

School Information

School's Name	Stratfield Elementary School	School District	Fairfield Public Schools
Principal's Name	Nicki Callahan	School Year	2026-2027

School's Mission/Vision

Stratfield Elementary School's mission is to effectively support student learning in accordance with the [Fairfield Public School's Mission, Goals and Vision of a Graduate](#):

Fairfield Public Schools Mission, Goals and Vision of a Graduate

MISSION

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.

LONG TERM GOAL

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

EDUCATIONAL GOALS

Fairfield Public School students will:

- achieve and exemplify mastery of the FPS Academic Expectations;
- perform at high levels in regards to Social and Civic Expectations;
- develop into responsible citizens who exhibit ethical behavior;
- acknowledge, explore, and value the importance of diversity;
- develop a healthy personal identity and self-reliance;
- demonstrate strong motivational persistence to learn;
- exhibit an inquisitive attitude, open mind, and curiosity;
- acquire an understanding and appreciation of other cultures;
- understand international issues and demonstrate the skills needed to participate in a global society; and
- acquire knowledge of the following areas of study: science; technology; mathematics; language arts; social studies; literary, visual, and performing arts; world language; unified arts; health and physical **education**.

VISION OF THE GRADUATE

The fulfillment of the mission, for all students, PK-12+, demands our ongoing commitment to realize the Vision of a Graduate.

All students will be:

- Innovators
- Communicators
- Collaborators
- Critical Thinkers
- Responsible Citizens
- Goal Directed- Resilient Learners
- Guided by Learning Principles

Fairfield Public Schools – School Improvement Plan

In order to achieve the Mission of the Fairfield Public Schools and fulfill for every student the Vision of the Graduate, the educators are committed to the following Learning Principles

- Learning involves teachers and students who are passionate learners.
- Learning celebrates the belief that all learners are capable of success and growth.
- When learners develop this mindset of belief in their own capacity and in the significance and value of their work, then they are more able to overcome challenges, solve problems, thrive and celebrate growth.
- Learning explores the creation of meaning and the extension of knowledge through its application to relatable real world conditions.
- Learning encourages academic and social risk taking and open communication in a safe community.
- Learning inspires self-assessment, reflection, and continuous adjustment and adaptation.

When learners develop this mindset of belief in their own capacity and in the significance and value of their work, then they are more able to overcome challenges, solve problems, thrive and celebrate growth.

Theory of Action

If we focus on effective planning for literacy instruction in order to develop clear, standards-aligned Tier 1 reading lessons that are measurable and progress monitored, then students' reading comprehension will improve.

If we focus on foundational math fact fluency skills in all grades as outlined by the FPS curriculum, then students will develop automaticity in math facts which will allow more working memory to focus on math problem solving and conceptual understanding so math competency and achievement will improve.

If we task the School Climate Committee to collaboratively develop a behavior management framework with teachers that includes proactive measures of positive reinforcement, relationship building, restorative justice practices and consistent and transparent consequences then students will demonstrate improved social and academic behaviors in order to support learning in all school settings.

Fairfield Public Schools – School Improvement Plan



School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Nicki Callahan	Principal	Mary Jo French	Assistant Principal
Andrea Pepe	LAS, Coach	Casey McCormick	LAS, Interventionist
Amy Lacey	MRT	Daniel Luciano	MRT
Amy Francoletti	1st Grade Teacher	Kelly Jasper	4th Grade 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.)

School indicators (attendance, course taking, participation, etc.)

