

Fairfield Public Schools
Burr Elementary School
Improvement Plan
2015 - 2016

The purpose of a Theory of Action is to outline the central tenets of our strategy to achieve the Mission of the school district. As adopted in March of 2014, the district's Mission is as follows:

The mission of the Fairfield Public Schools, 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.

There are four Core Strategies to this Theory of Action: Instructional Program, Teams/School Improvement Plans, Leadership Capacity, and Resources. Under each Core Strategy, there are sample actions that the school is undertaking that support the Core Strategy. These actions are school priorities; some may be in the early stages of implementation.

Underlying this Theory of Action is the expectation that all staff members, teams, departments and schools engage regularly in reflective practice – examining data, taking action, reviewing the results of our actions, adjusting our practice to improve results and evaluating our effectiveness in a cycle of continuous improvement.

1. Instructional Program

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all grade levels and departments, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

- 1.1 Implement English/Language Arts and Mathematics curriculum that meets or exceeds the Connecticut Core Standards.
 - a. Teachers will continue to enhance and supplement units with differentiated strategies and resources.
- 1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 1) (S.A. 1-1)
- 1.3 Implement common assessments aligned to the curriculum in all content areas (S.A. 1-11)
 - a. Teachers will implement the core curriculum with fidelity and in adherence with a district and school wide curriculum calendar.
 - b. Principals will ensure the fidelity of implementation of the written curriculum by unit.
 - c. Curriculum specialists and teachers will implement cross curricula common assessments during applicable units.

- d. Curriculum specialists will review unit pacing guides with principals and grade level teams monthly. Curriculum specialists and principal will provide feedback to district leadership about unit guides.
- e. Staff will review and analyze current assessments and identify gaps, overlaps, strengths, and weaknesses by June 2016.
- f. Staff will build calibration skills for scoring common assessments during applicable units.
- g. Teachers will differentiate instruction based on common assessment results.
- h. Staff will debrief and plan next steps using the following tools: Principal walkthroughs, instructional rounds, data teams, coaching feedback, teacher evaluation plan/goal setting, and Principal's observations of team meetings.
- i. Principals and curriculum leaders will make adjustments to curriculum and assessments based on needs of students and provide feedback to district personnel. (Summer 2016)

1.4 Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas.

- a. Teachers will develop classroom cultures in all content areas that maximize student agency, choice, and engagement.
- b. Teachers will improve the quality and depth of student discourse in all content areas.
- c. Teachers will create and implement more creative tasks for students Pre-K-5 by June 2016. (Ex. Enrichment Clusters, Passion Projects, Genius Hour).
- d. The library media specialist will create and implement a Maker Space in the library to be used by all students by June 2016.
- e. School and district administrators, with school based teams, will use identified needs to determine the structures, locations, times, and outcomes for staff engaged in the professional learning of student ownership and engagement. (Embedded PD)
- f. District staff will develop a rubric by December 2015 to assist students in identifying their level of agency.
- g. Representative teachers in grades pre-K-5, curriculum leaders, and the principal will participate in cross-school professional learning in order to improve their ability to develop student agency and engagement in classrooms. All teachers will be trained in these expectations while attending at least three professional development opportunities.

1.5 Ensure a positive school climate.

- a. The school climate team in collaboration with the staff will create and implement consistent behavioral expectations and consequences for students across the school by February 2016. (Includes School Wide Think Sheet)
- b. Teachers will create opportunities for more CARES mentorships between older and younger students.
- c. The school climate team in collaboration with the staff will develop and implement a consistent school wide positive praise program by December 2015.
- d. Teachers will implement CARES in classrooms and connect CARES work to school wide assemblies.
- e. The school climate team in collaboration with the staff will revise and implement a CARES assembly content and schedule.
- f. School climate teams will review school climate plans to determine current effectiveness and will modify the existing plan as needed.

- g. School climate teams will develop school-wide teacher goals related to 10% Parent Feedback indicator.
- h. Principals will ensure school-wide implementation of school climate plans.

Indicators of Progress:

- 100% of teacher instructional observations will demonstrate teachers on pace with curriculum expectations.
- 100% of teacher instructional observations will demonstrate acceptable levels of instructional differentiation for student learning needs.
- 100% of district common assessments will be provided to students and will be scored by appropriate staff.
- Feedback on literacy and numeracy curriculums will be provided to the appropriate school and district personnel.
- Students will develop the ability to synthesize learning across content areas and to think critically and strategically when approaching novel tasks as measured on the rubric of student agency between January and June (developed by the district.)
- A revised behavior expectation matrix will be created and shared with students, staff, and parents by June 2016.
- Pre-K-5 will earn at least two whole school rewards based on positive praise program by June 2016.
- School CARES assembly agendas will be developed and implemented with students.
- The amount of school think sheets will decrease.
- 80% of students K-5 will score at or above grade level on the *algebra/algebraic* strand of i-Ready by June 2016.
- 80% of students K-5 will score at or above level 3.0 on the *craft strand* of the On-Demand Writing Assessment by June 2016.
- 60% of students K-5 will score at level 3 on the *Beyond Questions* of the Benchmark Assessment by June 2016.
- 83% of students in grade 5 will score at or above goal on the CMT Science Assessment.
- 85% of students in grade 3 will score at level 3 or above on the SBA literacy assessment.
- 82% of students in grade 4 will score at level 3 or above on the SBA literacy assessment.
- 86% of students in grade 5 will score at level 3 or above on the SBA literacy assessment.
- 80% of students in grade 3 will score at level 3 or above on the SBA math assessment.
- 75% of students in grade 4 will score at level 3 or above on the SBA math assessment.
- 70% of students in grade 5 will score at level 3 or above on the SBA math assessment.

