

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	McKinley Elementary School	School District	Fairfield Public Schools
Principal's Name	Christine Booth	School Year	2026-2027

School's Mission/Vision

The mission of McKinley School, in partnership with the community, is to provide our diverse students with rigorous and nurturing learning experiences designed to maximize their intellectual, physical, social and emotional potential.

Theory of Action

If we:

- Provide High Quality Instruction to grade level content for all
- Create a welcoming and engaging learning environment
- Make data based decision around support for students
- Create access for all learners
- Expand students' background knowledge through explicitly teaching content

Then we will:

- Increase student achievement for all
- Create growth opportunities for all students
- Support the growth of the whole child, intellectually and emotionally
- Decrease absenteeism

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School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Christine Booth	Principal	Lore Webster	Math Resource Teacher
Eric Therriault	Assistant Principal	Brian Jasgur	Math Resource Teacher
Shannon Nilan	LAS coach		
Martha Soto	MLL 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	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
3rd	69.8/ 52.78	70.49/ 56.26	36/ 26.9	56.9/ 39.47	58.82/ 53.7	66/ 55	74/64
4th	62.2/ 53.49	40.86/ 34	60.4/ 61.29	50.6/ 36.84	43.48/ 23.8	59/ 52	62/49
5th	69.7/ 48.6	56/ 42.42	50.5/ 40.67	50/ 41.67	56.04/ 38.71	40/ 24	62/52

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
School	74.9/ 75.1	N/A	68.3/ 69.4	67.1/ 59.5	64.8/ 61.0	61.4%/57.4%	69.7%/ 60.5%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
3rd	76.2/ 69.4	60.66/ 46.88	50.6/ 40.39	66.2/ 52.64	61.18/ 55.55	80/ 77	77/68
4th	62.2/ 53.49	43.48/ 32.65	54.72/ 48.39	58.4/ 49.1	57.97/ 40.47	55/ 54	66/56
5th	47.4/ 32.44	40/ 27.27	44.09/ 37.29	39.7/ 36.11	43.95/ 35.48	51/ 33	52/41

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SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
School	63/ 63.6	N/A	75.2/ 75.2	73.3/ 72.5	62.9/ 58.2	61.8%/ 61.4%	70.4%/ 61.7%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
5th	55.3/ 32.44	46.67/ 33.33	48.35/ 39.66	51.61/ 41.67	42.85/ 30.65	40/ 27	59/48

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	4.2	21.5	20.6	15.2	9	7.5	8.10
High Needs	5.2	27.9	25.5	18.4	11.1	9.8	10.3

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STAR - Early Literacy Acadience Reading % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience All / HNS	2024-2025 Acadience All / HNS	2025-2026 Acadience All / HNS
Kindergarten	56	58/43	79/69	77	59/ 59	67/ 58	82/74
1st	74	25/25	50/50		69/ 48	71/59	74/65
2nd	N/A	N/A	N/A	N/A	86/ 85	76/ 67	74/60
3rd	N/A	N/A	N/A	N/A	66/ 41	86/ 81	75/58

STAR or NWEA - Literacy % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 NWEA All / HNS
1st	74	69/70	75/66	82	N/A	N/A	N/A
2nd	53	43/31	69/60	59	N/A	N/A	N/A
3rd	50	64/52	49/40	63	N/A	N/A	N/A
4th	52	42/34	51/40	48	40/14	43/ 35	N/A
5th	45	47/30	35/22	43	36/12	32/ 18	N/A

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STAR or NWEA - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 NWEA All / HNS
K	N/A	N/A	N/A	N/A	50/56	55/ 42	83/74
1st		77/68	87/76	82	62/50	46/ 35	56/39
2nd		57/49	74/63	67	62/55	61/ 55	40/32
3rd		64/48	61/52	78	61/50	76/ 67	N/A
4th		57/42	75/67	66	57/38	58/ 49	N/A
5th		56/45	68/58	59	48/19	51/ 29	N/A

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Based on the 2025- 2026 Smarter Balanced ELA data, McKinley students performed significantly below benchmark and district average.

