

FPS School Improvement Plan

Riverfield 2016-17

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.
- 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.
 - Grades K-3 will utilize student work to plan, deliver, and implement whole class, small group, and individualized instruction.
 - Grade 4-5 teachers 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 that they can utilize student work in order to plan for whole class, small group, or individualized instruction.
- 1.5 Teachers will continue to post learning targets and refine use of learning scales throughout units.

1.6 Ensure a positive school climate

- Riverfield will establish and/or maintain a security and safety committee for assisting in the development and administration of the school security and safety plan.
- Riverfield 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.

Indicators of Progress:

- 85% of students in grades K-2 will meet or exceed FPS standards on the Fountas and Pinell Reading Assessment.
- 80% of all students in grades 3-5 will score a three or higher on the SBA Mathematics section and 85% on the English Language Arts section.
- All grade K-5 teachers will submit a “Week at a Glance” to all support staff and the principal as evidence of accurate pacing. Word study will also be added to the K-5 “Week at a Glance”.
- Three times a year grade level teams will collaboratively score a school-wide free write to monitor spelling improvement.
- The Mathematics/Science resource teacher will meet monthly with grade levels to support and monitor the implementation of the new Mathematics resources.
- Grade levels will design a common learning scale to monitor students’ understanding.
- 100% of certified 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 (staff and students), or Professional Development and Technology.
- The School Climate Committee will establish a positive school climate plan, which will include ten All School Meetings, implementation of a heads-up box, and 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.

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.

Indicators of Progress:

- The School Improvement Plan will be aligned to the 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.
- Each Leadership Team member will facilitate a grade level and/or special education team Instructional Round. Every certified staff member will participate in Instructional Rounds to gather evidence and establish action plans to improve student achievement.
- Grade Level and Special Education Data Teams will meet a minimum of 3x/year to examine Mathematics and Language Arts data to inform differentiated instruction to improve school achievement.
- The 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.
- The principal will complete the 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.

- District and school administrators will train staff and ensure their participation in the following: Instructional Rounds, Data Teams, and 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.

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.
- All grade levels will collaborate and establish goals aligned with the 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 the 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 the individual schools.
- Develop a plan to determine the best way to refresh and update the training of the 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:

- Grade levels will refine the home school communication plan that shares students' progress between conference and progress reports.
- 100% of teachers will communicate student achievement between conferences and progress reports as outlined in the Riverfield Communication Plan (Appendix A) to increase parent understanding of their child's achievement.
- Refine school-wide rubrics for grades K-5 and train students on how to effectively reflect their achievement and effort to more effectively communicate achievement to parents.
- Provide parents with an 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 to follow the communication plan with modifications to parents through Infinite Campus, the Web page, and principal meetings.
- 100% of support staff/paraprofessionals will receive training in Responsive Classroom techniques six 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 type 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 Responsive Classroom techniques each month.