



**FAIRFIELD  
PUBLIC SCHOOLS**

**Board of Education  
2015**

District  
Improvement  
Plan

**2015-2020**

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Approved by the Board of Education on July 9, 2015  
**Approved by BOE October 9, 2018**

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District  
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Plan

Section 1

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# Introduction

**Introduction**

At the conclusion of the Fairfield Public Schools previous Strategic Plan on June 30, 2013, the Fairfield Board of Education began the process of developing a new Long-Range Plan. On January 15, 2013, the Board appointed the Advisory Committee on Mission and Goals to revise the school system's Mission and Goals<sup>1</sup>. This sub-committee met from February 2013 to the fall and submitted its recommendations to the Policy Committee. The Policy Committee brought forward its approved text to the full Board of Education in January 2014. On March 11, 2014, the Board of Education adopted a revised Mission and Goals, which describe the Board's long-term vision for the Fairfield Public Schools. A timeline of this process can be found on the next page.

The Board's Mission and Goals are aspirational. They are not a description of the current status of the school system; rather, they articulate the school system's loftiest aspiration - - a stretch, a challenge, to push itself to achieve what it had not previously achieved. The District Improvement Plan is designed to define the indicators that would represent the attainment of the Mission and Goals, as well as the actions necessary to achieve them over the next five years. The Mission and Goals are on page 5.

<sup>1</sup>*Policies 0100, 0110, and 0200*

## **Timelines**

### **Mission (0100), Long Range Goals (0110), Educational Goals (0200)**

1. **10/9/12**, BOE adopts Goal
2. **1/15/13**, BOE approves Goals Advisory Committee
3. **4/11/13 – 6/13/13**, Fourteen member Goals Advisory Committee meets 5 times
4. **6/25/13**, BOE Receives update on final Goals Advisory Committee Report. Final report and minutes posted to the website
5. **8/19/13 – 1/6/14**, Policy Committee discusses at 7 meetings and forwards to BOE
6. **1/14/14**, BOE first reading of policies
7. **3/11/14**, BOE approves policies

### **Five-Year District Improvement Plan Process**

1. **May – August 2014**, Superintendent and staff prepare District Improvement Plan Development Process
2. **9/9/14**, BOE reviews District Improvement Plan Process
3. **September - October**, Full Admin Team (PK-12) generates Student Performance Indicators
4. **October - November**, Central Office Leadership Team and District Data Team finalize Student Performance Indicators according to Criteria (page 16)
5. **12/9/2014**, BOE Reviews Student Performance Indicators
6. **January – March**, Full Admin Team (PK-12) generates and revises Specific Actions
7. **3/9/2015**, Draft Plan sent to all principals for feedback from teachers
8. **March – April**, Full Admin Team (PK-12) and Central Office Leadership Team refine and revise Specific Actions based on teacher and principal feedback, and Criteria on page 16
9. **4/9/2015**, Draft Plan review by Dr. Richard Lemons, Deputy Director of Connecticut Center for School Change, to ensure coherence among Core Strategies, Specific Actions, and Student Performance Indicators
10. **4/7/15 and 4/21/15**, BOE reviews draft of initial Plan and it is emailed to Town officials
11. **5/11/15**, District Data Team finalizes Student Performance Indicators based on BOE, public and staff feedback; identifies baseline data and 5-year targets
12. **5/19/15**, BOE receives First Draft of District Improvement Plan and it is posted on the website
13. **6/10/15**, BOE conducts town hall meeting focused on District Improvement Plan
14. **6/15/15**, District Data Team reviews BOE and community input
15. **6/23/15**, BOE reviews second draft of District Improvement Plan
16. **7/9/15**, BOE approves five year District Improvement Plan

## **Mission**

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.

## **Long-Term Goal**

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

## **Educational Goals**

Fairfield Public School students will:

- achieve and exemplify mastery of the district FPS Academic Expectations; **\*\*New 2018**
- perform at high levels in regards to school-specific Social and Civic Expectations; **\*\*New 2018**
- develop into responsible citizens who exhibit ethical behavior;
- acknowledge, explore, and value the importance of diversity;
- develop a healthy personal identity and self-reliance;
- demonstrate strong motivational persistence to learn;
- exhibit an inquisitive attitude, open mind, and curiosity;
- acquire an understanding and appreciation of other cultures;
- understand international issues and demonstrate the skills needed to participate in a global society; and acquire knowledge of the following areas of study: science; technology; mathematics; language arts; social studies; literary, visual, and performing arts; world language; unified arts; health and physical education.

