

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	North Stratfield Elementary School	School District	Fairfield Public Schools
Principal's Name	Deborah Jackson	School Year	2022-2023

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 (ROARs) **R**espect, **O**wnership, **A**wareness, **R**esponsibility and **S**afety.

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, then students' attainment and acquisition of specific content and skills will improve.

If we focus literacy instruction to improve students' decoding and comprehension skills while continuing to support teachers in providing meaningful feedback and instruction in order for students to transfer their learning to appropriate independent reading, then overall literacy skills will improve.

If we embed questioning and problem solving while supporting teachers to develop agency in the planning and implementation of math curriculum standards with fidelity across grade level teams, then student achievement will increase in math.

If we continue to focus on growth mindset and mindfulness practices with staff and students, then the overall environment and acquisition of social emotional skills will further contribute to social emotional well being which will impact overall student achievement.

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School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Deborah Jackson	Principal	Mary Dolan-Collette	Program Facilitator
Corie Goldman	School Psychologist	Jessica Brinsmade	Language Art Specialist
Allison Karas	Math Science 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	2020-2021 All / HNS	2021-2022 All / HNS
3rd	77%/46%	75%/40%	72%/25%
4th	74%/43%	63%/20%	73%/60%
5th	84%/68%	75%/50%	86%/55%

SBA - ELA	2018-2019	2020-2021	2021-2022
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Growth %	All / HNS	All / HNS	All / HNS
School	73%/73%	N/A	79%/77%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
3rd	73%/39%	81%/30%	65%/25%
4th	63%/43%	45%/20%	69%/60%
5th	71%/48%	67%/30%	59%/36%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
School	71%/61%	N/A	81%/86%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
5th	76%/75%	75%/33%	73%/45%

Attendance	2018-2019	2020-2021	2021-2022
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Chronic Abs.			
All Students	5.3%	3.9%	7.5%
High Needs	8.0%	3.9%	13.1%

STAR - Early Literacy % Proficient	Winter '20 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
Kindergarten	90%/78%	84%/73%	93%/85%

STAR - ELA % Proficient (Spring)	Winter '20 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
1st	62%/45%	73%/58%	84%/62%
2nd	74%/29%	65%/33%	76%/31%
3rd	76%/40%	67%/0%	78%/40%
4th	63%/25%	69%/24%	76%/50%
5th	69%/33%	67%/42%	73%/43%

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STAR - Math % Proficient (Spring)	Winter '20 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
1st	71%/57%	86%/58%	87%/71%
2nd	75%/36%	60%/33%	82%/69%
3rd	79%/50%	80%/10%	66%/33%
4th	78%/42%	63%/41%	89%/75%
5th	76%/50%	87%/50%	83%/64%

SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

There is inconsistent growth on STAR literacy across grade levels in grades 1-5.

School's Goal	Increase overall literacy performance
SMART Goal	<p>85% of all students in grades 3 - 5 (current average of all grades- 77%) will meet or exceed ELA SBA standards on Spring 2023 administration.</p> <p>70% of HNS (current average of all grades- 47%) will meet or exceed ELA SBA standards on Spring 2023 administration.</p>
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% of all students in grades K - 5 will meet or exceed district benchmarks at the end of the year.

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	70% of all HNS in grades K - 5 will meet or exceed district benchmarks at the end of the year.
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	Structured Literacy approach with explicit, systematic and multisensory vocabulary instruction with a focus on meaning within connected text.
MOY Results (Expectation/ Reality)	<p>75% of students in grades K - 5 will meet or exceed district benchmarks at the middle of the year</p> <p>60% of HNS in grades K - 5 will meet or exceed district benchmarks at the middle of the year</p>
EOY Results (Expectation/ Reality)	<p>85% of students in grades K - 5 will meet or exceed district benchmarks at the end of the year.</p> <p>70% of all HNS in grades K - 5 will meet or exceed district (STAR?) benchmarks at the end of the year.</p>
Responsible Individuals	All Classroom Teachers, Special Education Teachers, Literacy Coach, Interventionist
Timeline	September 2022 to June 2023
Resources	Teachers College Units of Study in Phonics, Heggerty Phonemic Awareness, Coaching Cycles by LAS, time for planning, professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration
Budget Implications	<p>NSS budget line for materials and PD</p> <p><u>Goal 1 - Implementation and Milestones</u></p>

