

Fairfield Public Schools
Roger Sherman 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 during all classroom visits (on-going).
 - b. Teacher leadership teams and teachers will implement cross curricula common assessments. Weekly grade level meeting time and data team meetings (quarterly) will be used to monitor assessments.
 - c. Curriculum specialists will review unit pacing guides with principals and grade level teams. Curriculum specialists and principal will provide feedback to district leadership about unit guides.

- d. School staff will review current assessments and identify gaps, overlaps, strengths, and weaknesses during professional development activities and at grade level and data team meetings. Calibration and collaboration skills will be built among staff for scoring common assessments, (Ex. On –demand writing.) and differentiate instruction based on common assessment results.
- e. 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 agency to deliver intentional targeted feedback in the instructional core (Review/Reflect, Scaffold/Strategy, and Adding On).
- b. Build teacher agency to use and check on learning targets, *goals* and scales *through using specific student goal setting* (Marzano).
- c. Teachers will monitor the progress of students thinking within, beyond, and about the text.
 - School and district administrators, with school-based teams will analyze identified needs to determine the structures, locations, times, and outcomes for staff engaged in the professional learning which will improve intentional feedback in classrooms. Identified needs will be based on anecdotal data, observations and evaluations, and student performance. *(Embedded PD)* There will be focus on improving the needs of ALL students including those with disabilities, gifted, and English Language Learners.
 - 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)*
 - Teachers in grade 3, curriculum specialists, special educators, and administrators 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)*

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. The team will meet in the fall and spring of the school year to review the plan.
- b. School climate teams will develop school-wide teacher goals related to 10% Parent Feedback indicator. Each grade level and special area will develop an action plan to address the indicator. Mid-year and end of year reviews will be used to gauge the effectiveness of their work.
- c. Principals will ensure school-wide implementation of school climate plans. The school climate team will meet monthly or as needed to review bullying claims or issues presented.
- d. Teachers will improve communication through the use IC.
- e. Principal will hold a parent workshops on SBA (September), the use of individual goal setting, rubrics, and checklists to build student agency (October/November), Math night/Literacy night (January/February), SBA (March)

Indicators of Progress:

- 100% of teachers will meet or exceed their SLO's IAGD's. Instructional observations will demonstrate teachers on pace with curriculum expectations and will demonstrate acceptable levels of instructional differentiation for student learning needs by using targeted feedback indicators.
- 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 and with parents.
- Survey results will be studied to determine if workshops and communication throughout the year has changed the parent perceptions about the use of successful strategies during school climate team meetings.
- Office referrals will decline by 5 percent.
- All teachers will implement 10% Parent Feedback goal.
- 100% of teachers achieve at least "Accomplished" score on Parent Feedback 10% area.

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: Cross grade level rounds, focused on SIP goals, will take place each month: First grade (September), Second grade (October), Kindergarten (December), Third Grade (January), Fourth grade (February) Fifth grade (March), Cross school rounds, focused on SIP goals, will be held once during the school year. Data teams, coaching feedback, teacher evaluation plan/goal setting, and Principal observation of team meetings will also be reviewed and debriefed to measure progress on student agency. (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 of the SIP and will determine adjustments to support staff and students as needed. (S.A. 2-4)
- d. School leadership team will discuss the SIP at weekly meetings and 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 discussed at data team, grade level, and leadership team meetings.
- Teachers monitor students thinking beyond and about the task using data collected in 1.4.
- Grade level teams monitor the progress of student's ability to use more robust elements in their writing as identified in their grade level goals.
- Teachers will bring student work to grade level and data team meetings that demonstrate the use and effectiveness of goals, rubrics, and checklists related to their goals and SIP goals.

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. Goals will be set in the fall and reviewed mid-year and at the end of year. (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 meetings during the fall. (S.A. 3-4)
- d. New members of the leadership team will attend rounds facilitator training in order to facilitate rounds.

Indicators of Progress:

- All staff will participate in the professional learning expectations as outlined in the SIP.
- All teachers will work toward the effective implementation of developing individual student goals.
- All staff will maintain a minimum of proficiency on their professional learning portion of their evaluation.
- Implement grade level rounds, led by trained leadership team members, to monitor the progress of feedback given to students across three frames (review/reflect, scaffold/strategy, adding on) in whole class, small group, and one to one instruction across all content areas.

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 by the IIT and LMS in the fall.
 - b. Support update training of staff in Responsive Classroom techniques. Paraprofessionals will meet during October conference days. New teachers will meet with grade level teams weekly to discuss RC strategies.
 - c. In collaboration with district curriculum leaders, schools will develop and communicate interpretive guides to assist parents in their understanding of posted assessment data including progress reports.
 - d. Teachers will communicate learning and behavior concerns, including EIP plans and progress monitoring results, to parents as appropriate. EIP grade level teams will monitor student progress during six week intervals or as needed.
 - e. Administrators will ensure all staff are using Infinite Campus to district expectations monthly and will arrange ongoing support to those in need of assistance.

Indicators of Progress:

- Parent survey results indicate an increase of 10% satisfaction with understanding the resources needed for success.
- All teachers will make appropriate use of Infinite Campus to communicate student progress to parents.
- Effective tier one interventions will be identified and used to help students progress in meeting EIP goals.
- Explore new recording sheets for tier one intervention progress monitoring.
- Explore options for identifying curriculum modifications for our highest achieving students.
- Explore additional instructional resources for students in tier two and tier three.