

Fairfield Public Schools
Jennings 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 schools and grade levels, 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.
- 1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 1) (S.A. 1-1)
 - a. Teachers will collaborate with the Library Media Specialist in order to plan and deliver highly engaging and rigorous units tied to the curriculum.
 - b. Teacher will meet monthly with LMS to plan ways to infuse technology and digital learning into their units of study across content areas.
- 1.3 Implement common assessments aligned to the curriculum in all content areas. (S.A. 1-11)
 - a. Principal will ensure the fidelity of implementation of the written curriculum through the use of Common Planning Time discussions and walkthroughs.
 - b. Teacher leadership teams and teachers will implement cross curricula common assessments.

- c. Curriculum specialists will review unit pacing guides with principals and grade level teams. Curriculum specialists and principal will provide feedback to district leadership about unit guides.
- d. School staff will review current assessments monthly and identify gaps, overlaps, strengths, and weaknesses. Curriculum support staff will use CPT in order to build calibration and collaboration skills among staff for scoring common assessments. Grade level teams will analyze and adjust instruction based on common assessment results.
- e. In order to ensure achievement of Indicators of Progress school staff will conduct and debrief the following as appropriate: administrative and peer walkthroughs, instructional rounds, data teams, trio coaching feedback and Teacher and administrative collaboration on TEP. (S.A. 1-9)
- f. Teachers will utilize formal and informal (standardized and non-standardized) assessments to meet the needs of their students in differentiated small group instruction.
- g. Grade level teachers provide the curriculum specialists with feedback related to student successes and needs for units of study. Revisions should be considered at the district level.
- h. Principals and curriculum leaders will make adjustments to curriculum and assessments based on needs of students and provide feedback to district personnel. Summer, 2016
- i. Teachers will utilize assessment information in order to present student based concerns as part of our SRBI model. Appropriated tiered intervention will be provided across content areas including behavioral supports.
- j. Teachers and curriculum support staff will utilize assessment information to plan and progress monitor interventions (Math, ELA, Behavior) on a 6-8 week cycle.

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

- a. Build teacher and student capacity to deliver intentional targeted feedback in the instructional core (Review/Reflect, Scaffold/Strategy, Adding On).
 - Teachers will continue to use Blooms and Webb's DOK (Depth of Knowledge) as they relate to embedded PD. Strategies will be shared and implemented across vertical teams.
- b. Build teacher capacity to use and check on learning targets, *goals* and scales *through using specific student goal setting* (Marzano).
 - Teachers will utilize specific curriculum rubrics to provide meaningful and intentional feedback to all students related to academic achievement.
 - Teachers will create and teach students to self-monitor their progress through the use of rubrics. Teacher will support students in setting and progress monitoring individual goals.
 - Teachers will observe and record test taking behaviors and provide students with feedback and strategies. Strategies will be discussed at grade level and building level data team meetings.
- c. Jennings staff will engage in continued professional development regarding district focus of intentional feedback and student agency. Leadership Committee will plan and implement scheduled follow up sessions based upon information shared at district level trainings. Grade level walkthroughs and trio coaching sessions will be utilized in ensuring fidelity of follow through and measuring of success. ALL classrooms and ALL

students will have the benefit of follow through regarding the use of intentional feedback.

- Teachers in primary and intermediate grades and administrators will participate in cross-school professional learning in order to improve their ability to provide intentional feedback. Additional staff will be trained in these expectations at the school level. This training will be coordinated and conducted by the school leadership teams. *(Embedded PD)*
- d. District staff will develop a rubric will be developed by December, 2015 to assist students in identifying their level of agency (DISTRICT).

1.5 Ensure a positive school climate.

- a. School climate teams will review school climate plans to determine current effectiveness and will modify existing plan as needed.
- b. District staff and building principals will determine the best way to refresh and update training of staff in Responsive Classroom techniques.
- c. School climate teams will develop school-wide teacher goals related to 10% Parent Feedback indicator
 - Teachers will provide academic and social progress through positive communication to parents.
- d. Principals will ensure school-wide implementation of school climate plans.
 - Staff and students will plan and participate in monthly character assemblies to celebrate both individual and whole class achievements.
 - School will focus on a yearly theme to tie into positive character traits. *(2015 Grit and Perseverance)*
 - Staff will hold Parent University presentations in order to partner home and school initiatives.

Indicators of Progress:

90% of K-5 students will achieve grade level benchmark by June of 2016 as measured by the Fountas and Pinnel reading assessment.

85% of K-5 students will meet or exceed grade level benchmark by June of 2016 as measured by I Ready math assessment.

75% of K-5 students will achieve grade level benchmark by June of 2016 as measured by the On Demand Writing Assessment.

