

Fairfield Public Schools
Osborn Hill Elementary 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 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.
- 1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 1) (S.A. 1-1)
- 1.3 Implement common assessments aligned to the curriculum in all content areas. (S.A. 1-11)
 - a. Principals will ensure the fidelity of implementation of the written curriculum-with a special focus on the new writing units and balanced math model.
 - b. Teacher leadership teams and teachers will implement cross curricula common assessments.
 - c. School staff will review current assessments and identify gaps, overlaps, strengths, and weaknesses. Build calibration and collaboration skills among staff for scoring common assessments. (Ex. On –demand writing.) Differentiate instruction based on common assessment results.

- d. The OHS Leadership Team will share the pacing guide and implementation guide with stake holders. The team will gather feedback from the Grade Level and Literacy Teams and share feedback with district leadership and review current assessments.
- e. In order to ensure achievement of Indicators of Progress school staff will conduct and debrief the following as appropriate: Principal Walkthroughs, instructional rounds, data teams, coaching feedback-pushing in for support in the classrooms, teacher evaluation plan/goal setting, and Principal observation of team meetings, work sessions, formal reviews of practice and Grade Level Meetings. (S.A. 1-9, 2-4)
- f. Principals and curriculum leaders will make adjustments to curriculum and assessments based on needs of students and provide feedback to district personnel. (Summer, 2016)

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

- a. Build teacher and student capacity to deliver intentional targeted feedback in the instructional core (Review/Reflect, Scaffold/Strategy, Adding On).
- b. Build teacher capacity to use and check on learning targets, *goals* and scales *through using specific student goal setting* (Marzano).
 - OHS teachers will use Embedded PD learning to develop tasks/questions that promote thinking at various levels of understanding (within, beyond, about) as evidenced through teacher-student discourse, student-student discourse and students' responses.
 - District staff will develop a rubric by December, 2015 to assist students in identifying their level of agency (DISTRICT).
 - All school staff will attend at least three professional development opportunities focused on providing authentic feedback to all students related to academic achievement. (*Embedded PD*)
 - All staff will participate in cross-school professional learning in order to improve their ability to provide intentional feedback. Additional staff will be trained in these expectations at the school level. This training will be coordinated and conducted by the school leadership teams. (*Embedded PD*) *Embedded PD Team will share out new learning/info to all staff each month.*
 - OHS will work with the district leadership to investigate a structured, tiered (1, 2 and 3) intervention process (EIP) for writing with regular organized monitoring. The investigation will look at tier 1 writing in 2015-2016. For monitoring purposes, small group writing forms from classroom teachers and work sessions will be analyzed for common strategies and lesson formats. The team will develop criteria to determine the need for intervention.

1.5 Ensure a positive school climate

- a. School climate teams will review school climate plans to determine current effectiveness and will modify existing plan as needed.
- b. District staff and building principals will determine the best way to refresh and update training of staff in Responsive Classroom techniques.
- c. School climate teams will develop school-wide teacher goals related to 10% Parent Feedback indicator.
- d. Principals will ensure school-wide implementation of school climate plans (develop school specific action steps).

- e. OHS will design and implement a Behavior EIP system for the school. The school will address school climate and behavior needs in a multi-faceted way. We will continue our work and focus on what tier 2 and 3 would look like for the school and expand our work with the sped team to build further implementation in our school.

Indicators of Progress:

- 100% of teacher 2015-16 instructional observations will demonstrate teachers on pace with curriculum expectations and will demonstrate acceptable levels of instructional differentiation for student learning needs.
- 100% of district common assessments will be provided to students and will be scored by appropriate staff.
- Feedback on literacy and numeracy curriculums will be provided to the appropriate school and district personnel.
- Students will develop the ability to synthesize learning across content areas to think strategically and critically when approaching novel tasks and/or extending their learning on previous experiences/tasks as measured on the rubric of student agency between January and June (developed by the district).
- Parent Survey results related to communication will improve each year. Specific to each school. Written as a SMART goal
- All teachers will implement 10% Parent Feedback goal
- 100% of teachers achieve at least “Accomplished” score on Parent Feedback 10% area. As determined in each building.

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. In order to ensure achievement of Indicators of Progress school staff will conduct and debrief the following as appropriate: Principal Walkthroughs, instructional rounds, data teams, coaching feedback, teacher evaluation plan/goal setting, and Principal observation of team meetings. (S.A. 2-2, 2-8)
- c. School leadership teams and/or school data teams will meet at least once a month to determine level of successful implementation and will determine adjustments to support staff and students as needed.
- d. School leadership teams will make changes in action steps in responses to what is learned through monitoring and such changes will be included in future iterations of the SIP.
- e. School leadership teams will consult with district administrators as needed.

Indicators of Progress:

- School Improvement Plan aligned to District Improvement Plan
- Record of modifications in School Improvement Plan made in response to feedback and data on effectiveness of implementation

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. District and school administrators will train staff and ensure their participation in the following: Instructional Rounds, Data Teams, Marzano learning strategies. (S.A. 3-3)
- b. School administrators will align teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or Department Improvement Plan. (S.A. 3-1)
- c. School administrators will ensure that school-specific aspects of the above initiatives, as appropriate, will be included in teacher and administrator goal-setting (S.A. 3-4)

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 their professional learning portion of their evaluation.

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. Improve use of Infinite Campus as one tool to communicate student progress by identifying teachers' need for training.
- b. Improve communication of ongoing student progress to parents through communication around the purpose and strengths of standards-based progress reports (DISTRICT) and reinforced by individual schools.
- c. Develop a plan to determine best way to refresh and update training of staff in Responsive Classroom techniques.
- d. Develop a district survey instrument to monitor parent understanding of the online Progress Report (DISTRICT).

- e. In collaboration with district curriculum leaders, schools will develop and communicate interpretive guides to assist parents in their understanding of posted assessment data.
- f. Teachers will communicate learning and behavior concerns, including EIP plans and progress monitoring results, to parents as appropriate.
- g. Administrators will ensure all staff are using Infinite Campus to district expectations and will arrange ongoing support to those in need of assistance.
- h. EIP grade level teams will monitor student progress and parent communication as appropriate
- i. Collect data on parent feedback regarding understanding of scores posted (DISTRICT)

Indicators of Progress:

- Parent survey results indicate an increased percentage of satisfaction with communication of the online progress report.
- Reduction in the number of parents expressing concern over lack of communication of student progress.
- All teachers will make appropriate use of Infinite Campus to communicate student progress to parents.