABs, NWEA, Common Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise).
Budget Implications	None

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• MTSS process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation • PD around Tier 1 instructional strategies	• MTSS process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation • PD around Tier 1 instructional strategies	• Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • End of Year goal meetings directly connected to target areas • Utilize MTSS Coordinator, MRT's and LAS's to support teachers in specific growth

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	- Teacher goal setting directly connected to target areas - Utilize MTSS Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction - Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers - Utilize Tuesday time for collaboration and planning with general education teachers and special education teachers	- Teacher goal setting directly connected to target areas - Utilize MTSS Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction - Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers - Establish Tuesday time protocols for collaboration and planning with general education teachers and special education teachers - School Improvement Team Meeting to check the current status of the goal and make any revisions (if needed).	targets and small group instruction - Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers - Established Tuesday time protocols for collaboration and planning with general education teachers and special education teachers
Leading Indicators	- NWEA ELA Spring 2026 baseline - IABs - Unit Assessments as aligned to ELA standards. - Student work - Universal screeners/data analysis - MTSS process	- NWEA - IABs - LASW - Unit Assessments as aligned to ELA standards	- NWEA - IABs - LASW - Unit Assessments as aligned to ELA standards 2027 SBA scores

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Lagging Indicators	NWEA	- IABs - NWEA	- SBA scores Spring 2027 - NWEA
Equity Goals and Shared Responsibility	- Subgroup growth performance on indicator (scoring 1 or 2) - Baseline (SBA 2026): SBA Level 1 and 2 baseline percentages from 2026: - Grade 6- 51% - Grade 7 - 31% - Grade 8 - 23%	<i>NWEA results</i> - IAB results - Unit assessments - LASW - Professional development, monthly MTSS meetings, Tuesday collaboration time and specific connections to subgroups	- Subgroup growth performance on indicator (scoring 1 or 2) - Baseline (SBA 2027): SBA Level 1 and 2 baseline percentages from 2026: - Grade 6- 53% - Grade 7 - 34% - Grade 8 - 26%

SMART Goal 2

Root Cause Analysis - Based on School Performance

The 26-27 RLMS Smarter Balanced Assessment (SBA) Math data is not showing desired growth results. The SBA data suggests that an increased focus on students identified as level 1 and level 2 in Smarter Balanced Assessment is necessary to improve student growth 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 RLMS 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
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	student growth in Spring 2027 SBA results. This supports Leader and Educator Evaluation and Support Plan.
SMART Goal	RLMS 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 68% (27/40) of students who did not meet proficiency in grade 5 will meet or exceed their growth target. (Baseline was 25/38=65%.) • In grade 7, at least 61% (22/37) of students who did not meet proficiency in grade 6 will meet or exceed their growth target. (Baseline was 31/53=58%) • In grade 8, at least 60% (29/49) of students who did not meet proficiency in grade 7 will meet or exceed their growth target. (Baseline was 29/51=57%) • Schoolwide proficiency will maintain or increase.
District Improvement Plan Connection	Direct link to Key Performance Indicator 4 - By June 2027: 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	• Collaborative planning for instruction/task development and delivery (e.g., without lowering the demand) including special education teachers • Professional learning: pedagogy content knowledge (e.g., less teacher talk, setting up the task), instructional skills, belief in the capabilities of all students) • Instructional coaching: provide support for teachers in current evidence-based instructional practices using data, protocols, and instructional and assessment strategies. In addition, instructional coaches provide leadership in school curriculum development and implementation, professional development, data analysis, coaching, MTSS, and services to students, as necessary. The instructional coach serves as a peer advisor to teachers and is an integral
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	member of the school's instructional leadership team. An instructional coach also serves on the district's leadership team (executed through delivery of PD, collaboration across disciplines) • Teacher collaboration • Specific core instructional strategies • Lesson delivery that maintains the cognitive demand and does not lower expectations • Scaffolding just in time rather than just in case • Formative assessments (e.g., active monitoring during task, exit tickets) • Data analysis cycle and decision making • Standards work: unpacking to determine if task is on grade level • Use of common vocabulary across content areas • FIABs, NWEA, IXL, Common Summative Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise), <u>Building Thinking Classrooms</u> book (Liljedahl).
MOY Results (Expectation/ Reality)	<i>NWEA results % in meeting standards (meeting/exceeding).</i> FIAB results Unit assessments LASW
EOY Results (Expectation/ Reality)	To increase the number of Level 1 and Level 2 students meeting their individual growth targets in Math as measured by the SBA 2027 data.
Responsible Individuals	All Teachers, Support Staff, Administrators/Program Directors, MTSS Coordinator, Math Resource Teacher
Timeline	Fall 2026-Spring 2027
Resources	FIABs, NWEA, IXL, Common Assessments, MTSS handbook, Grade level/department time (PIRR - planning, implementation, review and revise), <u>Building Thinking Classrooms</u> book (Liljedahl)
Budget Implications	None

