

School Vision, Mission, Theory of Action, SIP Team

## Fairfield Public Schools – School Improvement Plan

### School Information

|                         |                              |                        |                          |
|-------------------------|------------------------------|------------------------|--------------------------|
| <b>School's Name</b>    | Riverfield Elementary School | <b>School District</b> | Fairfield Public Schools |
| <b>Principal's Name</b> | Mary Rose Dymond             | <b>School Year</b>     | 2026-2027                |

### 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

| <b>Name</b>      | <b>Position</b> | <b>Name</b>     | <b>Position</b>     |
|------------------|-----------------|-----------------|---------------------|
| Mary Rose Dymond | Principal       | Zoe Dolan       | Assistant Principal |
| Joann DeMaso     | Grade 4 Teacher | Kelly Markowitz | Grade 1 Teacher     |

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| Name            | Position                 | Name           | Position |
|-----------------|--------------------------|----------------|----------|
| Abigail Maxwell | LAS                      | Kevin Nealy    | MRT      |
| Heather Redin   | Library Media Specialist | Monica Schaper | LAS      |
| Suzanne Stetter | Grade K Teacher          |                |          |

# School Data Review

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|                         |                              |                        |                          |
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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.

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

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

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

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

| NGSS % Proficient | 2018-2019<br>All / HNS | 2020-2021<br>All / HNS | 2021-2022<br>All / HNS | 2022-2023<br>All / HNS | 2023-2024<br>All / HNS | 2024-2025<br>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%        |

| STAR - Early Literacy Acadience Reading % Proficient | 2020-2021<br>All / HNS | 2021-2022<br>All / HNS | 2022-2023<br>All / HNS | 2023-2024<br>Acadience All / HNS | 2024-2025<br>All / HNS | 2025-2026<br>Acadience All / HNS |
|------------------------------------------------------|------------------------|------------------------|------------------------|----------------------------------|------------------------|----------------------------------|
| Kindergarten                                         | 93%/70%                | 100%/100%              | 93% / ??               | 69% / 36%                        | 78% / 55%              | 89% / 70%                        |
| 1st                                                  |                        |                        |                        | 81% / 60%                        | 86% / 77%              | 87% / 71%                        |
| 2nd                                                  |                        |                        |                        | 88% / 60%                        | 83% / 67%              | 82% / 50%                        |
| 3rd                                                  |                        |                        |                        | 86% / 50%                        | 85% / 70%              | 87% / 68%                        |
|                                                      |                        |                        |                        | 81% / 52%                        | 83% / 67%              | 86% / 65%                        |

| STAR or NWEA - Literacy % Proficient (Spring) | 2020-2021<br>All / HNS | 2021-2022<br>All / HNS | 2022-2023<br>All / HNS | 2023-2024<br>NWEA All / HNS | 2024-2025<br>All / HNS | 2025-2026<br>NWEA All / HNS |
|-----------------------------------------------|------------------------|------------------------|------------------------|-----------------------------|------------------------|-----------------------------|
| 1st                                           | 82%/38%                | 94%/91%                | 96%/79%                |                             |                        |                             |
| 2nd                                           | 78%/50%                | 80%/44%                | 76%/50%                |                             |                        |                             |

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|               |         |         |         |           |           |          |
|---------------|---------|---------|---------|-----------|-----------|----------|
| <b>3rd</b>    | 79%/56% | 73%/20% | 87%/60% |           |           |          |
| <b>4th</b>    | 72%/64% | 71%/45% | 71%/10% | 85% / 60% | 76% / 53% | NA - SBA |
| <b>5th</b>    | 77%/55% | 68%/45% | 60%/38% | 72% / 27% | 67% / 33% | NA - SBA |
| <b>School</b> | 78%/53% | 77%/    | 49%/47% | 79%/44%   | 72% / 43% | NA - SBA |

| <b>STAR or NWEA -<br/>Math<br/>% Proficient (Spring)</b> | <b>2020-2021<br/>All / HNS</b> | <b>2021-2022<br/>All / HNS</b> | <b>2022-2023<br/>All / HNS</b> | <b>2023-2024<br/>NWEA<br/>All / HNS</b> | <b>2024-2025<br/>All / HNS</b> | <b>2025-2026<br/>NWEA<br/>All / HNS</b> |
|----------------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|-----------------------------------------|--------------------------------|-----------------------------------------|
| <b>K</b>                                                 |                                |                                |                                | 74% / 46%                               | 63% / 55%                      | 78% / 40%                               |
| <b>1st</b>                                               | 92%/75%                        | 94%/83%                        | 96%/95%                        | 78% / 66%                               | 65% / 41%                      | 65% / 59%                               |
| <b>2nd</b>                                               | 80%/40%                        | 80%/78%                        | 81%/50%                        | 86% / 63%                               | 77% / 57%                      | 74% / 35%                               |
| <b>3rd</b>                                               | 83%/67%                        | 78%/40%                        | 88%/100%                       | 75% / 56%                               | 59% / 45%                      | NA - SBA                                |
| <b>4th</b>                                               | 89%/82%                        | 84%/58%                        | 86%/??                         | 95% / 90%                               | 87% / 67%                      | NA - SBA                                |
| <b>5th</b>                                               | 90%/82%                        | 95%/91%                        | 86%/69%                        | 69% / 9%                                | 65% / 40%                      | NA - SBA                                |
|                                                          | 87%/69%                        | 86%/70%                        | 87%/??                         | 80% / 55%                               | 69% / 51%                      | NA - SBA                                |

