

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Holland Hill Elementary School	School District	Fairfield Public Schools
Principal's Name	Molly Farrell	School Year	2026-2027

School's Mission/Vision

The mission of Holland Hill Elementary School, in partnership with families and the FPS 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.

Students at Holland Hill are met with an inclusive, welcoming school in which all students are SEEN*HEARD*LOVED.

Theory of Action

If we provide students with a guaranteed and viable curriculum that is taught with fidelity, measure performance against it, and intervene accordingly at all tiers of instruction, students' attainment and acquisition of specific content and skills will improve.

If we take steps to develop academic agency and grit in our students, and create a strong home-school connection, our students will improve in academics, social-emotional skills and well-being, and in their desire to attend school regularly.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Bret Henkel	Assistant Principal	Paulette White	MRT

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Name	Position	Name	Position
Amy Martin	LAS	Melissa Rodrigue	LAS
Clare Stafstrom	LMS	Julia Spelman	Grade 5
Kelly DeJordy	Grade 3	Kat Nagle	Special Education
Melinda Gremse	MRT	Danielle Costa	Grade 1

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School Data Review

In the section below, indicate all historical indicators of school performance (SBA, NGSS, PSAT, SAT, PE, etc.) and other historical school indicators (attendance, course taking, participation, etc.) over the past three years.

SBA - ELA % Proficient	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
3rd	63/35	88%/83%	77%/38%	74%/53.6	59%/40%	63%/44%
4th	58/41	72%/55%	77%/50%	67%/31.8%	82%/67%	70%/48%
5th	76/58	82%/71%	73%/38%	78%/53.3%	77%/30%	77%/58%

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	63.5/66.5	89/87.5	70%/58.5%	73.8/63.8%	78%/66.9%	69.4%/67.4%

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
3rd	73/52	88%/83%	72%/38%	82%/64%	65%/40%	70%/54%
4th	60/41	68%/35%	74%/33%	77%/50%	80%/67%	70%/45%
5th	76/58	76%/76%	70%/31%	84%/70%	70%/40%	74%/58%

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SBA - Math Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
School	78.5/69	93/91.5	87%/81.6%	85.5%/79.8%	76.8%/63.1%	78%/71.8%

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
5th	68/43	81/71	73%/38%	70%/50%	72%/20%	63%/42%

Attendance Chronic Abs.	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 All / HNS
All Students	5.0%	10.2%	9.25%	8.8%	9.8%	7.3%
High Needs	6.8%	17.3%	18%	14%	17.4%	14.5%

STAR - 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 Acadience All / HNS
Kindergarten	84/71	80/43	58%	61%	85%/74%
1st	73/61	61/55	60%	45%	69%/44%
2nd	69/50	74/50	63%	70%	58%/31%

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3rd	77/50	73/50	77%	68%	72%/46%
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STAR or NWEA - Literacy % Proficient (Spring)	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 NWEA All / HNS
1st	73/61	61/55	n/a	n/a	n/a
2nd	69/50	74/50	n/a	n/a	n/a
3rd	77/50	73/50	n/a	n/a	n/a
4th	64/32	78/60	69/27	76th/55	n/a
5th	65/33	59/35	72/43	73rd/47	n/a

STAR or NWEA - Math % Proficient (Spring)	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	61st/48th	59/49	85%/67%
1st	75/47	73/55	56th/40th	43/30	50%/68%
2nd	78/68	81/59	58th/39th	67/42	62%/40%
3rd	84/73	81/60	81st/77nd	77/38	n/a

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4th	78/52	86/76	90th/72nd	91/86	n/a
5th	93/83	85/65	87th/73rd	82/52	n/a

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Grades Four and Five did not meet our SIP goal for SBA in the academic year 25-26. Grades 1-3 performed below expectations on Acadience, while kindergarten performed above expectations at 85%.

In 25-26, our second year of HMH implementation, HMH structured literacy routines were implemented with fidelity in grades K-2; however, based on Acadience data there is a need to strengthen Tier 2 **small group instruction** prioritizing structured literacy concepts. We will implement consistent small group instruction through the use of one-page focus of instruction small group planners.

In grades 3-5, we feel confident that we implemented strong whole-group HMH routines in 25-26 in the areas of vocabulary and reading comprehension. An additional focus in 25-26 will be prioritizing **targeted small group instruction daily during the literacy block**. These small groups will be developed and planned using consistent small group instruction through the use of one-page focus of instruction small group planners.

