

## Fairfield Public Schools – School Improvement Plan

### School Information

<b>School's Name</b>	Osborn Hill Elementary School	<b>School District</b>	Fairfield Public Schools
<b>Principal's Name</b>	David Hudspeth	<b>School Year</b>	2022-2023

### School's Mission/Vision

The mission of Osborn Hill 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. Each member of our community CARES - by demonstrating **Cooperation, Awareness, Responsibility, Empathy, and Self-Control**.

### Theory of Action

If we build positive relationships with **ALL** students and improve **student engagement, agency, and discourse**, then we will increase student attendance and achievement in literacy and numeracy.

### School Improvement Plan (SIP) Representatives

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
David Hudspeth	Principal	Patty Day	Program Facilitator
Colleen Morello	Language Arts Specialist	Cheryl Smith	Language Arts Specialist
Beth Greer	Math Science Teacher	Lindsay Feducia	Psychologist

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Name	Position	Name	Position
Ann Marie Soto	Kindergarten Teacher	Audra Dressler	Psychologist
Deanna Renzulli	Third Grade 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	74% / 39%	81% / 58%	65% / 17%
4th	77% / 15%	64% / 15%	80% / 73%
5th	85% / 58%	87% / 38%	72% / 38%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
School	70% / 59%	N/A	65% / 54%

SBA - Math	2018-2019	2020-2021	2021-2022
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<b>% Proficient</b>	<b>All / HNS</b>	<b>All / HNS</b>	<b>All / HNS</b>
<b>3rd</b>	75% / 23%	86% / 58%	76% / 25%
<b>4th</b>	76% / 50%	68% / 38%	80% / 73%
<b>5th</b>	80% / 36%	79% / 38%	57% / 15%

<b>SBA - Math Growth %</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>
<b>School</b>	71% / 73%	N/A	64% / 60%

<b>NGSS % Proficient</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>
<b>5th</b>	82% / 56%	80% / 38%	69% / 31%

<b>Attendance Chronic Abs.</b>	<b>2018-2019</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>All Students</b>	4.8%	3.2%	6.8%
<b>High Needs</b>	8.0%	4.2%	8.8%

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<b>STAR - Early Literacy % Proficient</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>
<b>Kindergarten</b>	79%/	90%/ 67%	87% / 91%

<b>STAR - ELA % Proficient (Spring)</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>
<b>1st</b>	85% /	83%/ 71%	89.7% / 63%
<b>2nd</b>	72% /	82%/ 36%	83.8% / 58%
<b>3rd</b>	75% /	76%/ 36%	73.8% / 44%
<b>4th</b>	75% /	60%/ 14%	78.7% / 56%
<b>5th</b>	68% /	70%/ 18%	54.1% / 33%

<b>STAR - Math % Proficient (Spring)</b>	<b>2018-2019 All / HNS</b>	<b>2020-2021 All / HNS</b>	<b>2021-2022 All / HNS</b>
<b>1st</b>	93%	93% / 100%	81.4% / 56%
<b>2nd</b>	81%	80% / 29%	82.4% / 58%
<b>3rd</b>	91%	79% / 55%	83.1% / 63%
<b>4th</b>	84%	72% / 36%	91.8% / 78%
<b>5th</b>	89%	88% / 27%	83.6% / 67%

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### **SMART Goal 1**

#### *Root Cause Analysis 1 - Based on School Performance*

There is minimal growth in Grades 3-5 on ELA SBA with little correlation between STAR and SBA, however stronger correlation between students performing in the blue range on STAR also scoring in levels 1 and 2 on SBA. The gap between all students and high needs students in the fourth and fifth grade cohorts closed between the two years of data on the ELA SBA. K-2 performed strongly on the spring administration of the STAR assessment with a range of 83.8% to 89.7% meeting or exceeding.

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

<b>Scientifically Research Based Strategy</b>	Increase in targeted instruction in small group
<b>MOY Results (Expectation/ Reality)</b>	75% of students in grades K - 5 will meet or exceed STAR benchmarks at the middle of the year

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	60% of HNS in grades K - 5 will meet or exceed STAR benchmarks at the middle of the year
<b>EOY Results (Expectation/ Reality)</b>	85% of students in grades K - 5 will meet or exceed STAR benchmarks at the end of the year.  70% of all HNS in grades K - 5 will meet or exceed district STAR benchmarks at the end of the year.
<b>Responsible Individuals</b>	All Staff - Principal, Classroom teachers, Language Arts Specialists, Special Education teachers, EPF
<b>Timeline</b>	August 2022 - June 2023
<b>Resources</b>	Time for planning, professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration
<b>Budget Implications</b>	