# SMART Goal 1: Literacy

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### SMART Goal 1

#### *Root Cause Analysis - Based on School Performance*

During the 2025-2026 school year, several red flags came up with our K-2 students' performance on the foundational skills assessment (Acadience) which indicated phonemic awareness and letter/sound correspondence were not growing simultaneously. This prompted us to pause and examine our data more closely, then take action.

- Ensure PA and letter/sound correspondence are taught and growing simultaneously

#### *Data Points and conclusions:*

- Kindergarten
  - Significant drop from BOY to MOY indicated students' skills were not growing and supplemental instruction was needed
    - BOY - 93% in green/blue
    - MOY - 73% in green/blue
  - Implemented rigorous phonological awareness reteaching and supplemental exercises to catch up and make the growth that is necessary for first grade readiness
    - EOY - 89% in green/blue
- Grade 1
  - 71% of students achieved green/blue level at the BOY.
    - This is fairly low given the population and the fact that the measures administered in the BOY assess skills that were intended to be secure by the end of kindergarten.
  - The number of students achieving green/blue level increased greatly from BOY to MOY however that was not the case from MOY to EOY.
    - BOY - 71%
    - MOY - 83%
    - EOY - 87%
  - Upon closer analysis, we came to the conclusion that there was less growth from MOY to EOY because MOY ORF expectations are low (since it's the first time students take that assessment) and then increase significantly for the EOY. Students' skills were not growing quickly enough to account for the increased expectations from MOY to EOY.
- Grade 2
  - On the ORF, words correct increased from BOY to MOY but decreased from MOY to EOY (87 to 81).
    - This indicates students have the skills but are not able to apply them with sufficient automaticity. Our LASs observed students frequently freeze or "blow by" words they don't know and don't take the time to apply their skills to figure out these unknown words. Our hypothesis is this indicates students' cognitive load is being devoted to decoding and not to comprehension.

#### *Actions taken after the 2026 MOY benchmarks:*

- Targeted progress monitoring initiatives

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- Creation of data walls followed by facilitated analysis
- Development and implementation of supplemental lessons and focal points for reading foundations instruction in response to the data analysis
- Increased opportunities for instruction of students in need of intervention

The efforts were successful in supporting growth from the MOY to EOY. Therefore, we will continue the steps taken last year and increase our focus on accuracy, particularly in grade 2. If students read accurately, they will be better positioned to reduce the cognitive load for decoding and free them up for improved comprehension.

Our 2026 SBA scores for grades 3-5 indicate an increase in scores for a second consecutive year. As a school, we have been thoughtfully and intentionally utilizing Interim Assessment Blocks (IAB) as instructional opportunities to support students' understanding of the questions being asked and their strategic approach in considering the answer choices. During the 2025-2026 school year, we also unpacked each reading module and summative assessment through the lens of the standards to ensure alignment, then purposefully incorporated IAB instruction into each module to support that alignment.

That said, teachers have observed students struggling to independently apply learned strategies when responding to text-based questions/tasks. Students inconsistently demonstrate critical thinking about what questions are asking and what they need to do to answer the questions, which indicates they are not truly comprehending either the text, the question, or both. In addition, teachers have observed students struggling with foundational comprehension skills (e.g., identifying main idea and details, recognizing text structure), which are not consistently present in the literacy curriculum modules for instructional purposes. Therefore, we will focus on providing explicit instruction in metacognitive comprehension strategies across text genres and content (including in conjunction with the new Social Studies curriculum).

|                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School's Goal</b>                                                            | Improve students' reading foundation skills with a focus on accuracy in g<br>comprehension in grades 3-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>SMART Goal</b>                                                               | <ul style="list-style-type: none"> <li>• 85% of students in grades 3 - 5 will achieve a level 3 or 4 on the s<br/>administration of the ELA SBA. (Spring 2026 baseline: average o<br/> <ul style="list-style-type: none"> <li>◦ 65% of students who have IEPs in grades 3 - 5 will achie<br/>spring 2026 administration of the ELA SBA. (Spring 2026<br/>HNS in all grades: 61%)</li> </ul> </li> <li>• 85% of students in grades 4 and 5 will achieve their individual g<br/>ELA SBA in the spring of 2027. (Spring 2026 baseline: average o<br/> <ul style="list-style-type: none"> <li>◦ 80% of students with IEPs in grades 4 and 5 will achieve<br/>growth targets on the ELA SBA in the spring of 2026. (S<br/>average of HNS in all grades: 73%)</li> </ul> </li> </ul>                                                            |
| <b>Evidence of Success</b><br>1 IAGDs <i>minimum</i><br>Inclusive and Equitable | <p>Gr. K-1</p> <ul style="list-style-type: none"> <li>• 95% of all students in grades K - 1 will score “at” or “above” the e<br/>expectations for the Acadience Reading Composite score in sprin<br/>baseline: 86%) <ul style="list-style-type: none"> <li>◦ 80% of students who have IEPs in grades K-2 will score<br/>end-of-year grade level expectations for the Acadience R<br/>score in spring 2027. (Spring 2026 baseline: 64%)</li> </ul> </li> </ul> <p>Gr. 2</p> <ul style="list-style-type: none"> <li>• 95% of all students in grade 2 will achieve at least 95% accuracy<br/>ORF assessment in spring 2027. (Spring 2026 baseline: x%) <ul style="list-style-type: none"> <li>◦ x% of students who have IEPs in grades K-2 will score “a<br/>end-of-year grade level expectations for the Acadience R</li> </ul> </li> </ul> |

