

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	2025-2026

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 implement teaching and learning pedagogy that is responsive to the individual needs of our students, using curriculum content and assessment tasks that are rigorous, relevant, and standards based, then our students will excel as critical thinkers and creative innovators, and be better positioned for success in college and career. *(from FPS District Theory of Action)*

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
Abby Maxwell	LAS	Cheryl Bitzer	Grade 1 Teacher
Monica Schaper	LAS	Jill Spring	Grade 2 Teacher
Kevin Nealy	MRT	Donna Pierpont	Grade 4 Teacher
Reilly Gill	Special Education Teacher	Angie Hudak	Music 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 six years.

SBA - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
3rd	84% / 33%	80% / 80%	62% / 20%	77% / 60%	77% / 50%	64% / 40%
4th	91% / 56%	83% / 64%	86% / 71%	82% / 40%	72% / 38%	84% / 63%
5th	86% / 53%	93% / 75%	86% / 50%	76% / 38%	75% / 50%	76% / 27%
School	87% / 47%	85% / 73%	82% / 47%	78% / 46%	75% / 46%	75% / 43%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
School	84% / 73%	N/A	81% / 66%	81% / 71%	63% / 57%	81% / 80%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
3rd	88% / 67%	78% / 80%	75% / 55%	81% / 70%	77% / 44%	67% / 55%
4th	77% / 44%	88% / 82%	77% / 67%	78% / 25%	79% / 85%	89% / 75%
5th	79% / 40%	84% / 67%	92% / 80%	73% / 31%	66% / 21%	64% / 40%
School	81% / 50%	83% / 76%	81% / 67%	78% / 42%	74% / 50%	73% / 57%

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SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
School	84% / 72%	N/A	87% / 66%	87% / 72%	68% / 48%	77% / 75%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
5th	86% / 70%	83% / 75%	89% / 82%	78% / 58%	66% / 43%	73% / 27%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	3.4%	3.9%	8.6%	8.7%	5%	6%
High Needs		5.6%	16.7%	11%	7%	6%

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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	2024-2025 All / HNS
Kindergarten	93%/70%	100%/100%	93% / ??	69% / 36%	78% / 55%
1st				81% / 60%	86% / 77%
2nd				88% / 60%	83% / 67%
3rd				86% / 50%	85% / 70%
School				81% / 52%	83% / 67%

STAR or NWEA - Literacy % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 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%	76% / 53%
5th	77%/55%	68%/45%	60%/38%	72% / 27%	67% / 33%
School	78%/53%	77%/	49%/47%	79%/44%	72% / 43%

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STAR or NWEA - Math % Proficient (Spring)	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 All / HNS
K				74% / 46%	63% / 55%
1st	92%/75%	94%/83%	96%/95%	78% / 66%	65% / 41%
2nd	80%/40%	80%/78%	81%/50%	86% / 63%	77% / 57%
3rd	83%/67%	78%/40%	88%/100%	75% / 56%	59% / 45%
4th	89%/82%	84%/58%	86%/??	95% / 90%	87% / 67%
5th	90%/82%	95%/91%	86%/69%	69% / 9%	65% / 40%
School	87%/69%	86%/70%	87%/??	80% / 55%	69% / 51%

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Student performance in literacy has fluctuated over several years and remained primarily stagnant as evidenced by the ELA Smarter Balanced Assessment (SBA). That said, the percentage of students in grades 4 and 5 who met their growth targets on the ELA SBA grew in 2025, as did the percentage of 4th and 5th grade students who achieved proficiency on the assessment. In addition, grades 4 and 5 student performance on the spring 2025 NWEA ELA assessment was higher than the previous year as was K and 1 performance on the Acadience Reading assessments.

We took a closer look at our scores and turned our attention to writing where data shows our students have historically struggled with SBA Writing Target: 9 EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts. This target aligns with CCSS W5: Students will develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

- Instructional time allotted for grammar has been inconsistent.
- During the 2024-2025 school year, a new literacy curriculum and approach to literacy instruction were implemented K-5 which provided teachers with opportunities to grow their understanding of and skills in effective practices for literacy instruction. While that was an opportunity, it also presented a steep learning curve.

Therefore, we will focus on growing students' ability to apply grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit in order to strengthen their overall writing skills. In addition, there will be a particular focus on "writing about reading."