In all grades, we believe that by implementing consistent, daily, targeted and data-driven small groups through the use of one-page focus of instruction district small group planners we will increase reading proficiency.

School's Goal	We will increase reading proficiency at Holland Hill by implementing responsive, data driven small groups using informal and formal assessments.
SMART Goal	75% of all students in grades 3 - 5 will meet or exceed ELA SBA standards on Spring 2026 administration. Specifically, the grade level targets to reach this overall goal would be: ● Gr 3: 70% ● Gr 4: 70% ● Gr 5: 85% 60% of HNS will meet or exceed ELA SBA standards on Spring 2026 administration. Specifically, the grade level targets to reach this overall goal would be: ● Gr 3 HNS: 55%

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	• Gr 4 HNS: 55% • Gr 5 HNS: 70%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	75% of all students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2026 administration. 60% of all HNS in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2025 administration.
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	Implement an improvement cycle for small group instruction based on the Review, Revise, Reflect model and using data analysis. 
MOY Results (Expectation/ Reality)	Goal: 65% of all students in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Winter 2027 administration. Goal: 50% of high-needs students in grades K - 5 will meet or exceed district Acadience (K-3) AND SBA (4-5) benchmarks in the Winter 2027 administration.

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EOY Results (Expectation/ Reality)	Goal: 75% of all students in grades K - 5 will meet or exceed district Acadience (K-3) AND SBA (4-5) benchmarks in the Spring 2027 administration. Goal: 60% of all HNS in grades K - 5 will meet or exceed district Acadience (K-3) AND NWEA (4-5) benchmarks in the Spring 2027 administration.
Responsible Individuals	All Staff
Timeline	September 2026 to June 2027
Resources	<u>HMH Curriculum</u> , <u>Literacy Coaching</u> , <u>Smarter Balanced Website in 3-5</u> , <u>The Common Core Companion in 3–5</u> , <u>School Created Data Trackers</u> , <u>District One Page Instruction Focus Small Group Planners</u>
Budget Implications	N/A

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Present SIP at Faculty Meeting. Create Coaching Cycles/sessions for all grade levels. Embed K-2, 3-5 new staff and current staff to new grade levels coaching/support session with literacy coach. Literacy Coach model lessons in classrooms as needed.	Target MTSS conversations and support plans around the data showing students identified as not meeting grade level standards. Continuous and frequent co-planning and collaboration between all service providers around support plans for identified students. Coaching Cycles/sessions for all grade levels focused on small group instruction.	Completion of IAB assessments including data analysis Grade level teams participate in MTSS meetings to reflect on celebrations and areas of improvement. Coaching Cycles/sessions for all grade levels. Embed K-2, 3-5 new staff

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	Use Grade Level Meetings to review Spring data and initial fall data in order to determine focus for instruction and address whole class/small group needs. This includes analysis of SBA data in 3-5. Review, calibrate and administer Acadience & NWEA. Analyze results for instructional decisions. Beginning of the year team meeting for all service providers (Sped, MLL) around support plans for identified students. Continue Gen Ed/Sped/MLL grade level collaboration meetings. Establish a consistent cycle at grade level meetings to analyze data and make instructional decisions for small groups. (K-5 HMH Unit Assessments, K-2 Acadience, 3-5 IAB's) Share Holland Hill One Page Three Day Cycle FOI Planners for Small Group for individual grade levels. Create a consistent home/school	Embed K-2, 3-5 new staff and current staff to new grade levels coaching/support session with literacy coach. Literacy Coach model lessons as needed. Continue MTSS and GLM data review & curriculum check ins in order to give feedback on small group instruction. Review of IAB performance to data review and plan next steps. Continue to share best practices regarding literacy and small group instruction amongst teachers at faculty meetings. At grade level meetings continue to analyze data and make instructional decisions for small groups. (K-2 Acadience, 3-5 IAB's) Build home/school connection around NWEA/acadience and what student scores mean.	/current staff to new grade levels. Reflect on coaching support and make plans for next year. At grade level meetings continue to analyze data and make instructional decisions for small groups. (K-2 Acadience, 3-5 IAB's) Continue summer reading padlet and include annotation bookmark for home.
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	message regarding reading at home to be shared at Open House incorporating annotation bookmark and post its.		
Leading Indicators	K-3: Baseline Acadience - analyze for all students and high needs 4-5: Baseline NWEA Reading - analyze for all students and high needs CORE Gr 3-5: IABs - analyze in GLM's for all students and high needs	K-3: Baseline Acadience - analyze for all students and high needs 4-5: Baseline NWEA Reading - analyze for all students and high needs CORE Gr 3-5: IABs - analyze in GLM's for all students and high needs	K-3: Spring Acadience - analyze for all students and high needs Gr 4-5: SBA Reading - analyze for all students and high needs
Lagging Indicators	N/A	N/A	SBA ELA Results - analyze for all students and high needs NWEA & Acadience Growth
Equity Goals and Shared Responsibility	Subgroup of High Needs performance on indicators: Fall • Gr 3-5: IAB • Gr 4-5: NWEA Reading • Gr K-3: Acadience	Subgroup of High Needs performance on indicators: Winter • Gr 3-5: IAB • Gr 4-5: NWEA Reading • Gr K-3: Acadience	Subgroup of High Needs performance on indicators: Spring • Gr 3-5: IAB • Gr 3-5: SBA • Gr K-3: Acadience

