

**Fairfield Public Schools**  
**North Stratfield 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. 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. Leadership Team will review unit pacing guides with grade level teams.

**1.2 Teachers will plan and implement effective lessons to support the implementation of the new mathematics resources.**

**1.3 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. Grades 4-5 will utilize resources to plan, design, and implement word work units.

**1.4 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.**

- c. Grade level teams will review current assessments and identify gaps, overlaps, strengths, and weaknesses and to provide feedback to district leadership members.
- d. Grade level teams will implement common assessments and analyze data to inform instruction.
- e. (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).
- f. In addition to grade level data teams, a leadership data team (Building LACs; Building MST; I.I.T.; Special Education Representation; Principal) will review whole school data to look at trends and report back to grade level teams to inform S.R.B.I. decision making. (S.A. 2-4)
- g. The Building Leadership Team members will facilitate coaching cycles with classroom teachers to develop consistently implemented effective instructional strategies based on current district assessment data and grade level work with teachers.
- h. All teachers will develop goals that are in alignment with student assessment data and the building and district SIP.
- i. 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).

**1.5 Teachers & Specialists K-5 will continue to post learning targets/goals for all content areas and refine utilization of learning scales as appropriate for units of study.**

**1.6 Teachers will continue to develop student agency and provide written feedback to students as appropriate on student work.**

**1.7 Ensure a positive school climate.**

- a. NSS will establish and/or maintain a security and safety committee for assisting in the development and administration of the school security and safety plan.
- b. NSS will increase capacity of all staff to support the development of respectful, ethical, and responsible citizens through school-wide, classroom, and individualized activities.
- c. The School Climate Team will work to designate “teacher leaders” to help facilitate consistent Responsive Classroom strategies K-5.
- d. The School Climate Team will develop school-wide goals for teachers related to 10% Parent Feedback Indicators.
- e. The School Climate Team will further our “Kindness” activities with input from parent volunteers.

### **Indicators of Progress:**

- 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. 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.
- 100% of district common assessments will be provided to students and will be scored by appropriate staff.
- Five times a year grade level teams will score student assessments collaboratively to ensure calibration (Reading, Math, Science, Social Studies, Writing).
- 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).
- A Principal's Advisory Committee will meet regularly 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 internal instructional rounds. Every staff member will participate in instructional rounds to gather evidence and establish action plans focus on areas identified as future work.
- 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 members will develop goals that will support the 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 Building Principal will ensure the integration of resources to enhance the units of study in mathematics.

1.2 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:**

- 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.
- Refine school work on setting learning goals that is in alignment with the building and district work on student and teacher agency
- All teachers will make appropriate use of Infinite Campus to communicate student progress to parents.
- All teachers will communicate through monthly newsletters, unit letters, and will provide comments at all progress report periods. Assessments will be sent home for parent review and signature.
- 100% of support staff/para-professionals will receive ongoing training in Responsive Classroom techniques 1-3 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.