SBA - ELA % Proficient	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All/HNS
3rd	75/72	44/27.8	51/28.57	68/38	68/40
4th	60/30	76/76.4	64/39.13	64/60	71/42
5th	79/43	67/33.3	84/61.53	68/52	79/59

SBA - ELA Growth %	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All/HNS
4th	58/51	70/65	77/76	76/72	72/70
5th	98/78	74/64	72/65	65/64	84/78

SBA - Math % Proficient	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All/HNS
3rd	70/64	56/22.2	66/52.38	70 / 43	68/45
4th	62/40	71/50	50/26.09	59 / 40	71/47

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5th	67/57	60/27.8	67/23.08	52 / 30	68/59
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SBA - Math Growth %	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All/HNS
4th	63/48	66/69	68/61	61/49	76/81
5th	97/88	85/80	67/60	73/83	87/88

NGSS % Proficient	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024 - 2025 All / HNS	2025-2026 All/HNS
5th	79/72	74.6/75.4	74 / 46.15	70 / 48	80/76

Attendance Chronic Abs.	2021-2022 All/HNS	2022-2023 All/HNS	2023-2024 All/HNS	2024 - 2025 All/HNS	2025-2026 All/HNS
All Students	6.7/10	6.7/9.0	6.5/13.7	7.4/13.3	4.7/5.6

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Early Literacy Acadience Reading % Proficient	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience All / HNS	2024-2025 Acadience All / HNS	2025-2026 All/HNS
Kindergarten	64/64	67/	78/67	74/20	87/89
1st	62/43	59/50	62/43	90/75	76/70
2nd	68/42	61/31.3	67/13	76/41	83/54
3rd	75/35	58/62.6	75/69	75/48	61/33

NWEA - Literacy % Proficient (Spring)	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 All/HNS
4th	51/26	65/23.5	41/13	48/32	*
5th	66/36	52/30	67/50	43/31	*

*3rd, 4th, and 5th grades no longer take NWEA math or literacy in the Spring as they take SBA

NWEA - Math % Proficient (Spring)	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 All/HNS
K			70/100	46/50	83/56
1st	63/57	63/60	47/46	60/42	40/10

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2nd	68/53	64/41.2	65/36	57/36	60/31
3rd	75/47	61/61.1	57/73	64/38	*
4th	63/37	80/29.4	56/20	61/47	*
5th	75/64	75/60	52/13	43/26	*

*3rd, 4th, and 5th grades no longer take NWEA math or literacy in the Spring as they take SBA

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SMART Goal 1- ELA

Root Cause Analysis - Based on School Performance

In the 2025 - 2026 school year, grades 3 - 5 had an overall ELA SBA proficiency of 72.73%, an increase of 5.83% over the previous year. The overall school scores on ELA SBA have steadily increased:

2022-2023 61%
 2023-2024 65.9%
 2024-2025 66.9%
2025-2026 72.73%

High needs students' achievement remained inconsistent and significantly lower than the whole school score.

HNS	3rd	4th	5th
2022-2023	28	76	33
2023-2024	29	39	62
2024-2025	38	60	52
2025-2026	40	42	59

SBA Data for Grades 3-5

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	3rd	4th	5th
2022-2023	43.8	76.4	63.7
2023-2024	50.85	63.64	82.1
2024-2025	67.9	63.8	68.7
2025-2026	68.3	71.43	78.57
	1 teacher in scored 84.3%	1 teacher scored 81.25%	1 teacher scored 88.89%

Acadience Data for Grades K-3:

KINDERGARTEN	Fall	Winter	Spring
At or Above Benchmark	86.7	66.6	86.9
Below Benchmark	11.1	24.4	8.7
Well Below Benchmark	2.2	8.5	4.3
			Excellent Spring Score
GRADE 1	Fall	Winter	Spring
At or Above Benchmark	80	86.7	75.5

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Below Benchmark	6.7	6.7	8
Well Below Benchmark	13.3	6.7	6.7
		Good growth	Decrease in the Spring? 1 teacher = 92%
GRADE 2	Fall	Winter	Spring
At or Above Benchmark	85.7	89.6	83.4
Below Benchmark	4.1	4.2	8.3
Well Below Benchmark	10.22	6.3	8.3
			Consistent across grade levels Consistent over time

Positives:

SBA: Overall the school's and grade levels' scores are increasing.

