

Fairfield Public Schools
Fairfield Woods Middle School
Improvement Plan
2016 – 2017

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.

Drawing from the District’s Theory of Action and District Improvement Plan, this School Improvement Plan focuses on four core areas: 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 Improvement Plan 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.

Some action items in this plan will include special notation connecting them to the District Improvement Plan. This parenthetical notation is found at the end of an action item and includes “S.A.” followed by a number which refers to the “Specific Action “to which it is aligned in the District Improvement Plan.

1. Instructional Program

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all grade levels and departments, 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 newly adopted Social Studies curriculum.

- a. Social Studies teachers will meet periodically with the Social Studies Curriculum Leader so that successes, concerns and supports needed in the implementation of the new Social Studies curriculum and materials can be discussed and addressed.
- b. Social Studies teachers will implement common assessments in grades 6-8.
- c. Social Studies teachers will engage in weekly collaborative planning, implementation, review, and revisions (**PIRR**) of the curriculum.

1.2 Implement newly adopted Computer Applications curriculum

- a. Computer and Technology Resource teachers will meet periodically with the department leader so that success, concerns and supports needed in the implementation of the new curriculum can be discussed and addressed.

1.3 Implement common assessments aligned to the curriculum in all content areas.

- a. Science teachers in grades 6-8 will continue to utilize science skill assessments (3x per year) and performance tasks aligned to the curriculum in each grade level/course and use department meeting time to analyze results and make instructional decisions that increase student achievement in science.
- b. English Language Arts teachers in grades 6-8 will analyze baseline data after the winter assessment and will establish improvement targets for the narrative writing performance task.
- c. Middle School Social Studies teachers will implement common assessments aligned to each course in order to document student progress. Results will be analyzed to make instructional decisions in ongoing curriculum implementation.
- d. All Unified Arts teachers (Art, Computers, Family Consumer Science, Health, Music, Physical Education and Technology Education) will implement common assessments, analyze this data and other related student work during PIRR meetings to make instructional decisions and improve student performance.

1.4 Hold staff accountable for consistent implementation of all approved curriculum.

- a. The Language Arts Specialist and administrator supervising English Language Arts will collaborate with the English Language Arts Curriculum Leader to ensure that curriculum is clearly articulated and that work across genres is diverse and engaging.
- b. The Math Resource Teacher and administrator supervising Math will collaborate with the Math Curriculum Leader to ensure that curriculum is clearly articulated and that classwork and instruction (teacher-student discourse) is rigorous and challenging.
- c. School administrators and department leaders will perform informal observations/walk-throughs (independently and together) in order to insure the implementation of approved curriculum and provide feedback to teachers based on the Marzano Learning Map in order to improve instruction.
- d. School administrators and department leaders will meet mid-year to assess teacher progress in the goal plan and provide feedback to teachers.
- e. School administrators and department leaders will communicate throughout the year to identify inconsistencies with curriculum delivery and develop plans to provide professional

feedback to teachers as needed to improve the fidelity of curriculum implementation across each department.

1.5 Implement evidence-based instructional strategies in all content areas

- a. Teachers will organize students in a manner that facilitates working on complex tasks, such as decision-making, problem solving, experimental inquiry, or investigation, which require them to generate a hypothesis. (Marzano DQ4)
- b. School administrators will perform informal observations/walk-throughs/ Instructional Rounds/Reviews of Practice in order to gather data and provide feedback on instructional strategies.
- c. School administrators will collect evidence specific to the Marzano Learning Map in relation to instructional strategies in order to give specific instructional feedback to teachers.
- d. Teachers will provide clear learning goals and scales (rubrics) specific to the unit of study so that students understand the learning outcome of each lesson. (Marzano DQ 1).