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|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             | <p>score in spring 2027. (Spring 2026 baseline: x%)</p> <p>Grades 3-5</p> <ul style="list-style-type: none"> <li>The percentage of students achieving the equivalent of at/above (at/above) will increase from x% on the fall 2026 Reading NWEA to 2027 Reading NWEA. <ul style="list-style-type: none"> <li>65% of students who have IEPs in grades 3 - 5 will achieve at/above on SBA (65% or above) on the winter 2027 Reading NWEA.</li> </ul> </li> </ul> |
| <b>District Improvement Plan Connection</b> | SBA ELA proficiency rates in grades 3-8 will be 80% or higher and the SBA indicator gap in grades 3-8 between subgroup performance and district performance will decrease by 20%.                                                                                                                                                                                                                                                                              |

### 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)*

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Scientifically Research Based Strategy</b> | <p>K-2</p> <ul style="list-style-type: none"> <li>Explicit instruction in reading foundation skills and application <ul style="list-style-type: none"> <li>K&amp;1: Opportunities to practice and apply skills through c high-leverage activities)</li> <li>K-2: consistent word attack strategies</li> </ul> </li> </ul> <p>3-5</p> <ul style="list-style-type: none"> <li>Explicit instruction for identified reading comprehension strategies</li> <li>Double-entry journal</li> </ul>                                                                                                                                                                                                                                                                                                                        |
| <b>MOY Results (Expectation/ Reality)</b>     | <ul style="list-style-type: none"> <li>95% of all students in grades K - 1 will score “at” or “above” the goal for the Acadience Reading Composite score at the mid-year administration (January 2027).</li> <li>95% of all students in grade 2 will achieve at least 95% accuracy on the Reading ORF assessment at the mid-year administration (January 2027).</li> <li>85% of all students in grades 3-5 will achieve 65% or higher on the Reading NWEA.</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| <b>EOY Results (Expectation/ Reality)</b>     | <ul style="list-style-type: none"> <li>95% of all students in grades K - 1 will score “at” or “above” the expectations for the Acadience Reading Composite score in spring 2027. (Spring 2026 baseline: 86%)</li> <li>95% of all students in grade 2 will achieve at least 95% accuracy on the ORF assessment in spring 2027. (Spring 2026 baseline: x%)</li> <li>85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring administration of the ELA SBA. (Spring 2026 baseline: average of 61% HNS in all grades: 61%) <ul style="list-style-type: none"> <li>65% of students who have IEPs in grades 3 - 5 will achieve at/above on SBA (65% or above) on the spring 2027 administration of the ELA SBA. (Spring 2026 baseline: average of 61% HNS in all grades: 61%)</li> </ul> </li> </ul> |
| <b>Responsible Individuals</b>                | K-5 classroom teachers, Special Education teachers, LAS's, special teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Timeline</b>                               | August 2026 - May 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Resources</b>                              | <ul style="list-style-type: none"> <li>Time for data analysis, planning, and professional learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                            | <ul style="list-style-type: none"> <li>• Data reports and support in analyzing results to understand implications <ul style="list-style-type: none"> <li>◦ Time with district data coordinator to learn about and interpret data</li> </ul> </li> <li>• Time for planning and development of tools for reading foundation comprehension instruction</li> <li>• Professional development for all non- and certified staff re: reading foundation comprehension instruction</li> </ul> |
| <b>Budget Implications</b> | Professional books, materials for centers, release time for planning and professional development                                                                                                                                                                                                                                                                                                                                                                                    |

