

**Fairfield Public Schools**  
**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. 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
  - b. Teachers will plan and implement effective lessons to support the implementation of the new mathematics resources.
  - c. Teachers will implement K-5 Word Work to plan, deliver, and implement whole class, small group and individualized instruction.
    - 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 units.
- 1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 1)  
(S.A. 1-1)

- a. LMS will meet with teachers 3x/year during grade level meetings to plan and collaborate lessons.
- b. All K-5 teachers will integrate a new technology strategy into their classroom instruction.

1.3 Implement common assessments aligned to the curriculum in all content areas. (S.A. 1-11)

- a. Principals will continue to ensure the fidelity of implementation of the written curriculum by checking pacing guides, instructional minutes, and walking through to find evidence of alignment and fidelity of instruction with a particular focus on Reader's/Writer's Workshop, Agency, Questioning, application of effective instructional strategies.
- b. Curriculum specialists will review unit pacing guides with principals and grade level teams at the start of each grade level meeting. Struggles and successes will be discussed with the team.
- c. Teachers and coaches will use common formative assessments and student work to plan, teach, monitor, and adjust instruction.
- d. SWDT and Grade level data teams will meet minimum 3x/year to identify trends in math and language arts data in order to inform School-wide Data Team. (S.A. 2-4)
- e. LAS, MST and IIT will facilitate coaching cycles with classroom teachers to develop effective instructional strategies in relation to the information gathered from Grade Level Data Team meetings.
- f. All staff will develop goals that will support the problem of practice to increase higher level questioning/feedback/and student agency through **Domain 2: Planning and Preparing for Lessons and Units**

1.4 Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas.

- a. LAS and principal will work with the Elementary Language Arts Curriculum leader and partner schools (Burr, McKinley, and Holland Hill) to build teacher capacity to effectively analyze student work and make instructional decisions.
- b. Increase opportunities of Student to Student Discourse/Questioning/Agency through:
  - a. Expanding /Increasing the amount of kids engaging in higher level questions/conversations (taking risks)
  - b. Modeling conversations with explicit instruction of student to student and teacher to student including active listening and accountability.
- c. Build consistent student agency through:
  - a. Goal setting – Teachers will set goals for/with all students and provide intentional targeted feedback on progress.
  - b. Teachers will hold students responsible for developing student agency toward achievement of goals.
  - c. Embedding agency into the holes in the curriculum through unit planning
  - d. Special education/Regular Education Unit Planning time to incorporate feedback and agency into the Units of Study. (Grade level and Tuesday Meetings)
- d. Develop a common understanding among all staff of what a higher level question is
  - a. Staff define and categorize questions by writing higher level questions and being able to scaffold as necessary per child ability level.
  - b. Use of Bloom's to categorize questions
  - c. Use of the F and P continuum of Literacy Learning to address Beyond and About questions at different levels.

1.5 Ensure a positive school climate.

- a. Stratfield 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. School climate teams will continue to review school climate plans to determine current effectiveness and will modify existing plan as needed
  - a. The staff will revisit the guidelines for consistency for the ticket system
- c. Stratfield 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. 1 school-wide assembly per grade level per year for academics/social sharing – each grade level will facilitate and organize – upcoming events can also be highlighted at these assemblies.
  - b. Audience behavior modeled with expectations for performances reinforced during whole school meetings.
  - c. Staff will continue to improve parent communication by monthly newsletters, IC blasts, conferences, through the EIP Process in order to achieve the 10% Parent Feedback indicator.
  - d. All staff implement school wide ticket system.
  - e. Leadership team in conjunction with staff and students develops universal behavioral expectations (Voice scale, bottom-line expectations) in all parts of the building (bathrooms, hallways, and audience).

