

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Riverfield Elementary School	School District	Fairfield Public Schools
Principal's Name	Mary Rose Dymond	School Year	2024-2025

School's Mission/Vision

The mission of Riverfield Elementary School, in partnership with families and community, is to ensure 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 Riverfield to “live” our pledge: Be Safe, Be Respectful, and Be Responsible because we all Belong. This supports a sense of belonging for every member of our school community.

Theory of Action

If we intentionally invest attention, time, and energy into building each student's sense of belonging at school, then students will feel valued and connected, thus experiencing greater well-being and higher academic achievement.

If we provide students with a guaranteed and viable curricula, 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 provide staff with viable curricula and professional development aligned with our goals and meet regularly to monitor, plan, and reflect on student progress, then our collective ability to effectively support all of our learners will improve and students' academic achievement will increase.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Mary Rose Dymond	Principal	Lindsay Given	Assistant Principal
Michelle Pennino	LAS	Cheryl Bitzer	Grade 1 Teacher
Monica Schaper	LAS	Marcia Aliberti	Grade 2 Teacher
Kevin Nealy	MRT	Joann DeMaso	Grade 4 Teacher
Michelle Estrella	Special Education Teacher	Donna Pierpont	Grade 4 Teacher

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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	2022-2023 All / HNS	2023-2024 All / HNS
3rd	84% 33%	80% 80%	62% 20%	77% 60%	77% 50%
4th	91% 56%	83% 64%	86% 71%	82% 40%	72% 38%
5th	86% 53%	93% 75%	86% 50%	76% 38%	75% 50%
School	87% 47%	85% 73%	82% 47%	78% 46%	75% 46%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	84% 73%	N/A	81% 66%	81% 71%	63% 57%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
3rd	88% 67%	78% 80%	75% 55%	81% 70%	77% 44%
4th	77%	88%	77%	78%	79%

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	44%	82%	67%	25%	85%
5th	79% 40%	84% 67%	92% 80%	73% 31%	66% 21%
School	81% 50%	83% 76%	81% 67%	78% 42%	74% 50%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	83.5% 71.6%	N/A	86.5% 65.5%	87% 72%	68% 48%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
5th	86% 70%	83% 75%	89% 82%	78% 58.34	66% 43%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	3.4%	3.9%	8.6%	8.7%	5%
High Needs		5.6%	16.7%	11%	7%

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STAR - Early Literacy Acadience Reading % Proficient	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 Acadience All / HNS
Kindergarten	93%/70%	100%/100%	93% / ??	69% / 36%
1st				81% / 60%
2nd				88% / 60%
3rd				86% / 50%
School				81% / 52%

STAR or NWEA - Literacy % Proficient (Spring) <i>NWEA: 50th Percentile & Above</i>	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS
1st	82%/38%	94%/91%	96%/79%	
2nd	78%/50%	80%/44%	76%/50%	
3rd	79%/56%	73%/20%	87%/60%	
4th	72%/64%	71%/45%	71%/10%	85% / 60%
5th	77%/55%	68%/45%	60%/38%	72% / 27%
School	78%/53%	77%/	49%/47%	79%/44%

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STAR or NWEA - Math % Proficient (Spring) <i>NWEA: 50th Percentile & Above</i>	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS
K				74% / 46%
1st	92%/75%	94%/83%	96%/95%	78% / 66%
2nd	80%/40%	80%/78%	81%/50%	86% / 63%
3rd	83%/67%	78%/40%	88%/100%	75% / 56%
4th	89%/82%	84%/58%	86%/??	95% / 90%
5th	90%/82%	95%/91%	86%/69%	69% / 9%
School	87%/69%	86%/70%	87%/??	80% / 55%

SMART Goal 1

Root Cause Analysis - Based on School Performance

Student performance in reading has remained stagnant over several years as evidenced by the ELA Smarter Balanced Assessment (SBA) and STAR Reading assessment. The percentage of students in grades 4 and 5 who met their growth targets on the ELA SBA was significantly lower in 2024 than in previous years. In addition, grades 4 and 5 student performance on the NWEA ELA and Language Usage assessments was lower than expected in the spring of 2024 as was K-3 performance on the Acadience Reading assessments.