### Goal 1 - Implementation and Milestones

|                                  | <b>Beginning of the Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Middle of the Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>End of the Year</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Implementation Milestones</b> | <p><b>Summer:</b><br/><b>K-2</b><br/>Create a <a href="#">calendar</a> for each grade level (K-2) for Mod o (15 days) that sets up routines and learning tools for the grade level focus areas</p> <ul style="list-style-type: none"> <li>• K - segmenting sounds</li> <li>• Gr. 1 - fluency and accuracy</li> <li>• Gr. 2 - accuracy</li> </ul> <p>Confirm consistent word attack strategies (including language) to be used in K-2; include in Gr. 2's Mod o lessons</p> <p>Prepare Centers</p> <ul style="list-style-type: none"> <li>• Identify activities to be used in centers that support the grade level focus areas</li> <li>• Develop centers for each grade</li> <li>• Prepare materials for centers</li> </ul> <p><b>3-5</b><br/>Identify 3 high-leverage strategies for students to use in order to support their metacognition and increase their comprehension</p> <ul style="list-style-type: none"> <li>• Visualization</li> <li>• Asking questions</li> <li>• Making connections</li> </ul> <p>Select the 3 strategies for each that students will be taught to use independently</p> <ul style="list-style-type: none"> <li>• Visualization <ul style="list-style-type: none"> <li>◦ Think, stop, and sketch</li> <li>◦ Think, pair, share</li> <li>◦ RIDER Strategy</li> </ul> </li> <li>• Asking questions <ul style="list-style-type: none"> <li>◦ Protocol for identifying the type of question, then answering that specific type of question</li> <li>◦ Question Answer Relationships (QAR)</li> </ul> </li> </ul> | <p><b>K-3</b><br/>Review results of MOY reading benchmark assessments in order to:</p> <ul style="list-style-type: none"> <li>• Identify any challenges that may be best addressed in Tier 1 and confirm SL is adequate to address them - develop supplemental materials if needed</li> <li>• Create small groups</li> <li>• Consider opportunities for flexible grouping between pairs of teachers</li> </ul> <p>Confirm progress monitoring plan for students who flag</p> <ul style="list-style-type: none"> <li>• Focus on EOY grade level expectations for Acadience target</li> </ul> <p>Continue implementing SL (FS for Gr. 3) and all related supplemental materials with fidelity - discuss during GLMs</p> <p><b>3-5</b><br/>Administer NWEA Reading and analyze results in order to:</p> <ul style="list-style-type: none"> <li>• Identify any challenges that may be best addressed in Tier 1</li> <li>• Create small groups</li> <li>• Consider opportunities for flexible grouping <ul style="list-style-type: none"> <li>◦ Choose 5 Reading Comprehension skills and assess, then use this to determine flexible grouping</li> </ul> </li> </ul> <p>Confirm progress monitoring plan for students who flag</p> <p>Prior to start of each module:</p> <ul style="list-style-type: none"> <li>• Review Signposts and discuss how to spotlight them during lessons</li> <li>• Review lessons and articulate how the three metacognitive comprehension strategies will be intentionally incorporated into instruction during the module</li> </ul> | <p><b>K-3</b><br/>Review results of MOY reading benchmark assessments in order to:</p> <ul style="list-style-type: none"> <li>• Identify any challenges that may be best addressed in Tier 1 and confirm SL is adequate to address them - develop supplemental materials if needed</li> <li>• Create small groups</li> <li>• Consider opportunities for flexible grouping between pairs of teachers</li> </ul> <p>Continue implementing SL (FS for Gr. 3) and all related supplemental materials with fidelity - discuss during GLMs</p> <p><b>3-5</b><br/>Prior to start of each module:</p> <ul style="list-style-type: none"> <li>• Review Signposts and discuss how to spotlight them during lessons</li> <li>• Review lessons and articulate how the three metacognitive comprehension strategies will be intentionally incorporated into instruction during the module</li> </ul> <p>Unpack Student Learning Objectives and identify opportunities for metacognitive strategies</p> <p><b>Prepare for Grade 3</b><br/>Provide Grade 3 students with a variety of experiences in a variety of ways</p> <p>Hold grade level conversations about the continuum of comprehension expectations and resources, etc.</p> |

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|  | <ul style="list-style-type: none"> <li>○ Write questions before, during, after reading</li> <li>● Making connections <ul style="list-style-type: none"> <li>○ Graphic Organizers</li> <li>○ Readers Notebooks</li> <li>○ Living, class-created anchor charts</li> </ul> </li> </ul> <p>Create a <a href="#">calendar</a> for each grade level (3-5) for Mod o (15 days) during which teachers will provide explicit instruction in the identified metacognitive comprehension strategies across text genres and content areas in a gradual release (teacher models and moves to students independently applying the strategies) in order to:</p> <ul style="list-style-type: none"> <li>● Introduce the 3 strategies</li> <li>● Establish shared language for the strategies</li> <li>● Provide students with opportunities to apply these strategies independently and universally across content areas</li> </ul> <p><b>September (first 2 weeks):</b><br/> <b>K-5</b><br/> Roll out Mod o lessons and materials to all K-5 teachers<br/> Implement Mod o lessons</p> <p><b>K-2</b><br/> Review SL materials and identify gaps in PA skill instruction where supplemental curricular resources to support PA skills in SL are needed</p> <ul style="list-style-type: none"> <li>● Compile supplemental materials</li> <li>● Share and review during GLM</li> <li>● Implement after Mod o <ul style="list-style-type: none"> <li>○ Include in grade level pacing guides and WAAGs</li> </ul> </li> </ul> <p><b>REMAINDER OF TRIMESTER</b><br/> <b>K-3</b><br/> Review results of BOY reading benchmark assessments in order to:</p> <ul style="list-style-type: none"> <li>● Identify any challenges that may be best addressed in Tier 1 and confirm SL is adequate to address them - develop supplemental materials if needed</li> <li>● Create small groups</li> </ul> <p>Confirm progress monitoring plan for reading foundations</p> <ul style="list-style-type: none"> <li>● Focus on MOY grade level expectations for Acadience target</li> </ul> <p>Review administration of progress monitoring measures and recalibrate all</p> | <p>Unpack Studies Weekly units and identify opportunities to incorporate metacognitive strategies into activities</p> <p>Begin SBA prep using IABs for instruction and intentionally focusing on students applying the three metacognitive comprehension strategies</p> |  |
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## Fairfield Public Schools – School Improvement Plan

