

RIVERFIELD ELEMENTARY SCHOOL - 2019-20 SCHOOL IMPROVEMENT PLAN

<b>Smart Goal #1 Riverfield implements district mathematics Scientific Research Based Intervention process with fidelity.</b>						
<b>Root Cause Analysis: District data review revealed need to strengthen and standardize Scientific Researched Based Intervention process in all schools to ensure equity and access for all students</b>						
<b>Strategies and Activities</b>	<b>Desired Results</b>	<b>Monitoring (When and How)</b>	<b>Results Indicator</b>	<b>Person Responsible</b>	<b>Timeline (Month/Year)</b>	<b>Resources Needed</b>
Revisit Scientific Research Based Intervention process	Staff will be able to articulate Scientific Researched Based Intervention process for mathematics	Scientific Researched Based Intervention meetings	Scientific Researched Based Intervention meetings will be efficient and focus on student need	Principal	Completed by September 2019	Scientific Researched Based Intervention documents utilized for Language Arts
Monthly grade level discussion on Fairfield Public Schools mathematics standards	Staff will be able to demonstrate understanding of Fairfield Public Schools standards and the strategies required to meet the needs of all students	Review of Practice meetings with teachers and Principal	Ten agenda topics will be related to mathematics instruction	Elementary Program Facilitator, Mathematics/Science Teacher	Ongoing	Fairfield Public Schools standards document
Professional development on intervention strategies to include resources, develop standards for small group instruction, utilize Fairfield Public Schools diagnostic assessments	Teachers will implement small group instruction to meet the needs of all learners.	Principal walk-throughs, STAR performance	Staff will be able to demonstrate understanding of Fairfield Public Schools standards and the strategies required to meet the needs of all students	All staff	Ongoing	Standards, diagnostic assessments, grade level staff with Mathematics/Science Teacher, Elementary Program Facilitator and Principal
Administer diagnostic assessment to all staff in order to educate teachers on grade level expectations and to provide feedback to Fairfield Public Schools CO on validity of assessments	Teachers will be familiar with all grade level standards	Grade level meetings, Scientific Research Based Intervention meetings, STAR data	Staff will demonstrate understanding of grade level standards, will utilize result to inform instruction and provide feedback to district	Mathematics/Science Teacher and grade level teachers	Ongoing	Time to review results and discuss intervention strategies

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<b>SMART GOAL #2- Establish a plan and create resources aligned with Fairfield Public Schools curricula to embed test taking strategies, format, and vocabulary for ELA and mathematics.</b>						
<b>Root Cause Analysis: Student classroom performance revealed F and P and STAR results for some students do not align with Smarter Balance Assessment results.</b>						
<b>Strategies and Activities</b>	<b>Desired Results</b>	<b>Monitoring (When and How)</b>	<b>Results Indicator</b>	<b>Person Responsible</b>	<b>Timeline (Month/Year)</b>	<b>Resources Needed</b>
Utilize Smarter Balance Assessment interim Assessment (IABS) in mathematics and language arts	Monitor student achievement towards Smarter Balance Assessment standards	Grade level meetings with Elementary Program Facilitator, Mathematics/ Science Teacher and Principal	Ongoing improvement in classroom performance and IAB results for individual students	Grade level teachers, Mathematics/Science Teacher, Elementary Program Facilitator, and Principal	Ongoing	Time to review results and establish plan to support increasing student achievement
Utilize NGSS practice assessments	Students will be more confident when taking the practice assessment	Grade level meetings with Elementary Program Facilitator, Mathematics/ Science Teacher and Principal	Student achievement will increase on NGSS assessment	Mathematics/Science Teacher and grade level teachers	Ongoing	Time to review results and establish plan to support increasing student achievement
Provide professional development on embedding effective practices to improve student achievement	Teachers will increase their capacity to support students	Grade level meetings with Elementary Program Facilitator, Mathematics/ Science Teacher and Principal	Teachers will be able to effectively provide small group instruction to increase student achievement	Mathematics/Science Teacher, Elementary Program Facilitator, Central Office and Principal	Ongoing	Professional Resources
Continue to analyze current resource for effectiveness	Establish a bank of resources that will support small group instruction and intervention plans for students	Grade level meetings with Elementary Program Facilitator, Mathematics/ Science Teacher and Principal	Student achievement will increase due to effective small group instruction.	Mathematics/Science Teacher and grade level teachers	Ongoing	Time for staff to meet with Elementary Program Facilitator, Mathematics/ Science Teacher and Principal
Monthly grade level agenda related to Smarter Balance instructional strategies	Increased student achievement on Smarter Balance Assessment	Grade level meetings with Elementary Program Facilitator, Mathematics/ Science Teacher and Principal	Student performance will improve as a result of teachers improving their knowledge of standards and instructional practices	Elementary Program Facilitator, Mathematics/ Science Teacher and grade level teachers	Ongoing	Time for staff to meet with Elementary Program Facilitator, Mathematics/ Science Teacher and Principal
Analyze student performance on Smarter Balance Assessment results 2019	Teachers will be informed about school-wide data	Faculty meetings/Grade level meetings	Teachers will be able to embed instructional strategies to increase student achievement	Elementary Program Facilitator, Mathematics/ Science Teacher, Principal and grade level teachers	Completed by September 30, 2019	Time with Central Office staff