Analysis of the 2024 ELA SBA results as well as 2024 ELA IAB results revealed students experienced difficulty with Targets 3 and 10, both of which focus on Word Meanings and cover CCSS Literature, Informational Text, and Language standards:

Target 3: WORD MEANINGS:

- Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Target 10: WORD MEANINGS:

- Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Other key findings/conclusions of this analysis/discussion include:

- Our curriculum in grades 3-5 did not include units of instruction for word work or vocabulary. Teachers were including word work activities and opportunities for students to engage with new vocabulary, however the approach was not systematic and resources were not consistent across or between grade levels.
- We lack assessment and progress monitoring tools, expectations, and practices to measure student growth in the standards related to word meaning and vocabulary.
- We have not systematically taught students strategies for determining word meanings in grade level text.
- During the 2023-2024 school year, new assessment tools were introduced and were not aligned with the curriculum being taught. This impacted teachers' sense of efficacy and, as a result, teachers:
 - Were unsure how to utilize the assessment data in planning for instruction to meet students' needs, particularly within the context of our existing ELA curriculum. In some cases, teachers continued to rely on previous assessment tools for information and in conversations about students
 - Did not feel confident in their abilities to administer the assessments (particularly Acadience Reading)
 - Did not feel confident in communicating with parents/caregivers about the assessments and what they indicated in terms of student learning and achievement
- The 2023-2024 school year was one of transition with teachers still expected to deliver the existing ELA curriculum while also being trained in the new instructional approach and curricular tool. This led to some confusion and frustration.

Therefore, we will focus on growing students' academic and content vocabulary as well as their strategies for approaching unknown vocabulary in order to better support their ability to comprehend literature and informational text.

School's Goal	Build students' academic and content vocabulary AND their strategies for determining and clarifying the meaning of unknown and multiple-meaning words and phrases in order to support their ability to comprehend literature and informational text
SMART Goal	85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring 2025 administration of the ELA SBA. (Spring 2024 baseline: average of all grades: 75%) 55% of students who have IEPs in grades 3 - 5 will achieve a level 3 or 4 on the spring 2025 administration of the ELA SBA. (Spring 2024 baseline: average of HNS in all grades: 46%) 85% of students in grades 4 and 5 will achieve their individual growth targets on the ELA SBA in the spring of 2025. (Spring 2024 baseline: average of all grades: 63%) 60% of students with IEPs in grades 4 and 5 will achieve their individual growth targets on the ELA SBA in the spring of 2025. ((Spring 2024 baseline: average of HNS in all grades: 57%)
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Gr. 4-5 85% of all students in grades 4 and 5 will meet or exceed Reading MAP benchmarks (score at least in the 50th percentile) at the end of the 24-25 school year. (Spring 2004 baseline: 79% ALL) 55% of students with IEPs in grades 4 and 5 will meet or exceed Reading MAP benchmarks (score at least in the 50th percentile) at the end of the 24-25 school year (Spring 2024 baseline: 44%) 85% of all students in grades 4 and 5 will meet or exceed Language Usage MAP benchmarks (score at least in the 50th percentile) at the end of the 24-25 school year. (Spring 2004 baseline: TBD% ALL) 55% of students in the High Needs subgroup in grades 4 and 5 will meet or exceed Language Usage MAP benchmarks (score at least in the 50th percentile) at the end of the 24-25 school year (Spring 2024 baseline: TBD%) Gr. 3 85% of all students in grades 3-5 will be considered “met” on the “Language and Vocabulary Use” IAB at the mid-year point of the 24-25 school year. (Spring 2024 baseline: 85%) 70% of students who have IEPs in grades 3-5 will be considered “met” on the “Language and Vocabulary Use” IAB at the mid-year point of the 24-25 school year. (Spring 2024 baseline unavailable) Gr. K-5 85% of all students in K-5 will accurately answer the vocabulary questions on the FPS summative assessments for each reading module. (no baseline available)