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|                           | <p>staff who will be progress monitoring</p> <p>Continue implementing SL (FS for Gr. 3) and all related supplemental materials with fidelity</p> <p><b>3-5</b><br/>Administer NWEA Reading and analyze results in order to:</p> <ul style="list-style-type: none"> <li>Identify any challenges that may be best addressed in Tier 1</li> <li>Create small groups</li> </ul> <p>Develop progress monitoring tools: identify/create a prompt for each strategy that students will answer during each module</p> <ul style="list-style-type: none"> <li>Double-entry journal - use text from the module that includes a prompt for each strategy</li> </ul> <p>Confirm progress monitoring plan</p> <p>Share K-2 word attack strategies with 3-5 (use as needed)</p> <p>Prior to start of each module:</p> <ul style="list-style-type: none"> <li>Review Signposts and discuss how to spotlight them during lessons</li> <li>Review lessons and articulate how the three metacognitive comprehension strategies will be intentionally incorporated into instruction during the module</li> </ul> <p>Unpack Studies Weekly units and identify opportunities to incorporate metacognitive strategies into activities</p> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Small group instruction, independent reading, and classroom libraries (provided by district)</li> <li>Acadience calibration (K-3)</li> <li>Double-entry journal (3-5 progress-monitoring tool)</li> <li>Share strategies with specials teachers - provide professional learning, suggestions/resources</li> </ul> |                                                                                                                                                                                                             |                                                                                 |
| <b>Leading Indicators</b> | <ul style="list-style-type: none"> <li>Gr. K-3 BOY Acadience Reading <ul style="list-style-type: none"> <li>K - FSF</li> <li>1 - PSF, NWF</li> <li>2 - ORF</li> <li>3 - ORF and MAZE</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Gr. K-3 MOY Acadience Reading <ul style="list-style-type: none"> <li>K - PSF</li> <li>1 - NWF, ORF</li> <li>2 - ORF</li> <li>3 - ORF and MAZE</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Gr. K-3 MOY Acadience Reading</li> </ul> |

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|                                               | <ul style="list-style-type: none"> <li>Gr. K-2 Module Assessments (SL questions)</li> <li>Gr. 3-5 BOY ELA MAP benchmark (NWEA)</li> <li>Gr. 3-5 Module assessments (as applicable)</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Gr. K-2 Module Assessments (SL questions)</li> <li>Gr. 3-5 MOY ELA MAP benchmark (NWEA)</li> <li>Gr. 3-5 Module assessments (as applicable)</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Gr. (SL</li> <li>Gr. ben</li> <li>Gr. (as</li> </ul>                                                                                                                                                                                                                                                           |
| <b>Lagging Indicators</b>                     | NA                                                                                                                                                                                                                                                    | NA                                                                                                                                                                                                                                                    | <p>85% of students achieve a level of administrative 2026 baseline (85%)</p> <ul style="list-style-type: none"> <li>65% in grade level administrative SBAs average 61%</li> </ul> <p>85% of students achieve their goal on the ELA SBAs (Spring 2026) grades: 87%</p> <ul style="list-style-type: none"> <li>80% grade the on of 2 bas gra</li> </ul> |
| <b>Equity Goals and Shared Responsibility</b> | <ul style="list-style-type: none"> <li>Analyze performance of students in High Needs subgroup and develop additional action steps as needed.</li> <li>Include discussion of achievement of students with IEPs at Special Ed team meetings.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze performance of students in High Needs subgroup and develop additional action steps as needed.</li> <li>Include discussion of achievement of students with IEPs at Special Ed team meetings.</li> </ul> | <ul style="list-style-type: none"> <li>Analyze High Ne addition</li> <li>Include of student team m</li> </ul>                                                                                                                                                                                                                                         |

## SMART Goal 2: Numeracy

## Fairfield Public Schools – School Improvement Plan

### School Information

|                         |                              |                        |                          |
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| <b>School's Name</b>    | Riverfield Elementary School | <b>School District</b> | Fairfield Public Schools |
| <b>Principal's Name</b> | Mary Rose Dymond             | <b>School Year</b>     | 2026-2027                |

### 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.

Our benchmark math scores during the 25/26 year increased.

