

School Information

School's Name	Riverfield Elementary School	School District	Fairfield Public Schools
Principal's Name	Mary Rose Dymond	School Year	2022-2023

School's Mission/Vision

The mission of Riverfield Elementary School, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program. The fulfillment of this mission is for all students at Riverfield to be **Responsible, Respectful, Friendly and Fair, Leaders, Learners, Determined, and Dedicated** and to do our best and have fun learning which aligns with the Riverfield Character Pledge.

Theory of Action

If we provide students with a guaranteed and viable curricula, measure performance against it, and intervene accordingly at all tiers of instruction, then students' attainment and acquisition of specific content and skills will improve.

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

Fairfield Public Schools – School Improvement Plan

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Mary Rose Dymond	Principal		
Pam Williams	MST	Marcia Aliberti	MST
Siobhan McCormack	LAS	Monica Schaper	LAS
Cheryl Bitzer	Grade 1 Teacher	Dani Wood	Special Education Teacher
Mike Glasgow	Special Education Teacher	Aubrey Nolan	School Psychologist

School Data Review

In the section below, indicate all historical indicators of school performance (SBA, NGSS, PSAT, SAT, PE, etc.) and other historical school indicators (attendance, course taking, participation, etc.) over the past three years.

SBA - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
3rd	84%/33%	79%/80%	62%/31%
4th	91%/56%	80%/64%	84%/100%
5th	86%/53%	90%/78%	86%/58%

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SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
School	84.5%/72.2%	N/A	79%/88%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
3rd	88%/67%	78%/80%	75%/55%
4th	77%/44%	88%/82%	77%/67%
5th	79%/40%	84%/67%	92%/80%

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
School	83.5%/71.6%	N/A	86.5%/65.5%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
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5th	86%/70%	83%/75%	89%/82%
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Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022
All Students	3.4%	3.9%	8.6%
High Needs		5>6%	16.7%

STAR - Early Literacy % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
Kindergarten		93%/70%	100%/100%

STAR - ELA % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
1st		82%/38%	94%/91%
2nd		78%/50%	80%/44%
3rd		79%/56%	73%/20%

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4th		72%/64%	71%/45%
5th		77%/55%	68%/45%

STAR - Math % Proficient (Spring)	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
1st		92%/75%	94%/83%
2nd		80%/40%	80%/78%
3rd		83%/67%	78%/40%
4th		89%/82%	84%/58%
5th		90%/82%	95%/91%

SMART Goal 1

Root Cause Analysis 1 - Based on School Performance

There is minimal/variable growth on STAR literacy across grade levels in grades 2--5.
In kindergarten and grade 1 growth is consistent and positive.

School's Goal	Increase overall literacy performance
SMART Goal	85% of students in grades 3 - 5 will meet or exceed SBA standards by spring 2023. (Spring 2022 baseline: average of all grades: 82.4%) 70% of HNS will meet or exceed SBA standards by spring 2023. (Spring 2022 baseline: average of all grades: 62.4%)
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	85% of all students in grades K - 5 will meet or exceed STAR benchmarks at the end of the 22-23 year. (Spring 2023 baseline: xx)
District Improvement Plan Connection	100% of second graders will meet or exceed district wide standards in literacy/English Language Arts performance, as measured by SBA proficiency indicator Grades 3-8 will close the gap between subgroup performance by 20% and raise the bar by 10% from 2021 district performance in a positive direction.

Word work SRBS 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	Whole group and small group instruction to increase understanding and application of academic vocabulary and word work.
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MOY Results (Expectation/ Reality)	75% of students in grades K - 5 will meet or exceed STAR benchmarks at the middle of the year.
EOY Results (Expectation/ Reality)	85% of students in grades K - 5 will meet or exceed STAR benchmarks at the end of the year.
Responsible Individuals	All staff
Timeline	2022-23
Resources	Time for planning, professional development for all non- and certified staff, building schedule aligned to support literacy instruction
Budget Implications	RFLD budget line items for Professional Development-(\$2500.00) and Language Arts- (\$9700.00)