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	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>LASW (review of spring data and fall data) to determine focus for instruction to address whole class/group needs.</p> <p>Review lagging data in order to identify students that may need monitoring and attention through the SRBI process that have not been previously identified.</p> <p>Review small group resources, progressions/continuum and planning sheets to determine needs and plan purposeful small group instruction to differentiate and monitor growth.</p> <p>Support special education/regular education/interventionists staff to bridge the gap between classroom instruction and special ed support including alignment between all service providers</p> <p>Implement TC Phonics Units of Study and Heggerty PA with fidelity in grades K-2</p> <p>Implement word work instruction with fidelity in grades 3-5 including review of TC grade 2 unit in fall of</p>	<p>Ongoing consistent and purposeful small group instruction to differentiate needs and monitor growth - LASW to facilitate teacher agency involving planning small group need</p> <p>Target SRBI conversations and support plans around students approaching goal (as seen in district data and student work) that are not previously identified</p> <p>Continue progress monitoring as needed to inform instruction</p> <p>Continuous and frequent collaboration between all service providers around support plans for identified students to ensure alignment of instruction</p> <p>Data analysis and discussion based on student work to monitor progress of the transfer of the implementation TC Phonics Units of Study and Heggerty PA (K-2)</p> <p>Analyze student work to monitor the progress and transfer of spelling skills from the Implementation of the word work curriculum.</p> <p>Students will have instructional opportunities to work collaboratively to</p>	<p>Completion of IAB assessments and STAR including data analysis for presentation to faculty</p> <p>Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement.</p>

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	<p>grade 3 as well as multisyllabic mini unit.</p> <p>Students will be directly taught test taking strategies with a focus on structure of questions, format and vocabulary</p>	<p>practice test taking strategies as related to the IABs and STAR</p>	
Leading Indicators	<p>K-3: District Benchmark Assessment (TBD) - analyze for all students and high needs</p> <p>Gr 4-5: STAR Reading - analyze for all students and high needs</p> <p>CORE Heggerty PA Spelling Inventory F&P Benchmark Assessments</p> <p>Gr 3-5: IABs - analyze for all students and high needs</p>	<p>K-3: District Benchmark Assessment (TBD) - analyze for all students and high needs</p> <p>Gr 4-5: STAR Reading - analyze for all students and high needs</p> <p>CORE Heggerty PA Spelling Inventory F&P Benchmark Assessments</p> <p>Gr 3-5: IABs - analyze for all students and high needs</p>	<p>K-3: District Benchmark Assessment (TBD) - analyze for all students and high needs</p> <p>Gr 4-5: STAR Reading - analyze for all students and high needs</p>

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Lagging Indicators			SBA ELA Results - analyze for all students and high needs
Equity Goals and Shared Responsibility	Subgroup performance on indicators: Baseline (IAB/STAR): High Needs:	Subgroup performance on indicators: MOY (IAB/STAR): High Needs:	Subgroup performance on indicators: EOY (STAR): High Needs:

SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

There is inconsistent growth on STAR math across grade levels in grades 1-5.

School's Goal	Increase overall mathematics performance
SMART Goal	<p>85% of students overall in grades 3-5 (current average of all grades-64%) will achieve proficiency on Math SBA in Spring 2023.</p> <p>70% of High Needs Students in Grades 3-5 (current average of all grades- 40%) will achieve proficiency on Math SBA in Spring 2023.</p>
Evidence of Success 1 IAGDs <i>minimum</i>	85% of all students in grades 1 - 5 will meet or exceed district benchmarks at the end of the year.

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Inclusive and Equitable	70% of all High Needs Students in grades 1-5 will meet or exceed district benchmarks at the end of the year.
District Improvement Plan Connection	Mathematics performance, as measured by the SBA (3-8), will close the gap between subgroup proficiency performance by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.

