

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	2022-2023

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
Molly Farrell	Principal	Lynne Fuchs	MST
Amy Martin	LAS	Melissa Rodrigue	LAS
Brie Roberts	Psychologist	Clare Stafstrom	LMS

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Name	Position	Name	Position
Jackie DePierro	Grade 1	Tara Bainer	Grade 3
Paulette White	Grade 4	Kim Battista	Grade 5

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	63/35	43%/16%	88%/83%
4th	58/41	69%/47%	72%/55%
5th	76/58	85%/63%	82%/71%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
School	63.5/66.5	N/A	89/87.5

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SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
3rd	73/52	45%/16%	88%/83%
4th	60/41	70%/58%	68%/35%
5th	76/58	87%/69%	76%/76%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
School	78.5/69	N/A	93/91.5

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
5th	68/43	75/31	81/71

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022
All Students	5.0%	5.4%	10.2%
High Needs	6.8%	6.7%	17.3%

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STAR - Early Literacy % Proficient	2020-2021 All / HNS	2021-2022 All / HNS
Kindergarten	84/57	84/71

STAR - ELA % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS
1st	68/59	73/61
2nd	79/55	69/50
3rd	52/16	77/50
4th	68/37	64/32
5th	68/45	65/33

STAR - Math % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS
1st	69/56	75/47
2nd	83/80	78/68
3rd	66/32	84/73

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4th	80/53	78/52
5th	88/73	93/83

SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

Despite positive growth in Grades 3-5 on SBA there tends to be little correlation between STAR and SBA, and STAR scores tend to be inconsistent from year to year and from administration to administration. Also, there is a stronger correlation between students performing in the blue range on STAR also scoring in levels 1 and 2 on SBA. We have long suspected that academic vocabulary has been holding students back in performance on STAR.

School's Goal	Increase overall literacy performance.
SMART Goal	75% of all students in grades 3 - 5 will meet or exceed ELA SBA standards on Spring 2023 administration. 65% of HNS will meet or exceed ELA SBA standards on Spring 2023 administration.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	75% of all students in grades K - 5 will meet or exceed district (STAR?) benchmarks at the end of the year. 65% of all HNS in grades K - 5 will meet or exceed district (STAR?) 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

Scientifically Research Based Strategy	Structured Literacy approach with explicit, systematic and multisensory vocabulary instruction with a focus on meaning within connected text in 3-5.
MOY Results (Expectation/ Reality)	By January 2023, 70% of all students will meet or exceed expectations on STAR ELA. 55 % of our high need students will meet or exceed expectations on STAR ELA.
EOY Results (Expectation/ Reality)	By June 2023, 75% of all students will meet or exceed expectations on STAR ELA. 65 % of our high need students will meet or exceed expectations on STAR ELA.
Responsible Individuals	All Staff - Principal, Classroom teachers, Language Arts Specialists, Special Education teachers, EPF
Timeline	September 2022 to June 2023
Resources	Time for planning, professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration <u>Vocabulary: Knowledge to Practice</u> by Margie Gillis & Nancy Chapel Eberhart
Budget Implications	

Goal 1 (b) - Strategic Plan

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Scientifically Research Based Strategy	Structured Literacy approach with explicit, systematic and multisensory instruction in word work with fidelity using TCPUOS in K-2 and Heggerty in K &1.
MOY Results (Expectation/ Reality)	By January 2023, 70% of all students will meet or exceed expectations on STAR ELA. 55% of our high need students will meet or exceed expectations on STAR ELA.
EOY Results (Expectation/ Reality)	By June 2023, 75% of all students will meet or exceed expectations on STAR ELA. 65 % of our high need students will meet or exceed expectations on STAR ELA.
Responsible Individuals	All Staff - Principal, Classroom teachers, Language Arts Specialists, Special Education teachers, EPF
Timeline	September 2022 to June 2023
Resources	Time for planning, professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration <u>TCPUOS & Heggerty Curriculum</u>
Budget Implications	TBD