2. Teams/School Improvement Plans

If we work effectively in teams to examine school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices, and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve.

- 2.1 Implement School Improvement Plans based on data and research-based practices that will improve achievement (includes academic and school climate indicators).

- a. District and school administrators will ensure the School Improvement Plan is aligned with the District Improvement Plan. (S.A. 2-1)
- b. In order to ensure achievement of indicators of progress, school staff will conduct and debrief the following as appropriate: Principal walkthroughs, instructional rounds, data teams, coaching feedback, teacher evaluation plan/goal setting, and Principal observation of team meetings. (S.A. 2-2. 2-8)
- c. School leadership teams and/or school data teams will meet at least once a month to determine level of successful implementation and will determine adjustments to support staff and students as needed.
- d. School leadership teams will make changes in action steps in response to what is learned through monitoring and such changes will be included in future iterations of the SIP.
- e. School leadership teams will consult with district administrators as needed.

2.2 Implement school-wide data teams in each school to review progress on the SIP, share effective practices, and adjust SIP as warranted. (S.A. 2-4)

- a. The leadership team will implement a school wide professional development / data team a minimum of three times during the year.
- b. The data team will determine and plan school based professional development opportunities based on an analysis of the school wide data.
- c. The data team will analyze data for ELL and SPED subgroups and offer PD opportunities that specifically address the needs of all students.
- d. The staff will connect the school wide data team to grade level teams by analyzing writing craft data points.

2.3 Implement grade level or departmental data teams.

- a. Teachers and the leadership team will refine protocols for grade level department teams. Teams will meet a minimum of six times throughout the year.
- b. Teachers and the leadership team will analyze data for ELL and SPED subgroups.

Indicators of Progress:

- School Improvement Plan aligned to District Improvement Plan.
- Record of modifications in School Improvement Plan made in response to feedback and data on effectiveness of implementation.
- Minutes of rounds and school/grade level data teams with evidence of links made to school based professional development.
- School based professional development agendas.
- Feedback survey from staff about effectiveness and usefulness of professional development choices.

3. Leadership Capacity

If we strengthen the **instructional** leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

3.1 Implement Instructional Rounds.

- a. Teachers and principal will facilitate and conduct two whole school rounds – fall/winter and spring. (S.A. 3-3)
- b. All teachers will develop capacity and leadership skills through horizontal, vertical, and cross school classroom visitations. (Fall, winter, spring)
- c. School administrators will align teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or Department Improvement Plan. (S.A. 3-1)
- d. District and school administrators will train staff to ensure their participation in the following: Instructional Rounds, Data Teams, Marzano Learning Strategies.) (S.A. 1-9)
- e. School administrators will ensure that school-specific aspects of the above initiatives, as appropriate, will be included in teacher and administrator goal setting. (S.A. 3-4)

3.2 Implement Professional Growth and Evaluation Plans.

Indicators of Progress:

- All staff will participate in the professional learning expectations as outlined in the SIP.
- All staff will maintain a minimum of proficiency on the professional learning portion of their evaluation.
- The principal and teachers will develop and implement a timeline of next steps after each whole school rounds.
- All teachers will participate in reflective debrief sessions after classroom visitations.

4. Resources

If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

4.1 For each improvement initiative, provide effective professional learning for all staff members on a continuous basis. (S.A. 4-20, 4-21)

- a. The principal and teachers will implement a professional development / data team that creates a framework for all building based PD at Burr.
- b. The professional development/data team will create and implement whole staff PD experiences in the areas of student independence, engagement, creativity, and technology.
- c. The principal will provide teachers with individualized choice for some of their professional learning. (Workshop, differentiated instruction, creativity, discourse, language, technology, etc.).

4.2 Align school resources to enact school priorities.

4.3 Partner with parents to achieve system priorities and goals.

- a. The principal and teachers will solicit feedback on SIP work from students and parents. (Focus groups, surveys) This feedback will be used to inform the next year's SIP.

4.4 Improve intervention efforts for struggling students and high-achieving students.

- a. Teachers will create and implement more enrichment opportunities for students including the use of technology.
- b. The School Intervention team will collaborate with classroom teachers to continue to refine and improve our intervention processes in the areas of reading, math, and behavior.

Indicators of Progress:

- Parent and student survey results indicate a decrease in incidents of teasing and an increase in positive emotional safety.
- Meeting minutes and data charts from intervention work.
- Artifacts that specifically show enrichment tasks that are embedded into the curriculum.
- Artifacts that specifically show the implementation of whole school enrichment tasks.