## Development Process

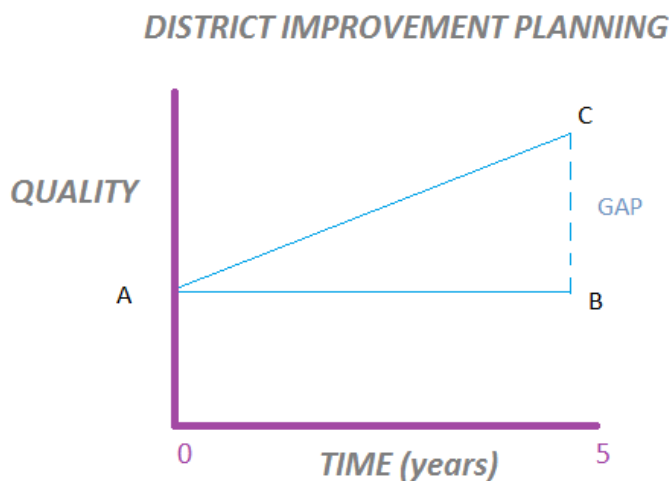
After the Board's adoption of its Mission and Goals on March 11, 2014, a process and timeline were developed to craft the District Improvement Plan to: 1) measure how to judge the school system's progress toward its Mission and Goals; and 2) identify the Core Strategies and Specific Actions the school system should undertake over the next five years to make substantial progress toward attaining its Mission and Goals.

The school system has been working on a number of improvement initiatives for several years. The intent of this Plan is to build on these efforts, not start over. Continuity is an important feature of any serious attempt to have a long-lasting impact on student learning.

At the same time, new ideas must be generated to move the school system along an improvement path that will lead to the attainment of the lofty aspiration articulated in the school system's Mission and Goals. This Plan, therefore, merges the benefits of sustained improvement efforts with new ideas into a single Plan.

The process of school system improvement over time can be represented by Figure 1. The vertical axis represents the school system quality and the horizontal axis represents time:

Figure 1



Point A represents the current state of the school system. Point B indicates that, if no improvement efforts are undertaken, at the end of five years, school system quality will be largely unchanged. Some would argue that, with no improvement efforts, Point B would actually be lower than Point A because of changes in the expectations of student learning that will occur over the next five years. Point C represents where the school system desires to be in terms of quality, as articulated by its Mission and Goals. The purpose of the Plan, therefore, is to design improvement efforts that will move the school system from Point B to Point C and measure the progress of these efforts in terms of student learning.

District Improvement Planning, whether labeled Strategic Planning, Long-Range Planning, Comprehensive Planning, or some other name, has evolved over the years. The approach we outlined at the start of this process was to focus the Plan on key improvements that would have the greatest chance of impacting the Instructional Core and therefore student learning. There would be a small number of Core Strategies that we would devote institutional resources toward implementation to achieve the Mission and Goals of the school system. After an analysis of the current status of the district (Point A), the document itself focuses on the future actions that we believe will improve student learning. This approach is captured on the graphic on the previous page.

We chose the term “District Improvement Plan” (rather than “Strategic Plan”) to parallel the language of improvement structures already in existence, such as School Improvement Plans and Departmental Improvement Plans.

Long-range improvement consists of three distinct phases, represented in Figure 2 on the following page:

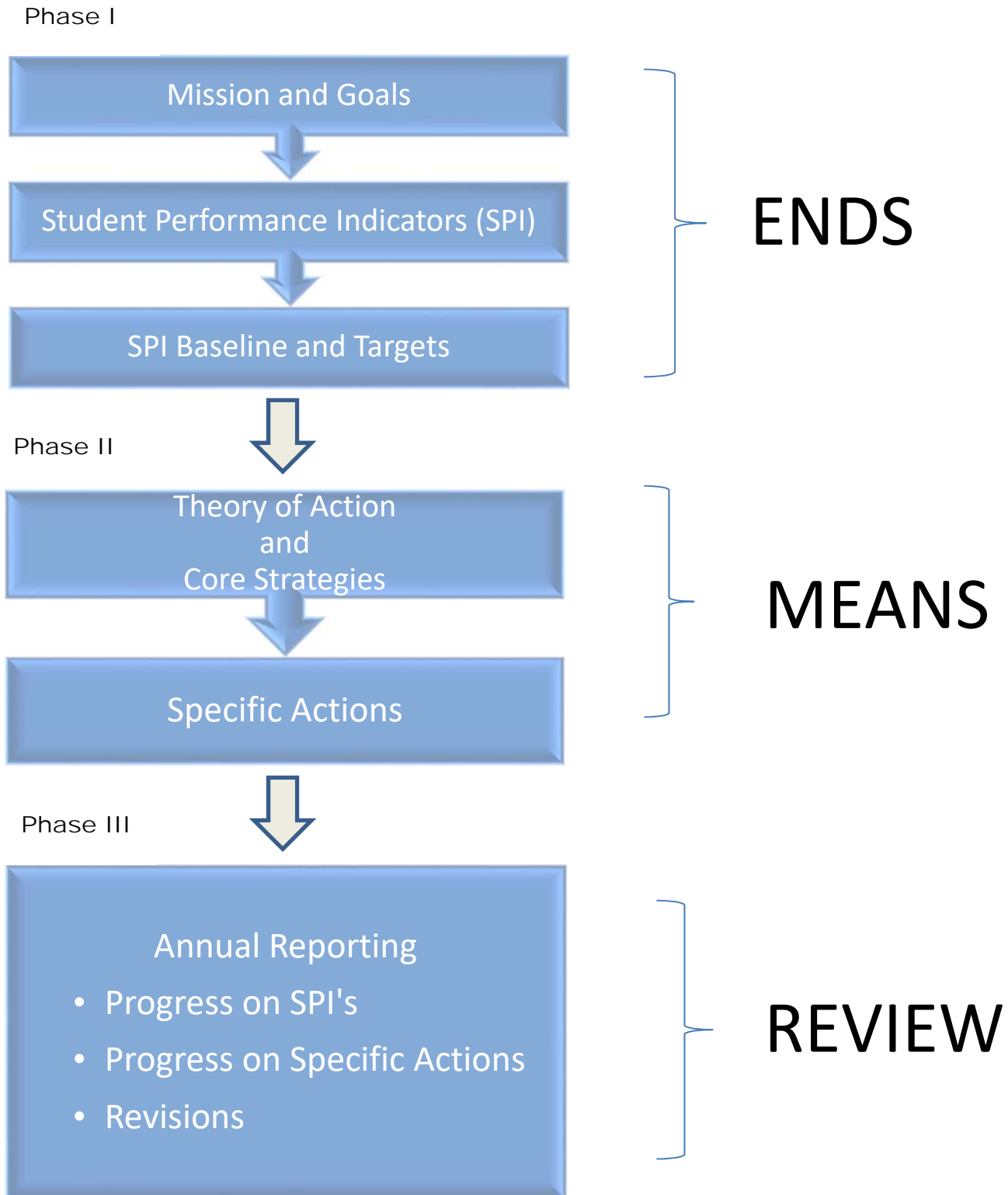
**Phase I** focuses on the ENDS, translating the lofty aspirations for our students into reliable and valid Student Performance Indicators.

**Phase II** focuses on MEANS – how we intend to improve student achievement.

**Phase III** focuses on REVIEW, which occurs after the first full year of implementation and data reporting.



**Figure 2**  
District Improvement Plan  
Stages of Development



### ***Part 1 -- Ends***

The first step in the process was determining the Student Performance Indicators that would accurately represent the current status (Point A) and the desired status (Point C) of the school system. This was done in two phases:

1. Agreement on the Student Performance Indicators as outlined in the “Criteria for Quality Student Performance Indicators.” These indicators are stated in terms of student achievement, learning or outcomes.
2. Agreement on the five-year target for each Student Performance Indicator. Baseline data and targets are included in Section 2. Some SPI’s are new and therefore baseline data may not be available at this time and, as a result, no targets are listed. Because of the number and complexity of our SPI’s, this step was moved to the end of the process.