SBA: Each grade level has consistently increased the scores of specific cohorts than the year before.

Specific teachers have scores in the 80 percentile range

Acadience: EOY scores are excellent in Kindergarten and Grade 2.

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Challenges:

There are inconsistencies over time in various grade levels AND inconsistencies by teacher within grade levels:
 Maintain and increase growth to levels of schools in Fairfield with similar demographics
 Close the gap for high needs students
 Acadience: Grade 1 scores decreased during the year and are below other grade levels.
 Acadience: Inconsistent between teachers in Grade 1. One teacher scored 92%, another teacher

School's Goal	Increase overall literacy performance Increase consistency of scores between and within grade levels. Decrease the gap between HNS students and typical peers
SMART Goal	With consistent support in planning for ELA instruction in Tier 1, 85% of students in grades 3 - 5 will meet or exceed SBA standards on the ELA portion of the 2027 spring SBA and 85% of students in grade K-2 will meet or exceed benchmarks on the Spring Acadience Assessments. There will be a 10% increase in high needs students (HNS) meeting or exceeding SBA standards.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% of students in 3-5 will meet or exceed on the ELA SBA in Spring 2027. 85% of students in 3-5 will meet or exceed benchmarks on NWEA Reading in Winter 2026. 85% of K-2nd grade students will meet or exceed benchmark expectations on Acadience composite in Spring of 2027. There will be a 10% increase in achievement and 100% growth from the fall Acadience scores in K-2 to the Spring 2027 Acadience benchmark.

	There will be a 10% increase of NWEA achievement and 100% growth from the fall baseline for grades 3-5 in high needs students (HNS) to the Winter Assessment. There will be a 10% increase in SBA achievement scores for HNS
District Improvement Plan Connection	100% of second graders will meet or exceed district wide standards in literacy.

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	Improve the way teachers plan for whole group explicit instruction (learning objectives) and small group Tier 1 targeted phonics intervention to strengthen decoding skills K-2. Improve the way teachers plan for whole group explicit instruction (learning objectives) and small group Tier 1 targeted intervention to strengthen reading comprehension and vocabulary skills K-5. Improve the way teachers monitor student progress during lessons Improve the ways teachers progress monitor over time, assign instructional foci, and plan for small group interventions. Improve MTSS structure and implementation with all teachers and interventionists.
MOY Results (Expectation/ Reality)	85% of 3rd, 4th and 5th grade students will be at or above the 60th percentile on NWEA MAP Reading Assessment in Winter of 2027. There will be a 10% increase of NWEA achievement and 100% growth from the fall baseline in high needs students (HNS) to the Winter Assessment.
EOY Results (Expectation/ Reality)	85% of students in gr. 3 - 5 will meet or exceed SBA standards on the ELA

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	portion of the 2027 spring SBA. There will be a 10% increase for high needs students (HNS) meeting or exceeding standards as measured by the 2027 spring SBA
Responsible Individuals	All staff
Timeline	September 2026 - June 2027
Resources	• District Curriculum Resources - HMH materials and module assessments, decodable texts, small group planners • District Assessments: NWEA, Acadience, IABs, CORE, Heggerty • MTSS Handbook • Data Analysis Staff Meetings and focused Grade Level Meetings • Instructional Focus Protocols • FPS Educator Evaluation Single Point Competencies
Budget Implications	Stratfield budget line items for professional development and language arts material.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Discussion of SIP and 2026-2027 SBA results to discuss grade level trends and individual student needs. Establish a standardized collaboration between GenEd and	Midyear faculty meeting to review winter district assessment results and determine trends and individual student needs. Maintain a standardized collaboration between GenEd and SpEd staff (i.e. at	End of year faculty meeting to review spring data results to determine progress and inform next year's SIP.

