FPS School Improvement Plan
Walter Fitzgerald Campus (WFC)
Improvement Plan
2016-2017

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 grade levels and departments, with alignment between the written, taught and assessed curriculum and supported by evidence based alternative teaching strategies, then instruction will be of consistently high quality and student learning will improve.

1.1   Ensure implementation of curriculum that meets or exceeds appropriate standards for all content areas.

   a. WFC principal will work with curriculum leaders to improve the coherence with academic expectations and PBL's and gather evidence on PBL and academic rigor through classroom observation and collaborative teacher meetings to increase student engagement in academics that align with district Academic Expectations.
   b. WFC principal will work with content area leaders and teachers to develop a model of instructional rounds tailored for the alternative, small school setting which will provide feedback and increase instructional impact at the WFC.
   c. WFC principal will observe, conference, and provide feedback to certified and non-certified staff to align staff performance with the achievement of School and District Improvement Plan using instructional rounds model.
   d. Teachers will develop and implement professional goals that reflect the alignment of curriculum and increased capacity to raise student attainment of 21st century skills through Project Based Learning in the content areas as outlined in the School Improvement Plan.
   e. Improve curricular options and advance student progress in academic achievement through the increased use of (PLATO) online learning for both credit recovery and course of study options.

1.2   Improve assessment of academic performance through the development of Project Based Learning (PBL) presentation frameworks in collaboration with Curriculum Departments which are aligned to the curriculum in all content areas. (S.A. 1-11)

       a. WFC principal and content area leaders will gather evidence using classroom observation, department meetings and student data to develop PBLs as alternative assessments that address the Academic Expectations in all content areas.
- Increase knowledge of executive functioning for instructional design.
- In collaboration with teachers and Curriculum Leaders, teachers will develop and implement PBL presentations as alternative assessments in content areas.

       b. Develop and implement WFC monthly data teams to monitor and improve interventions and strategies that increase social/emotional learning and academic achievement.

1.3   Increase student engagement in classroom performance and in the overall school and district culture.

       a. Implement PBIS universal tier and implement second tier to increase pro-social skill development, student motivation and engagement in learning.

       b. Implement curriculum and support structures for improved Social Emotional Learning.
- Implement Healthy Living bi-weekly groups to address critical issues and student pro-social skills.
- Implement ESS for select students to improve learning for students with significant clinical needs.

       c. Implement daily Student Advisory end-of-day meetings to increase student goal setting, feedback skills and performance in IR^2.

       d. Establish student leadership tier of student life to reinforce positive behavior and motivate student participation in decision making about school related events.

       e. Implement school wide motivational events aligned with the PBIS IR2 that motivate student involvement.

       f. Implement school based groups to provide development of futures planning and improve pro-social/life skills.
- Provide Futures Planning Seminar for all students in Humanities class as a prerequisite to Community Service to improve students life skills.
- Design and implement Community Service work as a component of the educational experience for WFC students to generalize the IR2 (Integrity, Respect and Responsibility) school wide values).
- Enroll all 10th and 11th grade students in the PSATs and SATs to encourage consideration and enrollment in post-secondary education.

Indicators of Progress for Instructional Program:

- 100% of certified staff will be participate in a professional growth support system including observations, team meetings, supervisory feedback and evaluation to achieve their professional goals which will be aligned to the school and district improvement plans.
- By November 15, 2016, 100% of certified staff will have developed goals that align to the school improvement plan which will improve student engagement in learning (Marzano DQ5).
- By June 2017, 100% of the students will complete PBLs in all content areas to meet district academic expectations in each of the core content areas.
- By June 2017, WFC tardiness to class data compared with pre admission tardiness to class data will evidence improvement to at least 85% punctuality.
- By June 2017, increase the attendance rate for new students enrolled in the WFC at least one semester compared with pre enrollment attendance by at least 10% or not less than 70% (for unexcused absences).
- By June 2017, WFC will evidence at least a 90% graduation rate.
- By June 2017, 80% of the students enrolled for at least one semester will demonstrate increased engagement in learning by achieving Level A (70% or better) for at least one marking period using the IR^2 rubric.
- Implement WFC system for teacher absence to include substitute instructional plans and continuation of IR^2 during teacher absence to maintain continuity of instruction.
- Individualized learning opportunities will be increased by enrolling students in credit recovery classes and increasing course of study options using (PLATO) online learning.
- By June 2017, 100% of the WFC teachers and students will be using Google Classroom for instruction.

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 Plan based on data and research based practices that will improve achievement.

a. Ensure that the school improvement plan is aligned with the District Improvement Plan. (S.A. 2-1)
b. Implement school based data team to review progress on the school improvement plan, share effective practices, and adjust plan as indicated.
c. Design and conduct inter-visitations for teachers within the school to build collaborative knowledge and implementation of effective strategies.
d. Research and identify model PBL sites for visitations and to develop collaborations with WFC.