### ***Part 2 – Means***

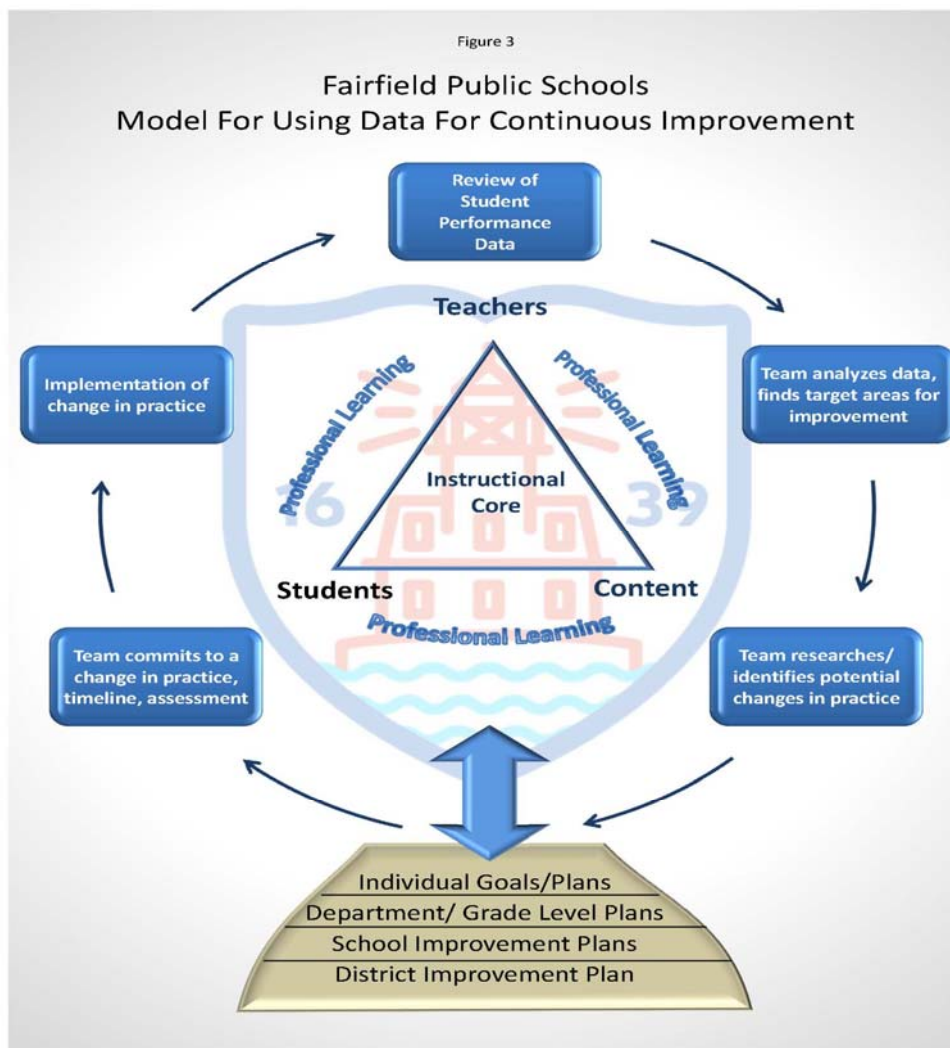
The next step in the process was determining the Core Strategies to be employed to achieve the ends in Part 1. These Core Strategies, taken together, are referred to as a Theory of Action. These adult actions will lead to improvement in student learning, achievement or other important student outcomes embodied in the Mission and Goals. After the Core Strategies were identified, the next step was to determine the Specific Actions that, if enacted, would implement each of the Core Strategies over the next five years. The scheduling of Specific Actions for a given year is done on an annual basis, not up front for all five years of the Plan.

### ***Part 3 – Review Progress***

Because of a rapidly changing educational landscape, any Plan of this duration will need regular updating and review. District improvement is necessarily a continuous process. As such this District Improvement Plan must be reviewed by the Board of Education periodically, and at least annually. No later than the first BOE meeting in October of each year, the Superintendent shall present the implementation status of the District Improvement Plan together with any recommended modifications for consideration and affirmance of the Board of Education. The administration will prepare a public update each fall on the progress of the Student Performance Indicators and the Specific Actions completed during the previous year. In addition, we will set out the Specific Actions to be undertaken during the next school year. During the third year of implementation, a formal review of the Plan will be undertaken to determine if Specific Actions need to be modified, subtracted or added to the Plan for consideration and affirmance of the Board of Education.

## Model of Continuous Improvement

The school system has been working with a model of continuous improvement as represented in Figure 3. The base of the model represents a coherent set of Improvement Plans at the school system, school, department, grade, and individual level. The school system's Theory of Action is adapted at the department and school level to establish a through-line of consistency from the school system to the classroom levels. These Plans inform and are informed by the cycle of data analysis as represented in the diagram. Professional Learning, to improve the Instructional Core, is critical to the success of this model.



## **Theory of Action**

The purpose of a Theory of Action is to outline our Core Strategies to achieve the Mission and Goals of the school system.

There are four Core Strategies in our Theory of Action: Instructional Program, Teams/School Improvement Plans, Leadership Capacity, and Resources. Under each Core Strategy, we list a more specific description of the actions the school system proposes to undertake to support this strategy. These actions are school system priorities, some of which are already in some stage 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 as shown in Figure 3.

### **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.

- Align and implement curriculum to state and national standards on a systematic schedule and ensure proper articulation
- Develop and implement common assessments aligned to the curriculum in all content areas
- Develop implementation guides in all content areas as curriculum is revised
- Hold staff accountable for consistent implementation of all approved curriculum
- Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas
- Ensure a positive school climate

## **Teams/School 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.

- Implement School system and School Improvement Plans based on data and research-based practices that will improve achievement (includes academic and school climate indicators)
- Implement department-level improvement plans for vertical consistency, aligned to the school system and school improvement plans
- Implement school-wide data teams in each school to review progress on the SIP, share effective practices, and adjust SIP as warranted
- Implement grade level and/or department data teams
- Implement a school system level data team
- Implement Instructional Rounds

