

**Fairfield Public Schools**  
**Dwight Elementary School**  
**Improvement Plan**  
**2016-17**  
**DRAFT**

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.

***Dwight Problem of Practice: If we use high level questioning and specific feedback to create consistent opportunities for students to engage in rigorous learning environments, student discourse, inquiry, and agency will increase resulting in improved student achievement.***

**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.
- Principal will ensure the fidelity of implementation of the written curriculum.
  - Leadership Team will review unit pacing guides with grade level teams.
  
  - Teachers will plan and implement effective lessons to support the implementation of the new mathematics resources.
  
  - Teachers will implement K-5-word work curriculum with fidelity across the balanced literacy model.
    - K-3 will utilize student word work to plan, deliver and implement whole class, small group and individualized instruction.

- 4-5 Teachers will utilize resources to plan, design and implement word work units.
- 1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 2) (S.A. 1-1)
  - 1.3 Implement common assessments aligned to the curriculum in all content areas.
    - a. Principals will ensure the fidelity of implementation of the written curriculum with a specific focus on balanced literacy and math model.
    - b. Dwight staff will collaboratively plan and implement reading, writing, and mathematics units utilizing pacing guides as a tool to ensure consistent curriculum delivery.
    - c. School staff will review current assessments and identify gaps, overlaps, strengths, and weaknesses. Build calibration and collaboration skills among staff for scoring common assessments. Differentiate instruction based on common assessment results.
    - d. The Dwight Leadership Team and teachers will gather feedback from grade level, special education, and specialists' teams to review and best utilize current assessment data following administration of each universal screen.
    - e. 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.
    - f. Dwight Rounds facilitators will plan and implement whole school Rounds two times during the 2016-17 school year to collect data on classroom environments in order to improve teacher and student agency. (S.A. 1-9)
    - g. Data team will lead staff in data analysis following administration of universal screens in the fall, winter and spring to identify patterns and develop strategies for improvement. (S.A. 2-4)
    - h. Dwight Leadership Team will implement student-centered coaching in the areas of reading, writing and mathematics to improve student achievement.
    - i. The Dwight Leadership team will provide targeted coaching for teachers throughout the 2016–17 school year and will provide additional support as needed.
  - 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.
    - b. Build teacher and student agency through use of learning targets and goal setting. (Marzano).
    - c. Dwight teachers, staff and students will develop tasks/questions that promote higher levels of thinking.
    - d. Dwight staff will measure effectiveness utilizing common assessments and observations.
    - e. Dwight staff will utilize *A Mindset for Learning* as a resource for agency building during the 2016-17 school year.
    - f. Dwight Staff will engage in an ongoing book study including book club, reflection and communication with parents.
    - g. Dwight will collaborate with the district leadership to fully implement a structured, tiered (1, 2 and 3) intervention process (EIP) in both academics and behavior including organized and regular progress monitoring by June 2017.
  - 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. Dwight will establish and or maintain a security and safety committee for assisting in the development and administration of the school security and safety plan.
- c. District staff and school principals will refresh and update training of staff in Responsive Classroom techniques.
- d. District staff and school leaders will train and implement phase one of Support training for all staff.
- e. School climate teams will develop school-wide teacher goals related to 10% Parent Feedback indicator.
- f. Principals will ensure school-wide implementation of school climate plans
- g. Dwight will increase capacity of all staff to support the development of respectful, ethical and responsible citizens through school wide, classroom and individualized activities.
- h. Dwight School will implement a behavior EIP system. We will develop tier one and tier two in collaboration with regular and special education teachers and support staff.

**Indicators of Progress:**

- 100% of teachers' instructional observations will demonstrate that they are on pace with curriculum expectations and 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.
- Parent Survey results related to communication will be 3.5 as measured by the district school climate survey.
- All staff will implement CARES and alternate strategies to build a positive school climate.
- All grade levels will receive targeted coaching support in an area in which they requested support.
- 100% of teachers achieve at least "Accomplished" score the 10% Parent Feedback area on improving communication.

## **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. 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. (S.A. 2-2, 2-8)
  - c. 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.
  - d. School leadership teams 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.

## **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)
  - d. Leadership team will support year one and two teachers through new teacher meetings and trainings, and specific feedback from both formal and informal observations throughout the 2016-17 school year.
  - e. Dwight staff will familiarize and involve new staff in Dwight culture during the 2016-17 school year.
  - f. Teachers will collaborate with leadership team and propose new teacher generated topics of interest during the 2016-17 school year.
  - g. Principal will empower teachers through ongoing professional development including

TEAM, conferences, and embedded PD throughout the 2016-17 school year.

**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.
- Year one and year two teachers will meet all proficiencies in their evaluation and will serve on at least one committee.

**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. 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.
  - d. In collaboration with district curriculum leaders, schools will develop and communicate interpretive guides to assist parents in their understanding of posted assessment data.
  - e. Teachers will communicate learning and behavior concerns, including EIP plans and progress monitoring results, to parents as appropriate.
  - f. Administrators will ensure all staff are using Infinite Campus to district expectations and will arrange ongoing support to those in need of assistance.
  - g. EIP grade level teams will monitor student progress and parent communication as appropriate
  - h. Collect data on parent feedback regarding understanding of scores posted (DISTRICT)

**Resources**

**Indicators of Progress:**

- Parent survey results indicate satisfaction with communication of the online progress report.
- Reduction in the number of parents expressing concern over lack of communication of student progress.
- All teachers will make appropriate use of Infinite Campus to communicate student progress to parents.