

School Information

School's Name	North Stratfield School	School District	Fairfield Public Schools
Principal's Name	Luisa. Wolf	School Year	2026-2027

School's Mission/Vision

The mission of North Stratfield Elementary School, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program. The fulfillment of this mission is for all students at North Stratfield to emulate Respect, Ownership, Awareness, Responsibility, and Safety (ROARS).

Theory of Action

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

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Luisa Wolf	Principal	Thomas Woodard	Assistant Principal
Jessica Brinsmade	LAS	Darcy Stiber	LAS
Allison Karas	MRT	Corie Goldman	School Psychologist
		Erica Nakano	Special Education Teacher

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	77% / 46%	72% / 25%	71% / 22%	69% / 33%	78% / 48%	76% / 54%
4th	74% / 43%	73% / 60%	70% / 44%	58% / 23%	71% / 47%	73% / 45%
5th	84% / 68%	75% / 50%	86% / 55%	82% / 50%	81% / 14%	80% / 57%

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	73% / 73%	79% / 78%	51% / 30%	67% / 63%	86% / 81%	70% / 63%

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% / 39%	81% / 30%	65% / 25%	70% / 26%	81% / 43%	74% / 46%
4th	63% / 43%	69% / 60%	56% / 42%	54% / 38%	63% / 37%	75% / 45%
5th	71% / 48%	59% / 36%	82% / 65%	56% / 14%	69% / 43%	50% / 29%

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	71% / 61%	81% / 86%	53% / 35%	64% / 68%	83% / 80%	72% / 68%

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	76% / 75%	81% / 86%	86% / 71%	73% / 14%	66% / 33%	65% / 38%

Attendance Chronic Abs.	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026 All / HNS
All Students	5.3%	7.5%	7.4%	3.6%	5.7%	3.8%
High Needs	8.0%	13.1%	9.1%	5.7%	5.8%	6.9%

STAR - Early Literacy Acadience Reading % Proficient	2018-2019 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	90% / 78%	93%	95% / N/A	75% / 67%	59% / 33%	86% / 44%
1st	62% / 45%	84% / 62%	87% / N/A	68% / 50%	69% / 40%	66% / 62%
2nd	74% / 29%	76% / 31%	84% / N/A	79% / 35%	83% / 64%	81% / 40%
3rd	76% / 40%	78% / 40%	68% / N/A	81% / 40%	92% / 71%	80% / 59%

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 NWEA All / HNS
1st	62% / 45%	84%/62%	87%/N/A	N/A	N/A	N/A
2nd	74% / 29%	76%/31%	84%/N/A	N/A	N/A	N/A
3rd	76% / 40%	78%/40%	68%/N/A	N/A	N/A	N/A
4th	63% / 25%	76%/50%	70%/N/A	50% / 0%	58% / 21%	N/A
5th	69% / 33%	73%/43%	66%/N/A	61% / 10%	56% / 19%	N/A

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
K				52% / 11%	44% / 33%	76% / 44%
1st	71% / 57%	87% / 71%	83% / N/A	51% / 43%	57% / 40%	48% / 29%
2nd	75% / 36%	82% / 69%	82% / N/A	77% / 30%	53% / 39%	54% / 47%
3rd	79% / 50%	66% / 33%	76% / N/A	56% / 21%	81% / 52%	N/A
4th	78% / 42%	89% / 75%	78% / N/A	77% / 53%	68% / 47%	N/A
5th	76% / 50%	83% / 64%	88% / N/A	59% / 30%	64% / 33%	N/A

SMART Goal 1

Root Cause Analysis - Based on School Performance

During the 2025–2026 school year, Acadience Reading data indicated varied performance across grades K–3. In kindergarten, 83% of students met or exceeded the MOY benchmark on Nonsense Word Fluency–Correct Letter Sounds (NWF-CLS), increasing to 87% at EOY. In grade 1, 69% of students met or exceeded the MOY and EOY benchmark on Oral Reading Fluency–Words Correct (ORF-WC). In grade 2, 81% of students met or exceeded the ORF-WC benchmark at both BOY and MOY; however, the percentage decreased to 71% at EOY. In grade 3, 83% of students met or exceeded the ORF-WC benchmark at BOY, decreased to 75% at MOY, and increased slightly to 77% at EOY.