Goal 1 - Implementation and Milestones

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	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Present SIP at Faculty Meeting.</p> <p>Use Grade Level Meetings for LASW (review of Spring data and initial fall data) to determine focus for instruction to address whole class/small group needs.</p> <p>3-5: Review Word Work Curriculum at grade level meetings and discuss implementation of vocabulary instruction in 3-5. Determine and implement resources to be used.</p> <p>K-2: Review & Implement TC Phonics Units of Study and Heggerty PA with fidelity in grades K-2</p>	<p>Target SRBI conversations and support plans around the data showing students identified as not meeting grade level standards.</p> <p>Continuous and frequent co-planning and collaboration between all service providers around support plans for identified students.</p> <p>Continue LASW in SBRI and GLM's in order to determine whole class and small group instruction to increase growth and development in 3-5. Add review of IAB performance to data review.</p> <p>K-2: Continual and frequent analysis of student work and planning to increase the transfer of the skills from TC Phonics Units of Study and Heggerty PA</p> <p>3-5: LASW to monitor the progress and transfer of spelling skills and mechanics from the implementation of the word work curriculum & vocabulary study.</p> <p>Continue to implement resources chosen and modify as needed.</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>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 TC Developmental Spelling Assessment 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 TC Developmental Spelling Assessment 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>
Lagging Indicators	<p>N/A</p>	<p>N/A</p>	<p>SBA ELA Results - analyze for all students and high needs</p>
Equity Goals and Shared Responsibility	<p>Subgroup performance on indicators:</p> <p>Baseline (IAB/STAR): High Needs:</p>	<p>Subgroup performance on indicators:</p> <p>MOY (IAB/STAR): High Needs:</p>	<p>Subgroup performance on indicators:</p> <p>EOY (STAR): High Needs:</p>

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SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

All grade levels are at or above 75% achieving proficiency on STAR Math. The gap between high needs and all students' performance on STAR math trends towards closing as students reach Grade 5. Strong collaboration and targeted work on building agency in problem solving resulted in high growth in math SBA performance for all students and for high needs students.

School's Goal:	Increase overall mathematics performance.
SMART Goal	<p>75% of students overall in grades 3-5 will achieve proficiency on Math SBA in Spring 2023.</p> <p>65% of High Needs Students in Grades 3-5 will achieve proficiency on Math SBA in Spring 2023.</p>
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<p>80% of all students in grades 1 - 5 will meet or exceed district (STAR?) benchmarks at the end of the year.</p> <p>70% of all High Needs Students in grades 1-5 will meet or exceed district (STAR?) benchmarks at the end of the year.</p>
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 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)

Scientific Research Based Strategy	Math Workshop model with a blend of direct instruction, structured investigation, and open exploration implemented in all classrooms with fidelity. (K-5)
MOY Results (Expectation/ Reality)	<p>By January 2023, 65% of all students in grades 1 - 5 will meet or exceed district STAR benchmarks at the middle of the year.</p> <p>By January 2023, 60% of all High Needs Students in grades 1-5 will meet or exceed district STAR benchmarks at the end of the year.</p>
EOY Results (Expectation/ Reality)	<p>80% of all students in grades 1 - 5 will meet or exceed district STAR benchmarks at the end of the year.</p> <p>70% of all High Needs Students in grades 1-5 will meet or exceed district STAR benchmarks at the end of the year.</p>
Responsible Individuals	All Staff - Principal, EPF, Classroom teachers, MST, Special Education teachers
Timeline	September to June
Resources	Time for planning, professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration
Budget Implications	None anticipated

Goal 2 (b) - Strategic Plan

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Scientifically Research Based Strategy	Implementation of self-assessment survey to develop agency and independence in problem solving. (3-5)
MOY Results (Expectation/ Reality)	By January 2023, 65% of all students in grades 1 - 5 will meet or exceed district STAR benchmarks at the middle of the year. By January 2023, 60% of all High Needs Students in grades 1-5 will meet or exceed district STAR benchmarks at the end of the year.
EOY Results (Expectation/ Reality)	80% of all students in grades 1 - 5 will meet or exceed district STAR benchmarks at the end of the year. 70% of all High Needs Students in grades 1-5 will meet or exceed district STAR benchmarks at the end of the year.
Responsible Individuals	All Staff - Principal, EPF, Classroom teachers, MST, Special Education teachers
Timeline	September to June
Resources	Time for planning, professional development for all certified staff, collaboration; building schedule aligned to support instruction and collaboration
Budget Implications	None anticipated

