

**Fairfield Public Schools**  
**Early Childhood Center**  
**School Improvement Plan**  
**2015 - 2016**

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 main tenets to this Theory of Action. Under each tenet, there are sample actions that the school is undertaking that support this tenet. 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 classrooms and departments, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

If we create a school climate that values, respects, and celebrates the unique contributions of students, staff and families to the school community everyone will feel an increased sense of belonging, connectedness and engagement. In response, students, families, and staff will be empowered to attempt challenging new skills and strategies, resulting in increased student learning.

- 1.1 Implement curriculum that meets or exceeds the Connecticut Early Learning and Development Standards
  - a. Design, refine and implement a culturally inclusive PreK curriculum with a focus on independence that promotes social-emotional learning, self-regulation, and executive functioning across content areas.
  - b. Review, refine and implement multi-tiered approach to social skills instruction, analyze student outcomes through data team process.
  - c. Increased focus on intentional, multi-sensory teaching of literacy and numeracy imbedding concepts into classroom themes and activities.

- d. Increased shared reading/shared writing and small group instruction.
  - e. Utilize evidence-based methods to stimulate and teach language use and facilitate social interactions.
- 1.2 Implement common assessments aligned to the curriculum in literacy and numeracy.
    - a. Analyze, align and revise district PreK assessments and calibrate scoring for the 2016-2017 school year.
    - b. Review, refine and implement frequent progress monitoring assessments in the areas of following routines, literacy, and play skills that drive instructional decision making.
  - 1.3 Coordinator to hold staff accountable for consistent implementation of approved curriculum and use of effective instructional strategies through formal and informal observation and coaching.
  - 1.4 Review effectiveness of instructional strategies through school wide and department data team meetings, Instructional Rounds and ongoing reviews of progress monitoring data.
  - 1.5 Recognize and celebrate “Bucket-Filling” (kind and helpful) behaviors in all settings.
  - 1.6 Plan and facilitate successful transitions for students from ECC to K.
    - a. Conduct Instructional Rounds 2x per year with participation from Kindergarten level staff focused on the problem of practice of increasing student independence to support positive transitions to Kindergarten.
    - b. ECC teachers to observe general education and special education instruction in the K classroom each Fall.
    - c. Coordinator and ECC representatives to meet with Elementary teams to review transition process.
    - d. Conduct annual Parent Transition Forum.

**Indicators of Progress:**

- Four year old students will demonstrate growth in letter identification and concepts of print skills.
- Three year old students will demonstrate growth in numeracy.
- Students receiving speech and language therapy will demonstrate growth from individual baseline as measured by increasing at least one level on a demonstration of 5 individually targeted social communication and by increasing at least one level on a demonstration of 2 individually targeted self-advocacy skills as observed using the Functional Social Skills Assessment.
- Classroom students receiving weekly social skills instruction will demonstrate an increase of self-regulation skills as measured by pre and post observational data: deep breathing (baseline 23%, goal 80%) and positive self-talk (baseline 30%, goal 80%).
- Classroom students receiving weekly social skills instruction will demonstrate an increase in initiating (baseline 56%), responding (baseline 64%) and maintaining social interaction skills (baseline 30%) as measured by pre and post observational data: (goal 80%).
- ECC students exiting in June will demonstrate a 5% increase of students meeting or exceeding criterion on the CELF Preschool 2 Descriptive Pragmatics profile each year (Baseline 2015: 80%).

## **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 School Improvement Plans based on data and research-based practices that will improve achievement.
- 2.2 Implement a school-wide data team to review progress on the SIP, share effective practices, and adjust SIP as warranted.
- 2.3 Implement departmental data teams.
  - a. Common planning teams will review student progress monitoring data to drive programmatic and instructional decisions.
- 2.4 Communicate and collaborate as teams to integrate student learning experiences across instructional settings.
  - a. SLPs will collaborate with classroom teachers and community preschools focused on facilitating effective communication and self-advocacy.
  - b. Refine collaborative (Classroom and SLP) instructional periods to increase active learning and peer to peer interaction and a least to most prompting model for facilitating social language.
  - c. Conduct regular classroom team meetings to review student needs and growth and provide guided practice in facilitation strategies.

### **Indicators of Progress:**

- School Improvement Plan
- Data team minutes and action plans
- Students will demonstrate decreased prompting and increased independence in classroom routines, play skills and demonstration of early literacy skills over repeated observations throughout the year.
- Intervention plans will reflect progress of students monitored through the district PreK EIP process.
- On-going evaluation of Data team process using the Data team developmental rubric.

## **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 Implement Professional Growth and Evaluation Plans.
  - a. Provide training on and coaching using the ESS rubric for SLPs and Psych/SW.
- 3.2 Continue to implement department Common Planning meetings with norms and action agenda.
  - a. Continue agenda driven department common planning time focused on discussing student progress, reviewing research on best practices, problem solving and aligning practice.
- 3.3 Provide monthly training for all building paraprofessionals and Ed Trainers around DIP/SIP development and skills needed for implementation.
- 3.4 Identify Department representatives to communicate and coordinate work with Coordinator.
  - a. Meet at least 2x monthly review, respond and initiate items for department agendas.

**Indicators of Progress:**

- Data team minutes and action plans
- Evidence of improved practice through Rounds feedback
- Evidence of increased student independence through progress monitoring data collection

#### **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 Partner with parents to achieve system priorities and goals.
  - a. Conduct parent workshops to support students' behavioral, social and communication success across all environments.
  - b. Coordinator to increase communication through biweekly updates via IC.
  - c. Engage parents as team members through school website, webinars, parent handouts, meetings, observations and classroom activities.
- 4.2 Improve intervention efforts for struggling students and high-achieving students
  - a. District PreK Early Intervention Team will meet every 8-10 weeks to review student progress and develop and review classroom based interventions to enhance student progress.

#### 4.3 Build community connections

- a. Coordinator to participate in Fairfield Preschool Directors meetings and CES Early Childhood Council.
- b. School Psychologists and Social Worker to provide annual workshop for community preschool staff,
- c. All staff to provide student-focused communication and consultation with community preschools/providers.

**Indicators of Progress:**

- Parent/Stakeholder feedback goals
- Workshop exit surveys
- EIP plans including progress monitoring