

**Fairfield Public Schools**  
**Fairfield Woods Middle School**  
**Improvement Plan**  
**2015 – 2016**

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.*

Drawing from the District’s Theory of Action and District Improvement Plan, this School Improvement Plan focuses on four core areas: 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 Improvement Plan 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.

Some action items in this plan will include special notation connecting them to the District Improvement Plan. This parenthetical notation is found at the end of an action item and includes “S.A.” followed by a number which refers to the “Specific Action “to which it is aligned in the District Improvement Plan.

**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 newly adopted World language program. (S.A. 1-4)

- a. World language teachers will meet periodically with the world language coordinator and administrator responsible for world language so that successes, concerns and supports needed in the implementation of the new World Language curriculum can be discussed and addressed.
- b. World Language teachers will implement common assessments in grades 6-8.
- c. World language teachers will engage in weekly collaborative planning, implementation, review, and revisions (**PIRR**) of curriculum.

1.2 Implement newly adopted Library/Media program. (S.A. 1-4)

- a. Library Media Specialists and Technology Resource teachers will attend monthly department meetings where they will be able to determine how to best support the needs of teachers in each content area and to provide resources that support classroom assignments.
- b. The Library Media Specialist and Technology Resources teachers will collaborate with the other teaching staff and incorporate the LMC curricular objectives into specific projects and tasks with a high level of rigor.

1.3 Implement common assessments aligned to the curriculum in all content areas. (S.A. 1-12)

- a. English Language Arts teachers in grades 6-8 will implement digital portfolios to document student writing progress in the middle school years and adjust instruction for higher student achievement and a successful transition to grade 9.
- b. Science teachers in grades 6-8 will continue to utilize science skill assessments (3x per year) and performance tasks aligned to the curriculum in each grade level/course and use department meeting time to analyze results and make instructional decisions that increase student achievement in science.
- c. English Language Arts teachers in grades 6-8 will analyze baseline data after the winter assessment and will establish improvement targets for the narrative writing performance task.
- d. Middle School Math teachers will implement common performance assessments aligned to each course in order to document student math progress and adjust instruction for higher student achievement and a successful transition to grade 9.
- e. Middle School World Language teachers will implement common assessments and use department meeting time to analyze results and make instructional decisions in curriculum implementation.
- f. Middle School Social Studies teachers will implement common assessments aligned to each course in order to document student progress. Results will be analyzed to make instructional decisions in ongoing curriculum implementation.
- g. All Unified Arts teachers (Art, Computers, Family Consumer Science, Health, Music, Physical Education and Technology Education) will implement common assessments, analyze this data and other related student work during PIRR meetings to make instructional decisions and improve student performance.

1.4 Hold staff accountable for consistent implementation of all approved curriculum. (S.A. 1-4)

- a. The Language Arts Specialist and administrator supervising English Language Arts will collaborate with the English Language Arts Curriculum Leader to ensure that curriculum is clearly articulated and that work across genres is diverse and engaging.
- b. The Math Resource Teacher and administrator supervising Math will collaborate with the Math Curriculum Leader to ensure that curriculum is clearly articulated and that classwork and instruction (teacher-student discourse) is rigorous and challenging.
- c. School administrators and department leaders will perform informal observations/walk-throughs (independently and together) in order to insure the implementation of approved

- curriculum and provide feedback to teachers based on the Marzano Learning Map in order to improve instruction.
- d. School administrators and department leaders will meet mid-year to assess teacher progress in the goal plan and provide feedback to teachers.
  - e. School administrators and department leaders will communicate throughout the year to identify inconsistencies with curriculum delivery and develop plans to provide professional feedback to teachers as needed to improve the fidelity of curriculum implementation across each department.

#### 1.5 Implement evidence-based instructional strategies in all content areas

- a. Teachers will organize students in a manner that facilitates working on complex tasks, such as decision-making, problem solving, experimental inquiry, or investigation, which require them to generate a hypothesis. (Marzano DQ4)
- b. School administrators will perform informal observations/walk-throughs/ Instructional Rounds/Reviews of Practice in order to gather data and provide feedback on instructional strategies.
- c. School administrators will collect evidence specific to the Marzano Learning Map in relation to instructional strategies in order to give specific instructional feedback to teachers.
- d. Teachers will provide clear learning goals and scales (rubrics) specific to the unit of study so that students understand the learning outcome of each lesson. (Marzano DQ 1).
- e. The secondary English Language Arts Curriculum Leader, selected school administrators and 6-8 lead teachers will participate in a Tri-State Consortium follow-up visit to review the 6-8 writing program.

