

Fairfield Public Schools
Riverfield Elementary School
Improvement Plan
2015-16

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 which 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. Principal will ensure the fidelity of implementation of the written curriculum.
- b. Leadership Team will review unit pacing guides with grade level teams.

1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 1) (S.A. 1-1)

- a. All grade levels will collaborate with Library Media Specialist to develop units of study which integrate information, communication and technology skills.
- b. Grade 4 and 5 students will be taught the newly adopted World Language curriculum.

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

- a. Grade levels will review current assessments and identify gaps, overlaps, strengths, and weaknesses and provide feedback to district leadership.

- b. Grade level teams will implement common assessments and analyze data to inform instruction.
 - c. Grade level teams will build calibration and collaboration skills among staff for scoring common assessments and differentiate instruction based on common assessment results.
 - d. Principals and curriculum leaders will make adjustments to curriculum and assessments based on needs of students and provide feedback to district personnel.
- 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).
 - Teachers will post learning targets and utilize learning scales throughout units.
 - c. Build teacher capacity to increase student agency in reading, writing and mathematics.
 - RFLD teachers will participate in “Embedded Professional Development” sessions with teachers from North Stratfield and McKinley schools. A plan will be developed to provide consistent professional development to teachers who are not attending the embedded learning sessions. This year’s focus at RFLD will be to create classroom cultures and learning communities K-5 where (all) students engage in meaningful conversations (student to teacher; student to student) related to learning targets in reading, writing, and mathematics. (Student agency)
 - We will share input with district curriculum leaders regarding the development of a student rubric and use it to assist students in identifying their level of agency. (District)
- 1.5 Ensure a positive school climate.
- a. District staff and building principals will determine the best way to refresh and update training of staff in Responsive Classroom techniques.
 - b. School climate teams will develop school-wide teacher goals related to 10% Parent Feedback indicator.
 - c. Teachers will communicate achievement between conferences and progress reports with teacher and student rubrics.
 - d. Principals will ensure school-wide implementation of school climate plans.

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. All grade K-5 teachers will submit “a week at a glance” to all support staff and principal as evidence of accurate pacing.
- 90% of students will meet or exceed FPS reading benchmark standards in reading.
- 10% of students not meeting FPS reading benchmark standards will increase at least two levels.
- 85% of student in grades 3-5 will meet or exceed the FPS standards in mathematical fluency.
- 15% of student not meeting or exceeding FPS standards in mathematics fluency will progress toward the standard.
- Principal will do three informal walkthroughs in the LMC and Spanish to monitor implementation.
- 100% of grades K-5 will meet or exceed the standards established on a performance assessment task related to ICT skills within a collaborative unit of study.
- Grade three teachers will collaborate with the gifted teacher and LMS to create an ICT unit. Students will meet or exceed the standards established on the performance assessment tasks demonstrating an increase in their ICT skills.
- The Leadership Team will provide written and oral feedback on new assessments and curriculum upon completion of units. Feedback will be given to district leadership with recommended adjustments to increase student achievement.
- 100% of district common assessments will be provided to students and will be scored by appropriate staff.
- Five times a year grade level teams will score some student assessments collaboratively to ensure calibration. (Reading, Mathematics, Science, Social Studies, Writing)
- 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).
- Office referrals will decline each year by 5% percent. 64 documented referrals 2014-15.
- 100% of certified staff members will participate monthly on a committee to assist in maintaining a positive school environment. Staff will select from Safety and Security, School Climate (staff and students), Professional Development and Technology.
- The School Climate Committee will establish a positive school climate plan which will include ten all school meetings, implementation of heads-up box, ideas to promote the all school book concepts which will contribute to a safe, respectful and fun school community.
- A student council will be established to provide students with a voice in promoting a positive school climate.

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 that 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 Principal/District Leadership Walkthroughs and Instructional Rounds. (S.A. 2-2, 2-8)
 - c. School Leadership Team and/or grade level data teams will meet at least ten times a year to determine level of successful implementation and will determine adjustments to support staff and students as needed. (S.A. 2-4)
 - d. School Leadership Team will make changes in action steps in response to what is learned through monitoring, and such changes will be included in future iterations of the SIP.
 - e. School Leadership Team will consult with district administrators as needed.

Indicators of Progress:

- School Improvement Plan will be aligned to District Improvement Plan.
- A record of modifications will be made in the School Improvement Plan in response to feedback and data on effectiveness of implementation.
- Each Leadership Team member will facilitate a grade level and/or special education team Instructional Round. Every certified staff member will participate in Instructional Rounds to gather evidence and establish action plans to improve student achievement.
- Grade level and Special Education Team data teams will meet a minimum 3x/year to examine mathematics and language arts data to inform instruction to improve school achievement.
- School-wide Data Team will meet 2x/year to identify building trends across grade level data based upon data gathered at grade level data team meetings; clearly defined action steps will be an outcome of each school-wide data team meeting.
- All staff will develop goals that will support the School Improvement Plan.
- Principal will complete supervision and evaluation process and utilize evidence to improve instruction and increase student achievement.

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:

- Staff will participate in the professional learning expectations as outlined in the SIP.
- Staff will maintain a minimum of proficiency on their professional learning portion of their evaluation.
- Grade levels will collaborate and establish goals aligned with District Improvement Plan to increase student achievement.

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. In collaboration with district curriculum leaders, schools will develop and communicate interpretive guides to assist parents in their understanding of posted assessment data.
 - e. Administrators will ensure all staff are using Infinite Campus to district expectations and will arrange ongoing support to those in need of assistance.

Indicators of Progress:

- Parent survey results indicate 3.4% satisfied with communication of the online progress report.
- There will be a reduction in the number of parents expressing concern over lack of communication of student progress.
- 100% of teachers will communicate student achievement between conferences and progress reports as outlined in the Riverfield Communication Plan (posted on RFLD's WEB site) to increase parent understanding of their child's achievement.
- Create school-wide rubrics K-5 and train students how to effectively reflect on their achievement and effort to more effectively communicate achievement to parents.
- Provide parents with informational sheet describing all assessments to assist them in understanding their student's achievement.
- Release communication plan to parents through IC, Web page, Principal meeting A.M. and P.M.
- All teachers will make appropriate use of Infinite Campus to communicate student progress to parents.
- 100% of support staff/para-professionals will receive training in Responsive Classroom techniques three times this year to increase their understanding of Responsive Components to assist students in maintaining a respectful school community.

- 100% of certified staff will share a Responsive Classroom type strategy or classroom activity to expand a “teacher’s repertoire” to assist in maintaining a positive school community. Five faculty meetings will address one core component of RC each month.