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	Gr. K-3 • 85% of all students in grades K - 3 will score “at” or “above” the end-of-year grade level expectations for the Acadience Reading Composite score in spring 2025. (Spring 2024 baseline: 81%) ○ 60% of students who have IEPs in grades K-3 will score “at” or “above” the end-of-year grade level expectations for the Acadience Reading Composite score in spring 2025. (Spring 2024 baseline: 52%)
<u>District Improvement Plan</u> Connection	100% of second graders will meet or exceed district wide standards in literacy/English Language Arts performance, as measured by SBA proficiency indicator Grades 3-8 will close the gap between subgroup performance by 20% and raise the bar by 10% from 2021 district performance in a positive direction.

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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	Explicit vocabulary instruction across content areas - students acquiring vocabulary as they engage in activities such as: • Core Strategies: HMH vocabulary routine (K-5), individual student vocabulary notebooks (K-5 - format varies based on grade level) • Additional Strategies (utilize as needed based on student need): 4-Square vocabulary map, semantic concept map
MOY Results (Expectation/ Reality)	• 85% of students in grades 4 and 5 will meet or exceed Reading MAP benchmarks (score at least in the 50th percentile) on the MOY administration in winter 2025. • 85% of students in grades 4 and 5 will meet or exceed Language Usage MAP benchmarks (score at least in the 50th percentile) on the MOY administration in winter 2025. • 85% of students in grades 3-5 will demonstrate mastery on vocabulary questions included on the selected IAB (administered at benchmark periods - BOY, MOY, EOY) • 80% of students in grades K-5 will demonstrate mastery on vocabulary questions from the HMH units. • 85% of students in grades K-3 will meet or exceed Acadience Reading Composite benchmarks at the MOY.
EOY Results (Expectation/ Reality)	• 85% of students in grades 3 - 5 will meet or exceed ELA SBA standards by spring 2024. • 90% of students in grades 4-5 will meet or exceed NWEA benchmarks at the EOY. • 90% of students in grades K-3 will meet or exceed Acadience benchmarks at the EOY.
Responsible Individuals	K-5 classroom teachers, Special Education teachers, LAS's, specials teachers, AP, principal
Timeline	August 2024 - May 2024
Resources	• Time for data analysis, planning, and professional learning • Data reports and support in analyzing results to understand implications • Time for planning and development of tools for vocabulary instruction • Professional development for all non- and certified staff re: vocabulary instruction protocol and strategies • Master schedule built to support literacy instruction • Time with district data coordinator to learn about and interpret data reports
Budget Implications	Professional books, release time for planning and professional learning

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Implement new literacy curriculum and curricular tool with fidelity • See implementation plan Vocabulary • Schoolwide Word of the Week • Vocabulary notebooks ○ PL: ■ Define expectations ■ Provide examples ○ Include SBA vocab ○ Grade level agreement on how notebooks will be used ○ Vertical discussions about notebooks - ensure continuum • All teachers use HMH Instructional Routine during content instruction ○ Provide PL for teachers who do not use HMH daily • Professional Learning about additional vocab strategies (4-Square vocabulary map, semantic concept map) Professional Learning: • CCSS standards, particularly those related to word meanings and vocabulary After each HMH module, grade levels	Continue implementing new literacy curriculum and curricular tool with fidelity • See implementation plan Vocabulary • Continue schoolwide Word of the Week • Grade level and vertical conversations about vocabulary notebooks ○ What's going well ○ What's been challenging ○ What changes are needed Mid-year data review of the leading indicator assessments • Use data to drive small group instruction Provide additional professional learning as warranted based on student assessment results After each HMH module, grade levels will review the vocabulary question on the module assessment and note student achievement as well as discuss next steps	Continue implementing new literacy curriculum and curricular tool with fidelity • See implementation plan Vocabulary • Continue schoolwide Word of the Week • Grade level and vertical conversations about vocabulary notebooks ○ What's going well ○ What's been challenging ○ What changes are needed End-of-year data review of the leading indicator assessments After each HMH module, grade levels will review the vocabulary question on the module assessment and note student achievement as well as discuss next steps