Goal 1 - Implementation and Milestones

	Beginning of the Year August-November	Middle of the Year December-February	End of the Year March-June
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Implementation Milestones	<p>Faculty Meeting to discuss SIP and 2021-2022 SBA results.</p> <p>Analysis of district and classroom literacy assessments to identify areas of need to target/focus instruction</p> <p>Weekly grade level meetings focused on analyzing student work, sharing effective instructional strategies, evaluating student achievement and establishing test taking protocols.</p> <p>Students will be exposed to test taking strategies with focus on structure of questions, format and vocabulary</p> <p>1st/2nd-review examples of close passages/sentences and model how to read and answer questions;consider whisper reading/tapping words, skipping proper nouns, reading question and answers first or if unsure/tired and looking for evidence in text that matches choices</p> <p>Small group testing where needed</p>	<p>Based on district, school and classroom data and feedback from teachers, make revisions or modifications to support SIP instructional plans</p> <p>Weekly grade level meetings focused on analyzing student work, sharing effective instructional strategies, evaluating student achievement and establishing test taking protocols.</p> <p>Students will be exposed to test taking strategies with focus on structure of questions, format and vocabulary</p> <p>Small group testing where needed</p> <p>Implement TC Phonics Units of Study and Heggerty PA with fidelity in grades K-2</p> <p>Implement vocabulary and word work instruction with fidelity in grades 3-5</p> <p>Consistent and purposeful small group instruction to differentiate needs and monitor growth</p>	<p>Completion of IAB assessments and STAR including data analysis for presentation to faculty</p> <p>Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement.</p> <p>Review with students test taking strategies with focus on structure of questions, format and vocabulary</p> <p>Prior to SBA and spring Star assessments provide professional development for staff related to SBA and STAR protocols, focusing on effective proctoring of students</p>
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	<p>Teachers will closely proctor students while in test taking periods</p> <p>Implement TC Phonics Units of Study and Heggerty PA with fidelity in grades K-2</p> <p>Implement vocabulary and word work instruction with fidelity in grades 3-5</p> <p>Consistent and purposeful small group instruction to differentiate needs and monitor growth</p>		
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Fairfield Public Schools – School Improvement Plan



Leading Indicators	Based on 2021/2022 STAR data: STAR High Needs data needs to be added	STAR reading performance winter assessment at 75% proficiency. STAR High Needs data needs to be added	STAR reading performance spring assessment at 85% proficiency. STAR High Needs data needs to be added																							
	<table><tr><td>Grade</td><td>Fall</td><td>Spring</td></tr><tr><td>K</td><td>n/a</td><td>100%</td></tr><tr><td>1st</td><td>90%</td><td>94%</td></tr><tr><td>2nd</td><td>60%</td><td>79%</td></tr><tr><td>3rd</td><td>65%</td><td>73%</td></tr><tr><td>4th</td><td>71%</td><td>70%</td></tr><tr><td>5th</td><td>65%</td><td>64%</td></tr><tr><td>Overall</td><td>70%</td><td>80%</td></tr></table> SBA results from 2022 3rd - 62% /HN - 31.% 4th - 84% /HN - 100% 5th - 86% /HN - 58%	Grade	Fall	Spring	K	n/a	100%	1st	90%	94%	2nd	60%	79%	3rd	65%	73%	4th	71%	70%	5th	65%	64%	Overall	70%	80%	
Grade	Fall	Spring																								
K	n/a	100%																								
1st	90%	94%																								
2nd	60%	79%																								
3rd	65%	73%																								
4th	71%	70%																								
5th	65%	64%																								
Overall	70%	80%																								
Lagging Indicators			SBA - 85% of students will meet or exceed SBA standards- HNS- 70% will meet or exceed SBA standards																							
Equity Goals and Shared Responsibility	Subgroup performance on indicators:	Subgroup performance on indicators:	Subgroup performance on indicators:																							

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	Baseline (IAB/STAR): High Needs: EL: Black: Hispanic:	MOY (IAB/STAR): High Needs: EL: Black: Hispanic:	EOY (IAB/STAR): High Needs: EL: Black: Hispanic:
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SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

Minimal/ variable growth on STAR mathematics across grade levels in grade 2--5. In kindergarten and grade 1 growth was consistent and positive.