Virtual projects will be shared with community via website

SRBI and EIP Meeting agendas and minutes will inform staff and parents of intervention plan

School Climate measured by "Heads up" data and follow through action planning (Student Survey 3-5)
Character Assembly agendas and videos

Professional development presentations (Instructional Rounds, Data, Agency etc.)

Parent presentations posted via website and IC

Principal will engage in formal and informal observations of LLC and Spanish programs to ensure monitoring of implementation

The Curriculum Support Team will gather and provide feedback on new assessments and curriculum units. Feedback will be given to district leadership with recommended adjustments to increase student engagement and achievement.

District provided rubric will assist in measuring impact of feedback and student agency within our classrooms K-5

100% of district common assessments will be provided to students and will be scored by appropriate staff

100% of teacher 2015-16 instructional observations will demonstrate teachers on pace with curriculum expectations and will demonstrate acceptable levels of instructional differentiation for student learning needs

2. Teams/Improvement Plans

If we work effectively in teams across all levels of the organization to examine system, 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, trio coaching feedback, and administrative and teacher collaboration on TEP. (S.A. 2-2, 2-8)
 - c. School Wide and Grade Level data teams will utilize multiple data points to align and revise SIP goals and warranted. (S.A. 1-9)
 - d. Teachers will participate in both internal and external rounds connected with SIP goals with targeted feedback and actionable items as an outcome. Collegial visits will be planned with Embedded PD teams.
 - e. 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.
 - f. School leadership teams will make changes in action steps in responses to what is learned through monitoring and such changes will be included in future iterations of the SIP for 2015/16 school year and 2016/17 school year..
 - g. School leadership teams will consult with district administrators as needed.

Indicators of Progress:

School Improvement Plan will be aligned to District Improvement Plan.

Instructional Rounds data, action planning and feedback will lead to positive instructional implications

Grade Level, School Level Data Team agendas, action plans and minutes will be reviewed by Principal

Curriculum Support Team agendas, minutes and action plans

Appropriate revisions to the SIP will be made based upon data and feedback

100% of certified staff will participate in instructional rounds.

100% of staff goals will align to the SIP with directly links to the DIP

Principal will utilize Teacher Evaluation observations and feedback to improve core instruction which will lead to increased student achievement.

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 Strengthen teacher leadership capacity related to the School Improvement Process

- a. District and school administrators will train staff and ensure their participation in the following: Instructional Rounds, Data Teams, Marzano learning strategies). (S.A. 3-3)
- b. Additional Staff will be trained and participate in facilitation of Instructional Rounds.
- 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. 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)
- e. Staff will continue to participant in local level leadership training opportunities through CES. Staff will bring learning back to grade level and school level teams for consideration.
- f. Staff will plan and deliver Professional Development connected to SIP goals.

Indicators of Progress:

Teacher leaders will organize and implement:

Instructional Rounds

Data Teams

Professional Development Presentations linked to SIP and DIP

All staff goals will be aligned to SIP and DIP. Staff will maintain a level of proficiency in regard to the learning portion of their professional goals.

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 Improve communication of student progress, including the use of Infinite Campus towards learning and behavior targets. (S.A. 4-20, 4-21)

- a. Improve use of Infinite Campus as one tool to communicate student progress by identifying teachers' need for training.
- b. Teachers will utilize Infinite Campus tools (messenger) and school websites to communicate with families. (Blasts, newsletters, etc.)
- c. Improve communication of ongoing student progress to parents through communication around the purpose and strengths of standards-based progress reports (DISTRICT) and reinforced by individual schools.

4.2 Develop a plan to determine best way to refresh and update training of staff in Responsive Classroom techniques.

- a. Staff will participate in planning and delivering Professional Development that connects to Responsive Classroom by June of 2016.
- b. In collaboration with district curriculum leaders, schools will develop and communicate interpretive guides to assist parents in their understanding of posted assessment data.
- c. Staff will host Parent University presentations that support parent understanding of student assessment data.
- d. Teachers will communicate learning and behavior concerns, including EIP plans and progress monitoring results, to parents as appropriate.
- e. Administrators will ensure all staff are using Infinite Campus to district expectations and will arrange ongoing support to those in need of assistance.
- f. EIP grade level teams will monitor student progress and parent communication as appropriate.

Indicators of Progress:

Parent survey results will continue to indicate a high level of satisfaction with communication

There will be a reduction in the number of parents expressing concern over lack of communication of student progress.

100% of teachers will communicate academic and social progress to increase parent understanding of their child's achievement. Teachers will use Infinite Campus, School Website and other technologies to achieve positive communication.

100% of support staff/para-professionals will receive training by certified staff in Responsive Classroom techniques to increase their understanding of RC Components to assist students in maintaining a respectful school community.

Staff will engage in additional Infinite Campus Training utilizing other functionalities dealing with communication with families.