The data demonstrate a strength in foundational reading development in kindergarten, with 87% of students meeting or exceeding the EOY NWF-CLS benchmark. However, the data also indicate a continued need to strengthen reading automaticity and oral reading fluency (ORF-WC) as students progress through grades 1–3. Grade 1 performance remained at 69% from MOY to EOY, while grades 2 and 3 demonstrated fluctuations in performance throughout the year and finished below 80% at EOY.

The decline in ORF-WC performance from MOY to EOY in grade 2 and the continued performance below 80% in grades 1–3 indicate a need for consistent, explicit instruction and opportunities for repeated practice in oral reading fluency and automatic word recognition. The school will use Acadience data, formative assessment, and MTSS progress-monitoring data to identify students who are below or approaching benchmark, provide targeted instruction, monitor student progress, and adjust instructional groupings and interventions. Grade-level teams will also examine instructional practices that support strong foundational skill development and determine how those practices can be sustained as students transition to increasingly complex connected-text reading.

School's Goal	Increase overall literacy performance by implementing the HMH Into Reading curriculum with fidelity, with a continued focus on developing students' reading automaticity and fluency.
SMART Goal	By June 2027, the school will increase the percentage of students in grades K–3 meeting or exceeding Acadience Reading benchmark expectations, with a specific focus on developing and sustaining reading automaticity and oral reading fluency.

Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Students in grades K–3 will meet or exceed benchmark expectations as measured by grade-level Acadience Reading EOY assessments. ACADIENCE: • 85% of students in Kindergarten will meet or exceed ELA standards as measured by Acadience EOY Nonsense Word Fluency–Correct Letter Sounds (NWF-CLS). • 75% of students in grade 1 will meet or exceed ELA standards as measured by Acadience EOY Oral Reading Fluency–Words Correct (ORF-WC). • 80% of students in grade 2 will meet or exceed ELA standards as measured by Acadience EOY Oral Reading Fluency–Words Correct (ORF-WC). • 80% of students in grade 3 will meet or exceed ELA standards as measured by Acadience EOY Oral Reading Fluency–Words Correct (ORF-WC).
District Improvement Plan Connection	SBA ELA proficiency rates in grades 3-8 will be 80% or higher and the SBA proficiency indicator gap in grades 3-8 between subgroup performance and district performance will decrease by 20%.

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	Consistently implement the Fairfield Public Schools reading curriculum with fidelity through explicit, systematic whole-class and small-group structured literacy instruction. Instruction will intentionally develop students' phonemic awareness, decoding, automatic word recognition, and oral reading fluency through explicit modeling, guided practice, repeated reading, and opportunities to apply skills in connected text. Teachers will use Acadience and formative assessment data to identify student needs, provide targeted instruction, monitor progress, and adjust instructional groups and interventions through the MTSS process.
MOY Results (Expectation/ Reality)	Expectation: Students will demonstrate progress toward grade-level Acadience benchmark expectations, with particular attention to students who are below or approaching benchmark. Kindergarten and grade 1 will be monitored beginning at MOY, while grades 2–3 will be monitored from BOY to MOY. Reality: MOY Acadience results will be analyzed by grade level