1.6 Ensure a positive school climate.

- a. Students and staff will participate in a variety of activities to promote a sense of connectedness to the school community and beyond such as: pep rally, basketball games scheduled throughout the season, PTSA sponsored fun nights, cultural arts presentations, the Walkathon, etc.
- b. Staff and club advisors will document attendance rates and program participation to promote a positive school connection.
- c. Students will participate in ongoing programs throughout the year designed to encourage positive social-emotional development. These programs include Risky Business in grade 8, developmental guidance and counseling sessions, compliance meetings by team, student activities and anti-bullying assemblies.
- d. Administrators and teachers will communicate with parent groups at least once during each marking period through Infinite Campus messenger, e-mail blasts, PTSA meetings, Open House, yearly conferences and community events.
- e. Staff will participate in three professional development sessions focused on utilizing positive behavioral supports to manage problem behaviors and improve school climate for all populations.
- f. Staff, students and parents will participate in a School Climate survey in the fall, 2016 and will use the results to plan programs and school based initiatives that address areas of concern identified by the survey.

- 1.7 Implement professional learning to strengthen instructional practices for struggling learners.
- a. The special education teacher will meet at least weekly with general education classroom teachers to ensure consistent and appropriate delivery of instruction and that all requirements of the IEP are implemented.
 - b. Each team will meet monthly with the Guidance Counselor and one administrator to in an early intervention process (EIP) to collect data and develop individualized interventions to support and improve the achievement of struggling students.
 - c. Reading teachers and the Language Arts Specialist will meet weekly to examine student data and plan targeted instruction focused on those struggling learners achieving at below the benchmark in the language arts.
- 1.8 Implement a middle school advisory program
- a. Staff and students at each grade level will participate in Naviance modules as determined by the district middle level leadership team.

Indicators of Progress

- The Social Studies curriculum will be fully implemented in grades 6-8.
- Common Assessments will be implemented in Language Arts, Math, Science, Social Studies and World Language and all of the Unified Arts programs.
- Results from all common assessments will be analyzed in PIRR meetings and instruction will be adjusted based on this data.
- The Computer Applications curriculum will be implemented in grades 6-8.
- Evidence of learning goals and learning scales (rubrics) will be collected through walk throughs, observations and teacher conferences.
- Administrative Guidance Team meetings once each week with minutes documenting support plans for students.
- Monthly Team EIP meeting minutes and intervention plans documented in shared electronic folder for team access and updates.
- Professional Development sessions documented in Protraxx with teacher feedback collected, analyzed and shared by the Liaison Leadership Team.
- Student participation numbers in extracurricular activities and school spirit activities will be collected. Activities will be highlighted in the annual student yearbook.
- Baseline data of student referrals for early intervention will be collected by team and compared with students who are initially referred to special education. This will form the basis for increased interventions and decreased special education referrals in future years.
- School Climate survey results will be collected and analyzed and used by the school leadership team to plan programs and school based initiatives to address areas of concern.
- Naviance modules, as determined by the middle level leadership, will be implemented in all grade levels.

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 (includes academic and school climate indicators).
- 2.2 Implement a school-wide data team to review progress on the SIP, share effective practices, and adjust SIP as warranted.
 - a. School based data teams will analyze the results of student tasks and common assessments and make recommendations for future instructional focus in order to improve student achievement.
 - b. School based data teams will calibrate their scoring by collaboratively scoring students tasks and assessments using common rubrics.
- 2.3 Use data teams to develop department based problems of practice in order to conduct instructional rounds in a minimum of two content areas.
 - a. School administrators will collaborate with Curriculum Leaders to develop vertical instructional rounds focused on a department problem of practice.
 - b. Instructional Rounds teams will analyze data discovered during the rounds process and provide feedback and improvement suggestions for next level of work to the respective departments.
- 2.4 Continue to implement grade level or departmental data teams.
 - a. Teachers will engage in weekly collaborative planning, implementation, review, and revisions (PIRR) of curriculum in order to develop improvement plans leading to higher student achievement.