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• MTSS process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation • PD around Tier 1 instructional strategies • Teacher goal setting directly connected to target areas • Utilize MTSS Coordinator, MRT and LAS's to support teachers in specific growth targets and small group instruction • Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers • Utilize Tuesday time for collaboration and planning with general education	• MTSS process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation • PD around Tier 1 instructional strategies • Teacher goal setting directly connected to target areas • Utilize MTSS Coordinator, MRT and LAS's to support teachers in specific growth targets and small group instruction • Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers • Utilize Tuesday time for collaboration and planning with general education	• MTSS process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • End of Year goal meetings directly connected to target areas • Utilize MTSS Coordinator, MRT and LAS's to support teachers in specific growth targets and small group instruction • Quarterly MTSS Coordinator Meetings to formally review universal screening data, to analyze effectiveness of tiered interventions and movement of students into and between tiers • Utilize Tuesday time for collaboration and planning with general education teachers and special education teachers

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	Beginning of the Year	Middle of the Year	End of the Year
	teachers and special education teachers	teachers and special education teachers	
Leading Indicators	• SBA Math Spring 2026 • NWEA Math Fall 2026 • FIABs • Unit Assessments aligned to Math standards • Student work • IXL Diagnostic • MTSS process	• NWEA Math Winter 2027 • FIABs • LASW • Unit Assessments aligned to Math standards • IXL Diagnostic	• FIABs • LASW • Unit Assessments aligned to Math standards
Lagging Indicators	• NWEA • FIABs	• FIABs • NWEA	• SBA Math Spring 2027
Equity Goals and Shared Responsibility	• Subgroup growth performance on indicator (scoring 1 or 2) • Baseline (SBA 2026): SBA Level 1 and 2 baseline percentages from 2026: • Grade 6- 65% • Grade 7 - 58% • Grade 8 - 57%	• <i>NWEA results</i> • FIAB results • Unit assessments • LASW • Professional development, monthly SRBI meetings, Tuesday collaboration time and specific connections to subgroups	• Subgroup growth performance on indicator (scoring 1 or 2) • EOY (SBA 2026): SBA Level 1 and 2 percentages from 2027: • Grade 6- 68% • Grade 7 - 61% • Grade 8 - 60%

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SMART Goal 3

Root Cause Analysis - Based on School Performance

The 25-26 School Climate Survey indicated that 42% of students felt that they were able to manage the amount of school work that they are expected to complete. Based on school climate survey results indicating that students do not consistently feel they can manage the amount of schoolwork assigned at RLMS, the school will improve students' perception of workload manageability through coordinated assignment planning, explicit instruction in organizational and time-management skills, and ongoing student feedback opportunities.

School's Goal	Student Workload Management: By May 2027 , the percentage of students responding favorably to the statement, <i>"I can manage the amount of schoolwork I am expected to complete,"</i> will increase from 42.4 % (baseline) to 52.4 % (baseline + 10 percentage points) as measured by the annual school climate survey.
SMART Goal	To increase favorable responses to the climate survey statement <i>"I can manage the amount of schoolwork I am expected to complete"</i> by 10 percentage points over the 2026 baseline.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Survey question (based on State of Connecticut School Climate Survey 26-27) - <i>Question 26 - I feel that I can manage the amount of schoolwork I have.</i> A student workload survey would be administered in Fall 2026. The goal is to increase the percentage for all students by 10% by June 2027.
District Improvement Plan Connection	This goal is in support of the SEL/Equity and Student Support Strategic Initiatives identified in the District Improvement Plan .