#### 1.6 Ensure a positive school climate.

- a. Students and staff will participate in a variety of activities to promote a sense of connectedness to the school community and beyond such as: pep rally, basketball games scheduled throughout the season, PTSA sponsored fun nights, cultural arts presentations, the Walkathon, etc.
- b. Staff and club advisors will document attendance rates and program participation to promote a positive school connection.
- c. Students will participate in ongoing programs throughout the year designed to encourage positive social-emotional development. These programs include Risky Business in grade 8, developmental guidance and counseling sessions, compliance meetings by team, student activities and anti-bullying assemblies.
- d. Administrators and teachers will communicate with parent groups at least once during each marking period through Infinite Campus messenger, e-mail blasts, PTSA meetings, Open House, yearly conferences and community events.
- e. Staff will participate in one professional development session focused on recognizing and addressing the needs of the LGBTQ student community and put practices into place that improve school connectedness and sense of safety for this group of students.

#### 1.7 Implement professional learning to strengthen instructional practices for struggling learners.

- a. The special education teacher will meet at least weekly with general education classroom teachers to ensure consistent and appropriate delivery of instruction and that all requirements of the IEP are implemented.
- b. Each team will meet monthly with the Guidance Counselor and one administrator to in an early intervention process (EIP) to collect data and develop individualized interventions to support and improve the achievement of struggling students.
- c. Reading teachers and the Language Arts Specialist will meet weekly to examine student data and plan targeted instruction focused on those struggling learners achieving at below the benchmark in the language arts.

### **Indicators of Progress**

- The World Language curriculum will be fully implemented in grades 6-8.
- Common Assessments will be implemented in Language Arts, Math, Science, Social Studies and World Language and all of the Unified Arts programs.
- Results from all common assessments will be analyzed in PIRR meetings and instruction will be adjusted based on this data.
- The Library Media curriculum will be implemented in grades 6-8.
- A sample of student performance tasks will be reviewed by the LMC staff and administration in June 2016 to identify the number of tasks with high levels of rigor.
- 100% of students in grades 6-8 will have created a digital portfolio in Language Arts.
- Evidence of learning goals and learning scales (rubrics) will be collected through walk throughs, observations and teacher conferences.
- Administrative Guidance Team meetings once each week with minutes documenting support plans for students.
- Monthly Team EIP meeting minutes and intervention plans documented in shared electronic folder for team access and updates.
- Professional Development sessions documented in Protraxx with teacher feedback collected, analyzed and shared by the Liaison Leadership Team.
- Student participation numbers in extracurricular activities and school spirit activities will be collected. Activities will be highlighted in the annual student yearbook.
- Baseline data of student referrals for early intervention will be collected by team and compared with students who are initially referred to special education. This will form the basis for increased interventions and decreased special education referrals in future years.

## **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). (S.A. 2-1)

- 2.2 Implement a school-wide data team to review progress on the SIP, share effective practices, and adjust SIP as warranted. (S.A. 2-4, 2-5)
- a. School based data teams will analyze the results of student tasks and common assessments and make recommendations for future instructional focus in order to improve student achievement.
  - b. School based data teams will calibrate their scoring by collaboratively scoring students tasks and assessments using common rubrics.
- 2.3 Use data teams to develop department based problems of practice in order to conduct instructional rounds in a minimum of two content areas. (S.A. 2-2, 2-8)
- a. School administrators will collaborate with Curriculum Leaders to develop vertical instructional rounds focused on a department problem of practice.
  - b. Instructional Rounds teams will analyze data discovered during the rounds process and provide feedback and improvement suggestions for next level of work to the respective departments.
- 2.4 Continue to implement grade level or departmental data teams.
- a. Teachers will engage in weekly collaborative planning, implementation, review, and revisions (PIRR) of curriculum in order to develop improvement plans leading to higher student achievement.