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	will review the vocabulary question on the module assessment and note student achievement as well as discuss next steps		
Leading Indicators	- Gr. 4 and 5: BOY Reading and Language Usage MAP - Gr. 3-5: IAB language & vocabulary use questions - Gr. K-5 reading assessments - vocabulary questions - Gr. K-3 BOY Acadience Reading Composite	- Gr. 4 and 5: MOY Reading and Language Usage MAP - Gr. 3-5: IAB language & vocabulary use questions - Gr. K-5 reading assessments - vocabulary questions - Gr. K-3 MOY Acadience Reading Composite	- Gr. 4 and 5: EOY Reading and Language Usage MAP - Gr. 3-5: IAB language & vocabulary use questions - Gr. K-5 reading assessments - vocabulary questions - Gr. K-3 EOY Acadience Reading Composite
Lagging Indicators	NA	NA	85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring 2025 administration of the ELA SBA. 55% of students who have IEPs in grades 3 - 5 will achieve a level 3 or 4 on the spring 2025 administration of the ELA SBA. 85% of students in grades 4 and 5 will achieve their individual growth targets on the ELA SBA in the spring of 2025. 60% of students with IEPs in grades 4 and 5 will achieve their individual growth targets on the ELA SBA in the spring of 2025.
Equity Goals and Shared Responsibility	- Analyze performance of students in High Needs subgroup and develop additional action steps as needed. - Include discussion of achievement of students with IEPs at Special Ed team meetings.	- Analyze performance of students in High Needs subgroup and develop additional action steps as needed. - Include discussion of achievement of students with IEPs at Special Ed team meetings.	- Analyze performance of students in High Needs subgroup and develop additional action steps as needed. - Include discussion of achievement of students with IEPs at Special Ed team meetings.

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SMART Goal 2

Root Cause Analysis - Based on School Performance

Prior to the 23-24 school year, the percentage of students achieving grade level targets in mathematics had been consistently in the 80's on standardized benchmark assessments while student performance on the Math SBA was consistently in the high 70's/low 80's. That was not the case in 23-24 when a new benchmark assessment (NWEA MAP) was introduced and achievement scores for students in all grades (with the exception of grade 4) fell to the 60's and 70's with our school average right at 70% (of students achieving grade level targets). Also in 23-24, we saw a dip in our SBA math scores - both for achievement of grade level expectations and students' individual growth targets - particularly in 5th grade.

Analysis of the Math SBA results as well as Math IAB results revealed different areas of strength from grade to grade:

- Gr. 3: solving problems, multi-digit arithmetic
- Gr. 4: four operations, place value, fractions
- Gr. 5: place value, equivalent fractions, multiplication/division

Across all three grades, fluency/operations continued to present as an area of challenge. In addition, many of the targets in which students did not perform well included standards related to geometry and measurement. This led to an anecdotal conversation about students' struggles with Mathematical Practice 1 - *Attend to precision.*, which also seems to be consistent across grade levels.

