

Fairfield Public Schools – School Improvement Plan

School Information

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| School's Name | Roger Ludlowe Middle School | School District | Fairfield Public Schools |
| Principal's Name | Megan Tiley | School Year | 2022-2023 |

School's Mission/Vision

In alignment with Fairfield Public Schools and in partnership with families and community, Roger Ludlowe Middle School's mission 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.

Theory of Action

If we identify actionable goals with targeted key performance indicators (KPI's) and action steps for success, then we will increase student engagement and achievement.

- If we support students to be strong readers, writers, and thinkers by implementing the core literacy curriculum offered through Tier 1 instruction and teach students to transfer these skills into all academic courses, then students' overall literacy skills will improve.
- If we embed inquiry-based instruction into the implementation of math curriculum standards with fidelity, then students will be cognitively engaged and intrinsically motivated and overall math skills will improve.
- If we implement proactive strategies to promote a safe and trusting school culture, then students will feel included, valued and connected to peers and adults in the school community, and students' absenteeism will decrease.

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School Improvement Plan (SIP) Representatives

| Name | Position | Name | Position |
|---|--------------------------|----------------|-------------------|
| Megan Tiley/Karin Shaughnessy/Steve DeAngelo | Administrative Team | Chris McAleese | Teacher - Tech Ed |
| Stacy Andrejczyk | Teacher - Science 7 | Jackie McManus | SRBI Coordinator |
| Nicki Callahan | Library Media Specialist | Jason Purzycki | Dean of Students |
| Jill DeNomme | Teacher - Science 6 | Tom Reilly | Teacher - Math 8 |
| Kate Harder | School Counselor | | |

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 |
|---------------------------|------------------------|------------------------|------------------------|
| 6th | 88%/61% | 72%/35% | 84%/55% |
| 7th | 81%/57% | 74%/49% | 81%/54% |
| 8th | 83%/52% | 77%/43% | 77%/54% |

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| SBA - ELA Growth % | 2018-2019 All / HNS | 2020-2021 All / HNS | 2021-2022 All / HNS |
|-------------------------------|--------------------------------|--------------------------------|--------------------------------|
| School | 58.8%/45% | N/A | 65%/57% |

| SBA - Math % Proficient | 2018-2019 All / HNS | 2020-2021 All / HNS | 2021-2022 All / HNS |
|------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 6th | 79%/45% | 66%/37% | 79%/62% |
| 7th | 74%/44% | 63%/40% | 70%/36% |
| 8th | 77%/42% | 70%/33% | 67%/47% |

| SBA - Math Growth % | 2018-2019 All / HNS | 2020-2021 All / HNS | 2021-2022 All / HNS |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| School | 71.6%/57.5% | N/A | 72%/67% |

| NGSS % Proficient | 2018-2019 All / HNS | 2020-2021 All / HNS | 2021-2022 All / HNS |
|------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 8th | 77%/47% | 68%/32% | 70%/53% |

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| Attendance Chronic Abs. | 2018-2019 | 2020-2021 | 2021-2022 |
|------------------------------------|------------------|------------------|------------------|
| All Students | 5.1% | 20.9% | 10.1% |
| High Needs | 8.2% | 29.3% | 14.7% |

| STAR - ELA % Proficient (Spring) | 2018-2019 All / HNS | 2020-2021 All / HNS | 2021-2022 All / HNS |
|---|--------------------------------|--------------------------------|--------------------------------|
| 6th | N/A | 52%/47% | 61%/42% |
| 7th | N/A | 57%/32% | 47%/21% |
| 8th | N/A | 53%/33% | 48%/41% |

| STAR - Math % Proficient (Spring) | 2018-2019 All / HNS | 2020-2021 All / HNS | 2021-2022 All / HNS |
|--|--------------------------------|--------------------------------|--------------------------------|
| 6th | N/A | 71%/37% | 82%/50% |
| 7th | N/A | 73%/41% | 72%/35% |
| 8th | N/A | 79%/46% | 74%/62% |

SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

The 20-21 RLMS Smarter Balanced Assessment (SBA) ELA data is not showing desired proficiency results. The SBA data suggests that an increased focus on subgroups is necessary to improve student proficiency (met and exceeded benchmark) overall.