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	SpEd staff (i.e. at Tier 2-3 MTSS meetings) and at a designated time (i.e. professional time period). LASs to create a digital data wall focused around CORE Phonics Survey progression for Gr. K-2, Instructional Focus for Gr. 3-5. At the beginning of GLMs, teachers will update data walls to reflect student growth and achievement. Review implementation guides for focused planning of explicit whole group instruction and instructional routines to continue successful implementation of HMH Into Reading Program and Writing. Planned collaborative planning with all special education teachers around HMH reading objectives and support of classroom/IEP objectives Review Module Assessment data Implement IABs as an instructional tool and low stakes leading indicator assessment. Review IAB	Tier 2-3 MTSS meetings) and at a designated time (i.e. professional time period). Teachers will continuously adjust data walls based on latest progress monitoring and ensure students are moving throughout the progression. During a GLM, teachers will spend time correlating data wall growth and progress with middle of the year district assessments. Provide on-going professional development support to review module adjustments, clear planning of focused learning objectives, and updated pacing. Planned collaborative planning with all special education teachers around HMH reading objectives and support of classroom/IEP objectives Review Module Assessment data Implement IABs as an instructional tool and low stakes leading indicator assessment. Review IAB as an data	Analysis of data wall/progress monitoring/summative assessment correspondence. Teachers will reflect on student growth in alignment with end of year assessment growth. Reflect on planning and implementation with each grade level on successes and feedback for next year. Review collaborative planning with all special education teachers around HMH reading objectives and support of classroom/IEP objectives Review Module Assessment data Review IAB data and SBA target scores Teachers will analyze student reading stamina data and end of year benchmark data to
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	as an data LASs will support teachers with integrating independent practice to increase reading stamina with HMH instructional routines and supplementary resources. LAS Coach will provide an overview of SBA targets where students exemplified weaknesses on 2025 Spring ELA assessment. Focus on intentional student groupings based on data and progress monitoring based on skill. This will apply to MTSS groupings as well. LASs will organize book clubs to engage students in higher level thinking. Literacy leadership will provide teachers with student goal setting resources, goal setting conversations and professional development around this practice. District MTSS members will provide staff with professional	Teachers will track and monitor student reading stamina and continue to implement and supplement HMH instructional routines. Through coaching cycles, LAS coach will model research based strategies to address student needs in weak target areas. Review groupings and progress monitoring with teachers during MTSS data meetings as designated on district calendar. LASs will create a schedule and engage students in book clubs. During grade level meetings teachers will bring evidence of student goal progress and/or completion and discuss effectiveness. Review MTSS processes, CTSEDs, and data with teachers to ensure MTSS protocols are being implemented with fidelity.	gauge impact on student achievement. LAS Coach will create Google form for teachers to submit feedback regarding modeling and instructional practices. Review and analyze end-of-year literacy data to gauge progress. LASs will assess the effectiveness of book clubs for students. Teachers will analyze student goal setting data and end of year benchmark data to gauge impact on student achievement. Leadership will examine MTSS entrance and exit data as well CTSEDs data to analyze
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	development around newly revised MTSS processes, protocols and entrance/exit criteria. Provide instruction and professional development around accountable talk/partnerwork strategies.	Explicit teaching of accountable talk/partnerwork strategies	impact of new processes Reflect on partnerwork. Celebrate successes and make adjustments as needed.
Leading Indicators	Progress Monitoring scores Module Assessments IABs	Progress Monitoring scores Module Assessments IABs	Progress Monitoring scores Module Assessments IABs
Lagging Indicators	Acadience/CORE NWEA SBA previous year	Acadience/CORE NWEA	Acadience/CORE SBA
Equity Goals and Shared Responsibility	Review HNS data on BOY assessments Special Education Teachers will progress monitor on benchmark assessments as well as IEP goals All Stratfield Staff Responsible	Review HNS data on MOY assessments Special Education Teachers will progress monitor on benchmark assessments as well as IEP goals All Stratfield Staff Responsible	Review HNS data on EOY assessments Special Education Teachers will progress monitor on benchmark assessments as well as IEP goals All Stratfield Staff Responsible

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SMART Goal 2

Root Cause Analysis - Based on School Performance

In the 2025 - 2026 school year, grades 3 - 5 had an overall ELA SBA proficiency of 72.73%, an increase of 5.83% over the previous year. The overall school scores on ELA SBA have steadily increased:

2022-2023 62.3
 2023-2024 60.4
 2024-2025 58.62
2025-2026 75.53

High needs students achievement have been increasing slowly, but still remain lower than the whole school score.