School's Goal	The students at McKinley School will be able to read, analyze, interpret and communicate their understanding of grade appropriate text.
SMART Goal	The percentage of McKinley students scoring proficient or higher on the ELA portion of the Smarter Balanced Assessment will increase to 70% by June 2027.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• The high needs subgroup will achieve an increase of 5% proficiency as measured by the ELA portion of SBA by June 2027. • By June 2027, 80% of McKinley second grade students will be reading at or above grade level as measured by Acadience assessment data.
District Improvement Plan Connection	Key performance indicators: • All grade 2 students reading on grade level as measured by Acadience. • ELA SBA performance resulting in an increase in All students and High Needs students.

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	Implement Comprehensive Literacy Program aligned to district curriculum and implementation guides.
MOY Results (Expectation/ Reality)	By February 2027, the percentage of students meeting or exceeding grade level expectations will be:

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	• K: 65% on Acadience NWF-CLS • 1st: 65% on Acadience NWF- WWR • 2nd: 65% on Acadience ORF-ACC • 3rd: 65% on Acadience ORF-WRC • 4th & 5th: 60% growth on NWEA
EOY Results (Expectation/ Reality)	By June 2027, the percentage of students meeting or exceeding grade level expectations will be: • K: 70% on Acadience NWF-CLS • 1st: 70% on Acadience NWF- WWR • 2nd: 70% on Acadience ORF-ACC • 3rd: 70% on Acadience ORF-WRC
Responsible Individuals	All staff, students and families
Timeline	2026- 2027 school year
Resources	-Professional learning aligned to school wide goals -HMH comprehensive programming and PD -Staggered scheduling for push-in support by LAS, MLL, SPED -Literacy Coaching -Tiered intervention and progress monitoring -PLCs for planning -Common Core Companion for Literacy
Budget Implications	

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review spring 2026 and fall 2026 assessment data including	Continue to implement coaching cycles and additional planning sessions.	Continue to implement coaching cycles and additional

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	Acadience, NWEA, LAS Links, SBA with all stakeholders. Prioritize professional learning: Coaching, MLL supports, SPED supports and assessment practices. Plan & implement coaching cycles; create additional planning sessions with LAS to implement HQI. Implement MTSS with fidelity, support teachers with Tier 2 interventions in the classroom. Set protocols and norms for assessments. Implement student led data goals and reflection. Conduct goal meetings with students and implement celebrations. Create staggered scheduling for push-in support by LAS, MLL, SPED. Conduct book study Connect reading module themes in special areas to support building	Continue to prioritize professional learning. Review winter 2026 data including Acadience, NWEA, LAS Links. Assess use of IABs as standards based instructional tool. Review IAB data. Continue MTSS, progress monitoring and data based decisions to provide tiered intervention. Create opportunities for teacher-lead instructional rounds around implementation of HQI. Review opportunities for cotreating by special education teachers and providers.	planning sessions and plan for next school year. Continue to prioritize professional learning. Complete and review spring 2027 data including Acadience, NWEA, LAS Links, IABs, SBA Continue MTSS, progress monitoring and data based decisions to provide tiered intervention. Create opportunities for teacher-lead instructional rounds around HQI.
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	background. PLCs will have an actionable agenda to create shared accountability, will be data driven, focus on resource sharing to build background knowledge aligned to HMH modules, and will support the use of IABs. Review Common Core Companion to unpack standards for better understanding. PLC time for MLL/SPED/GenEd collaboration. Provide professional learning to paraprofessionals around assessment and instruction. Provide professional learning to all staff around levels of expected proficiency for MLLs. Multidisciplinary team meeting per progress report period to assess programming and progress. Instructional rounds Scheduled weekly implementation of IABs aligned to curriculum in grades 3rd- 5th. Monitoring of Lexia usage.		
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Leading Indicators	District assessments: Acadience, NWEA MTSS effectiveness	District assessments: Acadience, NWEA MTSS effectiveness	District assessments: Acadience, NWEA MTSS effectiveness
Lagging Indicators			
Equity Goals and Shared Responsibility	Review subgroup data (including SPED & LEP) for growth rates. Access to grade level content for all learners aligned to Tier 1 curriculum.	Review subgroup data (including SPED & LEP) for growth rates. Access to grade level content for all learners aligned to Tier 1 curriculum.	Review subgroup data (including SPED & LEP) for growth rates. Access to grade level content for all learners aligned to Tier 1 curriculum.