	and student need to determine progress, identify students requiring additional support, and adjust instruction and intervention.
EOY Results (Expectation/Reality)	Expectation: By EOY, the percentage of students meeting or exceeding benchmark will reach the established grade-level targets: K – 85% NWF-CLS; Grade 1 – 75% ORF-WC; Grade 2 – 80% ORF-WC; Grade 3 – 80% ORF-WC. Reality: EOY Acadience data will be analyzed to determine progress toward the SMART Goal, examine grade-level and subgroup performance, and identify instructional practices and interventions that contributed to student growth.
Responsible Individuals	K–5 classroom teachers, LAS coach, LAS interventionist, Special Education teachers, MLL teachers, and school/district literacy leaders.
Timeline	September 2026–June 2027
Resources	HMH Into Reading, Fairfield Public Schools reading curriculum, Acadience Reading, UFLI Foundations, HD Word, Quick Reads, decodable/controlled texts, fluency practice materials, word lists/generators, district small-group instructional protocols, MTSS resources, and professional learning focused on reading automaticity and oral reading fluency.
Budget Implications	NSS budget allocation for instructional materials, intervention resources, and professional development related to literacy instruction.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• Professional development on district literacy initiatives and HMH Into Reading • Review SRBI/MTSS model and expectations • Analyze BOY Acadience data for Grades 2–3; establish baseline	• Review MOY Acadience data and student progress • Adjust small groups and MTSS interventions based on data • Monitor students below/approaching benchmark • Continue targeted automaticity and	• Analyze EOY Acadience data and progress toward SMART Goal • Examine grade-level and subgroup performance • Evaluate effectiveness of instructional/intervention

	data • Identify students below/approaching benchmark • Establish grade-level instructional priorities for automaticity and fluency • Utilize WINN for targeted instruction and differentiation	fluency instruction during WINN • Grade-level teams analyze progress and identify instructional next steps • Share effective practices across grade levels	practices • Identify students requiring continued support • Reflect on progress and establish priorities for 2027–28
Leading Indicators	• District literacy assessment baseline • Acadience BOY data (Grades 2–3) • MTSS intervention data/review • Grade-level data meetings • Student instructional groupings	• Acadience MOY data (K–3) • Progress-monitoring data • MTSS intervention data/review • Grade-level data meetings • Student progress toward individual goals • Adjusted instructional groupings	• Acadience EOY data • MTSS intervention and progress-monitoring data • Grade-level data review • Student growth toward SMART Goal
Lagging Indicators	N/A – baseline established through available BOY data	• Percentage of students meeting/exceeding Acadience MOY benchmark • Progress toward EOY targets	• Percentage of students meeting/exceeding Acadience EOY benchmark • Student growth from available BOY/MOY to EOY • Progress toward SMART Goal • Grade-level and subgroup performance
Equity Goals and Shared Responsibility	• Analyze Acadience data by subgroup and student need • Identify students requiring additional support • Ensure equitable access to core instruction, intervention, and WINN support • Establish shared responsibility among classroom teachers, LAS,	• Monitor subgroup progress and access to intervention • Adjust supports based on student response to instruction • Ensure students below/approaching benchmark receive targeted instruction • Grade-level teams share responsibility for monitoring student growth	• Analyze subgroup performance and growth • Determine whether performance gaps have decreased • Evaluate equitable access to literacy supports • Identify effective practices to sustain

	interventionists, special education, and MLL staff		• Share responsibility for continued student growth
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SMART Goal 2

Root Cause Analysis - Based on School Performance

Over the past several years, scores on SBA in Math demonstrate inconsistent progress in grades 3, 4, and 5.

- Grade 3: 81% → 65% → 70% → 81% → 74%
- Grade 4: 69% → 56% → 54% → 63% → 75%
- Grade 5: 59% → 82% → 56% → 69% → 50%

High Needs Students (HNS) data over the past several years on SBA in Math show a discrepancy and inconsistency between HNS and all students.

- Grade 3: 30% → 25% → 26% → 43% → 46%
- Grade 4: 60% → 42% → 38% → 37% → 45%
- Grade 5: 36% → 65% → 14% → 43% → 29%

School's Goal	Increase overall mathematics performance
SMART Goal	75% of students in grades 3-5 will meet or exceed SBA standards on the Math portion of the 2027 spring SBA. 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	75% of students in 3-5 will meet or exceed benchmarks on NWEA in January 2027. The number of HNS who are considered meeting or exceeding on SBA will increase by 10% from Spring 2026 to Spring 2027.
District Improvement Plan Connection	SBA math proficiency rates in grades 3-8 will be 80% or higher and the SBA proficiency indicator gap in grades 3-8 between subgroup performance and district performance will decrease by 20%.