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	Schoolwide Executive Functioning Strategy: Plan Backward, Check Forward • Peg Dawson & Richard Guare (<i>Executive Skills in Children and Adolescents</i>) • Self-Regulated Learning research (Zimmerman, 2002) • Cognitive Load Theory (Sweller, 1988) • Visible Learning research on metacognitive strategies (Hattie, 2023)
MOY Results (Expectation/ Reality)	Completion of baseline survey and a early Winter pulse survey shows at least a 4 percentage point increase in favorable responses regarding workload manageability.
EOY Results (Expectation/ Reality)	By May 2027 , the percentage of students responding favorably to the statement, " <i>I can manage the amount of schoolwork I am expected to complete,</i> " will increase from 42.4 % (baseline) to 52.4 % (baseline + 10 percentage points) as measured by the annual school climate survey.
Responsible Individuals	All staff (administration, counseling staff, teachers, paraeducators, support staff, etc.)
Timeline	Fall 2026-June 2027
Resources	School Climate Surveys. Baseline Fall 2026 and benchmarks throughout the year.
Budget Implications	None

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Benchmark 1 – Fall 2026 • Complete baseline student workload survey. • Grade-level teams establish a process for coordinating major assessments. • Establish grade-level expectations for assignment calendars, major assessments, and long-term projects. • Teach organizational and time-management strategies during Flex periods. • Conduct quarterly student workload pulse surveys to identify concerns and trends. • Review student workload data during team meetings	Benchmark 2 – Early Winter 2027 Benchmark 3 – Early Spring 2027 • Early Winter pulse survey shows at least a 4 percentage point increase in favorable responses regarding workload manageability. • Early Spring pulse survey shows at least a 7 percentage point increase in favorable responses regarding workload manageability. ○ All grade-level teams regularly utilize visible (student facing), shared assessment calendars. • Student focus groups identify at least one successful strategy being used schoolwide. • Teach organizational and time-management strategies during advisory/Flex periods.	End-of-Year Outcome Measure (Spring 2027) Target: Increase favorable responses to the climate survey statement <i>"I can manage the amount of schoolwork I am expected to complete"</i> by 10 percentage points over the 2026 baseline.

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	and adjust practices as needed.	• Conduct quarterly student workload pulse surveys to identify concerns and trends. • Review student workload data during team meetings and adjust practices as needed. • Intervention supports are documented for students identified as needing assistance with organization and workload management.	
Leading Indicators	• Student workload survey • Advisory lesson completion records • Team meeting documentation • Provide targeted support for students reporting difficulty managing workload.	• Midyear survey results • Team planning documents • Focus group summaries	• Annual School Climate Survey • Quarterly Student Workload Pulse Surveys • Student Focus Groups • Crew Assessment Calendars • Counselor and Intervention Records • Attendance and assignment completion trends (as supplemental indicators)

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Lagging Indicators	• Student school climate data • Team meeting agendas, shared calendars	• Student school climate data • Lesson plans, student reflections • Survey results and summary reports • Meeting notes and action items • Student support logs, intervention records	• Student school climate data
Equity Goals and Shared Responsibility	• Review RLMS Student survey data with whole staff • Create a School Climate Team with teachers, administrators, counselors and students. • Consult and collaborate with the School Climate Team, Administration, school counselors/Dean, MTSS Team and whole staff to identify specific strategies to target students in need of workload management support.	• Consult and collaborate with the School Climate Team, Administration, school counselors/Dean, MTSS Team and whole staff to identify specific strategies to target students in need of workload management support.	• End of the year meeting with appropriate stakeholders to review data, support, and plan for revisions and/or change focus of climate goals specific to data analysis.