HNS	3rd	4th	5th
2022-2023	22	50	28
2023-2024	52	26	23
2024-2025	43	40	30
2025-2026	45	47	59

SBA Data for Grades 3-5

	3rd	4th	5th
2022-2023	56.3	70.9	60.41

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2023-2024	66.1	50.00	66.67
2024-2025	69.8	58.62	52.2
2025-2026	68.33	71.43	67.86

NWEA Scores for Math

NWEA - Math % Proficient (Spring)	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 All/HNS
K			70/100	46/50	83/56
1st	63/57	63/60	47/46	60/42	40/10
2nd	68/53	64/41.2	65/36	57/36	60/31
3rd	75/47	61/61.1	57/73	64/38	*
4th	63/37	80/29.4	56/20	61/47	*
5th	75/64	75/60	52/13	43/26	*

Fluency Data for Grades K-5: Mastery of Grade level benchmarks

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Spring Fluency Data	Addition	Subtraction	Multiplic.	Division
1	82%	44%		
2	83%	77%		
3	34%	39%	52%	31%
4			55%	59%
5			42%	48%

School's Goal	Increase overall math performance Increase consistency of scores between and within grade levels. Decrease the gap between HNS students and typical peers
SMART Goal	If we daily implement fluency practice, monitor student progress and foster students tracking their own progress, then 1-5 Math fluency will incrementally improve so that all students master addition and subtraction by the end of 3rd grade and also master multiplication and division by end of 5th grade. ● 80% mastery of addition and 70% subtraction by end of 1st ● 80% mastery of addition and 70% subtraction by end of 2nd ● 80% mastery of addition and subtraction by end of 3rd

	• 70% mastery of multiplication and division by end of 4th • 75% mastery of multiplication and division by end of 5th There will be a 10% increase in high needs students (HNS) meeting or exceeding SBA standards and NWEA standards, accordingly.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	80% of students in 3-5 will meet or exceed on the MATH SBA in Spring 2027. 80% of students in 3-5 will meet or exceed benchmarks on NWEA Math assessment in Winter 2027. 80% of students in K-2 will meet or exceed benchmarks on the NWEA Math assessment in Spring of 2027 80% of students in grades K-5 grade students will meet or exceed benchmark expectations on math fact fluency by Spring 2027 There will be a 10% increase in achievement and 100% growth from the fall NWEA scores in K-2 for all HNS on the Spring 2027 Acadience benchmark.. There will be a 10% increase and 100% growth from the fall baseline for grades 3-5 in high needs students on the SBA MATH assessment. There will be a 10% growth and 100% growth in fact fluency for all HNS on the Spring 2027 fluency benchmarks.
District Improvement Plan Connection	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)

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Scientifically Research Based Strategy	Improve the way teachers plan for whole group explicit instruction (learning objectives) and small group Tier 1 targeted math intervention to strengthen math achievement. Improve the way teachers plan for whole group explicit instruction (learning objectives) and small group Tier 1 targeted math intervention to strengthen fluency score. Improve the way teachers monitor student progress during lessons Improve the ways teachers progress monitor math fact fluency over time Improve MTSS structure and implementation with all teachers and interventionists.
MOY Results (Expectation/ Reality)	80% of students in grades K-5 will meet or exceed benchmark standards on NWEA MATH Assessment in Winter of 2027. There will be a 10% increase of NWEA achievement and 100% growth from the fall baseline in high needs students (HNS) to the Winter NWEA MATH Assessment.
EOY Results (Expectation/ Reality)	80% of students in gr. 3 - 5 will meet or exceed SBA standards on the ELA portion of the 2027 spring SBA. 80% of students in grades K-2 will meet or exceed benchmark standards on NWEA MATH Assessment in Winter of 2027. There will be a 10% increase for high needs students (HNS) meeting or exceeding standards as measured by the 2027 spring SBA
Responsible Individuals	All Staff
Timeline	September 2026 - June 2027