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	Use data-driven, evidence-based math instruction that includes explicit instruction, differentiated small-group support, frequent formative assessment, and progress monitoring to address student skill gaps and provide targeted interventions, particularly for High Needs Students.
MOY Results (Expectation/ Reality)	The total number of students reaching proficiency in grades K-5 on NWEA will increase from BOY to MOY by 5%.
EOY Results (Expectation/ Reality)	The total number of students reaching proficiency in grades K-5 on NWEA will increase from MOY to EOY by 5%.
Responsible Individuals	All Staff - Principal, Assistant Principal, Classroom teachers, Math/Science Teacher, Special Education teachers
Timeline	September 2026 to May 2027
Resources	Time for planning, professional development for all non- and certified staff, building schedule aligned to support mathematics instruction, NWEA, Bridges and Number Corner materials, Fluency materials
Budget Implications	NSS Budget line for materials and PD

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 Implement FPS mathematics curriculum with fidelity with a focus on building teacher agency in planning and implementation of curriculum (K-5). Grade level planning around Bridges instruction and fidelity to Number Corner curriculum Review NSS MTSS model. Discuss implementation around newly revised MTSS processes and protocols Review of spring and fall data to determine focus for instruction to address whole-class/ small group needs. Focus on student groupings based on data and progress monitoring. This includes small group time and fluency work. Review data to identify students	Based on district, school and classroom data and feedback from teachers, make revisions or modifications to support SIP instructional plans Continue to meet at weekly grade level meetings focused on analyzing student work to determine what adjustments or modifications are required to improve instructional practices. Review MTSS processes and data with teachers to ensure MTSS protocols are being implemented with fidelity. Continue to analyze assessment/progress monitoring data from small group time and fluency work to discuss and evaluate progress related to goals Review data to identify students needing	Reflect on all math assessments and student growth as a faculty. Debrief on student growth with each grade level. Celebrate successes, reflect on results, and make plans for the next school year. Leadership will examine MTSS entrance and exit data to analyze impact of new processes. Review student growth data with each grade level to recognize progress, identify areas for improvement, and establish instructional priorities for the upcoming school year. Review data to assess student

	that may need to enter the MTSS process and support all service providers including special ed. Establish a schedule with all 3-5 teachers to practice IAB/FIAB questions on a monthly basis. Plan with teachers to decide how IABs will be used based on the intent of the unit/standards taught Meeting with District Math Director for planning before each unit	MTSS support and collaborate with service providers to adjust interventions. Continuously use IAB-type questions and problems to support modeling of test taking strategies, exposure to the structure/format of questions and the introduction and practice of using math vocabulary. Continue monthly meetings with District Math Director during grade levels to review progress and plan upcoming units	growth, identify ongoing needs, and plan supports for the next school year. Reflect on and make adjustments to how we use IABs before, during and after units Meet with the District Math Director to reflect on unit outcomes and plan for the following school year.
Leading Indicators	Gr K-5 Fall NWEA Math-analyze for all students and high needs Gr 3-5 October IABs- analyze for all students and high needs Grades 1-5 initial fluency assessments- analyze for all students and high needs	Gr K-5 Winter NWEA Math-analyze for all students and high needs Gr 3-5 Winter IABs- analyze for all students and high needs Grades 1-5 updated fluency assessments-analyze for all students and high needs	75% of students in grades 3-5 will meet or exceed SBA standards on the math portion of the 2027 Spring SBA. There will be a 10% increase from the fall baseline of HNS meeting or exceeding standards as measured by the May 2027 SBA Grades 1-5 EOY fluency for all students
Lagging Indicators	September 2026 Analyze NWEA assessments	November 2026 & January 2027 - K Number Corner Check ups - Analyze NWEA assessments K-5 - Math Fluency Benchmark	March & May 2027 - K Number Corner Checkups - Analyze NWEA K-2

	October 2026 - Analyze IABs - Math Fluency Benchmark	February/March 2027 Analyze IABs 3-5	Analyze math fluency
Equity Goals and Shared Responsibility	Subgroup performance on indicators: Fall Baseline: - Gr 3-5: IAB - Gr K-5: NWEA Math	Subgroup performance on indicators: Winter: - Gr 3-5: IAB - Gr K-5: NWEA Math	Subgroup performance on indicators: Spring: - Gr 3-5: IAB - Gr K-2: NWEA Math