Goal 2 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Small group instruction will be used to determine areas of need and growth.
MOY Results (Expectation/ Reality)	75% of students in grades K - 5 will meet or exceed STAR benchmarks at the middle of the year.
EOY Results (Expectation/ Reality)	85% of students in grades K - 5 will meet or exceed STAR benchmarks at the end of the year.
Responsible Individuals	All staff
Timeline	2022-23
Resources	Time for planning, professional development for all non- and certified staff, building schedule aligned to support mathematics instruction
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
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Implementation Milestones	<p>Faculty Meeting to discuss SIP and 2021-2022 SBA results.</p> <p>Implement FPS mathematics curriculum with fidelity with a focus on building teacher agency in planning and implementation of curriculum. (K-5)</p> <p>Weekly grade level meetings focused on analyzing student work, sharing effective instructional strategies, evaluating student achievement and reviewing test taking protocols.</p> <p>Consistent and purposeful small group instruction to differentiate needs and monitor growth</p> <p>Analysis of summative district assessments and formative assessments to identify areas of need to target/focus instruction.</p> <p>Students will be directly taught test taking strategies focus on structure of questions, format and vocabulary</p> <p>Teachers will closely proctor and monitor students during testing</p>	<p>Based on district, school and classroom data and feedback from teachers, make revisions or modifications to support SIP instructional plans</p> <p>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.</p> <p>Continued consistent and purposeful small group instruction to differentiate needs and monitor growth</p> <p>Students will have instructional opportunities to work collaboratively to practice test taking strategies as related to the IABs and STAR</p> <p>Small group testing where needed</p> <p>Based on assessments, grade level analysis and LASW, adjust and modify instruction to successfully implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills. (K-5)</p> <p>Continue progress monitoring as needed to inform instruction</p>	<p>Completion of IAB assessments and STAR including data analysis for presentation to faculty</p> <p>Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement.</p>
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Leading Indicators	<p>September: K-5: Baseline Assessment</p> <p>Gr 4-5 STAR Math - analyze for all students and high needs</p> <p>Gr K-3 Math (TBD) Benchmark - analyze for all students and high needs</p> <p>Gr 3-5: OCT IABs - analyze for all students and high needs</p>	<p>November, January: Kindergarten: Number Corners Check Up Assessments</p> <p>Gr 4-5 STAR Math - analyze for all students and high needs</p> <p>Gr K-3 Math (TBD) Benchmark - analyze for all students and high needs</p> <p>Gr 3-5: FEB IABs & MARCH IABs - analyze for all students and high needs</p>	<p>March, May: Kindergarten: Number Corners Check Up Assessments</p> <p>Gr 4-5 STAR Math - analyze for all students and high needs</p> <p>Gr K-3 Math (TBD) Benchmark - analyze for all students and high needs</p>
Lagging Indicators			SBA Math - All school vs. High Needs Students
Equity Goals and Shared Responsibility	<p>Subgroup performance on indicators:</p> <p>Baseline (IAB/STAR):</p> <p>High Needs:</p>	<p>Subgroup performance on indicators:</p> <p>MOY (IAB/STAR):</p> <p>High Needs:</p>	<p>Subgroup performance on indicators:</p> <p>EOY (STAR):</p> <p>High Needs:</p>

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SMART Goal 3

Root Cause Analysis 1 - Based on School Performance

During the 2020-2021 school year, 8 percent of North Stratfield students were identified as chronically absent. On the 2022 spring student climate survey, 58% of students strongly agree that teachers and adults at my school help students when others are being mean.; 60% of North Stratfield School 3rd through 5th graders strongly agree there is at least one adult at school they can talk to when they have a problem or concern.

School's Goal	Through implementation of strategies and systems which promote a positive, safe, and engaging school community, chronic absenteeism will decrease and student climate scores related to kindness and inclusivity will increase.
SMART Goal	Chronic absenteeism will decrease to 5% for our entire school by June 2023
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<p>100% of students who were identified as chronically absent during the 2021-2022 school year will improve their attendance in 2022-2023</p> <p>80% of students in grades 2-5 will agree that adults at NSS help students when others are being mean via a modified school climate survey.</p> <p>80% of students in grades 2-5 will be able to identify at least one adult at NSS they feel connected to via a modified school climate survey.</p>
District Improvement Plan Connection	

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: Second Step, Mind Up, Zones of Regulation or Responsive Classroom. Social Emotional Learning Framework
MOY Results (Expectation/ Reality)	80% of students who were identified as chronically absent during the 2021-2022