SBA

- 82% of students in grades 3-5 achieved a level 3 or 4
- 80% of 4th and 5th graders achieved their growth targets

NWEA

- 78% of Kindergarten students achieved a 65% or higher (a significant increase from 63% in 24/25)
- Scores for students in grades 1 and 2 were similar to previous years

Our focus on fact fluency during the 25/26 school year, has not yet yielded the growth in scores we had anticipated. That said, given the grade level fact fluency expectations implemented in 25/26, our students were mostly on par with the district percentages (within a few percentage points either way). While we have not yet seen the growth we'd like, there has been some growth from 24/25 to 25/26. As indicated above, despite our students' fact fluency scores, our SBA scores have improved and we anticipate improvements in fact fluency will positively impact SBA scores moving forward. (In particular, fourth and fifth graders' scores were lower in multi-digit computation and third graders' scores were lower in place value, both areas that could be impacted by fact fluency.) Therefore, our plan is to stay the course with our focus on building students' fact fluency and automaticity.

Other key findings/conclusions of this analysis/discussion 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
  - On the SBA, across all three grades, fluency/operations continued to present as an area of challenge.
- 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
- Revisions to the district's fact fluency assessments have enabled teachers to better determine

## Fairfield Public Schools – School Improvement Plan

- students' mastery of the grade level fact fluency expectations
- Most teachers are effectively and efficiently implementing Number Corner and recognize its value
- The full adoption of Bridges has positively impacted the effectiveness of instruction as curriculum, instruction, and assessments are all aligned with the standards.
- Teachers are leveraging our online programs - IXL and Math Fact Lab (MFL) - for instruction, practice, and progress monitoring. Most students are highly motivated by both IXL and MFL.
- Teachers in grades 3-5 have been using IABs instructionally with success.
- As noted in previous years, teachers have observed students across grade levels struggle with Mathematical Practice 1 - *Attend to precision*.
- Keeping a “spotlight” on fact fluency through student goal-setting, MFL leader board, and updates/announcements at All-School Meetings has brought greater awareness to its importance for students, staff, and families.

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| <b>School's Goal</b>                                                            | Identify and fill gaps in students' foundational math skills (namely, fact fluency) to improve overall math achievement (This is Year 2 for this goal)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>SMART Goal</b>                                                               | <ul style="list-style-type: none"> <li>● 85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring administration of the math SBA. (Spring 2026 baseline: average of 79% growth targets on the math SBA in the spring of 2027. (SBA average of HNS in all grades: 61%)</li> <li>○ 80% of students who have IEPs in grades 3 - 5 will achieve their individual growth targets on the math SBA in the spring of 2027.</li> <li>● 85% of students in grades 4 and 5 will achieve their individual growth targets on the math SBA in the spring of 2027.(Spring 2026 baseline: average of 79% growth targets on the math SBA in the spring of 2027. (SBA average of HNS in all grades: 51%)</li> <li>○ 80% of students with IEPs in grades 4 and 5 will achieve their individual growth targets on the math SBA in the spring of 2027.</li> </ul> |
| <b>Evidence of Success</b><br>1 IAGDs <i>minimum</i><br>Inclusive and Equitable | <p>Fluency</p> <ul style="list-style-type: none"> <li>● By May 2027, 85% of students in grades 1-5 will demonstrate mastery of basic fact fluency standards as measured by the grades 1-5 District Fluency Assessment. (Fall 2026 baseline: TBD)</li> <li>● By May 2027, 85% of students in kindergarten will achieve grade-level proficiency on the Bridges baseline assessment. (Fall 2026 baseline: TBD)</li> <li>● By May 2027, 100% of students in grades 1-5 will meet their individual growth goals.</li> <li>● By May 2027, all kindergarten classes will meet their class fact fluency goals.</li> </ul>                                                                                                                                                                                                                                             |
| <b>District Improvement Plan Connection</b>                                     | SBA math proficiency rates in grades 3-8 will be 80% or higher and the subgroup 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)*

|                                               |                                                                                                                                                                                                                                                                                         |
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| <b>Scientifically Research Based Strategy</b> | Explicit instruction in fact fluency strategies supported by: <ul style="list-style-type: none"> <li>• Consistent opportunities to practice and build automaticity</li> <li>• Student goal-setting, tracking, and accountability</li> <li>• Feedback related to goal-setting</li> </ul> |
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## Fairfield Public Schools – School Improvement Plan

