

**Fairfield Public Schools**  
**North Stratfield 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.
  - a. Grade level teams will work closely with building and district curriculum leaders to implement, with fidelity, the district approved curriculum in all areas with a particular focus on reading comprehension in grades 1-5 and a focus on writing in grades K and 5.
  - b. The Principal will ensure the fidelity of implementation of the written curriculum.
  - c. Teacher leaders will facilitate instructional rounds to gather evidence based on our problem of practice (effective feedback) and use information to guide instructional practices. One of these will include instructional rounds with fifth grade teachers/building principal and teachers/administrators from FWMS in the area of mathematics to help with transitioning students from grade 5 to grade 6. (S.A. 1-9)

1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 1)  
(S.A. 1-1)

- a. All grade levels will collaborate with the Library Media Specialist to develop units of study which integrate information, communication, and technology skills.
- b. The Spanish Teacher will implement the newly adopted World Language Curriculum in grades 4 and 5.

1.3 Implement common assessments aligned to the curriculum in all content areas. (S.A. 1-11)

- a. Grade level teams will review current assessments and identify gaps, overlaps, strengths, and weaknesses and to provide feedback to district leadership members.
- b. Grade level teams will implement common assessments and analyze data to inform instruction.
- c. (LAS/MST) will work in concert with teachers to review and triangulate data to guide instruction with students (differentiation – small/whole/individual). This will include charting student progress (data walls).
- d. In addition to grade level data teams, a school-wide data team will be developed with members from all grade levels and special education department members to review data and determine instructional decisions based on data. (S.A. 2-4)
- e. The Building Leadership Team members will facilitate coaching cycles with classroom teachers to develop effective instructional strategies in relation to the information gathered from Grade Level Data Team meetings.
- f. All teachers will develop goals that are in alignment with student assessment data and the building and district SIP.
- g. Principal walkthroughs and staff observations will be designed to gather evidence of all building work (i.e. coaching/setting learning goals/providing intentional feedback in the classroom).

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

Teachers & Specialists K-5 will post learning targets/goals for all content areas with a particular focus on ensuring alignment with new units of study in reading, writing, and mathematics

- a. Build teacher capacity to post appropriate learning targets/goals for all content areas with a particular focus on ensuring alignment with new units of study in reading, writing, and mathematics.
- b. Build teacher and student capacity to deliver intentional targeted feedback in the instructional core (Review/Reflect, Scaffold/Strategy, Adding On).
- c. Teachers, Leadership Team Members, and the Principal will form an “Embedded Professional Development Building Team” and participate in sessions with staff from Riverfield and McKinley Schools.
- d. The Embedded P.D. Building Team will develop and institute a plan to provide consistent professional development in focus areas (effective feedback) to those teachers not in attendance during embedded sessions. This year’s focus at North Stratfield School is to create classroom cultures and learning communities K-5 where (all) students engage in meaningful conversations (student to teacher; student to student) related to learning targets in the area of reading, writing, and mathematics (student agency).
- e. Teachers K-5 will work on “adding on” as part of our effective feedback work.

1.5 Ensure a positive school climate.

- a. District staff and building principals will work together to create a plan to refresh and update training of staff in Responsive Classroom techniques.
- b. The School Climate Team will work to designate “teacher leaders” to help facilitate consistent Responsive Classroom strategies K-5.
- c. The School Climate Team will develop school-wide goals for teachers related to 10% Parent Feedback Indicators.
- d. The School Climate Team will further our “Kindness” activities with input from parent volunteers.

