



Bridgewater Elementary School
School Improvement Plan
2026-27

Presented to the Board on 9.28.2026

Purpose

The purpose of the school improvement plan is to share success stories, identify focus areas for the upcoming school year, align efforts, and inspire action toward achieving our strategic plan and vision to prepare **every** student for lifelong success!

School Improvement Plan Highlights and Goals

Highlights		
Highlight No. 1	80/90/100 Framework Alignment	Narrative
Reading and math approach 80% proficiency at Bridgewater.	This highlight aligns with our school's goal of achieving 80% academic proficiency in math and reading. Staff continue to strengthen delivery of Tier 1 instruction and coordinate Tier 2 and Tier 3 instruction to most effectively support learners.	• The 2025-26 data indicates 79% of students are at or above benchmark per the aReading test in Fastbridge and 77% of students are at or above benchmark on the aMath test in Fastbridge. • Although we were slightly short of the 80% proficiency goal, the academic success is attributed to the strong Tier I foundation that exists at Bridgewater. This is credit to the fidelity of implementation of our curriculums, PLC work, and student engagement. • Year two of Bridges Math implementation has resulted in positive growth for students as measured by Fastbridge and unit assessments. • The Bridge2Read foundational skills literacy program is implemented daily for grades K-3. • ADSIS (Alternate Delivery of Specialized Instructional Services) supports small group instruction and progress monitoring in reading. • Reading Corps Tutors serve students in grades K-3.
Highlight No. 2	80/90/100 Framework Alignment	Narrative

Bridgewater increased participation in the employee experience survey from a baseline of 33 staff members (~47% of staff) in the 2024-2025 school year to 56 (75%) staff members with a goal of 53. There was an increase in the response score for the statement, “I have the opportunity to provide input on decisions that affect my job,” from 3.49 to 3.79 with a goal of 3.66.	The daily desired experience from staff plays a role in the 80/90/100 framework. Students’ connection, sense of belonging, and feeling of safety is enhanced by the adults in their lives. The Bridgewater way is to be safe, be respectful, be responsible, and do our best. Adults model this desired behavior and collaboratively align their work to ensure students meet their full potential. This sets the working conditions for the 80/90/100 framework to be achieved. Adult SEL contributes to 90% of constituents’ social/emotional outcomes. 56 staff members contributed to the survey, meeting the goal of 53. An adult sense of belonging and growth contributes to the 100% feeling safe and growing.	There was an increase of 20 staff members who took the employee experience survey from 2024-25 to 2025-26. Furthermore, there was a specific goal to have an increase in staff efficacy and input. Intentional structures, communication, and opportunities were formulated to gather input on decisions that impacted the jobs of staff members. There was an outcome of 3.79 that clearly indicates the structures put into place last year made a positive difference.
Highlight No. 3	80/90/100 Framework Alignment	Narrative
Bridgewater increased the parent/caregiver survey response count from a baseline of 51 in the 2024-2025 school year to 85 responses in 2025-2026 with a goal of 70. The response score for the statement, “I receive positive phone calls, emails, or notes about my child from the school” from 3.65 to 3.85 with a goal of 3.83.	The daily desired experience from families enhances the 80/90/100 framework through the strong partnerships that exist between school and home. Communication between the two allows for academic, social, and emotional successes to be celebrated and barriers to be eliminated. Reinforcing the positive things happening at Bridgewater creates a culture conducive to learning, growing, and thriving each day.	Similarly to the employee experience survey, there was an increase in participation in the family experience survey by over 30 participants. Bridgewater increased our family satisfaction participation rate from 51 participants to 85. Bridgewater also increased the response score for the statement, “I receive positive phone calls, emails, or notes about my child from the school,” from 3.65 to 3.85. There was an intentional focus on providing positive communication to families, which resulted in the desired increase of 0.2. These methods will continue to be sustained as we build capacity in learning about the daily desired experience of students, families, and staff.
Goal Highlights		
Goal No. 1	80/90/100 Framework Alignment	Action Steps
90% of students will demonstrate proficiency on social/emotional outcomes.	Focus on SELBH directly aligns to 90% being SEL proficient and 100% growing and feeling safe.	● Implement Character Strong Curriculum. ● Administrator Satchel Pulse Screener. ● Utilize the SELBH committee to gather data, keep consistency, and make adjustments.

		● Utilize Staff meeting and development times to build capacity and clarity. ● Utilize PLCs to meet the needs of all learners. ● Utilize Educlimber to make data-driven decisions.
Goal No. 2	80/90/100 Framework Alignment	Action Steps
80% of students will be at or above grade level in the areas of math and literacy.	Implementing a student achievement goal of 80% proficiency directly aligns with the academic component of the framework. Sustained focus, attention, and effort on Tier I through adult actions and student engagement reinforce student outcomes.	● We will implement the Character Strong, Into Reading, and Bridges curriculums with fidelity with an increased focus on student engagement. ● We will utilize our committee meetings (SELBH, Literacy, and Math) to analyze building-level data, and discuss barriers and successes as a catalyst for academic progress and success. ● Staff meetings will be utilized for collaboration and professional learning based on data. ● We will continue to utilize PLCs as a vehicle for gathering data, analyzing the data, and making adjustments to meet the needs of our learners. ● Data days will be utilized to comprehensively approach academics. ● Utilize Educlimber to make data-driven decisions.
Goal No. 3	80/90/100 Framework Alignment	Action Steps
Increase the response score on “I receive positive feedback on my strengths as an employee” from a mean of 3.91 to 4.1.	Employee satisfaction within the workplace plays a direct role in each of the areas of the 80/90/100 framework. Increased adult connection, capacity, and clarity leads to improved student outcomes.	● Professional learning on the new TDE process. ● Intentional classroom visits that align with building goals. ● Specific and direct feedback to staff. ● Continued learning, feedback, and implementation of the new TDE process for leaders.

Summary

Bridgewater Elementary ended the 2025-26 school year with increased alignment and momentum to the 80/90/100 framework. Academic achievement data in both reading and math climbed to nearly 80% with focus on Tier I instruction, PLCs, data days, and collaborative opportunities amongst staff. Although results were just short of our goals, a culture of continuous improvement and work will take place in the 2026-27 school year through focus on literacy and SELBH curricular implementation, and utilizing meeting structures to support professional learning and collaboration. The desired daily experience for both staff and families was a main focal point for Bridgewater through efforts to

increase participation. The initiatives to increase opportunities to provide input on their jobs were successful as the goal was attained and surpassed. Family input also indicated an increase in positive feedback from staff to families regarding their children's performance at school. To build on momentum, Bridgewater continues to align the building work to the 80/90/100 framework through intentional focus on student outcomes with implementing both IntoReading and Character Strong curriculums while utilizing structures such as PLCs, data days, committee meetings, and staff meetings to analyze data, promote consistency, and make adjustments. Educlimber will also be a key tool in communicating, monitoring, and measuring progress of student outcomes and adult impact. The new TDE process will allow for clarity to be established on adult impact within their settings and next steps towards continuous improvement.