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SMART Goal 2

Root Cause Analysis - Based on School Performance

Based on 2025-26 Smarter Balanced Mathematics data, McKinley students performed significantly below benchmark and district average.

School's Goal	The students at McKinley School will engage in challenging mathematical reasoning and perseverance in problem solving.
SMART Goal	The percentage of McKinley students scoring proficient or higher on the Mathematics portion of the Smarter Balanced Assessment will increase to 70% by June 2027.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	- The high needs subgroup will achieve an increase of 5% proficiency as measured by the math portion of SBA by June 2027.
District Improvement Plan Connection	Key performance indicators: - Math SBA performance resulting in an increase in All students and High Needs students.

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	Implement FPS Math Program aligned with CCSS focusing on High Quality Instruction (HQI) in mathematics.
MOY Results (Expectation/ Reality)	By February 2027 McKinley students will achieve an average growth rate of 65% in the winter administration of NWEA (K-5).

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EOY Results (Expectation/ Reality)	By June 2027, 70% of students in grades 3-5 will demonstrate proficiency or higher as measured by the 2026 SBA.
Responsible Individuals	All staff, students, and families.
Timeline	August 2026- June 2027
Resources	-Professional learning aligned to school wide goals -Tiered intervention and progress monitoring -PLC for data review and planning -Common Core Companion for Math
Budget Implications	Math interventionist, and limited by substitute coverage when needed.

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Implement FPS math curriculum with fidelity. Implement Number Corner as a component of the math block. Implement math coaching based on school and teacher needs. Create a process to utilize common planning periods to unpack units aligned to CCSS using the Common Core	Continue to prioritize professional learning. Review winter 2027 data including NWEA, fact fluency Assess use of IABs as standards based instructional tool. Review IAB data. Continue MTSS, progress monitoring and data based decisions to provide tiered intervention.	Continue to prioritize professional learning. Review spring 2027 data including NWEA, fact fluency and SBA.. Assess use of IABs as standards based instructional tool. Review IAB data. Continue MTSS, progress

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	Companion modules. Implement consistent & purposeful small group instruction to meet the needs of all learners. Create Tier 1 assessment norming system to calibrate scoring as grade level aligned to district. Utilize Bridges pre-assessment to plan instruction. Implement student led data goals and reflection. Conduct goal meetings with students and implement celebrations. Review spring 2026 and fall 2026 assessment data including NWEA, fact fluency. PLC protocols for collaboration between general education, MLL teachers, and special education/related service providers Prioritize professional learning: MLL supports, SPED supports and assessment practices. Implement MTSS, support teachers with Tier 2 intervention in the classroom; implement	Create opportunities for teacher-lead instructional rounds around implementation of district curriculum and high quality instruction. Support classroom implementation of IXL. Continue daily fact fluency instruction and progress monitor through timed fluency assessments.	monitoring and data based decisions to provide tiered intervention. Create opportunities for teacher-lead instructional rounds around implementation of district curriculum and high quality instruction. Support classroom implementation of IXL. Continue daily fact fluency instruction and progress monitor through timed fluency assessments.
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	progress monitoring. Support & monitor classroom implementation of IXL in grades 3-5. Implement daily fact fluency instruction and progress monitor through timed fluency assessments. Scheduled weekly implementation of IABs aligned to curriculum in grades 3rd- 5th.		
Leading Indicators	District assessments: Acadience, NWEA, IAB's Math module assessments MTSS effectiveness	District assessments: Acadience, NWEA, IAB's Math module assessments MTSS effectiveness	District assessments: Acadience, NWEA, IAB's Math module assessments MTSS effectiveness
Lagging Indicators	Analysis of trends found in previous grade level data (i.e. SBA, NWEA)	Analysis of trends found in previous grade level data (i.e. SBA, NWEA)	Analysis of trends found in previous grade level data (i.e. SBA, NWEA)