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Resources	• District Curriculum Resources - Bridges unit materials and module assessments, number corner materials, fact fluency materials • District Assessments: NWEA, IABs, Fact Fluency Benchmarks • MTSS Handbook • Data Analysis Staff Meetings and focused Grade Level Meetings • Instructional Focus Protocols • FPS Educator Evaluation Single Point Competencies
Budget Implications	Stratfield budget line items for professional development and mathematics materials.

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Discuss SIP and 2025-2026 SBA results to determine grade level trends, classroom trends, and individual student needs. Establish a standardized collaboration between GenEd and SpEd staff (i.e. at Tier 2-3 MTSS meetings) and at a designated time (i.e. professional time period). MRT to create a digital data wall focused around counting for kindergarten and fluency in Gr. 1-5. At the beginning of GLMs,	Based on district, school, and classroom data and feedback from teachers, revise or modify instructional plans. Maintain a standardized collaboration between GenEd and SpEd staff (i.e. at Tier 2-3 MTSS meetings) and at a designated time (i.e. professional time period). Teachers will continuously adjust the digital data walls based on latest progress monitoring and ensure students are moving through rote count and fluency. During a GLM, teachers will spend time correlating the digital data	Reflect on all math assessments and student growth as a faculty. Analysis of the digital data wall/progress monitoring/summative assessment correspondence. Teachers will reflect on student growth in alignment with end of year