School's Goal	Increase overall mathematics performance
SMART Goal	85% of students in grades 3 - 5 will meet or exceed SBA standards. (Spring 2022 baseline: 74.4% average of all grade level) 70% of HNS will meet or exceed SBA standards. (Spring 2022 baseline: 64.6% average of all grade levels)
Evidence of Success 1 IAGD <i>minimum</i> Inclusive and Equitable	85% of students in grades K - 5 will meet or exceed STAR benchmarks at the end of the year.
District Improvement Plan Connection	Mathematics performance, as measured by the SBA proficiency indicator (3-8), will close the gap between subgroup performances by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.

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	Small group instruction will be used to determine areas of need and growth.
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MOY Results (Expectation/ Reality)	75% of students in grades K - 5 will meet or exceed STAR benchmarks at the middle of the year.
EOY Results (Expectation/ Reality)	85% of students in grades K - 5 will meet or exceed STAR benchmarks at the end of the year.
Responsible Individuals	All staff
Timeline	2022-23
Resources	Time for planning, professional development for all non- and certified staff, building schedule aligned to support mathematics instruction
Budget Implications	Budget line items for Professional development (\$2500.00) and Mathematics- (\$1200.00)

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Faculty Meeting to discuss SIP and 2021-2022 SBA results.</p> <p>Implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills. (K-5)</p>	<p>Based on district, school and classroom data and feedback from teachers, make revisions or modifications to support SIP instructional plans</p> <p>Continue to meet at weekly grade level meetings focused on analyzing student work to</p>	<p>Completion of IAB assessments and STAR including data analysis for presentation to faculty</p> <p>Grade level teams participate in SRBI meetings to reflect on celebrations and areas of improvement.</p>

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	<p>Weekly grade level meetings focused on analyzing student work, sharing effective instructional strategies, evaluating student achievement and establishing test taking protocols.</p> <p>Consistent and purposeful small group instruction to differentiate needs and monitor growth</p> <p>Analysis of summative district assessments and formative assessments to identify areas of need to target/focus instruction. Students will be exposed to test taking strategies with focus on structure of questions, format and vocabulary</p> <p>Teachers will closely proctor and monitor students during testing</p>	<p>determine what adjustments or modifications are required to improve instructional practices.</p> <p>Continued consistent and purposeful small group instruction to differentiate needs and monitor growth</p> <p>Students will be exposed to test taking strategies with a focus on structure of questions, format and vocabulary</p> <p>Small group testing where needed</p> <p>Based on assessments, grade level analysis and LASW, adjust and modify instruction to successfully implement FPS mathematics curriculum with fidelity with a focus on conceptual understanding in addition to skills. (K-5)</p>	<p>Review test taking strategies with students with focus on structure of questions, format and vocabulary</p> <p>Prior to SBA and spring Star assessments provide professional development for staff related to SBA and STAR protocols, focusing on effective proctoring of students</p>
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Leading Indicators	<p>SBA results from 2022 3rd 75%/HN- 55% 4th 77%/ HN- 67% 5th 92%- HN -80%</p> <p>STAR results from Spring 2022 3rd - 78% 4th - 85% 5th - 95%</p>	<p>STAR results from Winter 2023- 75% of all students STAR High Needs data needs to be added</p>	<p>STAR results from Spring 2023- 85% of all students Star High Needs data needed</p>
Lagging Indicators	<p>SBA 2023 results</p>		<p>SBA 2023 results - 85% of all students will meet/exceed 70% - Students with High Needs will meet or exceed</p>
Equity Goals and Shared Responsibility	<p>Subgroup performance on indicators:</p> <p>Baseline (IAB/STAR): High Needs: EL: Black: Hispanic:</p>	<p>Subgroup performance on indicators:</p> <p>MOY (IAB/STAR): High Needs: EL: Black: Hispanic:</p>	<p>Subgroup performance on indicators:</p> <p>EOY (IAB/STAR): High Needs: EL: Black: Hispanic:</p>