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Equity Goals and Shared Responsibility	Review growth rate data within subgroups(SpEd, LEP) Access to grade level content for all learners	Review growth rate data within subgroups(SpEd, LEP) Access to grade level content for all learners	Review growth rate data within subgroups(SpEd, LEP) Access to grade level content for all learners
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SMART Goal 3

Root Cause Analysis - Based on School Performance

McKinley School

School's Goal	Create a welcoming, engaging learning environment for all stakeholders.
SMART Goal	The percent of favorable responses on the Spring 2027 surveys for students, staff and parents will be at least 70%.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	- At least 50% of staff will attend at least one family school event. - Chronic absenteeism will decrease by at least 1.5%, from 8.1% to 6.6% - Chronic absenteeism for HN will decrease by at least 1.5%, from 10.3% to 8.8% - Parent attendance at school events will increase. - Decrease in student suspensions - Increased staff attendance - Increase participation by staff in committees and events.
District Improvement Plan Connection	Key performance indicator: • SEL and Equity component

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	Create and implement a system to monitor implementation of School Climate plan and SEL MTSS.
MOY Results (Expectation/ Reality)	Increase in favorability on mid-year survey on targeted questions created with school climate team.

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EOY Results (Expectation/ Reality)	The percent of favorable responses on the Spring 2027 surveys for students, staff and parents will be at least 70%.
Responsible Individuals	All staff, students, and families
Timeline	September 2026- June 2027
Resources	Assemblies PTA support Positive attendance recognitions Staff climate team Student leadership opportunities
Budget Implications	Limited to recognition tokens Family & Community Support Provider

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Implement district SEL MTSS protocols Climate team: - Monthly team meetings to ensure implementation of Climate Plan - Staff charter to be updated - Classroom charters to be created - Classroom progressive discipline to be created and communicated.	Continue implementing district SEL MTSS protocols Climate team: - Monthly team meetings to ensure implementation of Climate Plan - Staff charter to be updated - Classroom charters to be created - Review PBIS tenets- Respectful, Responsible, Safe- create matrix for common understanding of expectations; create a schedule of behavior matrix review after	Reflect on implementation of district SEL MTSS protocols Reflect on Climate team: - team meetings and implementation of Climate Plan - Review survey data, identify trends, create action plans accordingly. Reflect on Mornings @

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	(Clarify expectation with staff) Review PBIS tenets- Respectful, Responsible, Safe- create matrix for common understanding of expectations; create a schedule of behavior matrix review Partner with PTA around afterschool enrichment programming (Oct- Nov) Continue Mornings @ McKinley as a parent event with focused topics. Attendance: Create protocols for implementation of district attendance policy. Assign roles and share with staff. Review student attendance data weekly. Implement preventative practices where needed. Collaborate with the student council around student-lead assemblies that celebrate attendance. Build relationships with families to	winter recess Partner with PTA around afterschool enrichment programming (Jan- Feb and March- April) Continue Mornings @ McKinley as a parent event with focused topics. Attendance: Continue with protocols for implementation of district attendance policy. Review student attendance data weekly. Implement preventative practices where needed. Collaborate with the student council around student-lead assemblies that celebrate attendance. Communicate to all families the importance of school attendance through Parent Square messaging, individual mailings and PTA sponsored events.	McKinley parent attendance and feedback. Review student Attendance and strategies implemented.
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	create a positive start to the school year and attitude toward school. Communicate to all families the importance of school attendance through Parent Square messaging, individual mailings and PTA sponsored events.		
Leading Indicators	Monitor chronic absenteeism, identify trends in improved attendance.	Monitor chronic absenteeism, identify trends in improved attendance.	Review school year attendance data.
Lagging Indicators	Comparisons between last three year's worth of data around student absenteeism compared to current year.	Comparisons between last three year's worth of data around student absenteeism compared to current year.	
Equity Goals and Shared Responsibility	Create opportunities for data to be shared with staff and families. Review Home-School Compact with staff and families at Open House.	Create opportunities for data to be shared with staff and families. Review Home-School Compact with staff and families at events when possible.	Create opportunities for data to be shared with staff and families. Review Home-School Compact with staff and families at events when possible.