## **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.

- Focus All PK-12 Leadership Meetings throughout the year on improvement of instruction
- Establish a common understanding of what effective teaching practice (Marzano) looks like in classrooms
- Ensure consistent, quality feedback to teachers, principals and central office leaders on implementation of school system and school priorities
- Implement Professional Growth and Evaluation Plans
- Demonstrate how education mandates/reforms can be used to leverage school system improvement efforts

## 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.

- For each improvement initiative, provide effective professional learning for all staff members on a continuous basis
- Recruit and retain highly qualified personnel for all vacant positions
- Align financial resources to enact school system priorities
- Partner with parents to achieve system priorities and goals
- Improve intervention efforts for struggling students and high-achieving students
- Ensure a safe, clean learning environment in all schools

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Section 1A

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## Vision of a Graduate

# Fairfield Vision of a Graduate

What do we want our students to know and be able to do when they graduate from Fairfield Public Schools?



The fulfillment of the mission, for all students, PK-12+, demands our ongoing commitment to realize the Vision of a Graduate.

## **All students will be:**

Innovators

Communicators

Collaborators

Critical Thinkers

Responsible Citizens

Goal Directed- Resilient Learners



## How will our students demonstrate they met our FPS Vision of a Graduate?

### I. Academic Expectations PK-12+

Critical and Creative Thinking

Exploring and Understanding

Synthesizing and Evaluating

Creating and Constructing

Communicating and Collaborating

Convey Ideas

Using Communication (Media) Tools

Collaborating Strategically

### II. Social and Civic Expectations PK-12+

School site-specific focus on producing responsible citizens in an ever-changing global society

The **Work** going forward are the initiatives and supports our teachers and students need to accomplish the Fairfield Vision of a Graduate.

#### Guided by Learning Principles

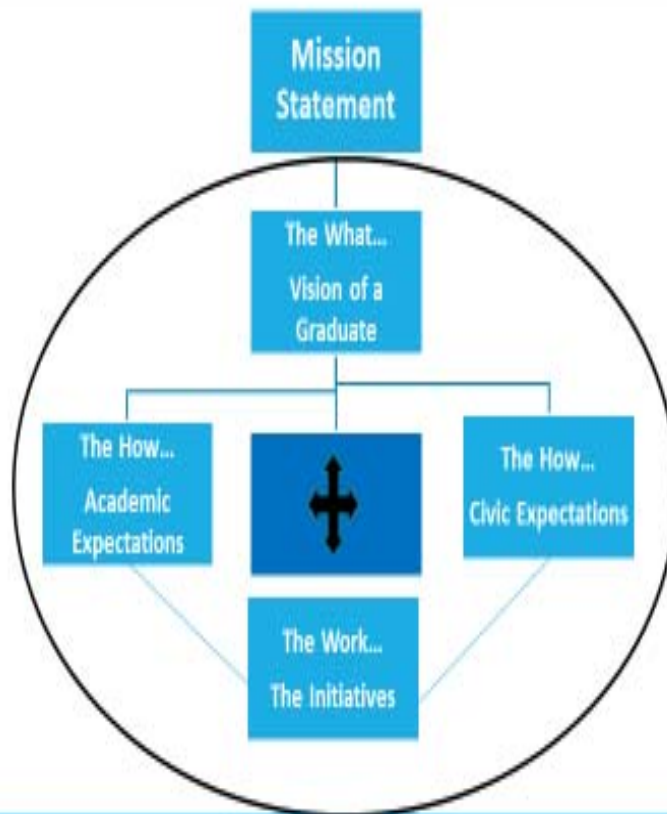
In order to achieve the Mission of the Fairfield Public Schools and fulfill for every student the Vision of the Graduate, the educators are committed to the following **Learning Principles** –

- Learning involves teachers and students who are passionate learners.
- Learning celebrates the belief that all learners are capable of success and growth.
- Learning explores the creation of meaning and the extension of knowledge through its application to relatable real world conditions.
- Learning encourages academic and social risk taking and open communication in a safe community.
- Learning inspires self-assessment, reflection, and continuous adjustment and adaptation.

When learners develop this mindset of belief in their own capacity and in the significance and value of their work, then they are more able to overcome challenges, solve problems, thrive and celebrate growth.

# District Improvement Plan

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Section 2

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Student Performance Indicators

Taken together, the entire set of Student Performance Indicators provides an accurate, comprehensive reflection of the school system's Mission and Goals, given assessment tools readily available at this time.