#### **Indicators of Progress**

- Grade level/ departmental data teams will submit meeting minutes for all scheduled data team/PIRR meetings.
- Adjustments to SIP will be evidenced through data team/ liaison meeting minutes.
- Implement the district wide data team rubric across all curricular areas and advance one level in each category on the rubric by June 2016.
- In June 2016, review each of the common assessments administered by each department and identify strengths and concerns with each assessment and recommend adjustments to the department leader for 2016-2017.

### **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 (at least 2 times per year) using vertical teams as necessary.

- a. The English Language Arts Curriculum Leader and teachers will collaborate with administrators to develop a problem of practice and conduct instructional rounds for grades 8-9. (S.A. 1-9)
- b. The Math Curriculum Leader and teachers will develop a problem of practice and conduct instructional rounds for grades 5-6. (S.A. 1-9)
- c. Teacher leaders will be utilized as Instructional Round facilitators to conduct Instructional Rounds in grades 6-8. (S.A. 3-3)

3.2 Align all Professional Growth and Evaluation Plans to the School Improvement Plan. (S.A. 3-4)

- a. Teachers will write Student Learning Outcomes based on data and individual student progress beginning with baseline data as measured by standardized and common assessments.
- b. The Science department will focus on professional development related to the Next Generation Science Standards.
- c. The Social Studies department will focus professional development on the inquiry social studies standards found in the Connecticut framework and the national C3 framework.
- d. All teachers and support staff will align Student Learning Objectives (SLO's) and annual goals to the School Improvement Plan.

3.3 Continue to develop teacher leaders- PD, Growth Plan, Goals (SLO).

- a. Additional teachers will be trained to lead Instructional Rounds in the school. (S.A. 3-3)
- b. The Liaison Leadership team will focus professional development on school wide student achievement data.
- c. A Teacher Academy will be implemented on the February PD day with a focus on teachers running individual workshop sessions for their colleagues. This will be designed and implemented by the Liaison Leadership Team.
- d. Teacher Leadership training will be offered (through CES) and selected teachers will attend.
- e. Teachers with expertise in aspects of the Marzano Learning Map will be asked to share their instructional strategies as part of faculty meetings and PD sessions.
- f. Select teachers will participate in TEAM Mentor training enabling them to mentor new and beginning teachers at Woods.
- g. Departments will rotate through a cycle of presentations at monthly faculty meetings to present and discuss successes / challenges with student achievement unique to their department in order to receive feedback and suggestions for improvement from colleagues.

**Indicators of Progress:**

- Successful implementation of two sets of instructional rounds by June 2016.
- 100% of teachers will align SLO's with the SIP/DIP.
- Tuesday PD calendar outlining PD opportunities for teachers will be implemented.
- Liaison meeting agendas and notes documenting planning and implementation of the Teacher Academy and other Tuesday PD sessions.
- Faculty meeting sharing by at least 6 departments during 2015 – 2016.

**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 Provide effective professional learning for all staff members on a continuous basis.

- a. All certified staff will participate in weekly professional development meetings, department meetings, PIRR meetings and district wide professional development as planned and outlined on the Tuesday PD calendar.

4.2 Align school resources to enact school priorities.

- a. All certified staff will have the opportunity to provide input to the budget allocation through the Liaison Leadership Team.

4.3 Partner with parents to achieve system priorities and goals. (S.A. 4-18, 4-20)

- a. Information about common assessments – STAR, IReady and SBAC - will be shared with parents at PTA meetings to increase and engage parent support in student learning.

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

- a. School staff will participate with the Instructional Office (PK-12) to review Language Arts and Math intervention programs across the district to identify programs that address diverse learning needs.
- b. A stakeholder committee including school leaders and special education and gifted resource teachers will implement programs based on student needs.

**Indicators of Progress:**

- Professional development meetings will be documented in Protraxx.
- Tuesday PD calendar will be implemented as scheduled with agendas and minutes collected.
- Partnership with parents will be evidenced in monthly PTA meetings, increased electronic communication through IC, parent teacher conferences and the parent feedback goals of each teacher.
- Parents accessing the parent portal in IC will increase 10% over baseline.
- Improved rigor within the classroom to differentiate for high achieving students as evidenced in walk throughs, teacher observations, instructional rounds, and teacher / administrator goal conferences.
- Language Arts and Math intervention programs will be identified and implemented.