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Smart Goal #3: We will establish a school wide community that promotes positive social and emotional learning for all						
Root Cause Analysis: Many students face issues related to dysregulation, anxiety, and depression, which negatively impacts their learning as well as others around them.						
Strategies and Activities	Desired Results	Monitoring (When and How)	Results Indicator	Person Responsible	Timeline (Month/Year)	Resources Needed
Implement 2 elements of Morning Meeting each day in every classroom ~ Morning Message and Greeting. Incorporate Share and Activity throughout week.	Build a positive classroom community where students feel supported and safe	Principal walkthroughs, agenda item at faculty meeting or grade level meetings	Classroom concerns and issues will be mediated in the classroom.	All staff	Ongoing	Professional Development refresher about Responsive Classroom elements
Utilize first six weeks to make RFLD pledge come alive by teaching/modeling each word in the pledge and attaching it to community expectations. Intro All School Book.	Students will know the expected behaviors in/during: hallway, cafeteria, recess, All School Meetings, lock down drills, fire drills, bathroom, classrooms	By October 30, 2019, grade level community meetings will be convened where students share their understanding of the all school expectations and connections to the RFLD pledge.	Students will be able to articulate and model expected behaviors. Posters will be throughout building	All staff and students	First six weeks and ongoing	Time for practice, All School Book, posters created and posted throughout building
Improve student connections--establish student greeters, mixed up Monday lunches, Student Council events	All students will feel known, welcome, safe and included	Student survey three times this year	An improvement in survey results	Pam Williams, Kevin Nealy, School Psychology, all staff	Ongoing	Staff member willing to support initiatives
Improve staff connections--team-building events at faculty meetings, notes of kindness, participate in community events (PTA, Social, student activities), all staff community team-building event, participate in committee work	All staff will feel known, welcome, safe and included	Staff survey three times this year	An improvement in survey results	All staff and students	Ongoing	Funds, staff volunteers
All stakeholders will learn and implement the Zones of Regulation	All students and staff will be able to identify the zones of regulation and relate it to themselves and others.	Student and staff survey question.	All stakeholders will understand fair is not always equal, how to ask for support, access a break, what the zones look like and sound like, dream space	All staff and students	Ongoing	Professional Development time for staff, class meeting time for presentations on Zones of Regulation

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<b>Smart Goal #3, cont.: We will establish a school wide community that promotes positive social and emotional learning for all</b>						
Clear expectations/ consequences will be established school-wide	Staff and students will understand the behavior expectations and related consequences.	Office referrals, agenda item at grade level meetings	Office referrals completed-- forms staff and students	All staff and students	Ongoing	Professional Development throughout year on success of the referral process.
Communicate to all stakeholders about School Improvement Plan	Community members will be able to access and articulate the aspects of the plan that relate to them.	Parents meetings, grade level meetings, Principal walkthroughs	Community members will understand the process for improving social and emotional learning	All community members	Ongoing	Parent meetings, classroom meetings, faculty meetings, support staff meetings