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| School's Goal | To close the gap between subgroups and all student performances in English Language Arts (ELA) as measured by the SBA 2021 baseline data. |
| SMART Goal | RLMS will increase the 2023 SBA ELA Performance (% Proficient) score by 7 percentage points (from 74% to 81%) for all students and begin to close the subgroups gap. |
| Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable | The High Needs subgroup will increase in % Proficiency by 10 percentage points (from 46% to 56%) on the ELA SBA by June 2023. The Black/African American/Hispanic/2+ races subgroup will increase in Proficiency by 8 percentage points (from 71% to 79%) on the ELA SBA by June 2023. |
| District Improvement Plan Connection | Direct link to Key Performance Indicator 2 - English Language Arts 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 2021 district performance in a positive direction. |

Goal 1 - Strategic Plan

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| Scientifically Research Based Strategy | Teachers will utilize standards-based goals, set high expectations, ask higher level questions, incorporate academic conversations, offer routine opportunities for responding to text (understanding, responding to, critiquing, creating - Lanning, 2014), provide actionable feedback, and build academic vocabulary. |
| MOY Results (Expectation/ Reality) | <i>STAR results % in meeting standards (meeting/exceeding).</i> IAB results Unit assessments LASW |
| EOY Results (Expectation/ Reality) | To close the gap between subgroups and all student performances in Language Arts as measured by the SBA 2021 baseline data. |
| Responsible Individuals | All teachers, Support Staff, Administrators/Program Director, SRBI coordinator, Language Arts Specialists |
| Timeline | Fall 2022 - Spring 2023 |
| Resources | CCSS, IABs, STAR, Common Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise). Students will have multiple opportunities for understanding text, responding to text, critiquing text, and creating text (Lanning, 2014). |
| Budget Implications | Professional development and time to develop common assessments and adjust lessons for the new implementation of a block schedule. |

Goal 1 - Implementation and Milestones

| | Beginning of the Year | Middle of the Year | End of the Year |
|----------------------------------|--|--|---|
| Implementation Milestones | <ul style="list-style-type: none"> • SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation • PD around SBA skills/questioning/use of text • PD around teaching standards-based content in a block schedule • Teacher goal setting directly connected to target areas • Utilize SRBI Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction | <ul style="list-style-type: none"> • SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation • PD around SBA skills/questioning/use of text • Teacher mid-year goal setting meetings directly connected to target areas | <ul style="list-style-type: none"> • SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation • Teacher end of year goal setting meetings directly connected to target areas |
| Leading Indicators | <ul style="list-style-type: none"> • STAR ELA performance baseline at approximately % proficient. • Star Assessments • IABs | <ul style="list-style-type: none"> • Star Assessments • IABs • LASW • Unit Assessments as aligned to ELA standards | <ul style="list-style-type: none"> • Star Assessments • IABs • LASW • Unit Assessments as aligned to ELA standards • SBA scores |

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| | <ul style="list-style-type: none"> Unit Assessments as aligned to ELA standards. Student work Universal screeners/data analysis SRBI process Diagnostic pre-test | | |
| Lagging Indicators | <ul style="list-style-type: none"> SBA score | <ul style="list-style-type: none"> IABs | <ul style="list-style-type: none"> SBA score |
| Equity Goals and Shared Responsibility | <ul style="list-style-type: none"> Subgroup performance on indicator Baseline (SBA 2021): <p>High Needs:46% 2-plus races: 73% Black: 67% Hispanic: 70%</p> <ul style="list-style-type: none"> STAR - spring 2022 - % Proficient <p>High Needs: 6-31% 7- 24% 8- 24% Black: 6- 20% 7- 100% 8 -43% Hispanic: 6- 60% 7- 60% 8 - 41%</p> | <ul style="list-style-type: none"> <i>STAR results % in meeting standards (blue/green)</i> IAB results Unit assessments LASW Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups | <ul style="list-style-type: none"> Subgroup Performance on indicators: EOY(SBA): <p>High Needs:56% Black/African American/Hispanic/2+ races: 79%</p> <ul style="list-style-type: none"> Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups |

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| | 2-plus races: 6- 81% 7- 44% 8 - 59% <ul style="list-style-type: none"> Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups. | | |
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SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

The 20-21 RLMS Smarter Balanced Assessment (SBA) Math data is not showing desired proficiency results. The SBA data suggests that an increased focus on subgroups is necessary to improve student proficiency (met and exceeded benchmark) overall.