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	teachers will update the digital data walls to reflect student growth and achievement. Focus on student groupings based on data and progress monitor students to ensure mastery of skill. This includes Interventions Time, fluency work, and small groups. MRT will assist in planning of math units to focus on core learning objectives Purposefully plan and implement the intervention block to improve student learning in math. MRT to assist teachers in designating the most efficient strategies to use in each unit..Teachers focus on the most efficient strategy for students to use when solving problems. Teacher will use spiral review and interleaving retrieval processes to circle back to skills previously	wall growth and progress with middle of the year district assessments. Continuously analyze assessment / progress monitoring data from Intervention Time, fluency work, and small groups to discuss and evaluate progress related to goals; adjust targeted instruction to meet the needs of all students. MRT will assist in planning of math units to focus on core learning objectives Purposefully plan and implement the intervention block to improve student learning in math. MRT to assist teachers in designating the most efficient strategies to use in each unit. Teachers focus on the most efficient strategy for students to use when solving problems. Teacher will use spiral review and interleaving retrieval processes to circle back to skills previously taught to ensure continued mastery.	assessment growth. Debrief on student growth with each grade level. Celebrate successes, reflect on results, and make plans for the next school year. Review data implications. MRT reflect on the planning of math units and focus of core learning objectives Purposefully plan and implement the intervention block to improve student learning in math. MRT will review process to assist teachers in designating the most efficient strategies to use in each unit. Teachers focus on the most efficient strategy for students to use when solving problems. Teacher will reflect on use spiral review and interleaving retrieval processes to circle back to skills previously taught to ensure continued mastery.
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	taught to ensure continued mastery. District MTSS members will provide staff with professional development around newly revised MTSS processes, protocols and entrance/exit criteria. Establish a schedule with all 3-5 teachers to practice IAB/FIAB questions to expose students to on a monthly basis. Plan with teachers to decide how IABs will be used each month based on the intent of the unit/standards taught. SBA resource binder grades 2-5 organized by month in math to outline test taking strategies with focus on structure of SBA questions, format, and vocabulary, multiple choice format, process of elimination, close reading, and rereading strategies. MRT and classroom teachers will send monthly home school	Review MTSS processes, CTSEDS, and data with teachers to ensure MTSS protocols are being implemented with fidelity. Continuously use IAB-type questions and problems to support the modeling of test taking strategies, exposure to the structure/format of questions and the introduction and practice of using math vocabulary. Students in grades 2-5 will continue to utilize SBA resource binder and test taking strategies with focus on structure of SBA questions, format, and vocabulary. Adjustments to be made based upon current IAB data per grade levels - 3-5. MRT and classroom teachers continue monthly home school connections to include math tips and challenges K-5.	Leadership will examine MTSS entrance and exit data as well CTSEDS data to analyze impact of new processes. Reflect on and make adjustments to how we use IABs before, during, and after units. Students in grades 2-5 will continue to utilize SBA resource binder and test taking strategies with focus on structure of SBA questions, format, and vocabulary. Adjustments to be made based upon current IAB data per grade levels - 3-5. MRT and classroom teachers continue monthly home school connections and update/reflect on math tips and challenges K-5.-
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	connections to include math tips and challenges K-5. MRT will support teachers to assess students' engagement with challenging tasks, their perseverance, and students' abilities to learn from their mistakes. Implement methods to improve student ownership and engagement, such as student goal setting and practices to enhance students' knowledge of their growth.	MRT and teachers will assess students' engagement with challenging tasks, their perseverance, and students' abilities to learn from their mistakes. Implement methods to improve student ownership and engagement, such as student goal setting and practices to enhance students' knowledge of their growth.	MRT and teachers will reflect on the growth of students' engagement with challenging tasks and their perseverance to learn from their mistakes. Implement methods to improve student ownership and engagement, such as student goal setting and practices to enhance students' knowledge of their growth.
Leading Indicators	Progress Monitoring scores Fluency scores Module Assessments IABs	● Progress Monitoring scores ● Fluency scores ● Module Assessments ● IABs	● Progress Monitoring scores ● Fluency scores ● Module Assessments ● IABs
Lagging	District Benchmark Fluency scores	District Benchmark Fluency scores	District Benchmark Fluency scores

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Indicators	NWEA SBA previous year	NWEA	NWEA SBA
Equity Goals and Shared Responsibility	Review HNS data on BOY assessments Special Education Teachers will progress monitor on benchmark assessments as well as IEP goals All Stratfield Staff Responsible	Review HNS data on MOY assessments Special Education Teachers will progress monitor on benchmark assessments as well as IEP goals All Stratfield Staff Responsible	Review HNS data on EOY assessments Special Education Teachers will progress monitor on benchmark assessments as well as IEP goals All Stratfield Staff Responsible

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Data on behavior

Climate Survey Staff: Question 28. The School effectively addresses challenging behavior - 53.8% agreed, 34.6% disagrees

Parent: Q21 Challenging behavior is a frequent problem at my student's school

48.6% agree, 40% disagree

Parent: Q22 Inappropriate use of technology is a problem involving students in my student's school

50.5% agree, 13.3 Disagree, 36% do no know

Most parent answers in the 70-80 percentile range. Behavior and Technology is 48.6% favorable

Focus Groups of Teachers and SIP Committee: Qualitative data in anecdotal evidence from focus groups of teachers and the Stratfield's School Improvement Plan Committee feel like a consistent framework for behavior is needed at the school

The school's teachers are reporting that students increasingly do not have the self-regulation skills, social skills or appropriate conditioned behavior to successfully manage learning tasks, manage frustration, or manage interaction with peers in the classroom and school setting. This impacts learning for all involved and negatively affects the school climate.