2.2   Expand interdisciplinary collaboration with content and support teachers.

a. Collaborate on instructional strategies through PBL interdisciplinary weekly instructional sessions.
b. Collaborate on research-based instructional strategies and reflect on their implementation.
c. Engage in professional development that addresses professional goals.

Indicators of Progress on Team/School Improvement Plans:

- 100% of all WFC teaching staff will be scheduled for daily planning time to support interdisciplinary planning and preparation for using and designing PBL with incorporation of E.F. skills to increase student attainment of 21st century skills.
- Implement at least quarterly meetings with school administration, curriculum leaders and content teachers to review academic rigor and ensure instructional alignment between school, department and district plans.
- Student performance data from IR2 will be reviewed and discussed with staff weekly, reviewed and analyzed biweekly with the WFC SEL team and discussed/reviewed with school staff at least monthly to adjust the plan and increase effectiveness of interventions based upon student performance data.
- Implement monthly school based instructional data teams to research and plan PBLs and strategies for increasing student engagement.
- By June 2017, 100% of content teachers will increase one level on the Buck Institute for Education Teaching Rubric in at least 2 skill areas.
- By June 2017, a model for instructional rounds for the WFC will be developed which will be implemented during the 2016-2017 school year.

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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   Provide the larger high schools with support to ensure that the WFC referral process for student candidates is implemented.

3.2   Encourage teachers to be trained in and facilitate instructional rounds.

3.3   Develop model for instructional rounds focused on Marzano DQ5 using alternative strategies.

3.4   Assist teachers in aligning their professional goals to the school improvement plan.

3.5   Implement the BIE rubric for School wide PBL Implementation.

       a.   Establish baseline data for WFC PBL school wide implementation.

3.6   Implement Professional Growth and Evaluation Plans.

       a.   Ensure teacher goals are aligned to the School Improvement Plan for student learning.
       b.   Ensure teacher goals are aligned to the School Improvement Plan for professional growth.

Indicators of Progress for Leadership Capacity:

- 100% of WFC students who are enrolled for at least one semester will increase skills related to post high school planning and transition.
- Implement the BIE PBL School Implementation Rubric with the goal of achieving Proficiency in three years).
- Increase the number of faculty trained in instructional rounds by at least one teacher/year.
- 100% of the certified staff will meet with the administrators to design goals that are aligned with the school improvement plans to achieve and provide evidence of student growth in academic and social-emotional learning.
- 100% of the certified staff and non-certified staff including new staff will implement PBIS daily with instruction and relevant individualized student data through the IR2 google docs system.
- Design and implement monthly school based instructional data team focused on DQ4 and DQ5 for all content teachers to improve instructional planning for teaching in the block.
- Implement monthly school based data team for SEL for all support staff to increase staff use of data in determining interventions and to increase utilization of data to determine effectiveness of interventions.
- Implement PBIS with School Leadership Team, conducting at least quarterly meetings.

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   For each improvement initiative, provide effective professional learning for all staff members on a continuous basis.

- a. Implement common planning time for teachers across disciplines focused on increasing student engagement.
- b. Provide principal/Curriculum Leader goal support meetings for all content teachers.
- c. Provide individualized instructional design support meetings with Curriculum Leaders at least quarterly for all WFC content teachers.
- d. Provide time for teachers to participate in inter-visitations to support collaborative instructional design.
- e. Provide time for staff to review and revise IR2 (PBIS system) to ensure student motivation, engagement and overall achievement.

4.2   Expand options for mental health support for students.

- a. Ensure success of Effective Schools Solutions to support students enrolled in the program.
- b. Implement Healthy Living course with School Social Worker and School Psychologist for all students not enrolled in the ESS option.
- c. Implement IR2 motivation system.

4.3   Align school resources to enact school priorities.

- a. Recruit, support and retain highly qualified personnel.
- b. Provide TEAM mentors and administrative support for new teachers.

4.4   Partner with parents to achieve system priorities and goals.

- a. Share information about the school and instructional program with the WFC website, school celebrations and teacher outreach.
- b. Engage parents in discussion to support students social/emotional development and related interventions.
- c. Provide parents with opportunities for learning about post-secondary opportunities.
- d. Utilize Infinite Campus to promote communication with families.

Indicators of Progress for Resources:

- Teachers will regularly engage in collaborative planning for instruction.
- Parents will increase communication through IC.
- Student positive engagement in learning will increase as Indicated by IR2 data.
- Students enrolled in ESS will increase success in school as indicated by ESS data including attendance, grades and IR2 data.
- All teachers will increase capacity in interdisciplinary PBLs.
- WFC curricular rigor and alignment to content area Academic Expectations will improve through meetings with Curriculum Leaders, WFC teacher collaboration and WFC instructional data team work.