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| School's Goal | To close the gap between subgroups and all student performances in Mathematics as measured by the SBA 2021 baseline data. |
| SMART Goal | RLMS will increase the 2023 SBA Math Performance (% Proficient) score by 4 percentage points (from 66% to 70%) for all students and begin to close the subgroups gap. |
| Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable | <p>The High Needs subgroup will increase in % Proficiency by 8 percentage points (from 38% to 46%) on the Math SBA by June 2023.</p> <p>The Black/African American/Hispanic/2+ races subgroup will increase in % Proficiency</p> |

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| | by 6 percentage points (from 57% to 63%) on the Math SBA by June 2023. |
| District Improvement Plan Connection | Direct link to Key Performance Indicator 4 - 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 - Strategic Plan

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| Scientifically Research Based Strategy | Teachers will utilize inquiry based learning, spiraling practice, and cooperative learning. |
| MOY Results (Expectation/ Reality) | <i>STAR results % in meeting standards (meeting/exceeding)</i> IAB results Unit assessments LASW |
| EOY Results (Expectation/ Reality) | To close the gap between subgroups and all student performances in Mathematics as measured by the SBA 2021 baseline data. |
| Responsible Individuals | All teachers, Administrators, Program Directors, SRBI coordinator, Math Resource Teachers |
| Timeline | Fall 2022 - Spring 2023 |
| Resources | New Math textbooks, IABs, STAR, Common Assessments, data analysis, grade level/department time (PIRR - planning, implementation, review and revise) |
| Budget Implications | Professional development and time to develop common assessments and adjust lessons for the new implementation of a block schedule with a new textbook. |

Goal 2 - Implementation and Milestones

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| | Beginning of the Year | Middle of the Year | End of the Year |
|----------------------------------|--|--|---|
| Implementation Milestones | <ul style="list-style-type: none"> • SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation • PD around SBA skills/questioning/use of text • Teacher goal setting directly connected to target areas • Utilize SRBI Coordinator, MRT's and LAS's to support teachers in specific growth targets and small group instruction | <ul style="list-style-type: none"> • SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation • PD around SBA skills/questioning/use of text • Teacher mid-year goal setting meetings directly connected to target areas | <ul style="list-style-type: none"> • SRBI process grounded in literacy and numeracy • Departmental data analysis • Crew meetings • Grade level planning in PIRR meetings • Common assessment creation and implementation • PD around SBA skills/questioning/use of text • Teacher end of year goal setting meetings directly connected to target areas |
| Leading Indicators | <ul style="list-style-type: none"> • STAR math performance baseline at approximately 74% proficient. • Star Assessments, IABs • Unit Assessments as aligned to mathematics standards. • Student work, SRBI process • Universal screeners/data analysis | <ul style="list-style-type: none"> • Star Assessments • IABs • LASW • Unit Assessments as aligned to Math standards | <ul style="list-style-type: none"> • Star Assessments • IABs • LASW • Unit Assessments as aligned to Math standards • SBA scores |

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| | <ul style="list-style-type: none"> Diagnostic pre-test | | |
| Lagging Indicators | <ul style="list-style-type: none"> SBA score review | <ul style="list-style-type: none"> IABs | <ul style="list-style-type: none"> SBA scores |
| Equity Goals and Shared Responsibility | <ul style="list-style-type: none"> Subgroup performance on indicators: <ul style="list-style-type: none"> Baseline (SBA 2021): High Needs:38% 2-plus races: 60% Black: 42% Hispanic: 60% STAR spring 2022- % Proficient High Needs: 6- 54% 7- 35% 8 - 48% Black: 6- 50% 7- 100% 8 -29% Hispanic: 6- 60% 7- 71% 8 - 50% 2-plus races: 6- 100% 7- 89% 8 - 75% Professional texts, | <ul style="list-style-type: none"> <i>STAR results % in meeting standards (blue/green)</i> IAB results Unit assessments LASW Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups | <ul style="list-style-type: none"> Subgroup Performance on indicators: EOY(SBA): High Needs:46% Black/African American/Hispanic/2+ races:63% Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups |

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| | professional development, monthly SRBI meetings and specific connections to subgroups. | | |
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SMART Goal 3

Root Cause Analysis 1 - Based on School Performance

Absenteeism has increased from 5.1% to 9.8% for all students and from 8.2% to 13.4% for High Needs Students over the past three years of attendance data. In order to increase student engagement and participation, students must be present during the entire school day.