Other key findings/conclusions of this analysis/discussion were very similar to those of previous years and include:

- Fact fluency (accuracy and automaticity) remains an area of concern across grade levels and operations
 - The underlying skills that are impacted include conceptual understanding of operations, number sense, and place value
- Our fact fluency assessments do not adequately indicate students' mastery of fact fluency standards or their strengths and challenges
- Most teachers are effectively and efficiently implementing Number Corner and recognize its value
- There is a lack of consistency and alignment of curricular resources and tools (FPS curriculum versus Bridges resource). This impacts effectiveness of instruction
- The tasks we're asking students to complete vary in rigor and alignment with grade level standards
- In classrooms where the teacher has begun to introduce thinking tasks and vertical whiteboards (in alignment with the Building Thinking Classrooms - BTC - approach), there have been reports of greater student engagement and perseverance in problem solving

School's Goal	Identify and fill gaps in students' foundational math skills (namely, fact fluency) in order to improve overall math achievement
SMART Goal	● 85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring 2025 administration of the math SBA. (Spring 2024 baseline: average of all grades: 74%) ○ 70% of students who have IEPs in grades 3 - 5 will achieve a level 3 or 4 on the spring 2025 administration of the math SBA. (Spring 2024 baseline: average of

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	HNS in all grades: 50%) 85% of students in grades 4 and 5 will achieve their individual growth targets on the math SBA in the spring of 2025. (Spring 2024 baseline: average of all grades: 68%) 70% of students with IEPs in grades 4 and 5 will achieve their individual growth targets on the math SBA in the spring of 2025. (Spring 2024 baseline: average of HNS in all grades: 48%)
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Fluency - By May 2025, 85% of students in grades 1-5 will demonstrate mastery of grade level fact fluency standards as measured by the grades 1-5 District Fluency Assessments (when given 5 minutes). - By May 2025, 85% of students in kindergarten will achieve grade level proficiency on the Bridges baseline assessment. (Fall 2024 baseline: TBD) - By May 2025, 100% of students in grades K-5 will meet their individual fact fluency goals. NWEA 85% of all students in grades K- 5 will meet or exceed Math MAP benchmarks (score at least in the 50th percentile) at the end of the 24-25 school year. (Spring 2004 baseline: 80%) 60% of students with IEPs in each grade (K-5) will meet or exceed Math MAP benchmarks (score at least in the 50th percentile) at the end of the 24-25 school year. (Spring 2024 baseline: 55%)
<u>District Improvement Plan</u> 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.

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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	Goal setting and accountability? Feedback related to goal setting
MOY Results (Expectation/ Reality)	Fluency 85% of students in grades 1-5 will demonstrate mastery of grade level fact fluency standards as measured by the grades 1-5 District Fluency Assessments (when given 5 minutes). 85% of students in kindergarten will achieve grade level proficiency on the Bridges baseline assessment. 100% of students in grades K-5 will meet their individual fact fluency goals. NWEA 85% of all students in grades K- 5 will meet or exceed Math MAP benchmarks (score at least in the 50th percentile) 60% of students with IEPs in each grade (K-5) will meet or exceed Math MAP benchmarks (score at least in the 50th percentile).
EOY Results (Expectation/ Reality)	85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring 2025 administration of the math SBA. 85% of students in grades 4 and 5 will achieve their individual growth targets on the math SBA in the spring of 2025. 85% of all students in grades K- 5 will meet or exceed Math MAP benchmarks (score at least in the 50th percentile) 85% of students in grades 1-5 will demonstrate mastery of grade level fact fluency standards as measured by the grades 1-5 District Fluency Assessments (when given 5 minutes). 85% of students in kindergarten will achieve grade level proficiency on the Bridges baseline assessment. 100% of students in grades K-5 will meet their individual fact fluency goals.
Responsible Individuals	K-5 classroom teachers, Special Education teachers, LAS's, specials teachers, AP, principal
Timeline	August 2024 - May 2024
Resources	- Time for data analysis, planning, and professional learning - Data reports and support in analyzing results to understand implications - Building schedule aligned to support mathematics instruction - Access to IXL - Vertical white boards
Budget Implications	Professional books, release time for planning and professional learning, materials (including: vertical white boards, IXL subscription)

