

FPS School Improvement Plan

Community Partnership Program (CPP)

Improvement Plan

2016-2017

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.

Drawing from the District's Theory of Action and District Improvement Plan, this School Improvement Plan focuses on four core areas: 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 Improvement Plan 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 and highly individualized instructional program is consistently delivered for all students enrolled in the Community Partnership Program (CPP), with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

- 1.1 Improve instructional rigor in all areas of Transition for (young adults) students enrolled in the CPP, planning to enroll in the CPP for the 2017-2018 school year, through the use of an improved prescriptive assessment process including the Assessment of Functional Living Skills (AFLS).
 - a. Teacher practice observation : IEP reviews, PPT meetings, parent meetings, staff meetings and presentations.
 - b. Teacher practice – data and presentation for progress monitoring and data teams.
 - c. Collaboration with Coordinator of High School Special Education Services.

- 1.2 Improve instructional rigor in all areas of Transition through the use of intensive progress monitoring based upon the AFLS and CT State Dept. of Education Transition Standards so that CPP instruction meets or exceeds the Connecticut Transition Standards.
 - a. Formal and informal teacher observation in the community setting.
 - b. Teacher practice observation- PPTs, parent meetings, staff meetings.
 - c. Teacher practice – data and presentations of individual student progress monitoring.
 - d. Improve accuracy of progress monitoring data through organizing certified and non-certified

- 1.3 Increase staff accountability for consistent implementation of Transition curriculum in accordance with students' individualized plans to improve student progress in all areas of Transition.
- 1.4 Design a process for revising the instructional paradigm and curricular organization to reflect the three key areas of Transition; independent living, vocational and post-secondary education.

Indicators of Progress: Instructional Progress:

- 100% of certified and professional staff in the CPP will receive feedback based on observations in the community setting as well as in meetings and presentations to improve the linkage of students' Transition needs and abilities with instruction and related services.
- 100% of certified staff in the CPP will receive professional development and observations/feedback to improve the development of Transition IEP s and to increase the effectiveness of Transition as a collaborative process with students, staff and families.
- By June 2017, 100% of the certified CPP staff will develop IEP goals and objectives using the individual student data, the Assessment of Functional Living (AFLS) and will correlate all goals to the post-secondary goals.
- By June 2017, 100% of the students entering the CPP for the 2016-2017 school year will have participated in the Assessment of Functional Living (AFLS) for IEP development and will have progress monitoring structures that reflect.
- By June 2017, student progress data in the 3 areas of Transition (independent living, vocation and post-secondary education) will be combined with 2016-2017 progress data to determine program baseline for young adults who have exited/graduated after attending the CPP.

2. Teams/School Improvement Plans

If we work effectively in teams to examine 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 CPP School Improvement Plan, aligned with the District and Department Improvement plan based on data and research-based practices that will improve achievement of Transition competencies as defined by the CT SDE Transition Outcomes.
- 2.2 Implement a PLC model for the CPP team structure to increase effectiveness of staff and incorporate and review of data using CT SDE Transition standards.

- 2.3 Increase knowledge of and planning for Transition services through in service presentations for all grade levels and individual meetings with secondary teachers to review and improve IEP Transition planning.
- 2.4 Increase staff participation in professional development including specialized trainings, bi weekly staff meetings, department meetings on topics of relevance to increase teacher capacity in transition planning.
- 2.5 Increase collaboration with agencies and families to transition students exiting the CPP in the 2016-2017 school year.
- 2.6 Improve parent and family knowledge of and preparation for the Transition process through parent outreach and special events.

Indicators of Progress: Teams/School Improvement Plans:

- Present at least one presentation on the topic of Transition for each school level (i.e. ECC, Elementary) to continue to improve overall department capacity to increase planning for special education student transition needs as a cumulative embedded special education process.
- Provide at least 8 seminars and individualized list of agencies/resources for parents to improve collaboration with professional staff and families to increase preparedness for exiting FPS transition services.
- Design and implement a parent training program including information, calendar of tasks and experiences for families and students for the exit (from CPP).
- Develop system for tracking graduates of the CPP to determine perceptions of what worked and what didn't work after exit from graduates and their families for future planning and reflection on SIP.

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 Increase the effectiveness of the Community Partnership Collaborative (CPC) with all teachers leading CPC task groups.
- 3.2 Ensure that teachers are receiving relevant professional development in Transition practices from the district, state and national perspective.
- 3.3 Implement Professional Growth and Evaluation Plans to increase independence and CPP capacity.
 - a. Ensure teacher goals are aligned with the SIP both for student learning as well as for professional growth.

Indicators of Progress: Leadership Capacity:

- 100% of the CPP certified and professional staff will meet with the CPP administrator to develop and implement goals that are aligned with the school improvement plan to achieve student growth in independence in all areas of Transition.
- Program based professional development time will include teacher-identified growth needs.
- Community Partnership Collaborative and CPP parent gatherings will be conducted at least two times each during the 2016-2017 school year to increase interdependence and shared ownership for the CPP opportunities and relationships with families and community partners.

4. Resources

- 4.1 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.
- a. Implement common planning time for teachers in the CPP.
 - b. Provide resources for teachers for teaching in the community setting.
 - c. Provide time for training paraprofessional/job coach staff to support improvements in instructional strategies and data taking in the community setting.
- 4.2 Align community resources to support school priorities.
- 4.3 Partner with parents to achieve successful transitions for students both from high school to CPP and from CPP to post FPS life.
- a. Provide a calendar of events for families and staff to attend related to pertinent topics in Transition.
- 4.4 Collaborate with sending schools and parents to plan and support intervention efforts for entering and exiting students.

Indicators of Progress: Resources:

- Improve CPP programming and increase advanced planning for the 2016-2017 school year by securing at least 2 community based instructional sites by June 2017.
- Provide training for staff in assessment using the Assessment of Functional Living Skills (AFLS) for all students to be enrolled in the CPP for the 2016-2017 school year.
- Complete the design and presentation of a CPP webpage that will highlight special events and routine information regarding the CPP and Transition.
- Create systemic plan for Transition planning with the Special Education Department
- Develop and implement referral process for CPP.