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Present SIP at Faculty Meeting MST will review instructional model with all classroom teachers at GLM or Faculty meetings	Target SRBI conversations and support plans around the data showing students identified as not meeting grade level standards. Continuous and frequent co-planning	Completion of IAB assessments and STAR including data analysis for presentation to faculty Grade level teams participate

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	<p>Use Grade Level Meetings for LASW (review of Spring data and initial fall data) to determine focus for instruction to address whole class/small group needs.</p> <p>K-2:</p> <ul style="list-style-type: none"> Classroom teachers will utilize Bridges workplaces within current math units at least 3 days out of the 6 day cycle. Time for Number Corner will be built into classroom schedules <p>3-5:</p> <ul style="list-style-type: none"> MST will assist classroom teachers to implement <i>Problem of the Week</i> and a student survey regarding student agency. Classroom will post problem solving strategies in the classroom and will review with students regularly 	<p>and collaboration between all service providers around support plans for identified students.</p> <p>Continue LASW in SBRI and GLM's in order to determine whole class and small group instruction to increase growth and development in 3-5. Add review of IAB performance to data review.</p>	<p>in SRBI meetings to reflect on celebrations and areas of improvement.</p>
Leading Indicators	<p>September: K-5: Baseline Assessment</p> <p>Gr 4-5 STAR Math - analyze for all students and high needs</p>	<p>November, January: Kindergarten: Number Corner Check Up Assessments</p> <p>Gr 4-5 STAR Math - analyze for all students and high needs</p>	<p>March, May: Kindergarten: Number Corner Check Up Assessments</p> <p>Gr 4-5 STAR Math - analyze for all students and high needs</p>

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	Gr 3-5 Performance on administered survey Gr K-3 Math (TBD) Benchmark - analyze for all students and high needs Gr 3-5: OCT IABs - analyze for all students and high needs	Gr 3-5 Performance on administered survey Gr K-3 Math (TBD) Benchmark - analyze for all students and high needs Gr 3-5: FEB IABs & MARCH IABs - analyze for all students and high needs	Gr 3-5 Performance on administered survey Gr K-3 Math (TBD) Benchmark - analyze for all students and high needs
Lagging Indicators	N/A	N/A	SBA Math - All school vs. High Needs Students
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 3

Root Cause Analysis 1 - Based on School Performance

The pandemic years showed an increase in chronic absenteeism for our school (10.2% for all students) and in our high needs population (17.3% for high needs). Due to the correlation between consistent school attendance and academic performance, students who are chronically absent are missing crucial instruction. If we improve home-school communication and connection, and adjust schedules to build agency in students to come to school regularly and on time, our school performance will improve.

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School's Goal:	Decrease chronic absenteeism and increase attendance in all sub groups.
SMART Goal:	By June 2023, chronic absenteeism will decrease to 7.5% or below for all students.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	High Needs students will decrease chronic absenteeism to 10% by June 2023 (currently at 17.3%) The Hispanic/Latino subgroup will decrease chronic absenteeism to 10% by June 2023. (currently at 16.0%)
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

Scientifically Research Based Strategy:	Implementing “soft starts” and a purposeful play approach in all classrooms.
MOY Results (Expectation/ Reality)	By January 2023, chronic absenteeism will decrease to 8.8% or below for all students. High Needs students will decrease chronic absenteeism to 13% or below. The Hispanic/Latino subgroup will decrease chronic absenteeism to 13% or below.
EOY Results (Expectation/ Reality)	By June 2023, chronic absenteeism will decrease to 7.5% or below for all students. High Needs students will decrease chronic absenteeism to 10% or below. The Hispanic/Latino subgroup will decrease chronic absenteeism to 10% or below.
Responsible Individuals:	All classroom teachers; Principal, HH Leadership Team
Timeline:	September to June
Resources	<u>Purposeful Play</u> K. Mraz, <u>Culturally Responsive Teaching and the Brain</u> Z.