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| <b>MOY Results (Expectation/ Reality)</b> | <p>Fluency</p> <ul style="list-style-type: none"> <li>85% of students in grades 1-5 will demonstrate mastery of grade level fact fluency measured by the grades 1-5 District Fluency Assessments.</li> <li>85% of students in kindergarten will achieve grade level proficiency on the assessment.</li> </ul> <p>NWEA</p> <ul style="list-style-type: none"> <li>85% of all students in grades K- 5 will meet or exceed Math MAP benchmark (61st percentile or better). <ul style="list-style-type: none"> <li>75% of students with IEPs in each grade (K-5) will meet or exceed benchmarks (score in the 61st percentile or better).</li> </ul> </li> </ul> |
| <b>EOY Results (Expectation/ Reality)</b> | <ul style="list-style-type: none"> <li>85% of students in grades 3 - 5 will achieve a level 3 or 4 on the spring 2027 math SBA.</li> <li>85% of students in grades 4 and 5 will achieve their individual growth targets by the spring of 2027.</li> <li>85% of students in grades 1-5 will demonstrate mastery of grade level fact fluency measured by the grades 1-5 District Fluency Assessments.</li> <li>85% of students in kindergarten will achieve grade level proficiency on the assessment.</li> <li>All kindergarten classes will meet their class fact fluency goals.</li> </ul>                                                                  |
| <b>Responsible Individuals</b>            | K-5 classroom teachers, Special Education teachers, MRT, specials teachers, AP,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Timeline</b>                           | August 2026 - May 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Resources</b>                          | <ul style="list-style-type: none"> <li>Time for data analysis, planning, and professional learning</li> <li>Data reports and support in analyzing results to understand implications</li> <li>Building schedule aligned to support mathematics instruction - time for math</li> <li>Licenses for Math Fact Lab (MFL)</li> <li>Vertical white boards</li> </ul>                                                                                                                                                                                                                                                                                               |
| <b>Budget Implications</b>                | Release time for planning and professional learning, materials (including: vertical whiteboard subscription), access to Chromebooks for all students in grades 1-5 at least 3 times per week to support student goal-setting                                                                                                                                                                                                                                                                                                                                                                                                                                 |

### Goal 2 - Implementation and Milestones

|                                  | Beginning of the Year                                                                                                                                                           | Middle of the Year                                                                                                                                         | End of the Year |
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| <b>Implementation Milestones</b> | <u>Fact Fluency/Automaticity</u> <ul style="list-style-type: none"> <li>Day 0 fluency assessment - first day of each unit</li> <li>Build teachers' understanding and</li> </ul> | Continue implementing instructional plans developed at BOY to support Fact Fluency / Automaticity including MFL, goal setting, and small group instruction | Continue        |

