

Fairfield Public Schools
Jennings 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 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. Principal will ensure the fidelity of implementation of the written curriculum through the use of Common Planning Time discussions and walkthroughs.
 - b. 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.
 - c. 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.
- 1.2 Implementation of newly adopted curriculum in World Language in grade 3 and Library/Media K-12.
 - a. Grade 3 teachers will work to collaborate with World Language teacher on new grade 3 Spanish block and implications on scheduling.
- 1.3 Adopted Library Media curriculum will continue to develop across grade levels.
 - 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.
- 1.4 Teachers will implement K-5 Word Work curriculum with fidelity across the balanced literacy model.
 - a. K-3 will utilize student work to plan, deliver and implement whole class, small group and individualized instruction.
 - b. 4-5 teachers will utilize resources to plan, design and implement word work.
- 1.5 Teachers will plan and implement effective lessons to support the implementation of the new mathematical resources
 - a. Teachers will engage in professional development lead by curriculum leader and principal throughout the course of the year. All grade levels will have an opportunity to design learning opportunities and follow through with meaningful student discourse and feedback.
- 1.6 Implement common assessments aligned to the curriculum in all content areas.
 - a. Teachers will implement common assessments; STAR Reading and Math as universal screens.
 - b. School staff will review summative and formative 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 assessment results.
 - c. 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.
 - d. Teachers will utilize assessment information (running records, STAR) 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.
 - e. Teachers and curriculum support staff will utilize assessment information to plan and progress monitor interventions (Math, ELA, Behavior) on a 6-8 week cycle.
- 1.7 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. 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.
 - c. Teachers will utilize formal and informal (standardized and non-standardized) assessments to meet the needs of their students in differentiated small group instruction. Running records will be implemented as stated in district expectations.
 - d. Running records will be use to inform instruction in all grade levels with all kids.
 - e. Build teacher capacity to use and check on learning targets, *goals* and scales *through using specific student goal setting* (Marzano).

- f. Jennings staff will engage in continued professional development regarding district focus of intentional feedback, student discourse (accountable talk) and student agency.
 - g. School staff will utilize district created rubric to assist teachers in identifying students level of agency.
- 1.8 Jennings will maintain a safe and secure school climate
- a. School safety committee will assist in the development and administration of the school security and safety plan
- 1.9 Jennings will increase the capacity of all staff to support the development of respectful, ethical and responsible citizens through school wide, classroom and individualized activities.
- 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. *(2016 Problems create opportunities)*
 - 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.

75% of all students in grades 3 will score a 3 or higher on the SBA Mathematics section

70% of all students in grades 4 will score a 3 or higher on the SBA Mathematics section

80% of all students in grades 5 will score a 3 or higher on the SBA Mathematics section

70% of all students in grades 3 will score a 3 or higher on the SBA ELA section

72% of all students in grades 4 will score a 3 or higher on the SBA ELA section

82% of all students in grades 5 will score a 3 or higher on the SBA ELA section

75% of K-5 students will achieve grade level benchmark by June of 2017 as measured by the On Demand Writing Assessment.

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 posted to the website

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

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

100% of teacher 2016-17 instructional observations will demonstrate teachers on pace with curriculum expectations and will demonstrate acceptable levels of instructional differentiation for student learning needs

Staff will engage in additional Infinite Campus Training utilizing other functionalities dealing with data analysis.

Student Leadership Team will provide student direct participation and voice into creating a positive school climate.

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.
 - 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, and administrative and teacher collaboration on TEP.
 - c. School Wide and Grade Level data teams will utilize multiple data points, including STAR Reading and Math, to align and revise SIP goals as warranted.
 - 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 with a focus on Mathematics.
 - e. School leadership team and 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 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.
 - g. School leadership team will consult with district administrators as needed.

Indicators of Progress:

School Improvement Plan will be aligned to District Improvement Plan.

Grade Level, Curriculum support team, School Level Data Team agendas, action plans and minutes will be reviewed by Principal for even distribution of professional learning opportunities.

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.
- b. Additional Staff will be trained and participate in facilitation of Instructional Rounds.
- c. School administrator will ensure alignment of teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan.
- d. School administrator will ensure that school-specific aspects of the above initiatives, as appropriate, will be included in teacher and administrator goal-setting.
- e. Staff will continue to participate in local level leadership training opportunities. 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.

Staff will contribute to district level committee work on various levels

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 Principals will ensure the integration of resources to enhance the units of study in mathematics
 - a. Staff will utilize curriculum leader in their own professional development
- 4.2 Improve communication of student progress, including the use of Infinite Campus towards learning and behavior targets.
 - 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.
 - 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. Staff will host Parent University presentations that support parent understanding of student assessment data.
 - f. Teachers will communicate learning and behavior concerns, including EIP plans and progress monitoring results, to parents as appropriate.
 - g. Administrators will ensure all staff are using Infinite Campus to district expectations and will arrange ongoing support to those in need of assistance.
 - h. EIP grade level teams will monitor student progress and parent communication as appropriate
- 4.3 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 2017.

Indicators of Progress:

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

All staff will refine ways to communicate student progress between conferences and progress reports.

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.