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	Hammond.. <u>You Can't Teach Through a Rat</u> M. Berkowitz., <u>How to Implement and Be Successful at Soft Start Mornings</u>
Budget Implications	Professional Books

Goal 3 (b) - Strategic Plan

Scientifically Research Based Strategy:	Increase positive home-school communication & connection with an extra focus on students with previous levels of chronic absenteeism over 10%.
MOY Results (Expectation/ Reality)	By January 2023, chronic absenteeism will decrease to 8.8% or below for all students. High Needs students will decrease chronic absenteeism to 13% or below. The Hispanic/Latino subgroup will decrease chronic absenteeism to 13% or below.
EOY Results (Expectation/ Reality)	By June 2023, chronic absenteeism will decrease to 7.5% or below for all students. High Needs students will decrease chronic absenteeism to 10% or below. The Hispanic/Latino subgroup will decrease chronic absenteeism to 10% or below.
Responsible Individuals:	All classroom teachers; Principal, HH Leadership Team
Timeline:	September to June
Resources	<u>Purposeful Play</u> K. Mraz, <u>Culturally Responsive Teaching and the Brain</u> Z. Hammond.. <u>You Can't Teach Through a Rat</u> M. Berkowitz., <u>How to Implement and Be Successful at Soft Start Mornings</u> https://www.pearson.com/content/dam/one-dot-com/one-dot-com/ped-blogs/wp-content/pdfs/DigitalAge_ParentCommunication_121113.pdf
Budget Implications	Professional Books

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Present SIP at Faculty Meeting</p> <p>Present SIP Goals to families at Open House & PTA meeting</p> <p>Classroom teachers make family connections (e.g., phones call home) to all families.</p> <p>Classroom teachers will begin using <i>Connection and Communication Log</i>.</p> <p>Soft Starts are occurring in every classroom 2 times per week (M & F).</p> <p>Teacher implementation of soft starts in classroom</p> <p>Leadership Team will review last year's attendance data and determine if additional contact/supports are required for certain families.</p> <p>Chronic absenteeism data reviewed at SRBI Tier 1.</p>	<p>Faculty meeting- <i>Spotlight On: Soft Start Successes</i>.</p> <p>Letters go home regarding attendance.</p> <p>Soft Starts are occurring in every classroom 2-3 times per week.</p> <p><i>Connection and Communication Log</i> will be reviewed at grade level meetings.</p> <p>Chronic absenteeism will be reviewed at Leaderships and shared at grade level meetings/and or Tier 1 SRBI meetings.</p> <p><u>You Can't Teach Through a Rat</u> book study</p>	<p>Faculty meeting- <i>Spotlight On: Soft Start Successes</i>.</p> <p>Letters go home regarding attendance.</p> <p>Soft Starts are occurring in every classroom 3-5 times per week.</p> <p><i>Connection and Communication Log</i> will be reviewed at grade level meeting</p> <p>Chronic absenteeism will be reviewed at Leadership and shared at grade level meetings.</p>

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Leading Indicators	Monitoring of chronic absenteeism rates and data for All Students, HNS and Hispanic/Latino students.	Monitoring of chronic absenteeism rates and data for All Students, HNS and Hispanic/Latino students	Monitoring of chronic absenteeism rates and data for All Students, HNS and Hispanic/Latino students.
Lagging Indicators	<p>Review school climate data from 2021-2022.</p> <p>Review former chronic absenteeism data from 2021-2022 school year and compare to current.</p>	<p>Review school climate data from 2021-2022.</p> <p>Review former chronic absenteeism data from 2021-2022 school year and compare to current.</p>	<p>School climate survey for students in grades 3-5 for 22-23.</p> <p>Run final absenteeism report for the year and compare to 21-22.</p>
Equity Goals and Shared Responsibility	<p>Make family connections from additional staff (beyond classroom teacher) to the High Needs population.</p> <p>Present SIP goals including attendance to PTA and parent community at Open House.</p>	<p>The Leadership Team will review attendance data and determine strategies to connect with families and encourage attendance from the High New and Hispanic/Latino population.</p> <p>Update PTA and parent community on progress towards decreasing chronic absenteeism.</p>	<p>The Leadership Team will review attendance data and determine strategies to connect with families and encourage attendance from the High Needs and Hispanic/Latino population.</p>