## Fairfield Public Schools – School Improvement Plan

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|  | <p>facility with K-5 fluency standards and strategies</p> <ul style="list-style-type: none"> <li>○ Continuum of skill development and application</li> <li>○ Sequence of <a href="#">grade level fact fluency standards and FPS expectations</a></li> <li>○ Share strategy sheets with teachers, students, parents/caregivers</li> </ul> <ul style="list-style-type: none"> <li>● Leverage Math Fact Lab (MFL) as a means of providing effective practice, tracking mastery, and identifying students who are struggling with fact fluency <ul style="list-style-type: none"> <li>○ Gr. 1-5 students will participate in MFL 3 times per week for at least 12 minutes each time</li> <li>○ <i>Use MFL for progress monitoring</i> - define expectations (aligned with MTSS)</li> </ul> </li> <li>● Student goal setting <ul style="list-style-type: none"> <li>○ Review effective goal-setting strategies to ensure consistent understanding and approach</li> <li>○ Tie in with Day 0 assessments and progress monitoring <ul style="list-style-type: none"> <li>○ Backwards plan from EOY targets</li> <li>○ Confirm plan and expectations for each grade level</li> <li>○ Emphasize steps/actions students are committing to take to meet their goals</li> </ul> </li> </ul> </li> <li>● Create incentive program for students who meet established targets (consider outliers' individual needs)</li> <li>● Reinforce with families the importance of fact fluency <ul style="list-style-type: none"> <li>○ Provide parents/caregivers with strategies for practicing at home (monthly math newsletter)</li> <li>○ Send home monthly MFL letters</li> <li>○ Share students' fluency graphs (Google Classroom)</li> </ul> </li> </ul> <p><u>Math Instruction</u></p> <ul style="list-style-type: none"> <li>● Confirm and support Number Corner being taught with fidelity <ul style="list-style-type: none"> <li>○ Meet with new teachers</li> </ul> </li> <li>● Implement targeted small group instruction focused on fact fluency <ul style="list-style-type: none"> <li>○ Tier 1 small fact fluency groups based on MFL data in 1-5 and Number Corner check-ups in Kindergarten</li> <li>○ Consider barriers to automaticity <ul style="list-style-type: none"> <li>■ Consider student</li> </ul> </li> </ul> </li> </ul> | <p>Hold grade level and vertical conversations about fact fluency</p> <ul style="list-style-type: none"> <li>● What's going well</li> <li>● What's been challenging</li> <li>● What changes are needed</li> </ul> <p>Mid-year data review of the leading indicator assessments</p> <ul style="list-style-type: none"> <li>● Use data to drive small group instruction</li> </ul> <p>Provide additional professional learning as warranted based on student assessment results</p> <p>Grades 3-5 - Begin SBA prep using IABs for instruction</p> | <p>i<br/>n<br/>u<br/>e<br/>i<br/>m<br/>p<br/>l<br/>e<br/>m<br/>e<br/>n<br/>t<br/>i<br/>n<br/>g<br/>i<br/>n<br/>s<br/>t<br/>r<br/>u<br/>c<br/>t<br/>i<br/>o<br/>n<br/>a<br/>l<br/>p<br/>l<br/>a<br/>n<br/>s<br/>d<br/>e<br/>v<br/>e<br/>l<br/>o<br/>p<br/>e<br/>d<br/>a<br/>t<br/>B<br/>O<br/>Y<br/>t<br/>o<br/>s<br/>u<br/>p<br/>p</p> |
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|  | <p style="text-align: center;">interviews to collect this information and determine root cause</p> <ul style="list-style-type: none"> <li>• Incorporate fact fluency precursor skills into play stations in K</li> </ul> <p><b><u>Professional Learning</u></b></p> <ul style="list-style-type: none"> <li>• 1 grade level meeting (GLM) per month focused on math professional learning, including: MFL, fact fluency strategies, student goal setting, additional instructional resources (e.g., Bridges resources, Concept Quest, IXL Spark Studio)</li> <li>• MFL - how to leverage (e.g., increase/decrease time per fact)</li> <li>• Concept Quest</li> <li>• Barriers to fluency/automaticity</li> <li>• Efficiency of strategies               <ul style="list-style-type: none"> <li>◦ Continuum</li> <li>◦ Instructional strategies to move students to more efficient strategies</li> </ul> </li> <li>• Build teachers' understanding and facility with K-5 fluency standards and strategies               <ul style="list-style-type: none"> <li>◦ Share continuum of skill development and application - ensure teachers know where students are coming from in the grade level before (share <a href="#">continuum of skills</a>)</li> <li>◦ Share strategy sheets with teachers, students, parents/caregivers</li> </ul> </li> <li>• Reminders re: effective goal-setting strategies to ensure consistent understanding and approach</li> </ul> |  | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">o<br/>r<br/>t<br/>F<br/>a<br/>c<br/>t<br/>F<br/>l<br/>u<br/>e<br/>n<br/>c<br/>y<br/>/<br/>A<br/>u<br/>t<br/>o<br/>m<br/>a<br/>t<br/>i<br/>c<br/>i<br/>t<br/>y<br/>i<br/>n<br/>c<br/>l<br/>u<br/>d<br/>i<br/>n<br/>g<br/>M<br/>F<br/>L<br/>,<br/>g<br/>o<br/>a<br/>l<br/>s<br/>e<br/>t<br/>t<br/>i<br/>n<br/>g<br/>,<br/>a<br/>n</p> |
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| <b>Leading Indicators</b> | <ul style="list-style-type: none"> <li>• K- 5 BOY Math MAP benchmark (NWEA)</li> <li>• District fluency assessment (1-5, BOY)</li> <li>• Unit fluency assessments (2-5, on-going)</li> <li>• District math baseline assessment (K, BOY)</li> <li>• Progress monitoring data</li> </ul> | <ul style="list-style-type: none"> <li>• K- 5 MOY Math MAP benchmark (NWEA)</li> <li>• District fluency assessment (1-5, MOY)</li> <li>• Unit fluency assessments (2-5, on-going)</li> <li>• District math baseline assessment (K, MOY)</li> <li>• Progress monitoring data</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                  |

## Fairfield Public Schools – School Improvement Plan

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## Fairfield Public Schools – School Improvement Plan

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| <b>Lagging Indicators</b> | NA | NA | 85% of students |

## Fairfield Public Schools – School Improvement Plan

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## Fairfield Public Schools – School Improvement Plan

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## Fairfield Public Schools – School Improvement Plan

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**Fairfield Public Schools – School Improvement Plan**

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Fairfield Public Schools – School Improvement Plan

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## Fairfield Public Schools – School Improvement Plan

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|  |  |  | % of students in grades 4 and 5 will achieve the learning and individual growth |
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## Fairfield Public Schools – School Improvement Plan

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Fairfield Public Schools – School Improvement Plan

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|  |  |  | line : average of all grades : 80% ) |
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**Fairfield Public Schools – School Improvement Plan**

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**Fairfield Public Schools – School Improvement Plan**

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## Fairfield Public Schools – School Improvement Plan

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|                                               |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                        |                                                   |
| <b>Equity Goals and Shared Responsibility</b> | <ul style="list-style-type: none"><li>• Analyze performance of students in High Needs subgroup and develop additional action steps as needed.</li><li>• Include discussion of achievement of students with IEPs at Special Ed team meetings.</li></ul> | <ul style="list-style-type: none"><li>• Analyze performance of students in High Needs subgroup and develop additional action steps as needed.</li><li>• Include discussion of achievement of students with IEPs at Special Ed team meetings.</li></ul> | <ul style="list-style-type: none"><li>•</li></ul> |

## Fairfield Public Schools – School Improvement Plan

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## Fairfield Public Schools – School Improvement Plan

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