Theory of Action

If we increase teachers' capacity to:

- explicitly support student behavior through fostering positive relationships with all students,
- develop common grade-level behavior expectations,
- develop school aligned behavior plans and actions steps,
- explicitly instructing appropriate behavior,
- providing authentic and positive reinforcement of student expectations, and
- applying logical consequences

then teachers will report a better understanding of student behavior, feel more capable of supporting appropriate behavior, and will report that a high percentage of their students demonstrate appropriate social and academic behavior.

Appropriate behavior should be explicitly taught, constantly reinforced and frequently reviewed. Clear and consistent behavior

expectations should be the backbone of every classroom.

School's Goal	Develop a positive, accepting and learner-focused school environment
SMART Goal	75% of teachers will report a better understanding of student behavior, feel more capable of managing behavior, and report that a high percentage of students exhibit appropriate behavior in their classrooms as measured by an end of the year teacher survey by the School Climate Committee, as well as question 28 on the District School Climate Survey
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	75% of teachers will report a better understanding of student behavior 75% of teachers will feel more capable of managing behavior in their classrooms 75% of teachers will agree that the school effectively addresses challenging behavior Decrease of student behavioral incidents on Infinite Campus Administrators' observations in classrooms will address Domain 1 of the Educators Rubric
District Improvement Plan Connection	FPS Promise 1: Wellness "If we design environments in classrooms and build positive, healthy relationships rooted in trust, belonging, and resiliency among all stakeholders, then students will benefit by becoming better problem solvers, stronger communicators, and more involved citizens."

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	Implement MTSS for Behavior and SEL Increase teacher understanding of student behavior through Professional
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	Development, learning walks, and excerpts from well-researched texts: The Behavior Code Yardsticks Teacher developed, consistent grade level standards for behavior Teachers explicitly teach, reinforce and review appropriate behavior
MOY Results (Expectation/ Reality)	65% of teachers will report a better understanding of student behavior 65% of teachers will feel more capable of managing behavior in their classrooms 65% of teachers will agree that the school effectively addresses challenging behavior Decrease of student behavioral incidents on Infinite Campus Administrators' observations in classrooms will address Domain 1 of the Educators Rubric
EOY Results (Expectation/ Reality)	75% of teachers will report a better understanding of student behavior 75% of teachers will feel more capable of managing behavior in their classrooms 75% of teachers will agree that the school effectively addresses challenging behavior Decrease of student behavioral incidents on Infinite Campus Administrators' observations in classrooms will address Domain 1 of the Educators Rubric
Responsible Individuals	All Staff, School Climate Committee, Social Worker, School Psychologist
Timeline	August 2026-June 2027
Resources	FPS MTSS Framework The Behavior Code Yardsticks
Budget Implications	

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review School's behavioral rules and expectations. School Climate Committee meets to begin to develop a framework for multi-year improvement of teacher understanding and implementation of a school-wide behavior plan. Teachers develop grade level standards for appropriate behavior for this year. School climate committee develops consistent process for addressing behavioral issues. (Think sheet versus being sent to the office) Review and address student behavior as part of grade level meetings Provide PD for staff in proactive behavior measures for teachers Conduct learning walk-throughs		

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	focused on behavior for staff. PD for staff on the FPS MTSS behavior and SEL framework Follow FPS MTSS behavior and SEL intervention plans as needed.		
Leading Indicators	Observations of classrooms Teacher reports at grade-level and faculty meetings IC Behavioral data MTSS behavioral data		
Lagging Indicators		Mid-year Teacher survey	End of year Teacher Survey FPS Climate Survey Q 28 for staff: School has process to deal with challenging behavior FPS Climate Survey Q21 an 22 Challenging behavior and inappropriate use of technology
Equity Goals and Shared Responsibility	School Climate Committee MTSS committees Shared staff learning through PD and GLM meetings	School Climate Committee MTSS committees Shared staff learning through PD and GLM meetings	School Climate Committee MTSS committees Shared staff learning through PD and GLM meetings

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	Participation in walk-throughs	Survey completion Participation in walk-throughs	Survey completion
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