Indicators of Progress

- Grade level/ departmental data teams will submit meeting minutes for all scheduled data team/PIRR meetings.
- Adjustments to SIP will be evidenced through data team/ liaison meeting minutes.
- Implement the district wide data team rubric across all curricular areas and advance one level in each category on the rubric by June 2017.
- In June 2017, review each of the common assessments administered by each department and identify strengths and concerns with each assessment and recommend adjustments to the department leader for 2017-2018.

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 Instructional Rounds (at least 2 times per year) using vertical teams as necessary.

- a. The Social Studies Curriculum Leader and teachers will collaborate with administrators to develop a problem of practice and conduct instructional rounds for grades 6-8.
- b. The Science Curriculum Leader and teachers will develop a problem of practice and conduct instructional rounds for grades 6-8.
- c. Teacher leaders will be utilized as Instructional Round facilitators to conduct Instructional Rounds in grades 6-8.

3.2 Align all Professional Growth and Evaluation Plans to the School Improvement Plan.

- a. Teachers will write Student Learning Outcomes based on data and individual student progress beginning with baseline data as measured by standardized and common assessments.
- b. The science department will focus on professional development related to the Next Generation Science Standards.
- c. All teachers and support staff will align Student Learning Objectives (SLO's) and annual goals to the School Improvement Plan.

3.3 Continue to develop teacher leaders- PD, Growth Plan, Goals (SLO).

- a. Additional teachers will be trained to lead Instructional Rounds in the school.
- b. The Liaison Leadership team will focus professional development on school wide student achievement data.

- c. A Teacher Academy will be implemented on the February PD day with a focus on teachers running individual workshop sessions for their colleagues. This will be designed and implemented by the Liaison Leadership Team.
- d. Teacher Leadership training will be offered (through CES) and selected teachers will attend.
- e. Teachers with expertise in aspects of the Marzano Learning Map will be asked to share their instructional strategies as part of faculty meetings and PD sessions.
- f. Select teachers will participate in TEAM Mentor training enabling them to mentor new and beginning teachers at Woods.
- g. Departments will rotate through a cycle of presentations at monthly faculty meetings to present and discuss successes / challenges with student achievement unique to their department in order to receive feedback and suggestions for improvement from colleagues.

Indicators of Progress:

- Successful implementation of two sets of instructional rounds by June 2017.
- 100% of teachers will align SLO's with the SIP/DIP.
- Tuesday PD calendar outlining PD opportunities for teachers will be implemented.
- Liaison meeting agendas and notes documenting planning and implementation of the Teacher Academy and other Tuesday PD sessions.
- Faculty meeting sharing by at least 6 departments during 2016 – 2017.

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 Provide effective professional learning for all staff members on a continuous basis.
 - a. All certified staff will participate in weekly professional development meetings, department meetings, PIRR meetings and district wide professional development as planned and outlined on the Tuesday PD calendar.
- 4.2 Align school resources to enact school priorities.
 - a. All certified staff will have the opportunity to provide input to the budget allocation through the Liaison Leadership Team.
- 4.3 Partner with parents to achieve system priorities and goals.

- a. Information about common assessments – STAR, CMT Science and SBA - will be shared with parents at PTA meetings to increase and engage parent support in student learning.
- 4.4 Improve intervention efforts for struggling students and high-achieving students.
- a. School staff will participate with the Instructional Office (PK-12) to review Language Arts and Math intervention programs across the district to identify programs that address diverse learning needs.
 - b. A stakeholder committee including school leaders and special education and gifted resource teachers will implement programs based on student needs.

Indicators of Progress:

- Professional development meetings will be documented in Protraxx.
- Tuesday PD calendar will be implemented as scheduled with agendas and minutes collected.
- Partnership with parents will be evidenced in monthly PTA meetings, increased electronic communication through IC, parent teacher conferences and the parent feedback goals of each teacher.
- Parents accessing the parent portal in IC will increase 10% over baseline.
- Improved rigor within the classroom to differentiate for high achieving students as evidenced in walk throughs, teacher observations, instructional rounds, and teacher / administrator goal conferences.
- Language Arts and Math intervention programs will be identified and implemented.