SMART Goal 3

Root Cause Analysis - Based on School Performance

During the 2025-2026 school year, students in Fairfield Public Schools participated in the FPS Climate Survey. Students responded to questions that covered Belonging and Engagement, Safety, Fairness and Equity, Adult Support, Peer Relationships, and Well-being. While the overall totals for all student responses were favorable by majority, some questions stood out in particular. Specifically, 33.5% of students responded favorably to the question “Students in my school use words to hurt others”, and 57.9% of students responded favorably to the question “students in my school are treated fairly by other students regardless of who they are”.

School's Goal	The school climate survey results identified an area of need related to students' social relationships within the school community. Fostering kindness during the elementary school years is important because it helps children build positive relationships, develop empathy and respect for others, and ultimately contributes to a safe and supportive school environment in order to foster learning. These skills promote confidence, cooperation, and social-emotional growth while laying the foundation for positive interactions throughout life.
SMART Goal	Increase kindness and respect among students by creating a safe, inclusive, and supportive school environment where all students feel valued, respected, and connected. Through school-wide kindness initiatives, students will develop empathy, positive communication skills, and strategies for resolving conflicts respectfully, as measured by the 2026-2027 FPS Climate Survey.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	- 33.5% of students responded favorably to the question “Students in my school use words to hurt others” - 57.9% of students responded favorably to the question “students in my school are treated fairly by other students regardless of who they are”
District Improvement Plan Connection	Establish a consistent Social Emotional MTSS structure and process to ensure consistency of intervention services throughout the District, including delivery of SEL instruction, professional learning, and establishing benchmark data points to determine effectiveness.

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	Implementation of a Tier 1 SEL Curriculum: Direct instruction on Social Skills in all classrooms. School wide implementation of Restorative Practices, ROARS (PBIS), Zones of Regulation, RULER or Responsive Classroom, and Wayfinder.
MOY Results (Expectation/ Reality)	N/A
EOY Results (Expectation/ Reality)	Students will respond more favorably on survey responses as measured by the 2026-2027 FPS Climate Survey
Responsible Individuals	K-5 Classroom Teachers, Paraprofessionals, Special Education Teachers, Support Staff, Specialists, Administrators
Timeline	September 2026-June 2027
Resources	RULER resources, SEL, Restorative Practices, Wayfinder, Zones of Regulation, Responsive Classroom Professional Books; children's literature texts/HMH Lessons, faculty meeting time for professional development; time for whole school town meetings. Posters will be displayed throughout the school to reinforce SEL concepts and encourage students to practice kindness, empathy, respect, and positive decision-making in their daily interactions. Time for School Psychologist and Social Worker to support implementation of T1 SEL; methods for parent communication - workshops.
Budget Implications	Wayfinder, Posters/Anchor Charts, ROARS (PBIS), Restorative Practices

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Leadership team to look at previous school climate survey	Administer mid year survey Continue implementation of schoolwide	Begin planning for 2027-2028 SEL school year.

	data Analysis of survey data Leadership team to develop plan for implementation of SEL and kindness practices Staff PD to review Wayfinder Implementation of Wayfinder	Wayfinder SEL Program Continue implementation of ROARS Continue implementation of Restorative Practices Continue SEL lessons	Continue implementation of schoolwide SEL activities including Wayfinder. Continue implementation of ROARS Continue training on Restorative Practices
Leading Indicators	Baseline data from the school climate survey	Mid Year administration of school climate survey	Final administration of school climate survey
Lagging Indicators	N/A	N/A	N/A

Equity Goals and Shared Responsibility	Collaborate with all K to 5 teachers, specialists, and support staff	Teachers ensure that all students participate in SEL and kindness and empathy based activities. Staff will ensure that all grades 3 to 5 students take the survey.	Teachers ensure that all students participate in SEL and kindness and empathy based activities. Staff will ensure that all grades 3 to 5 students take the survey at the end of the year.