School's Goal	Improve students' overall writing skills by: • Growing their ability to apply grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit • Building their "writing about reading" skills
SMART Goal	• 85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring 2026 administration of the ELA SBA. (Spring 2025 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 2026 administration of the ELA SBA. (Spring 2025 baseline: average of HNS in all grades: 43%) • 85% of students in grades 4 and 5 will achieve their individual growth targets on the ELA SBA in the spring of 2026. (Spring 2025 baseline: average of all grades: 79%) ◦ 85% of students with IEPs in grades 4 and 5 will achieve their individual

	growth targets on the ELA SBA in the spring of 2026. (Spring 2024 baseline: average of HNS in all grades: 76%)
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<u>Grades 3-5</u> Grammar and Mechanics Gr. 3-5 will participate in a grammar and mechanics assessment 3 times per year consisting of 2 parts: Focused IAB for “Editing,” on-demand writing prompt. - By May of the 25/26 school year, 85% of all students in grades 3-5 will be considered “met” on the Focused IAB for “Editing.” <i>(no baseline available)</i> 70% of students who have IEPs in grades 3-5 will be considered “met” on the Focused IAB for “Editing” by May of the 25/26 school year. <i>(no baseline available)</i> - By May of the 25/26 school year, 85% of all students in grades 3-5 will be considered “met” on the grammar/mechanics rubric when given an on-demand writing prompt. <i>(no baseline available)</i> 70% of students who have IEPs in grades 3-5 will be considered “met” on the school-developed rubric when given an on-demand writing prompt. <i>(no baseline available)</i> Writing about reading Gr. 3-5 will participate in Interim Assessment Blocks (IAB) 3 times per year. One written response question from each IAB will be used to measure students’ growth in “writing about reading.” - By May of the 25/26 school year, 85% of all students in grades 3-5 will be considered “met” on the selected IAB written response question based on the SBA rubric. <i>(no baseline available)</i> 70% of students who have IEPs in grades 3-5 will be considered “met” on the selected IAB written response question based on the SBA rubric. <i>(no baseline available)</i> <u>Grades K-2</u> Students in grades K-2 will participate in an on-demand “writing about reading” prompt 3 times per year. - By May of the 25/26 school year, 85% of all students in grades K-2 will be considered “met” on the “on demand” rubric when given an on-demand writing prompt. <i>(no baseline available)</i>. 70% of students who have IEPs in grades 3-K-2 will be considered “met” on the “on demand” rubric when given an on-demand writing prompt. <i>(no baseline available)</i>

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District Improvement Plan Connection	SBA ELA proficiency rates in grades 3-8 will be 80% or higher and the SBA proficiency indicator gap in grades 3-8 between subgroup performance and district performance will decrease by 20%.
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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 instruction in grammar and mechanics and in “writing about reading” including use of common checklists representing the continuum of skills from K-5 • Multiple opportunities to practice these skills across content areas
MOY Results (Expectation/ Reality)	• 85% of all students in grades 3-5 will be considered “met” on the Focused IAB for “Editing” administered at the MOY. • 85% of all students in grades 3-5 will be considered “met” on the grammar/mechanics rubric when given an on-demand writing prompt administered at the MOY. • 85% of all students in grades 3-5 will be considered “met” on the selected IAB written response question based on the SBA rubric administered at the MOY. • 85% of all students in grades K-2 will be considered “met” on the “on demand” rubric when given an on-demand writing prompt at the MOY.
EOY Results (Expectation/ Reality)	• By May of the 25/26 school year, 85% of all students in grades 3-5 will be considered “met” on the Focused IAB for “Editing.” • By May of the 25/26 school year, 85% of all students in grades 3-5 will be considered “met” on the grammar/mechanics rubric when given an on-demand writing prompt. • By May of the 25/26 school year, 85% of all students in grades 3-5 will be considered “met” on the selected IAB written response question based on the SBA rubric. • By May of the 25/26 school year, 85% of all students in grades K-2 will be considered “met” on the “on demand” rubric when given an on-demand writing prompt.
Responsible Individuals	K-5 classroom teachers, Special Education teachers, LAS’s, specials teachers, AP, principal
Timeline	August 2025 - May 2026
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 grammar/mechanics instruction

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	- Professional development for all non- and certified staff re: grammar/mechanics instruction - 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 updates to new literacy curriculum with fidelity <u>Grammar & Mechanics</u> - Pre-assess grade level grammar and editing/revising standards - Provide explicit whole-class grammar instruction in during the first 10 minutes of writing 3 days/6-day cycle - Grammar lessons from curricular tool - Patterns of Power routine - Provide individual/small group activities (during WINN) 3 days/cycle - In K-5, systematically use consistent checklists (e.g., CUPS) - Specify grade level expectations for the checklist (aligned w/CCSS)	Continue implementing updates to new literacy curriculum with fidelity Continue implementing instructional plans developed at BOY for grammar/mechanics and “writing about reading” Hold grade level and vertical conversations about grammar/mechanics as well as “writing about reading” - 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	Continue implementing updates to new literacy curriculum with fidelity Continue implementing instructional plans developed at BOY for grammar/mechanics and “writing about reading” Hold grade level and vertical conversations about grammar/mechanics as well as “writing about reading” - What’s going well - What’s been challenging - What changes are needed End-of-year data review of the leading indicator assessments - Reflect on action steps for next year Continue collaboratively reviewing student work and using results to drive