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SMART Goal 2

Root Cause Analysis - Based on School Performance

We did not meet our SIP goal of 75% on SBA Math in 25-26, with an average of 71% of students in grades 3–5 demonstrating proficiency on the Math SBA during the Spring 2026 administration. Across grades K–2, we met our SIP goal with students scoring in the 69th percentile (on average) on the spring NWEA Math assessment. While High Needs students showed growth toward their goal on the SBA Math, they have not yet closed the achievement gap.

Despite significant focus on fluency in 25-26, our average fluency test scores were as follows:

Grades 1–3:
 Addition – 53%
 Subtraction – 42%

Grades 3–5:
 Multiplication – 45%
 Division – 44%

Math fluency is a critical foundation for student success, and continued work is needed. When students can quickly recall basic facts, they free up working memory for more complex problem-solving.

In all grades, we believe that by **PURPOSEFULLY & RESPONSIVELY** prioritizing automaticity in math fluency, our students' overall performance in math will increase. Additionally, fine-tuning our focus on Bridges as our sole curricular resource again in 26-27 will support teacher efficiency and effectiveness in planning purposeful and responsive daily lessons.

School's Goal	Increase overall mathematics performance by focusing on math fluency.
SMART Goal	By Spring 2027, 75% of students in grades 3–5 will have achieved proficiency on the Math SBA, as measured by state assessment results. By Spring 2027, students in grades K–2 will achieve an average score at or above the

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	75th percentile on the NWEA Math assessment, as measured by the spring administration. By Spring 2027, 60% of High-Need students in grades 3–5 will achieve proficiency on the Math SBA, as measured by state assessment results. By Spring 2027, 80% of students in grades 1- 5 will meet their grade-level fluency proficiency goals.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	By Spring 2027, 75% of students in grades 3–5 will achieve proficiency on the Math SBA, as measured by the state assessment results. By Spring 2027, students in grades K–2 will achieve an average score at or above the 75th percentile on the NWEA Math assessment, as measured by the spring administration. By Spring 2027, 60% of High-Need students in grades 3–5 will achieve proficiency on the Math SBA, as measured by state assessment results. By Spring 2027, 80% of students in grades 1-5 will meet their grade-level fluency proficiency goals.
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 the 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	Enhancing math fact fluency by integrating automaticity strategies and conceptual learning to foster student agency and independence in problem-solving.
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MOY Results (Expectation/ Reality)	GOAL: 75% of students will meet proficiency goals for their grade level in fluency. GOAL: 70% of students in grades K-5 will achieve proficiency on the Math NWEA in Winter 2027.
EOY Results (Expectation/ Reality)	GOAL: 80% of students will meet proficiency goals for their grade level in fluency. GOAL: 75% of students in grades K-2 will achieve proficiency on the Math NWEA and 75% of students in grades 3-5 will achieve proficiency on SBA in Spring 2027.
Responsible Individuals	All Staff
Timeline	September 2026 - June 2027
Resources	Time for planning, professional development for all certified staff, collaboration, and building a schedule aligned to support instruction and collaboration
Budget Implications	There may be budget implications such as: • Professional Development Costs: Training staff on fluency strategies or conceptual math instruction. • Instructional Materials: Purchasing math fluency tools, manipulatives, or digital resources to support automaticity and conceptual understanding.