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	<p>school year will improve their attendance in 2022-2023.</p> <p>80% of students in grades 2-5 will be able to identify at least one adult at NSS they feel connected to via a modified school climate survey.</p> <p>80% of students in grades 2-5 will be able to agree that adults at NSS help students when others are mean via a modified school climate survey.</p> <p>100% of classrooms will implement a research based SEL Curricula.</p>
EOY Results (Expectation/ Reality)	<p>100% of students who were identified as chronically absent during the 2021-2022 school year will improve their attendance in 2022-2023.</p> <p>80% of students in grades 2-5 will be able to identify at least one adult at NSS they feel connected to via a modified school climate survey.</p> <p>80% of students in grades 2-5 will be able to agree that adults at NSS help students when others are mean via a modified school climate survey.</p> <p>100% of classrooms will implement a research based SEL Curricula.</p>
Responsible Individuals	K-5 Classroom Teachers, Paraprofessionals, Special Education Teachers, Support Staff, Specialists, EPF, Principal
Timeline	September 2022 - June 2023
Resources	Mind Up Teacher Guides, Zones of Regulation, Second Step Kits, Responsive Classroom Professional Books; planning time for Friday Whole School Virtual Meets; children's literature texts, faculty meeting time for professional development; time for School Psychologist and Social Worker to support implementation of T1 SEL; methods for parent communication - workshops.
Budget Implications	Funding for professional development/ professional resources and children's literature; online resources.

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Clarify for staff and parents - absentee policy.</p> <p>Plan for fall SEL work - August PD days, faculty meetings, CPT. (classroom teachers, SPED, specialists) -curriculum map lessons.</p> <p>Conduct articulation for chronically absent students with classroom teachers, specialists, school nurse as needed.</p> <p>Celebrate 100% implementation of SEL Curriculum.</p> <p>Implement Mindful Mondays - SEL focus.</p> <p>Begin to implement school psychologist/social worker lessons.</p> <p>Establish communication expectations between school staff and home regarding SEL.</p>	<p>Continue implementation of Growth mindset, mindfulness (Research Based SEL curriculum.)</p> <p>Review attendance data. Implement case consults as needed for chronically absent students with classroom teachers, Principal, families.</p> <p>Continue implementation of Mindful Monday SEL focus.</p> <p>Continue school psychologist/social worker lessons.</p> <p>Communication in Friday Flash by counselors</p> <p>Curricular/SEL virtual/live talks</p> <p>Survey Students regarding identifying feeling connected to an adult.</p> <p>Survey Students regarding adults helping students when others are mean.</p>	<p>Continue implementation of Growth mindset, mindfulness (Research Based SEL curriculum.)</p> <p>Review final attendance data.</p> <p>Begin planning for 2023-2024 SEL school year.</p> <p>Continue school psychologist/social worker lessons.</p> <p>Survey Students regarding identifying feeling connected to an adult.</p> <p>Celebrate progress and growth.</p> <p>Implement summer parent communication regarding SEL instruction via the Friday Flash</p> <p>Conduct one instructional walk through.</p>

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		Facilitate teacher agency to implement parent communication regarding SEL instruction Conduct one instructional walk through.	
Leading Indicators	<p>Baseline school developed climate survey relative to <i>Identifying a Staff Connection</i>.</p> <p><i>Baseline school developed climate survey related to identifying an adult who helps students when others are mean.</i></p> <p>Baseline school survey related to implementation of <i>Researched Based SEL Curricula</i></p> <p>Absentee Reports</p>	<p>Mid Year school developed climate survey relative to <i>Identifying a Staff Connection</i></p> <p>Mid Year school developed climate survey relative to staff helping student when others are mean.</p> <p>Mid Year school survey related to implementation of <i>Researched Based SEL Curricula</i></p> <p>Absentee Reports</p>	<p>Final school developed climate survey relative to <i>Identifying a Peer/Staff Connection</i></p> <p>Final Year school developed climate survey relative to staff helping student when others are mean.</p> <p>Final school survey related to implementation of <i>Researched Based SEL Curricula</i></p> <p>Absentee Reports</p>
Lagging Indicators	<p>Review Chronic Absentee Data 2021-2022 -baseline.</p> <p>Review School Climate Data 2021-2022.</p>	<p>Review Winter DESSA Mini Data.</p> <p>Review Mid Year Attendance Data - Baseline.</p>	<p>Less than or equal to 5% of NSS students will be indicated as T3 need on DESSA Mini Spring 2023 Assessment.</p> <p>Final Attendance for school year 2022-2023 (whole school and high needs.)</p>
Equity Goals and Shared Responsibility	Tracking high needs attendance data and attendance data for all chronically absent students.	Tracking high needs attendance data and attendance data for all chronically absent students.	Tracking high needs attendance data and attendance data for all chronically absent students.

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	Tracking high needs survey data.	Tracking high needs survey data.	Tracking high needs survey data.
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