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	○ Use in specials areas and across content areas whenever possible / appropriate ○ Support students in setting and monitoring individual goals related to the checklists Monthly, teachers will collaboratively review student work samples from Patterns of Power and note student achievement as well as discuss next steps for instruction. <u>Writing about Reading</u> ● Provide explicit whole-class instruction for “writing about reading” ● In K-5, systematically use consistent checklists (e.g., RACE) ○ Specify grade level expectations for the checklist (aligned w/CCSS) ○ Use in specials areas and across content areas whenever possible / appropriate ○ Support students in setting and monitoring individual goals related to the checklists ○ Develop and implement instructional routine/protocol for supporting students in	assessment results Continue collaboratively reviewing student work and using results to drive instructional decisions	instructional decisions
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	applying RACE to their writing about reading For one text per module, teachers will take students through the full “writing about reading” routine/protocol and score one question using the rubric, then collaboratively review results to note student achievement as well as discuss next steps for instruction. Implement accountability plan (school, classroom, individual goals) including status updates and celebrations at monthly All-School Meetings Professional Learning: ● CCSS standards, particularly those related to grammar/mechanics ● Patterns of Power routine ● “Writing about Reading” routine/protocol ● District writing PL with Dr. Pat Pollock (turn-keyed by LAS coach)		
Leading Indicators	● Gr. 3-5 BOY Focused IAB for “Editing” ● Gr. 3-5 BOY on-demand writing prompt ● Gr. 3-5 BOY “Read Literary Text” IAB written response question ● Gr. 4-5 BOY ELA MAP benchmark (NWEA) ● Gr. 4-5 BOY Language & Usage MAP benchmark (NWEA) ● K-2 BOY on-demand writing prompt	● Gr. 3-5 MOY Focused IAB for “Editing” ● Gr. 3-5 MOY on-demand writing prompt ● Gr. 3-5 MOY “Read Literary Text” IAB written response question ● Gr. 4-5 MOY ELA MAP benchmark (NWEA) ● Gr. 4-5 MOY Language & Usage MAP benchmark (NWEA) ● K-2 MOY on-demand writing prompt	● Gr. 3-5 EOY Focused IAB for “Editing” ● Gr. 3-5 EOY on-demand writing prompt ● Gr. 3-5 EOY “Read Literary Text” IAB written response question ● K-2 EOY on-demand writing prompt ● Gr. K-5 student work samples from Patterns of Power Routine (monthly) ● Gr. K-5 “writing about reading” work samples (1/module)

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	- Gr. K-5 student work samples from Patterns of Power Routine (monthly) - Gr. K-5 “writing about reading” work samples (1/module)	- Gr. K-5 student work samples from Patterns of Power Routine (monthly) - Gr. K-5 “writing about reading” work samples (1/module)	
Lagging Indicators	NA	NA	85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring 2026 administration of the ELA SBA. (Spring 2025 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 2026 administration of the ELA SBA. (Spring 2025 baseline: average of HNS in all grades: 43%) 85% of students in grades 4 and 5 will achieve their individual growth targets on the ELA SBA in the spring of 2026. (Spring 2025 baseline: average of all grades: 79%) 85% of students with IEPs in grades 4 and 5 will achieve their individual growth targets on the ELA SBA in the spring of 2026. (Spring 2024 baseline: average of HNS in all grades: 76%)
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). We saw similar results in 24-25 with just 69% of students achieving grade level targets. Also beginning 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. This was consistent in 24-25.

Analysis of the Math SBA results as well as Math IAB results revealed the following areas of strength:

- Gr. 3: representing and interpreting data, geometric attributes
- Gr. 4: fractions, decimals, angles
- Gr. 5: fractions, coordinate planes
- Gr. 3, 4, and 5: place value, measurement

Across all three grades, fluency/operations continued to present as an area of challenge. In addition, as noted in previous years, teachers have observed students across grade levels struggle with Mathematical Practice 1 - *Attend to precision*.