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| School's Goal | To increase student engagement and participation. |
| SMART Goal | To decrease chronic absenteeism by 10% for all groups of students by June 2023. |
| Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable | Infinite Campus quarterly data visualization of chronic absenteeism. All students' absenteeism will decrease from 9.8% to 8.8%. The High Needs Subgroup's absenteeism will decrease from 13.4% to 12.1%. |
| District Improvement Plan Connection | Direct link to Key Performance Indicator 9 - District Chronic Absenteeism rates will consistently be at 5% for all groups by 2027. |

Goal 3 - Strategic Plan

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| Scientifically Research Based Strategy | Implementation of a consistent social emotional MTSS structure and process to ensure consistency of intervention services. |
| MOY Results (Expectation/ Reality) | January 2023 - Identification of all tiered student needs. Systems in full implementation. |
| EOY Results (Expectation/ Reality) | June 2023 - To decrease chronic absenteeism by 10% for all groups of students. |
| Responsible Individuals | All staff (administration, counseling staff, teachers) |
| Timeline | Fall 2022 - Spring 2023 |
| Resources | Infinite Campus data visualization. Counseling/Administrative weekly meeting time. MTSS - Attendance intervention system. |
| Budget Implications | Potential costs for incentive rewards, certificates, prizes, etc. |

Goal 3 - Implementation and Milestones

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|--|------------------------------|---------------------------|------------------------|
| | Beginning of the Year | Middle of the Year | End of the Year |
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| Implementation Milestones | <ul style="list-style-type: none"> • Teacher goal setting directly connected to target areas. • Create a tiered system to monitor student attendance and to positively impact school attendance to foster greater participation/engagement • Create consistent expectations for all student homeroom/FLEX time. • Create opportunities for students during Flex/HR time (Tech Team, Podcast Club, recycling crew, etc.) • Mentor/Mentee program reboot • Implement new recess/SEL opportunity for students during grade level lunch waves • Continue to implement SEL screener to all students supported by DESSA mini. • Utilize school climate surveys to identify specific student needs and areas of growth | <ul style="list-style-type: none"> • Monitor student attendance and support through utilization of the tiered system • Monitor student attendance through the utilization of Infinite Campus and counseling meetings • Adjust supports to student plans when required, such as adding tiered interventions, counseling, parent contact, consulting with family community service provider, or level 1 PPT. • Continue to implement SEL screener to all students supported by DESSA. • Continue SEL activities | <ul style="list-style-type: none"> • Analyze attendance data (whole school/high needs) to discern impact of tiered attendance support system • Continue to implement SEL screener to all students supported by DESSA. • Continue SEL/NEST and communities activities • End of the year awards, celebrations and activities • At the end of the year transition meetings, attendance data and support plans will be shared with appropriate staff. |
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| | <p>and support</p> <ul style="list-style-type: none"> • Team-building experience at Mountain Workshop for all 6th graders in Fall • Student field trips | | |
| Leading Indicators | <ul style="list-style-type: none"> • Weekly review of absence data • Quarterly state reports • Identification of and intervention for students with anxiety/school avoidance issues | <ul style="list-style-type: none"> • Weekly review of absence data • Quarterly state reports • Identification of and intervention for students with anxiety/school avoidance issues | <ul style="list-style-type: none"> • RLMS will see a decrease of student absenteeism with an increase of student engagement and participation measured by Infinite Campus and end of the year school survey |
| Lagging Indicators | <ul style="list-style-type: none"> • On average, chronic absenteeism rate has been approximately 5%, but was 12.1% in 2021-22. | <ul style="list-style-type: none"> • Data analysis of chronic absenteeism of high needs and all students to ensure appropriate students are identified and supports are in place. Through this data analysis, RLMS will breakdown the high needs students to target subgroups for intervention. | <ul style="list-style-type: none"> • At the end of the year transition meetings, attendance data for and support plans for chronically absent students will be shared with appropriate staff |

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| Equity Goals and Shared Responsibility | <ul style="list-style-type: none">• Review RLMS students prior year attendance data and monitor students with chronic absenteeism over 16%.• Consult and collaboration with case manager and support staff for identified students | <ul style="list-style-type: none">• Subgroup attendance data review• Consult and collaboration with case manager and support staff for identified students• Using the mid-year data analysis, RLMS will provide targeted interventions for the chronically absent high needs students and breakdown sub-groups for intervention as necessary. | <ul style="list-style-type: none">• Subgroup attendance data review• End of the year meeting with appropriate stakeholders to review data, supports, and plan for upcoming school year |
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