**Indicators of Progress:**

**Quantitative:**

- 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.
- 100% of students will have specific learning goals. When asked, 80% of students can explain specific learning goals and strategies they are using to progress in their learning.
- 100% of teachers will meet or exceed their SLO's as stated in their teacher evaluation document.
- 100% of teachers will implement 10% Parent Feedback goal to improve communication.
- 100% of teachers achieve at least "Accomplished" score on Parent Feedback 10% area. As determined in each building.
- Incident reports will decline by 10% in the 2016-17 school year.
- The 2017 Parent Survey results related to communication will reflect a 20% improvement in parent communication in the area of: 1. "I know how my child is doing in school before I get my child's report card." (59% baseline as of 5/31/16) 2. "I feel well informed about what is going on at the school." (56% baseline as of 5/31/16)

**Qualitative:**

- Feedback on literacy and numeracy curriculums will be provided to the appropriate school and district personnel.
- Teachers will incorporate higher level questioning and effective feedback in their daily instruction.

- Teachers will integrate a minimum of one new technology strategy and provide student work samples/lesson plans to show the integration of technology.
- Clearly defined action steps will be an outcome of each school-wide data team meeting.
- All K-5 teachers will engage in collaborative grade level session with LMS evidenced by meeting minutes.
- All Instructional Rounds will lead to Next Steps to move us forward on the developmental continuum.
- Student agency will be demonstrated in the classroom environment evidenced by daily routines, student work, and conference notes.

**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 a minimum of 3x/year to determine level of successful implementation and will determine adjustments to support staff and students as needed. (S.A. 2-4)
  - c. School leadership teams will make changes in action steps in response to what is learned through monitoring. 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.
  - 100% of principal observations and walkthroughs will show evidence-based planning by teachers.

**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. Leadership Team members will continue to facilitate Instructional Round. (S.A. 3-3)

- b. Build teacher leadership capacity, classroom teachers will share roles during grade level data teams, and school-wide data teams.
- c. LAS, MST and IIT will use the information gathered to guide their coaching cycles with classroom teachers to develop effective instructional strategies.
- d. Shared leadership to plan, facilitate and follow up during grade level meetings (MST, LAS, LMS, IIT, Principal, School psychologist).
- e. Principal will reinforce Marzano learning strategies and during pre and post observations.
- f. Teachers will share the responsibility with grade level colleagues and specialists to plan grade level assemblies.
- g. Principal will ensure alignment of teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or District Improvement Plan. (S.A. 3-4)
- h. School-based curriculum specialists will develop coaching expertise through participation in cross-school professional development and implement strategies learned in coaching cycles with staff.
- i. Grade 2 and 4 teachers will actively participate in the cross-school professional development to build on their ability to make instructional decisions using student work.

**Indicators of Progress:**

- 100% of staff will participate in the professional learning expectations as outlined in the SIP.
- 100% of staff will maintain a minimum of accomplished on their professional learning portion of their evaluation.
- Shared participation of leadership in instructional rounds and data teams as evidenced in meeting minutes.
- 100% of staff will participate in organizing and/or facilitating a school-wide assembly.
- Increased facilitation of PD sessions by teacher leaders.
- Leadership Team will conduct a book study of Student-Centered Coaching and collaboratively implement recommendations.

**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. Staff will use Infinite Campus as one tool to communicate student progress.
  - b. Staff will communicate student academic progress to Stratfield families by sending home assessment data, student work, logs, and goals, etc.
  - c. Leadership team will reinforce communication of the district-wide standards-based progress reports through meetings, presentations, and email blasts.
  - d. Teachers will communicate learning and behavior concerns to parents. This may include EIP, intervention plans and progress monitoring results.
  - e. Principal will ensure all staff are using Infinite Campus to district expectations and will arrange ongoing support to those in need of assistance.

- f. A monthly principal newsletter will be sent to parents on upcoming events/curriculum. Included in this newsletter will be information from the specialists.
- 4.11 Principals will ensure the integration of resources to enhance the units of study in mathematics.

**Indicators of Progress:**

- 2017 Parent Survey results will indicate a 20% increase in the “agree/strongly agree” category for: “I feel well-informed about what is going on at school.” (56% of parents strongly agree or agree) and “I know how my child is doing in school before I get my child’s report card.” ( 59% of parents strongly agree or agree) according to the 2016 Districtwide Survey Response Summary Parent Survey Report.
- 100% of teachers will use Infinite Campus as a tool to communicate with parents.