### Criteria for Quality Student Performance Indicators:

- **Valid** – accurately reflects accomplishment of the Mission and Goals; worth dedicating scarce resources; reflects district priorities; creates appropriate incentives.
- **Reliable** – consistent, accurate measurement from one rater to another and over time.
- **Aligned to our curriculum** – so that staff receive consistent messages about the goals of instruction.
- **Publicly defensible and understood (or easily explained)** – may benchmark to other districts; publicly-reported student performance data is almost always included if curriculum alignment is present.
- **Good baseline data** exists or is easily gathered with existing resources.
- **Summative or highly predictive/critical point** (based on student data).
- **Not overly narrow in scope.**
- **Best available measures may be “proxies” in difficult-to-measure areas.**
- **Does not result in “over-testing” solely for the purposes of this Plan.**

## **FPS Student Performance Indicators**

1. Post High School Student Survey
2. School Climate Survey
3. Graduation Rate 4 Year Cohort as Received from State Reporting
4. AP Scores as Received
5. PSAT
6. SBAC
7. Academic Expectations
8. Calculus Participation
9. ST Physical Fitness
10. STAR Reading
11. STAR Math
12. STAR Early Literacy
13. Attendance
14. Next Generation Science Assessment
15. Student Growth Profile from State Reporting

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Section 3

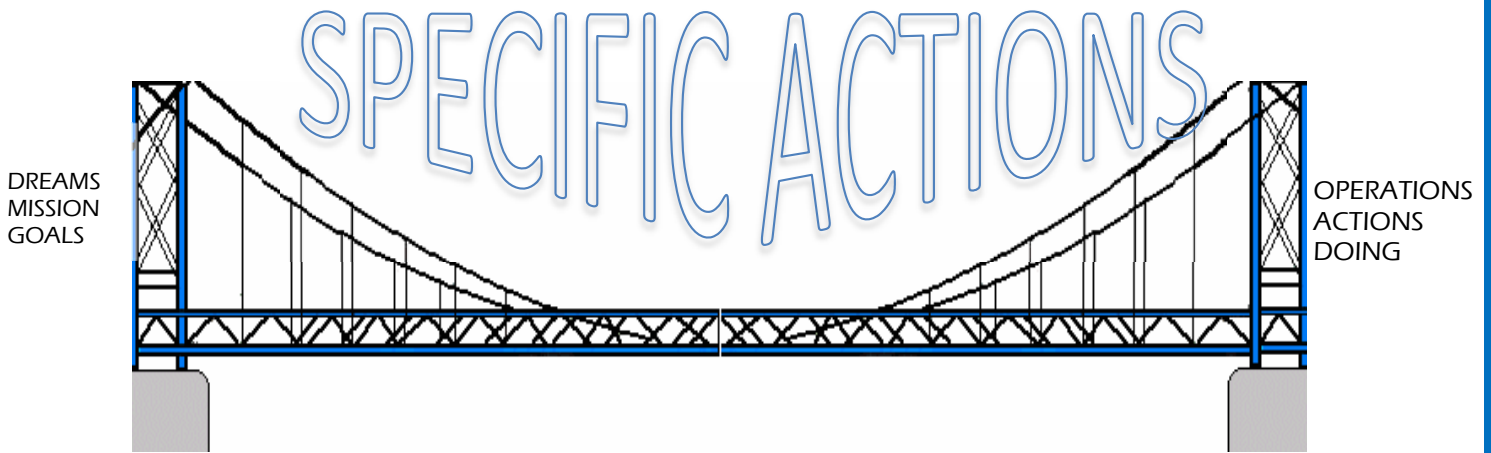
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## Specific Actions

One of the most difficult parts of planning is translating the lofty aspiration of the school system, as represented in its Mission and Goals, into actions that will make the Plan “come alive” and significantly impact student achievement. Most long-range plans fail not because the aspirations are not bold, but because of a school system’s inability to imbed the improvement efforts of the district into the “real world” of running a school system.

Figure 4 represents this dilemma as a continuum, with the lofty “Dreams” of the Mission and Goals on one side, and the reality of “Doing” on the other. To “bridge” this gap, and keep the improvement efforts from falling into the abyss between Dreaming and Doing, we create Specific Actions to implement over the five-year period. It is the enactment of these Specific Actions that will enable the school system to move toward achieving its Mission and Goals and reach its five-year targets on the Student Performance Indicators.

Figure 4



To be effective, Specific Actions must meet a set of criteria. These are listed on the next page. The inclusion of a Specific Action in this Plan commits the school system to undertaking this Action sometime during the life of the Plan. The list may appear daunting in the aggregate; however, there are two important points to keep in mind. First, this represents, in some cases, a continuation and deepening of existing work. These are not all new initiatives. Second, this is five years’ worth of work, not one.