### Goal 1 - Implementation and Milestones

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	<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>Ongoing consistent and purposeful small group instruction to differentiate needs and monitor growth - LASW to determine small group need</p> <p>Target SRBI conversations and support plans around “cuspy” kids (as seen in district data and student work) that are not identified previously</p> <p>Continuous and frequent</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>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>Begin conversations between all service providers around support plans for identified students</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 grade 3 as well as multisyllabic mini unit.</p> <p>Students will be exposed to test taking strategies with a focus on structure of questions, format and vocabulary</p>	<p>conversations between all service providers around support plans for identified students</p> <p>Analysis and discussion around student work to monitor progress of the transfer of the implementation TC Phonics Units of Study and Heggerty PA (K-2)</p> <p>Analyze and discuss student work to monitor the progress and transfer of spelling skills from the Implementation of the word work curriculum.</p> <p>Students will be exposed to test taking strategies with focus on structure of questions, format and vocabulary</p>	
<b>Leading Indicators</b>	<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</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</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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	F&P Benchmark Assessments  Gr 3-5: IABs - analyze for all students and high needs	F&P Benchmark Assessments  Gr 3-5: IABs - analyze for all students and high needs	
<b>Lagging Indicators</b>	N/A	N/A	SBA ELA Results - analyze for all students and high needs
<b>Equity Goals and Shared Responsibility</b>	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*

All grade levels are at or above 80% achieving proficiency on STAR Math. Cohorts of 4th and 5th grade students dipped in proficiency level on Math SBA. The gap between Grade 4 all students and high needs students closed to 80% and 73% respectively. Other high needs gaps widened on SBA Math.

<b>School's Goal</b>	Increase overall mathematics performance
<b>SMART Goal</b>	83% of students overall in grades 3-5 will achieve proficiency on Math SBA in Spring 2023.  70% of High Needs Students in Grades 3-5 will achieve proficiency on Math SBA in Spring 2023.
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i>	85% of all students in grades 1 - 5 will meet or exceed district STAR 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 STAR benchmarks at the end of the year.
<b>District Improvement Plan Connection</b>	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)*

<b>Scientifically Research Based Strategy</b>	Consistent implementation of Number Corners workouts with focus on student discourse
<b>MOY Results (Expectation/ Reality)</b>	<p>75% of students in grades 1 - 5 will meet or exceed district STAR benchmarks at the end of the year.</p> <p>60% of HNS in grades K - 5 will meet or exceed STAR benchmarks at the middle of the year</p>
<b>EOY Results (Expectation/ Reality)</b>	<p>85% of students in grades 1 - 5 will meet or exceed district STAR 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>
<b>Responsible Individuals</b>	All Staff - Principal, Classroom teachers, Math Science Specialists, Special Education teachers, EPF
<b>Timeline</b>	August 2022 - June 2023
<b>Resources</b>	Time for planning, professional development for all certified staff, building schedule

	aligned to support mathematics instruction
<b>Budget Implications</b>	Ensure all classrooms have Number Corner guides and materials

**Goal 2 - Implementation and Milestones**

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	<p>Implement Number Corner Workouts of Study with fidelity in grades K-5</p> <ul style="list-style-type: none"> <li>Analyze baseline Assessment data for student needs</li> <li>Monthly grade level meetings to share best practices</li> </ul> <p>Implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills. (K-5)</p> <ul style="list-style-type: none"> <li>GLM time unpacking of unit prior to upcoming units of study</li> <li>GLM conversations LASW to drive instruction and include relevant test taking strategies.</li> </ul> <p>Continuous and frequent</p>	<p>Maintain fidelity of implementation of Number Corner Workouts of Study in grades K-5 -</p> <ul style="list-style-type: none"> <li>K- Analyze NC Check Up for planning</li> <li>Monthly grade level meetings to share best practices</li> <li>PD related to T:S, S:T, and S:S questioning related to Number Corners.</li> </ul> <p>Maintain fidelity of implementation of FPS mathematics curriculum with a focus on conceptual understanding in addition to skills. (K-5)</p> <ul style="list-style-type: none"> <li>GLM conversations with LASW to drive instruction and include relevant test taking strategies.</li> <li>GLM time to LASW related specifically to IABs and planning based on</li> </ul> <p>Staff Meeting Time dedicated 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>conversation between all service providers around support plans for identified students</p> <p>Review with teachers test taking strategies with focus on structure of questions, format and vocabulary (3-5).</p> <p>Establish culture in 3-5 classrooms to encourage questioning and student discourse. Share strategies with K-2 teachers that create culture to encourage questioning and discourse.</p>	<p>understanding of larger progression of learning across grade levels</p> <p>Continuous and frequent conversation between all service providers around support plans for identified students</p> <p>Review with students test taking strategies with focus on structure of questions, format and vocabulary (3-5).</p>	
<b>Leading Indicators</b>	<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 &amp; 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>
<b>Lagging Indicators</b>	N/A	N/A	SBA Math - All school vs. High Needs Students

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<b>Equity Goals and Shared Responsibility</b>	Subgroup performance on indicators:	Subgroup performance on indicators:	Subgroup performance on indicators:
	Baseline (IAB/STAR): High Needs:	MOY (IAB/STAR): High Needs:	EOY (STAR): High Needs:

### **SMART Goal 3**

#### *Root Cause Analysis 1 - Based on School Performance*

Chronic absenteeism rates increased for all students at OHS from previous school years.

