

Fairfield Public Schools

2016-2017 School Improvement Plan

Mill Hill Elementary School
Kevin Chase, Principal

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 which 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.

Curriculum Development and Implementation

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.
- All grade levels will actively engage in Instructional Rounds, continuing calibration of said curriculum standards in addition to gathering evidence of progress toward identified Problem of Practice

- Mill Hill Leadership Team will monitor and adjust instruction as determined by pacing guides and student outcomes to assessment and daily work.
- Teachers will implement K-5 word work curriculum with fidelity across the balanced literacy model.
 - K-3 will utilize student 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
 - Teachers will continue to post learning targets and refine use of learning scales throughout units.

1.2 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 or individualized instruction.

- Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas.
- Use data analysis of data gathered from student work samples, assessments, Instructional Rounds, evaluator walkthroughs and observations to refine the reflection and adjustment stages of the instructional core (Tier I) within the core content areas with well communicated expectations for teachers and students.
- Provide opportunities for teacher supports and professional development informed and designed based on information gathered from consistent and ongoing progress monitoring to better evaluate the impact of action plans on achievement for the 2017 school year.
- Improve student learning goals so that children can gain a greater level of agency for their own learning.

1.3 Implement common assessments aligned to the curriculum in all content areas.

- Teacher leadership teams and teachers will implement cross curricula common assessments.
- Curriculum specialists will review unit pacing guides with principal and grade level teams.
- Curriculum specialists and principal will provide feedback to district leadership about unit guides.
- Mill Hill grade level teachers will review current assessments and identify gaps, overlaps, strengths, and weaknesses.
- Mill Hill classroom teachers will improve calibration and collaboration with special education staff for scoring common assessments. (Ex. On – demand writing.)
- Principal and curriculum leaders will make adjustments to curriculum and assessments based on needs of students and provide feedback to district personnel. Summer, 2016

1.4 Mill Hill Principal, Kevin Chase, Mill Hill Teacher Leaders will implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas.

- Mill Hill Principal, Kevin Chase, Mill Hill Teacher Leaders will build teacher and student capacity to deliver intentional targeted feedback in the instructional core (Review/Reflect, Scaffold/Strategy, Adding On).
- Mill Hill Principal, Kevin Chase, Mill Hill Teacher Leaders will build teacher capacity to use and check on learning targets, goals and scales through using specific student goal setting (Marzano).
- Staff will come together weekly in GLM/PLC to reflect, plan, monitor, and adjust instructional strategies as informed by an analysis of student samples, formative assessments, and benchmark assessments.

- At GLM/PLC staff will actively engage in professional learning determined through self-analysis, leadership analysis, and data analysis. The professional learning will include such items as instructional videos, mentor texts, professional book studies.

1.5 Ensure a positive school climate

- Mill Hill will establish and/or maintain a security and safety committee for assisting in the development and administration of the school security and safety plan.
- Mill Hill will increase capacity of all staff to support the development of respectful, ethical and responsible citizens through school wide, classroom and individualized activities.
- School climate teams will develop school-wide teacher goals related to 10% Parent Feedback indicator.
- Teachers will communicate achievement between conferences and progress reports.
- Mill Hill will continue to implement its staff-created S.O.A.R. Program (Safety, Achievement, Organization, Respect) to educate students on expectations of appropriate behaviors, including, but not limited to, empathy training and bullying prevention.
- Principal will ensure school-wide implementation of school climate plan
- Mill Hill staff will implement action steps to improve communication with parents in order to keep them aware of what is occurring in school and allow them to become more effective in supporting academic goals for children, particularly as it relates to being better informed within areas of instruction in order to help their children at home.

Indicators of Progress

- 80% of students in grades K-2 will meet or exceed FPS standards on the Fountas and Pinnell reading assessment.
- 78% of all students in grades 3-5 will score a three or higher on the SBA mathematics section and 82% on the English Language Arts section.
- Mathematics/science teacher will meet monthly with grade levels to support and monitor the implementation of new mathematics resources.
- Grade levels will design a common learning scale to monitor students' understanding.
- Staff members will participate monthly on a committee to assist in maintaining a positive school environment. Staff will select from Safety and Security, School Climate, Professional Development/SIP, Tools for Schools, and Technology.
- The School Climate Committee will establish a positive school climate plan which will include ten all school meetings, implementation of heads-up box (located in LLC), ideas to promote the all school book concepts which will contribute to a safe, respectful and fun school community.
- A student council will be operational to provide students with a voice in promoting a positive school climate.
- EIP/SRBI interventions will yield improved rates of successful acceleration of student achievement/performance over the previous year.

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)

- District and school administrators will ensure that the School Improvement Plan is aligned with the District Improvement Plan
- In order to ensure achievement of Indicators of Progress school staff will conduct and debrief Principal/District Leadership Walkthroughs and Instructional Rounds.
- Mill Hill leadership team will meet weekly to determine level of successful implementation of SIP and will determine professional development to support staff and students as needed.
- Mill Hill leadership team will reflect on and adjust action steps in response to progress monitoring of the SIP.
- Mill Hill leadership team will consult with district administrators as needed.

Indicators of Progress

- School Improvement Plan will be aligned to District Improvement Plan.
- All staff will develop goals that will support the School Improvement Plan.
- A record of modifications will be made in the School Improvement Plan in response to feedback and data on effectiveness of implementation.
- Grade level and Special Education Team data teams will meet monthly this school year to examine mathematics and language arts data to inform differentiated instruction to improve school achievement.
- School-wide Data Team will meet at least three times this school 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.
- Principal will complete supervision and evaluation process and utilize evidence to improve instruction and increase student achievement.
- Tuesday Professional Development sessions will be aligned to identified student and staff growth needs.

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

- District and school administrators will train staff and ensure their participation in the following: Instructional Rounds, Data Teams, Marzano learning strategies.
- School administrators will align teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or Department Improvement Plan.
- School administrators will ensure that school specific aspects of the above initiatives, as appropriate, will be included in teacher and administrator goal setting.
- Principal will conduct regular formal and informal observations and reviews of practice, and then provide immediate written and/or verbal feedback to increase the capacity of teaching staff to refine practice of reflection and adjustment in order to optimize instructional impact on academic achievement.
- Principal will ensure the fidelity of implementation of the written curriculum through walkthroughs, data team meetings, coaching feedback, teacher evaluation plan/goal setting, and principal observation of team meetings.
- Principal will provide a structure of supports for teachers to attend Grade Level Meetings and other Professional Development sessions for teachers to grow in their capacity to reflect and adjust instruction.
- Principal will define a schedule of regular teacher support and coaching from LAS, MST, LMS, IIT.

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 student 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.

4.1 Principals will ensure the integration of resources to enhance the units of study in mathematics.

4.2 Improve communication of student progress, including the use of Infinite Campus towards learning and behavioral targets

- Improve use of Infinite Campus as one tool to communicate student progress by identifying teachers' need for training.
- 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.
- Develop a plan to determine best way to refresh and update training of staff in Responsive Classroom techniques.
- 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

- Provide parents with informational sheet describing all assessments to assist them in understanding their student's achievement and post interpretive guides to assist parents in their understanding of posted assessment data on our web site.
- Continue communication plan with notifications to parents through IC, Web page, Principal meetings, social media
- 100% of support staff/para-professionals will receive training in Responsive Classroom techniques this year to increase their understanding of Responsive Components to assist students in maintaining a respectful school community.