**Indicators of Progress:**

- 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.
- The Building Principal will do 3 informal walk-through observations in the LMC and during Spanish to monitor implementation.
- Common Planning Time Agendas will be collected no less than five times and will reflect collaborative planning time with the LMS, LAS, MST, IIT along with action steps and timelines.
- World Language Teacher will attend 2-3 planning periods with teachers from grades 4 and 5 to share successes and challenges and plan accordingly.
- School Leadership Team members will meet regularly and provide written/oral feedback on assessments and curriculum connections after each unit. Feedback will be shared with the district leadership times with suggestions as appropriate.
- Grade level teams will score student assessments collaboratively as indicated to ensure calibration (reading, writing, mathematics).
- 100% of district common assessments will be provided to students and will be scored by appropriate staff.
- Students will develop the ability to synthesize learning across content areas to think strategically and critically when approaching novel tasks and/or extending their learning on previous experiences/tasks as measured on the rubric of student agency between January and June (developed by the district).
- School Climate Team members will meet every other month and share/receive feedback relating to school culture overall (i.e. Kindness Activities; Behavior Referrals; Bullying; Diversity Day; Heads up box).
- Parent Survey results related to communication will improve each year. Specific to each school. Written as a SMART goal
- Office referrals will decline by 5% each year.
- A Principal’s Advisory Committee will be formed with representatives from all areas (i.e. grade level teachers; special educators; paraprofessionals; parents as indicated) to further enhance communication and collaboration.



## 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 Principal/District Leadership Walkthroughs and Instructional Rounds. (S.A. 2-2, 2-8)
- c. School leadership team and/or grade level 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 team 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.
- e. School leadership team will consult with district administrators as needed.

### **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.
- Each leadership team member will facilitate a grade level and/or Special education team Instructional Round- Every staff member will participate in Instructional Rounds to gather evidence and establish action plans to improve student achievement.
- Grade level and Special Education team data teams will meet a minimum 3x/year to examine mathematics and language arts data to inform differentiated instruction to improve school achievement.
- School-wide Data Team will meet 2x/year to identify building trends across grade level data based upon data gathered at grade level data team meetings; clearly defined action steps will be an outcome of each school-wide data team meeting.
- All staff will develop goals that will support school improvement plan.
- Principal will complete supervision and evaluation process and utilize evidence to improve instruction and increase 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. 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)
- c. 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)

#### 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 their professional learning portion of their evaluation.
- All grade levels will collaborate and establish goals aligned with District Improvement plan to increase students' achievement.

### 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.

#### 1.1 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. 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.
- c. Develop a plan to determine best way to refresh and update training of staff in Responsive Classroom techniques.

In collaboration with district curriculum leaders, schools will develop and communicate interpretive guides to assist parents in their understanding of posted assessment data. Administrators will ensure all staff are using Infinite Campus to district expectations and will arrange ongoing support to those in need of assistance.

**Indicators of Progress:**

- Parent survey results indicate an increase in those satisfied with communication of the online progress report.
- Reduction in the number of parents expressing concern over lack of communication of student progress.
- 100% of teachers will communicate student achievement in between conferences as appropriate (I.C. communications/weekly or monthly newsletters/emails/calls home) to increase parent understanding of their child’s achievement.
- Create school wide rubrics K-5 and train students how to effectively reflect on their achievement and effort to more effectively communicate achievement to parents.
- Provide parents with informational sheets describing all assessments to assist them in understanding their student’s achievement.
- All teachers will make appropriate use of Infinite Campus to communicate student progress to parents.
- 100% of support staff/para-professionals will receive training in Responsive Classroom techniques 3-6 times this year to increase their understanding of Responsive Components to assist students in maintaining a respectful school community.
- 100% of certified staff will share a Responsive Classroom strategy or classroom activity to expand a “teacher’s repertoire” to assist in maintaining a positive school community. Ten faculty meetings will address one core component of RC each month.

**Grade Level Targets (Percentage at or above):**

Grade/Focus	Baseline	EOY Target
K - Writing	29%	79%
1 – Reading	76%	83%
2 – Reading	79%	82%
3 - Reading	92%	89%
4 - Reading	82%	86%
5 – Reading	87%	91%
5 - Writing	90%	91%
5 - Math	56%	70%
5 – Science	CMT 73%	CMT 75%