Chronic absenteeism rates have increased from previous school years for all students.

- Student Climate Q28: Students feel left out: 42% Agree
- Student Climate Q25: Students treat each other with kindness: 43% Neutral or disagree
- Student Climate Q30: I am teased: 48% Some days/most days/all days

<b>School's Goal</b>	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
<b>SMART Goal</b>	Chronic absenteeism will decrease to 5.0% or less for all students at OHS by June 2023.
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	1. Chronic absenteeism will decrease to 6.0% or less for all HNS at OHS by June 2023. 100% of students who were identified as chronically absent during the 2021-2022 school year will improve their attendance in 2022-2023. 2. 100% of students in grades 2-5 identify on a Likert scale that they almost always feel safe and included within the OHS community by June 2023.

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### District Improvement Plan Connection

District chronic absenteeism will consistently be below 7.5% for all groups of students by 2027

### 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)*

<b>Scientifically Research Based Strategy</b>	CASEL Framework, Second Steps, Responsive Classroom, Everyday Speech
<b>MOY Results (Expectation/ Reality)</b>	100% of identified students will demonstrate improvement in school attendance. 100% of all students will demonstrate improvement in feeling safe and included on a Likert scale.
<b>EOY Results (Expectation/ Reality)</b>	Chronic absenteeism will be at 5.0% or less for all students at OHS. 100% of students at OHS express via a Likert scale they almost always feel safe and included with their peers
<b>Responsible Individuals</b>	Classroom teachers, specialists, school psychologists, EPF
<b>Timeline</b>	September 2022-June 2023
<b>Resources</b>	Ensure all classrooms have CASEL framework, Everyday Speech, Responsive classroom and Second Step curriculums, Access to whole school curriculum for whole class lessons, Small group instruction
<b>Budget Implications</b>	Supplies for CARES, class lessons

### Goal 3 - Implementation and Milestones

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
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<b>Implementation Milestones</b>	<p>Design and implement a kindness/inclusivity scale to be distributed to all students 2-5.</p> <p>Principal to speak about attendance at Open house; create a statement for all general education teachers to deliver to families at Open House regarding chronic absenteeism</p> <p>Share results from School Climate Surveys from students with staff</p> <p>Design a system for communicating with families of chronically absent students.</p> <p>Develop class lesson schedule with classroom teachers</p>	<p>Readminister the kindness/inclusivity scale to all students 2-5</p> <p>School psychologists, EPF meet with teachers at the end of each month to discuss students who are showing increased levels of absenteeism and develop plan; attend conferences with teachers as needed</p> <p>Families of chronically absent students are communicated with on an ongoing basis via appropriate staff member</p> <p>Increase professional development for all staff with a focus on kindness and inclusivity</p> <p>School Climate Committee meets every 4-6 weeks to discuss ongoing concerns around attendance and kindness/inclusivity</p>	<p>Final administration of kindness/inclusivity scale to all students 2-5</p> <p>Review chronic absentee data Identify any student who was chronically absent, identify barriers that prevent student from meeting goal, develop beginning of year strategies, articulate to next school year's teacher as well as family</p>
<b>Leading Indicators</b>	<p>Baseline Likert Scale-kindness/inclusivity (Grades 2-5)</p>	<p>Mid year Likert Scale-kindness/inclusivity (Grades 2-5)</p> <p>Run report for chronic absenteeism and calculate. Then identify students to support.</p>	<p>End of Year Likert Scale-kindness/inclusivity (Grades 2-5)</p> <p>Run report for chronic absenteeism and calculate.</p>
<b>Lagging Indicators</b>	<p>Review school climate data from 2021-2022.</p> <p>Review former chronic</p>	<p>Review school climate data from 2021-2022.</p> <p>Review former chronic absenteeism data</p>	<p>School climate survey for students in grades 3-5</p> <p>Run final absenteeism report</p>

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	absenteeism data from 2021-2022 school year.	from 2021-2022 school year.	for the year
<b>Equity Goals and Shared Responsibility</b>	Discuss attendance goal with PTA presidents Meet with PTA Presidents and School Climate Committee to discuss school wide kindness initiative. Brainstorm needed resources	School psychologists, EPF attend PTA meeting to update community on SIP data (attendance, kindness)	School psychologists, EPF share final SIP data with PTA presidents