For the past four years, at the start of each year, the administration has presented a list of improvement initiatives to be accomplished during that fiscal year. This list will continue to be published and used as the basis for our improvement efforts, as many of the items on the annual initiatives list will come directly from the District Improvement Plan. For each initiative, and for each Specific Action in a given year, a central office administrator will be given primary responsibility for ensuring its implementation, often with assistance from other staff in the central office and the schools. Assignments of responsibility are made on the basis of current position responsibilities, and that staff member is held accountable for implementation through the evaluation process. In that way, we have merged the operational work of the district leaders with the improvement work of this Plan, thereby minimizing the chances of improvement efforts falling into the abyss.

## Criteria for Specific Actions in the District Improvement Plan

### **The Action:**

- Will advance the District toward achieving its Mission and will improve one or more Student Performance Indicators
- Is aligned to the District Theory of Action
- Shows that the benefits of enacting this Action outweigh the costs (quantifiable and non-quantifiable)
- States a desired outcome that is either observable, demonstrable or measurable
- Is clear and understandable
- Requires a significant effort over at least a one-year period of time (may need to be several years) for full implementation
- Impacts the entire system or at least one complete level (elementary, middle, high school)

*Collectively, the set of Specific Actions is designed to help the school system achieve its Mission and Goals. Some of the Actions represent a continuation and deepening of existing change initiatives. Some represent new ideas worthy of implementation sometime over the next five years.*

*Specific Actions would be scheduled at some point in the five years of the Plan, with the goal of fully implementing all the Actions by the end of the Plan. Not all Specific Actions will commence in year 1 (2015-2016). Actions will be scheduled to balance the work over the five-year period. For those Actions that are anticipated to take more than one year to complete, the estimated number of years from initiation to full implementation is noted in parentheses.*



## 1. Specific Actions: 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.

*\*New Key Implementations for Specific Actions are defined in the 2018-2020 Work Plan.*

<b>Curriculum Development and Implementation</b>	Complete	In progress	New Key Imp*
1-1 Develop and implement a K-5 World Language program at the elementary school level that reflects the best research-based practices in the field.			
1-2 Implement a K-12 sequence of experiences supporting the development of skills leading to a successful <b>Demonstration of Mastery</b>			
1-3 Develop a scope and sequence of technology skills PK-12 and embed in all subject areas.			
1-4 Implement the published curriculum renewal schedule, including status updates, as designed, each year.			
1-5 Develop and implement culturally competent curriculum PK-12 for social emotional learning and self-regulation that reflects the best research-based practices in the field and imbed in existing district structures (e.g., advisory, developmental guidance, health).			
1-6 For each curriculum revision, provide up-to-date instructional materials, including culturally relevant materials, to improve outcomes for our increasingly diverse population (including English Language Learners).			
1-7 Establish and implement a PK-12 scope and sequence for embedding executive functioning, study skills and independence into all curriculum areas.			
1-8 Improve the districtwide English Language Learners program and increase all teachers' capacity to serve this population of students.			
1-9 Develop a comprehensive transition program from grade 5 to grade 6, and from grade 8 to grade 9 to increase student success at grades 6 and 9.			
<b>Assessment Development and Implementation</b>			
1-10 Expand and standardize the use of academic rubrics, K-12.			
1-11 Develop and implement high school performance tasks in grades 9 and 10, linked to <b>mastery</b> and assess student performance using the academic expectations rubrics.			
1-12 Develop and implement performance tasks at the middle and elementary schools in Language Arts, Math, Social Studies and Science in grades 6-12.			
1-13 Analyze, align and revise the assessment calendar PK-12 and calibrate the scoring of common assessments.			

<b>Professional Learning</b>	Complete	In progress	New Key Imp*
1-14 Implement Professional Learning that will assist staff to analyze and use student performance data from district assessments.			
1-15 Develop an annual Professional Learning calendar for all certified and non-certified staff based on improvement initiatives and state mandates.			
1-16 Implement Professional Learning for all staff to improve our ability to address a diverse population of students and families.			
1-17 Provide Professional Learning on how to implement academic rubrics.			
1-18 Implement Professional Learning on “Teaching in the Block” to all high school teachers.			
1-19 Implement a web-based curriculum platform to enhance consistent teacher communication and sharing of effective curriculum resources.			
1-20 Provide Professional Learning to deepen subject specific knowledge and understanding.			
<b>Program Improvement</b>			
1-21 Implement the improved gifted model as designed in 2011-2012 in the elementary and middle schools.			
1-22 Revise high school graduation requirements.			
1-23 Review high school learning expectations regarding technology to implement a mastery-based requirement rather than a credit requirement.			
1-24 Review/revise district guidelines regarding homework to reflect the latest research.			
1-25 Implement a revised middle school schedule.			
1-26 Revise Unified Arts offerings at the middle school level to strengthen the link to high school courses.			
1-27 Develop and implement a middle school advisory program			