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Present the SIP at a BOY Faculty Meeting	Target MTSS conversations and support plans around the data showing students	Completion of IAB assessments, NWEA, and

	Use Grade-Level Meetings to review Spring and initial fall data to determine the focus of instruction and address whole-class and small-group needs. This includes analyzing SBA data in 3-5. Create Coaching Cycles/sessions for all grade levels to support teachers in effectively utilizing Bridges instructional resources to support high-quality mathematics instruction. Establish consistent conversations between all service providers around support plans for identified students. Classroom teachers will utilize Bridges Workplaces. Model the use of consistent sentence stems that promote mathematical reasoning and collaborative discussion across grade levels. The classroom teacher will post problem-solving strategies and will review them with students regularly.	identified as not meeting grade-level standards. Continuous and frequent co-planning and collaboration between all service providers around support plans for identified students. Continue LASW in MTSS and GLM's to determine whole-class and small-group instruction to increase growth and development in K-5. Include a review of IAB performance in the data review. Spotlight on: Collaborating to Develop Fluency Strategies That Promote Automaticity Kindergarten will begin collecting data on students' fluency in addition and subtraction within 5 and will administer biweekly assessments to monitor progress. Continue grade-level meetings with the MRT focused on progress monitoring and small group instruction. a	fluency data analysis for presentation to faculty. Grade-level teams participate in MTSS meetings to reflect on celebrations and areas of improvement. Analyze and plan using SBA Results in 3-5. Continue summer math packets and planned celebration for completion.
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	Classroom teachers will incorporate math vocabulary and fluency into their daily instruction MRT will discuss the importance of math fluency at Open House in September. Teachers will use the Beginning of the Year (BOY) to establish consistent academic routines, develop classroom norms for mathematical discourse, and build a strong, inclusive math community. Grade-level meetings with the MRT focused on progress monitoring and small group instruction Teachers will utilize resources on Google Classroom created by the MRT Teachers will implement the Bridges curriculum with fidelity, utilizing all instructional resources to support high-quality mathematics instruction.		
Leading Indicators	September: K-5: Baseline Assessments	November, January: Kindergarten: Number Corner Check-Up Assessments	March, May: Kindergarten: Number Corner Check-Up

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	Gr K-5 Fall Math NWEA Benchmark - analyze for all students and high-needs Gr K-5 Performance fluency assessments Gr 3-5: OCT IABs - analyze for all students and high-needs	Gr K-5 Winter Math NWEA- analyze for all students and high-needs Gr 3-5: End of January/February: analyze for all students and high-needs Gr. 3-5: March/April IABS: analyze for all students and high-needs	Assessments Gr K-2 Spring NWEA Math - analyze for all students and high-needs Gr K-5 Performance on fluency assessments Gr 3-5: Spring IABs - analyze for all students and high-needs
Lagging Indicators	N/A	N/A	SBA and NWEA Math Results - analyze for all students and high-needs
Equity Goals and Shared Responsibility	Subgroup performance on indicators: Fall: ● Gr 3-5: IXL Diagnostic ● Gr K-5: NWEA Math	Subgroup performance on indicators: Winter: ● Gr 3-5: IAB & IXL Diagnostic ● Gr K-5: NWEA Math	Subgroup performance on indicators: Spring: ● Gr 3-5: IAB ● Gr K-2: NWEA Math

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SMART Goal 3

Root Cause Analysis - Based on School Performance

We met our goal for keeping Chronic Absenteeism below 10% by ending our year at 7.3% absenteeism (6.4% without our Pre K students). This is a huge improvement with absenteeism rates lowering to nearly pre-COVID rates.

We continue to be concerned about our High Needs subgroup which ended the year at 23%. Additionally, approximately 77% of our chronically absent students are students in the high needs subgroup.

In our community, we believe that by **PURPOSEFULLY & RESPONSIVELY** deepening our commitment to our existing positive climate initiatives (PAWS Promise, Town Meetings, Husky Pride Board, Communication and Connection Logs, Attendance Awards) and pairing them with strategic support from the PTA and greater community to reach and support our high needs families, our chronic absenteeism will continue to decrease.

