

Fairfield Public Schools
Burr Elementary School
Improvement Plan
2016-2017

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.

1.2 Implement Library/Media K-12 curriculum.

- a. LMS and grade level teams will collaborate to create/revise and implement research projects that connect curriculum units with technology and 21st century thinking skills.

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. Staff will continue to build calibration skills for scoring common assessments during applicable units.
- c. Teachers will differentiate instruction based on common assessment results.

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

- a. Professional Development will be designed and implemented to support all teachers so they can utilize student work in order to plan for whole class, small group and/or individualized instruction.
- b. Teachers will plan effective lessons to support the implementation of the new mathematics resources.
- c. Teachers will implement K-5 word work curriculum with fidelity across the balanced literacy model.
 - i. Grade K-5 teachers will utilize student work to plan, deliver and implement whole class, small group and individualized instruction.

- ii. Grade 4-5 teachers will utilize resources to plan, design and implement new word work units.
 - d. Professional Development will be designed and implemented to support all teachers working with ELL students.
- 1.5 **Ensure a positive school climate.**
- a. Establish and/or maintain a security and safety committee for assisting in the development and administration of the school security and safety plan.
 - b. Increase capacity of all staff to support the development of respectful, ethical and responsible citizens through school wide, classroom and individualized activities.
 - i. Establish common Responsive Classroom practices throughout the entire school.
 - ii. Establish/revise schoolwide rules, expectations, and consequences.
 - iii. Establish/revise whole positive reinforcement system (PAWS.)
 - iv. Establish grade level facilitation of monthly CARES and/or Mindset assemblies.

Indicators of Progress:

- 90% of students K-5 will meet or exceed grade level expectations on the STAR Reading assessment in June 2017.
- 90% of students K-5 will meet or exceed the grade level instructional level goal on the F+P Benchmark Assessment in June 2017.
- 80% of students in grades 3,4,5 will meet or exceed goal on the ELA SBA Assessment.
- 90% of students K-5 will meet or exceed grade level expectations on the STAR Math assessment in June 2017.
- 80% of students in grades 3,4,5 will meet or exceed goal on the math SBA Assessment.
- 50% of SPED and ELL students will either meet or exceed grade level expectations OR close the gap to typical peers on STAR, SBA, F+P, and math unit assessments.
- 100% of teacher instructional observations will demonstrate RC practices including morning meeting, natural consequences, buddy classrooms, and classroom management strategies that build agency across the academic day.
- 100% of teachers/staff will implement a system for positive reinforcement using Burr PAWS.
- Written rules and expectations for non-classroom environments will be developed and reinforced by all staff.
- Each grade level will work collaboratively the School Climate team to implement a whole school CARES assembly once during the school year.

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. The focus of all grade level and whole school data teams will be analyzing student work using a common protocol and process. Grade levels will meet monthly and analyze student work connected to their grade level goals. The school data team will meet at least three times during the year.

- d. The school leadership team will focus professional learning on Coaching. LASs will focus on grades 2 and 3 as well as new staff. The MST and IIT will focus on grade 4, the grade 5 departmentalized teacher, and new staff.
- 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 data team and leadership team will work with teachers to plan school based professional development opportunities based on an analysis of the school wide data.
 - b. The data team will analyze data for ELL and SPED subgroups and offer PD opportunities that specifically address the needs of all students.
- 2.3 **Implement grade level or departmental data teams.**
- a. Teachers and the leadership team will refine protocols for grade level teams for looking at data (with a focus on student work.)
 - b. Teachers and the leadership team will analyze data including 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 action planning and school based professional development.
- School based professional development agendas.
- Written minutes for data teams.

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 and winter) on the topic of small group work.
- b. All teachers will participate in at least one walkthrough facilitated by curriculum leaders and/or the principal.
- c. Principal 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. Principal 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.
- A PD Action Plan will be developed and implemented after each whole school rounds.
- 100% of classroom and SPED teachers will participate in walkthroughs.

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. Principal will ensure the integration of resources to enhance the units of study in mathematics
 - b. The data team and leadership team will create and implement whole staff PD experiences in the areas of small group work, strategies for ELL students, and technology.
 - c. The data team and leadership team will provide teachers with individualized choice in the areas of Responsive Classroom and agency.
- 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 through a School Climate Survey, an end of year Google Doc survey, and focus groups during Principal coffees.
- 4.4 **Improve intervention efforts for struggling students and high-achieving students.**
- a. Grade levels K-5 will collaborate with curriculum leaders to create and implement at least one enrichment opportunity for all students (Ex. enrichment clusters, small group work, Maker Space, etc.)
 - 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 an increase in positive emotional safety.
- Meeting minutes and Google Doc spreadsheets from intervention work.
- Artifacts that specifically show the implementation of enrichment tasks.