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
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Implementation Milestones	Fact Fluency/Automaticity ● Build teachers' understanding and facility with K-5 fluency standards and strategies ○ Share continuum of skill development and application - ensure teachers know where students are coming from in the grade level before (share continuum of skills) ○ Share strategy sheets with teachers, students, parents/caregivers ● Goal setting ○ Implement accountability plan (school, classroom, individual goals), including incentives ○ Provide professional learning about effective goal-setting strategies to ensure consistent understanding and approach ○ Provide parameters for goal setting sheets (include samples) ● All students will have a fact fluency folder (goal-setting tracking sheet, practice materials) ○ Define expectations and provide examples ○ Establish grade level agreement on how folders will be used ○ Vertical discussions about folders - ensure continuum, consistency ● Explain the focus on fact fluency, including student goal-setting and tracking and GL expectations at Open House	Fact Fluency/Automaticity ● Share achievement of student goals schoolwide (create chart) ○ Celebrate at All-School Meetings ○ Hold Principal Coffee or PTA spotlight about fact fluency (continuum, strategies, etc.) Math Instruction ● Continue reinforcing importance of Number Corner ● Analyze student assessment data to identify focus areas for whole and small group instruction Consider how students are spending their time during math ● Continue reviewing classwork sheets and streamlining ● Continue reviewing and revising units, combining/eliminating lessons as needed or using them (investigations/CFLM's) as BTC tasks Leverage IXL (3-5) ● At Grade Level Meetings, review IXL data and determine next steps (e.g., identify targets for whole group and small group instruction) Professional Learning ● Continue implementing PL "syllabus" at GLMs ● Revise syllabus to address areas of need as indicated by student performance on assessments	Fact Fluency/Automaticity ● Share achievement of student goals schoolwide (create chart) ○ Celebrate at All-School Meetings ○ Hold Math Morning - focus on fact fluency; share fact fluency folders and goal-setting sheets Math Instruction ● Continue reinforcing importance of Number Corner ● Analyze student assessment data to identify focus areas for whole and small group instruction Consider how students are spending their time during math ● Continue reviewing classwork sheets and streamlining ● Continue reviewing and revising units, combining/eliminating lessons as needed or using them (investigations/CFLM's) as BTC tasks Leverage IXL (3-5) ● At Grade Level Meetings, review IXL data and determine next steps (e.g., identify targets for whole group and small group instruction) Professional Learning ● Continue implementing PL "syllabus" at GLMs ● Revise syllabus to address areas of need as indicated by student performance on assessments
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	○ Provide strategies for practicing at home to parents/caregivers ■ IXL (Gr. 3-5) Math Instruction ● Confirm and support Number Corner being taught with fidelity ● Ensure time in the math block is effectively utilized and includes Number Corner Consider how students are spending their time during math ● Analyze classwork sheets and consider how many questions/what types of questions students need to be able to answer to demonstrate proficiency ● Before each unit: review units and identify lessons that could be combined or used as BTC tasks (e.g., investigations/CFLM's) Leverage IXL (3-5) ● Administer diagnostic with fidelity (1x/week so scores are accurate) ● Teacher recommends skills Professional Learning ● 1 grade level meeting (GLM per month focused on math professional learning) ● MST create syllabus for GLMs; include: standards (specifically fluency and including vertical alignment), data analysis for the purposes of planning whole and small group instruction, fluency strategies, Mathematical Practices, IXL, Bridges Intervention, BTC, Number Corner		
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Leading Indicators	• K-5 BOY Math MAP • District fluency assessment (1-5, BOY) • Unit fluency assessments (2-5, on-going) • District math baseline assessment (K, BOY)	• K-5 MOY Math MAP • District fluency assessment (1-5, MOY) • Unit fluency assessments (2-5, on-going) • District math baseline assessment (K, MOY)	• K-5 EOY Math MAP • District fluency assessment (1-5, EOY) • Unit fluency assessments (2-5, on-going) • District math baseline assessment (K, EOY)
Lagging Indicators: 2025 SBA results	NA	NA	85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring 2025 administration of the Math SBA. • 70% of students who have IEPs in grades 3 - 5 will achieve a level 3 or 4 on the spring 2025 administration of the Math SBA. 85% of students in grades 4 and 5 will achieve their individual growth targets on the Math SBA in the spring of 2025. • 70% of students with IEPs in grades 4 and 5 will achieve their individual growth targets on the Math SBA in the spring of 2025.
Equity Goals and Shared Responsibility	• Analyze performance of students in High Needs subgroup and develop additional action steps as needed. • Include discussion of achievement of students with IEPs at Special Ed team meetings.	• Analyze performance of students in High Needs subgroup and develop additional action steps as needed. • Include discussion of achievement of students with IEPs at Special Ed team meetings.	• Analyze performance of students in High Needs subgroup and develop additional action steps as needed. • Include discussion of achievement of students with IEPs at Special Ed team meetings.