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
- Teachers teach strategies related to fact fluency and students are frequently able to demonstrate these strategies however, they lack efficiency in applying them and, thus, do not demonstrate automaticity
- 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
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SMART Goal	85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring 2026 administration of the math SBA. (Spring 2025 baseline: average of all grades: 73%) 70% of students who have IEPs in grades 3 - 5 will achieve a level 3 or 4 on the spring 2026 administration of the math SBA. (Spring 2025 baseline: average of HNS in all grades: 57%) 85% of students in grades 4 and 5 will achieve their individual growth targets on the math SBA in the spring of 2026. (Spring 2025 baseline: average of all grades: 77%) 80% of students with IEPs in grades 4 and 5 will achieve their individual growth targets on the math SBA in the spring of 2026. (Spring 2025 baseline: average of HNS in all grades: 75%)
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Fluency - By May 2026, 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. (Fall 2025 baseline: TBD) - By May 2026, 85% of students in kindergarten will achieve grade level proficiency on the Bridges baseline assessment. (Fall 2025 baseline: TBD) - By May 2026, 100% of students in grades 1-5 will meet their individual fact fluency goals. - By May 2026, all kindergarten classes will meet their class fact fluency goals.
District Improvement Plan Connection	SBA math proficiency rates in grades 3-8 will be 80% or higher and the SBA proficiency indicator gap in grades 3-8 between subgroup performance and district performance will decrease by 20%.

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	Explicit instruction in fact fluency strategies supported by: - Consistent opportunities to practice and build automaticity - 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

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	assessment. NWEA 85% of all students in grades K- 5 will meet or exceed Math MAP benchmarks (score in the 61st percentile or better). 60% of students with IEPs in each grade (K-5) will meet or exceed Math MAP benchmarks (score in the 61st percentile or better).
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 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. - All kindergarten classes will meet their class fact fluency goals.
Responsible Individuals	K-5 classroom teachers, Special Education teachers, LAS's, specials teachers, AP, principal
Timeline	August 2025 - May 2026
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 - Licenses for Math Fact Lab (MFL) - Vertical white boards
Budget Implications	Release time for planning and professional learning, materials (including: vertical white boards, MFL subscription), access to Chromebooks for all students in grades 1-5 at least 3 times/week

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<u>Fact Fluency/Automaticity</u> Build teachers' understanding and facility with K-5 fluency standards and strategies	Continue implementing instructional plans developed at BOY to support Fact Fluency / Automaticity including MFL, goal setting, and small group	Continue implementing instructional plans developed at BOY to support Fact Fluency / Automaticity including MFL, goal setting, and small group

	○ Review continuum of skill development and application - ensure teachers are aware of sequence of grade level fact fluency standards and FPS expectations ○ Review strategy sheets with teachers; share with students, parents/caregivers ● Leverage Math Fact Lab (MFL) as a means of providing effective practice, tracking mastery, and identifying students who are struggling with fact fluency ○ Gr. 1-5 students will participate in MFL 3 times per week for at least 12 minutes each time ● Goal setting ○ Implement accountability plan (school, classroom, individual goals) including status updates and celebrations at monthly All-School Meetings ○ Review effective goal-setting strategies to ensure consistent understanding and approach ○ Provide parameters for goal setting sheets (include samples) ● Reinforce with families the importance of fact fluency ○ Provide parents/caregivers with strategies for practicing at home <u>Math Instruction</u> ● Confirm and support Number	instruction Hold grade level and vertical conversations about fact fluency ● 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	instruction Hold grade level and vertical conversations about fact fluency ● What's going well ● What's been challenging ● What changes are needed End-of-year data review of the leading indicator assessments ● Use data to drive small group instruction
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	- Corner being taught with fidelity - Ensure time in the math block is effectively utilized and includes Number Corner - Implement targeted small group instruction focused on fact fluency - Tier 1 small fact fluency groups based on MFL data in 1-5 and Number Corner check-ups in Kindergarten - Incorporate fact fluency precursor skills into play stations in K <u>Professional Learning</u> 1 grade level meeting (GLM) per month focused on math professional learning, including: MFL, fact fluency strategies - Review resources for small group instruction: High Leverage Math Tasks Resources		
Leading Indicators	- K- 5 BOY Math MAP benchmark (NWEA) - District fluency assessment (1-5, BOY) - Unit fluency assessments (2-5, on-going) - District math baseline assessment (K, BOY)	- K- 5 MOY Math MAP benchmark (NWEA) - District fluency assessment (1-5, MOY) - Unit fluency assessments (2-5, on-going) - District math baseline assessment (K, MOY)	- District fluency assessment (1-5, EOY) - Unit fluency assessments (2-5, on-going) - District math baseline assessment (K, EOY)
Lagging Indicators	NA	NA	85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring 2026 administration of the Math SBA. 70% of students who have IEPs in grades 3 - 5 will achieve a level 3

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			or 4 on the spring 2026 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 2026. 70% of students with IEPs in grades 4 and 5 will achieve their individual growth targets on the Math SBA in the spring of 2026.
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: School Climate

School Climate Improvement Plan - in development