

Fairfield Public Schools
Stratfield 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.
 - a. Each leadership team member will facilitate a Grade level instructional round- Every grade level K-5 will engage in Rounds process to gather evidence regarding our Problem of Practice (Higher level questioning/feedback) (S.A. 1-9)

- 1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 1) (S.A. 1-1)
 - a. LMS will meet with teachers 3x/year during grade level meetings to plan and collaborate lessons.
 - b. All K-5 teachers integrate technology into classroom instruction.

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 by checking pacing guides, instructional minutes, and walking through to find evidence of alignment and fidelity.
- b. Leadership team and teachers will implement cross curricula common assessments.
- c. Curriculum specialists will review unit pacing guides with principals and grade level teams.
- d. Curriculum specialists and principal will provide feedback to district leadership about unit guides.
- e. Differentiate instruction based on common assessment results.
- f. Stratfield Leadership Team will facilitate calibration workshops through staff meetings and grade level meetings (On-Demand writing).
- g. 2-3x/year collaborative calibration sessions for teacher (i.e. performance assessments, On-Demand writing).
- h. Grade level data teams will meet minimum 4x/year to identify trends in math and language arts data in order to inform School-wide Data Team. (S.A. 2-4)
- i. LAS, MST and IIT will facilitate coaching cycles with classroom teachers to develop effective instructional strategies in relation to the information gathered from Grade Level Data Team meetings.
- j. School-wide Data Team will meet 1x/month to identify building trends across grade level data based upon data gathered at grade level data team meetings and then come up with instructional strategies to address weak areas.
- k. All staff will develop goals that will support the problem of practice to increase higher level questioning and feedback.
- l. Principal will conduct weekly walkthroughs to gather evidence of coaching, and application of effective instructional strategies aligned with Marzano and Embedded PD. Information from this will be used to guide teacher evaluation plans and principal will follow up with teachers as needed. (S.A. 2-2, 2-8)

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. LASs and principal will work with the Elementary Language Arts Curriculum leader to build teacher capacity to effectively analyze student work a minimum of 5x/year.
- c. MST and principal will build capacity with Kindergarten and Grade 1 teachers of the Balanced Math Model through Embedded PD a minimum of 4x/year (pre-meeting, observation, debrief).
- d. Embedded PD team (classroom, resource, leadership) will attend four Embedded PD trainings.
- e. Embedded PD team will train staff on authentic feedback to all students related to academic achievement during Tuesday meeting time a minimum of 3x/year.
- f. Staff will implement new feedback knowledge with their students through anecdotal notes and check-ins at grade level meetings.

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. Staff will improve parent communication by monthly newsletters, IC blasts, conferences, presentations in order to achieve the 10% Parent Feedback indicator.
- c. All staff implement school wide ticket system.
- d. Leadership team in conjunction with staff and students develops universal behavioral expectations (Voice scale, bottom-line expectations).

Indicators of Progress:

Quantitative:

- 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 teachers will meet or exceed their SLO's as stated in their teacher evaluation document.
- 100% of district common assessments will be provided to students and will be scored by appropriate staff.
- 100% of K-5 teachers will participate in Instructional Rounds.
- 100% of Leadership Team will facilitate a minimum of one Instructional Round.
- 100% of 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.
- Grade Level and Schoolwide Data Teams will increase one level on the Schoolwide Data Team rubric.
- Incident reports will decline by 5% in the 2015-16 school year.
- The 2016 Parent Survey results related to communication will reflect improvement in parent communication.

Qualitative:

- Feedback on literacy and numeracy curriculums will be provided to the appropriate school and district personnel.
- Teachers will incorporate higher level questioning and effective feedback as learned in Embedded PD trainings in their daily instruction.
- Teachers will integrate a minimum of one new technology strategy and provide student work samples/lesson plans to show the integration of technology.
- Clearly defined action steps will be an outcome of each school-wide data team meeting.
- All K-5 teachers will engage in collaborative grade level session with LMS evidenced by meeting minutes.
- 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).
- All Instructional Rounds will lead to Next Steps to move us forward on the developmental continuum.

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. 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. (S.A. 2-4)
 - c. 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.
 - d. 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. To build leadership capacity, each Leadership Team member will facilitate an Instructional Round. (S.A. 3-3)
 - b. To build teacher leadership capacity, classroom teachers will share roles during grade level data teams, and school-wide data teams.
 - c. Each leadership team member will facilitate a Grade level instructional round- Every grade level K-5 will engage in Rounds process to gather evidence regarding our Problem of Practice and use evidence to decide where we fall on the developmental continuum for our Problem of Practice in order to plan next steps for instruction.

- d. LAS, MST and IIT will use the information gathered from data team meetings to guide their coaching cycles with classroom teachers to develop effective instructional strategies.
- e. Shared leadership to plan, facilitate and follow up during grade level meetings (MST, LAS, LMS, IIT, Principal, School psychologist).
- f. Principal will reinforce Marzano learning strategies during pre and post observations.
- g. Principal will ensure alignment of teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or Department Improvement Plan. (S.A. 3-4)

Indicators of Progress:

- 100% of staff will participate in the professional learning expectations as outlined in the SIP.
- 100% of staff will maintain a minimum of accomplished on their professional learning portion of their evaluation.
- Shared participation of leadership in instructional rounds and data teams as evidenced in meeting minutes.

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. Staff will use Infinite Campus as one tool to communicate student progress.
- b. Leadership team will identify and continue to support teachers in need of additional IC training.
- c. Leadership team will reinforce communication of the district-wide standards-based progress reports through meetings, presentations, and email blasts.
- d. In collaboration with district curriculum leaders, the leadership team and staff will assist parents in their understanding of posted assessment data, through presentations, conferences, and emails.
- e. Teachers will communicate learning and behavior concerns, including EIP plans and progress monitoring results, to parents as appropriate.
- f. Principal will ensure all staff are using Infinite Campus to district expectations and will arrange ongoing support to those in need of assistance.
- g. EIP grade level teams will monitor student progress and parent communication as appropriate.

Indicators of Progress:

- 2016 Parent Survey results will indicate a 5% increase in the “agree/strongly agree” category for staff and administration communicate effectively with parents. (86.3% of parents strongly agree or agree that school staff and administration effectively communicate with them according to the 2014 School Climate Survey Report.
- 100% of teachers will use Infinite Campus as a tool to communicate with parents.