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SMART Goal 3

Root Cause Analysis 1 - Based on School Performance

Increased chronic absenteeism rates from previous school years. Identification of concerns related to school connectedness and safety.
 Foster a sense of **belonging**

School's Goal	Through implementation of strategies and systems which promote a positive, safe, and engaging school community, chronic absenteeism will decrease and student climate scores related to safety and school connectedness will increase.
SMART Goal	<ol style="list-style-type: none"> 1. Chronic absenteeism will decrease to 7.5% or less for all students. 2. 100% of students will be able to identify one trusted adult in the school setting.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	<ol style="list-style-type: none"> 1. 100% of students who were identified as chronically absent during the 2021-2022 school year will improve their attendance in 2022-2023. 2. Modified school climate surveys delivered to all students
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027

Goal 3 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	CASEL Framework, Responsive Classroom
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MOY Results (Expectation/ Reality)	100% of identified students will demonstrate improvement in school attendance.
EOY Results (Expectation/ Reality)	100% of identified students will demonstrate improvement in school attendance. 100% of all students will identify a trusted adult.
Responsible Individuals	All staff and Newly formed attendance team
Timeline	September 2022-June 2023
Resources	
Budget Implications	

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Design and implement a social/emotional survey to be distributed to all students K-5.</p> <p>Design a system for communicating with families of chronically absent students.</p> <p>Form and establish a School Climate Committee (with an attendance focus).</p>	<p>Social/emotional survey distributed to all students K-5 for a second time.</p> <p>Mentor program for identified students struggling with attendance implemented with fidelity.</p> <p>Families of chronically absent students are communicated with on an ongoing basis and a plan is in place to increase school attendance.</p>	<p>Social/emotional survey distributed to all students K-5 for a third time.</p> <p>Mentor program for identified students struggling with attendance implemented with fidelity.</p> <p>Families of chronically absent students are communicated</p>

	<p>Teachers will facilitate a daily morning meeting with a social/emotional focus.</p> <p>All students are provided a framework for bathroom expectations.</p> <p>Create a gender neutral bathroom.</p> <p>All school meetings with social emotional and school connectedness focus.</p>	<p>Increase professional development for all staff with a focus on supporting all learners and building social/emotional skills</p> <p>The School Climate Committee meets monthly, at minimum, to identify problem areas.</p> <p>All students are provided a reminder of bathroom expectations on an ongoing basis.</p> <p>All school meetings with social emotional and school connectedness focus.</p>	<p>with on an ongoing basis and a plan is in place to increase school attendance.</p> <p>Increase professional development for all staff with a focus on supporting all learners and building social/emotional skills</p> <p>The School Climate Committee meets monthly, at minimum, to identify problem areas.</p> <p>All students are provided a reminder of bathroom expectations on an ongoing basis.</p> <p>All school meetings with social emotional and school connectedness focus.</p>
Leading Indicators	<p>DESSA (is there an indicator that specifically ties to school connectedness?)</p> <p>School Climate Survey</p>	<p>DESSA (is there an indicator that specifically ties to school connectedness?)</p> <p>School Climate Survey</p>	<p>DESSA (is there an indicator that specifically ties to school connectedness?)</p> <p>School Climate Survey</p>

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Lagging Indicators	SBA Results 2023 related to Chronic Absenteeism		SBA Accountability measures Related to absenteeism
Equity Goals and Shared Responsibility	<p>All Staff Subgroup performance on indicators:</p> <p>Baseline (IAB/STAR):</p> <p>High Needs:</p> <p>EL:</p> <p>Black:</p> <p>Hispanic:</p>	<p>All Staff Subgroup performance on indicators:</p> <p>MOY (IAB/STAR):</p> <p>High Needs:</p> <p>EL:</p> <p>Black:</p> <p>Hispanic:</p>	<p>All Staff Subgroup performance on indicators:</p> <p>EOY (IAB/STAR):</p> <p>High Needs:</p> <p>EL:</p> <p>Black:</p> <p>Hispanic:</p>