School's Goal	With a continued focus on creating a welcoming and supportive school climate, chronic absenteeism will decrease for all groups, and student engagement will increase.
SMART Goal	Chronic absenteeism will be 10% or less for all students at HH by June 2027. Chronic absenteeism will decrease to 15% or less for high-needs students at HH by June 2027.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Chronic absenteeism will be 10% or less for all students at HH by June 2027. Chronic absenteeism will decrease to 15% or less for high-needs students at HH by June 2027.
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be below 7.5% for all groups of students by 2027.

Goal 3 (a) - Strategic Plan

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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	Deepen the understanding and utilization of PAWS behavior expectations by the entire school community to cultivate a community environment of consistent kindness, respect, and safety.
MOY Results (Expectation/ Reality)	Goal: In January 2027, chronic absenteeism will be at or below 10% for all students. Goal: In January 2027, chronic absenteeism among high-needs students will be at or below 15% for all students.
EOY Results (Expectation/ Reality)	Goal: Chronic absenteeism will decrease to 10% or less for all students at HH by June 2027. Goal: Chronic absenteeism will decrease to 15% or less for high-needs students at HH by June 2027.
Responsible Individuals	All Staff
Timeline	September 2026 to June 2027
Resources	PAWS posters <u>The Day You Begin</u> Jacqueline Woodson High Needs Student Outreach List No Place for Hate & ADL Resources Communication and Connection Logs for Classroom Teachers PAWS Pledge at Town Meetings and in Daily Announcements DBT PD with Lindsay Boudreau Emily Larkin, Town of Fairfield Youth Services Social Worker
Budget Implications	<u>The Day You Begin</u> book for all classrooms

Goal 3 - Implementation and Milestones

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	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Present SIP at Faculty Meeting focusing on SEL goal- • PAWS Chart • PAWS Classroom Chart • All classes read <u>The Day You Begin</u> • Set up Calm Corners • Communication and Connection Logs with expectation for First Week of School Phone Calls • Restorative Practice Reflection Sheets & Restorative Circles • NPFH initiatives encompassing PAWS, Bio Bags (from <u>Start Here, Start Now</u>) • Continue PAWS Promise to Daily Morning announcements and to start of Town Meetings • Start of Year Teacher Checklist Review PAWS Expectations at first Town Meeting & continue PAWS ticket awards. Present SIP Goals to families at Open House & PTA meeting. Classroom teachers make family	Pre-Progress Report phone calls (* specialists choose 5 to call) Letters go home regarding attendance. Chronic absenteeism will be reviewed at Leadership and shared at grade level meetings/and or Tier 1 MTSS meetings. Meet with Support Teachers (paraprofessionals) to check in on PAWS. Schedule GLM for each grade level for SEL consultation & student support with social worker and school psychologist. NPFH work continues.	Letters go home regarding attendance. School Climate Surveys administered. Chronic absenteeism will be reviewed at Leadership and shared at grade level meetings. Schedule GLM for each grade level for SEL consultation & student support with social worker and school psychologist. Leadership Team reflects on SEL goal for 26-27 and plans for 27-28.

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	connections (e.g., phones call home) to all families. Send Chronic Absentee notification letters to parents whose children ended 25-26 as Chronically Absent. Letter Plan and coordinate first Community Resource Fair for high needs families in conjunction with the Town of Fairfield. Chronic absenteeism data reviewed at MTSS Tier 1. No Place for Hate Committee selects student members. No Place for Hate Pledge taken at fall Town Meeting.		
Leading Indicators	Monitoring of chronic absenteeism rates and data for All Students, HNS	Monitoring of chronic absenteeism rates and data for All Students, HNS.	Monitoring of chronic absenteeism rates and data for All Students, HNS.
Lagging Indicators	Review former chronic absenteeism data from 25-26 school year and compare to current.	Review former chronic absenteeism data from 25-26 school year and compare to current rates.	Run final absenteeism report for the year and compare to 25-26.
Equity Goals and Shared Responsibility	Make family connections from additional staff (beyond classroom teacher) to the High Needs population.	The Leadership Team will review attendance data and determine strategies to connect with families and encourage attendance from the High	The Leadership Team will review attendance data and determine strategies to connect with families and

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	Present SIP goals including attendance to PTA and parent community at Open House. Highlight role of PAWS for all students.	Needs students. Update PTA and parent community on progress towards decreasing chronic absenteeism.	encourage attendance from the High Needs population.
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