## 2. Specific Actions: 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.

	Complete	In progress	New Key Imp*
2-1 Align all school improvement plans with the District Improvement Plan.			
2-2 Use vertical teams to develop curriculum, Department Improvement Plans, department-based Problems of Practice and Instructional Rounds in each content area.			
2-3 Implement mixed-level observations of professional practice and peer conferences to improve vertical alignment.			
2-4 Use data team meetings to analyze student performance and make instructional adjustments to improve learning of all students in all content areas.			
2-5 Use technology to facilitate the effective use of student performance data into district, school, department and grade-level data teams.			
2-6 Use best-practice models to improve the alternative high school program to engage every student in a challenging and rigorous program.			
2-7 Use the District Data Team to analyze district performance data and model effective Data Team practices.			
2-8 All schools will engage in Instructional Rounds at least twice per year as part of the School Improvement Plan implementation.			

## 3. Specific Actions: 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.

	Complete	In progress	New Key Imp*
3-1 Use the Marzano teacher evaluation protocols and rubrics to improve and calibrate instructional practices			
3-2 Develop and implement a peer-coaching model for teachers and administrators.			
3-3 Identify and train at least one teacher in each school to serve as a “Teacher Leader” for each district/school initiative (Rounds, Data Teams, etc.).			
3-4 Align teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or Department Improvement Plan.			
3-5 Implement an Administrators Academy to continually update the professional knowledge and skills for all school and district leaders.			

#### 4. Specific Actions: 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.

<b><i>Talent Development</i></b>	Complete	In Progress	New Key Imp*
4-1 Implement a plan to recruit more broadly to deepen the pool of highly qualified applicants for vacant positions.			
4-2 Implement a research-based common protocol to select the most qualified applicant for vacant positions.			
4-3 Develop and implement a New Teacher Academy to build capacity of all non-tenured teachers.			
4-4 Implement an elementary schedule, which provides teachers more common planning time.			
4-5 Implement common planning time for high school teachers.			
4-6 Implement a research-based common protocol for the use of common planning time across all levels.			
<b><i>Technology</i></b>			
4-7 Implement the 3-year Technology Plan as designed each year.			
4-8 Implement a consistent “Bring Your Own Device” program throughout the school system that makes most effective use of the technology.			
4-9 Expand the use of on-line learning throughout the system for enrichment, remediation, and low-enrollment courses.			
4-10 Develop and implement consistent practices in the proper use of technology by teachers and students outside of the school day.			
4-11 Use technology to enhance professional learning for all staff members.			
<b><i>Enhanced Services to Students</i></b>			
4-12 Develop a plan to minimize the impact of teacher absences on student learning.			
4-13 Identify profiles of non-graduating high school students and develop a preventative intervention plan to increase the graduation rate.			
4-14 Increase student access to assistance for emotional and mental health needs.			
4-15 Expand the continuum of services, using evidence-based practices, for academic and behavioral interventions with consistent processes and communication strategies.			
4-16 Increase instructional support beyond the school day for all struggling students to improve student achievement.			
4-17 Expand academic and non-academic enrichment opportunities to more K- 8 students.			

<b>Parents</b>	Complete	In progress	New Key Imp*
4-18 Research and develop an enhanced school-family partnership at each school as part of its School Improvement Plan.			
4-19 Expand Family Resource Center resources to all Pre-K to 5 families.			
4-20 Enhance communication efforts with parents through Infinite Campus, with a focus at the elementary level on the use of the teacher gradebook and parent portal for common assessments (similar to the middle and high school practice).			
<b>Communication</b>			
4-21 Enhance communication efforts using district and school websites and other technology, at each school and district-wide.			
4-22 Communicate changes in the instructional program to all stakeholders in the community.			
4-23 In partnership with the Fairfield Police Department, strengthen communication with all stakeholders on matters of school safety and security.			

### 5.0 Specific Actions: Facilities \*this section was new in 2017-2018

	Complete	In progress	New Key Imp*
5-1 Support the principal, staff, and students at Holland Hill through the construction phase (December 2019).			
5-2 Work with the Building Committee at Mill Hill to complete the planning phase (June 2019).			
5-3 Work with the Building Committee at Sherman to support the principal, staff and students through the Phase III Construction (June 2020).			
5-4 Update the FPS Waterfall Schedule (December 2018).			

### 6.0 Specific Actions: Safety and Security 5 Key Implementations \*this section was new in 2017-2018

	Complete	In progress	New Key Imp*
6-1 Find a solution to enhance building entry security PK-12 (June 2019).			
6.2 Complete all building window safety glazing (November 2018).			
6.3 Complete all duct cleaning at FLHS (September 2019).			
6.4 Practice relocation methods with at least 3 schools sites (June 2019).			
6.5 Implement solutions for all door strike plates, which provide options for locked doors at all times (September 2018).			