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Chronic absenteeism decreased in 2023-2024. A close review of our student attendance records continued to indicate students are chronically absent primarily due to family trips and vacations as well as chronic conditions. We will continue to monitor students' attendance and follow up with parents/caregivers as needed. At this

We also reviewed our school climate survey results from May 2024. Following are our survey participation numbers: parents/caregivers: 45 (down from 85 in 2023); staff: 44 (up from 25 in 2023); students in grades 3-5: 164 (almost 100%). We came to the conclusion that the student responses are most reflective of our school community and chose to use these data to drive our climate-related goal.

For the last two years, we have been working to build appreciation and value for creating a learning environment/school community in which all students and staff feel a sense of belonging. The survey statements that closely align with that goal and responses for which indicated there is work for us to do include:

- Q20: Students in this school respect differences in other students. 58% strongly agreed/agreed (down from 64% in 2023)
- Q25: Students at my school treat each other with kindness. 49% strongly agreed/agreed (up from 45% in 2023)
- Q27: Students at my school are mean to each other. 27% disagreed/strongly disagreed (down from 35% in 2023)

In addition, there were several questions related to students feeling safe at school that we will target:

- Q12*: I feel safe in . . . Less than 90% of students reported feeling safe in these areas:
 - Hallways - 84% feel safe
 - Bathrooms - 71% feel safe
 - Recess - 87% feel safe
 - Bus - 79% feel safe

***All percentages are within a few points of the 2023 results*

- Q17: I have seen students being hurt at school more than once by other students. 37% strongly disagreed/disagreed (up from 25% in 2023)

Finally, we reflected up on the feedback from listening sessions held with parents/caregivers during the winter/spring of 2024. General themes included a desire for greater connections among parents/caregivers (particularly between “busser” and “walker” families), more opportunities to participate in school-based events, support in transitioning from the elementary to the middle school, and more recognition and celebration of diversity and all the things that make our community unique and special.

School's Goal	Establish a positive, safe, and engaging school community in which all students and staff feel a sense of belonging and connectedness with one another
SMART Goal	• Chronic absenteeism for the 24-25 school year will be at or below 5% for all students. (Spring 2024 baseline: 5% ALL / 7% HNS) • 100% of students will be able to identify one trusted adult in the school setting when

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	surveyed in May 2025. (Spring 2024 baseline: 100%)
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	100% of students who were identified as chronically absent during the 2023-2024 school year will improve their attendance in 2024-2025. 70% or more of students in grades 3-5 will strongly agree or agree that “students in this school respect differences in other students.” (Spring 2024 baseline: 58%) 70% or more of students in grades 3-5 will strongly agree or agree that “students at my school treat each other with kindness.” (Spring 2024 baseline: 49%) 50% of students in grades 3-5 will strongly disagree or disagree that “students at my school are mean to each other.” (Spring 2024 baseline: 27%) 90% of students in grades 3-5 will report feeling safe in the identified areas: hallways, bathrooms, recess, bus. 60% or more of students in grades 3-5 will strongly disagree or disagree that they “have seen students being hurt at school more than once by other students.” (Spring 2024 baseline: 37%)
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 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)

Scientifically Research Based Strategy	Implement practices and programs that directly support the Components of Social, Emotional, and Intellectual Habits including: - Schoolwide expectations - Restorative practices - Play-based learning (in kindergarten) - Trauma-informed instruction
MOY Results (Expectation/ Reality)	100% of identified students will demonstrate improvement in school attendance.
EOY Results (Expectation/ Reality)	100% of identified students will demonstrate improvement in school attendance. 100% of all students will identify a trusted adult at school. EOY climate survey results will align with the targets listed above.
Responsible Individuals	All staff and Climate/SEL/DEI team
Timeline	August 2024-June 2025

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Resources	• Time for Climate Team meetings • Professional text (e.g., The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind) • Time with consultant for professional learning and coaching re: trauma-informed instruction
Budget Implications	Signage for schoolwide expectations, funds for professional text, funds for consultant fees

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Seek out opportunities to reinforce and celebrate our value of belonging and connectedness (e.g., select All-School book that supports) Develop new Riverfield Pledge that emphasizes belonging; introduce at first All-School Meeting Revisit and confirm schoolwide behavior expectations, with special attention on hallways, bathrooms, recess, bus; align with new pledge • Articulate • Develop lessons • Create implementation / teaching plan for lessons • Confirm language and create signage Develop and implement recognition plan for students who “live” the pledge • Begin with focus on cafeteria/lunch time • Create Bee/Roadrunner note to communicate	Continue implementation plans for: • Schoolwide behavior expectations • Student recognition • Staff professional learning • HS Mentors • 5th grade leaders Review DESSA data and follow-up as needed Continue partnering with PTA and community agencies on projects (as outlined in BOY activities)	Continue implementation plans for: • Schoolwide behavior expectations • Student recognition • Staff professional learning • HS Mentors • 5th grade leaders Review DESSA data and follow-up as needed Continue partnering with PTA and community agencies on projects (as outlined in BOY activities) Administer connectedness survey; communicate with staff mentioned in surveys Administer District’s School Climate Survey

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	- Establish bulletin board for “Role Model Roadrunners” Update School Connectedness Student Survey Plan for 2024-2025; administer connectedness surveys; communicate with staff mentioned in surveys Continue offering HS Mentor program for identified students struggling with attendance Implement “5th Grade Leaders” as a means of engaging 5th graders in giving back to the school community and serving as role models by performing jobs/taking on responsibilities that benefit the school (e.g., Safety Patrol, composting helpers, set-up/clean-up crew for assemblies) Continue providing staff with opportunities to develop instructional strategies that support students in building the Components of Social, Emotional, and Intellectual Habits; opportunities include: - Restorative Practices - Play-based learning - Trauma-informed instruction Review DESSA data and follow-up as needed Partner with PTA to address the themes that came up during the 2024 listening sessions: - Greater connections among parents/caregivers		
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	(particularly between “busser” and “walker” families) • More opportunities to participate in school-based events • Support in transitioning from the elementary to the middle school • More recognition and celebration of diversity and all the things that make our community unique and special Partner with community agencies to plan and offer opportunities for student service		
Leading Indicators	DESSA School Connectedness Student Survey Plan for 2024-2025 Chronic absenteeism data	DESSA Chronic absenteeism data	DESSA School Connectedness Student Survey Plan for 2024-2025 Chronic absenteeism data
Lagging Indicators	NA	NA	Chronic absenteeism data Gr. 3-5 Climate Survey
Equity Goals and Shared Responsibility	~ Analyze responses of students in High Needs subgroup on connectedness survey and results of DESSA; examine chronic absenteeism data ~ Develop additional action steps as needed	~ Analyze responses of students in High Needs subgroup on connectedness survey and results of DESSA; examine chronic absenteeism data ~ Develop additional action steps as needed	~ Analyze responses of students in High Needs subgroup on connectedness and climate surveys as well as results of DESSA; examine chronic absenteeism data ~ Develop additional action steps as needed