Fairfield Public Schools
Dwight 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.

Dwight Problem of Practice: If we use high level questioning and feedback to create consistent opportunities for students to engage in rigorous learning environments, student discourse, inquiry and agency will increase resulting in improved student achievement.

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.

   a. Principals will ensure the fidelity of implementation of the written curriculum that meets or exceeds the Connecticut Core Standards.
   b. Dwight staff will implement new reading and continue to implement writing units by planning in collaborative teams including classroom teachers, language arts specialists, instructional improvement teacher, library media specialists and principal by May 2016.
   c. Language arts specialists, teachers, and leadership team will research and utilize

consistent cross curricular word walls and common resources by May 2016.

   d. Teacher leadership teams and teachers will implement cross curricula common assessments. (S.A. 1-11)

   e. **Grade 3–5 teachers will implement common pre and post assessments in mathematics to assess prior knowledge as a data point for differentiation.

   f. School staff will review current assessments and identify gaps, overlaps, strengths, and weaknesses. Build calibration and collaboration skills among staff for scoring common assessments. (Ex. On –demand writing.) Differentiate instruction based on common assessment results.

   g. The Dwight Leadership Team will utilize pacing guides as a tool to ensure that all teachers can effectively deliver the FPS curriculum monthly.

   h. The Dwight leadership team and teachers will gather feedback from grade level, special education, and specialists teams to review and best utilize current assessment data following administration of each universal screen.

   i. In order to ensure achievement of Indicators of Progress, school staff will conduct and debrief the following as appropriate: Principal walkthroughs, instructional rounds, data teams, coaching feedback, teacher evaluation plan/goal setting, and Principal observation of team meetings.

   j. Dwight Rounds facilitators will plan and implement whole school Rounds two times during the 2015-16 school year to collect data on classroom environments in order to increase the level of discourse to improve student agency. (S.A. 1-9)

   k. Dwight teachers and leadership team will engage in grade level Rounds three times during the 2015-16 school year to identify strengths and areas of growth related to promoting student agency. (S.A. 1-9)

   l. Data team will lead staff in data analysis following administration of universal screens in the fall, winter and spring to identify patterns and develop strategies for improvement. (S.A. 2-4)

   m. Dwight language arts specialists and math resource teachers will push in to coach teachers in a self-selected growth area in four to six week cycles to improve student achievement.

   n. The Dwight Leadership team will provide targeted push in support for students and coaching for teachers in four to six week cycles throughout the 2015–16 school year and will provide additional support as needed.

   o. 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 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).

   c. Dwight teachers and staff will develop tasks/questions that promote higher levels of thinking utilizing embedded PD learning during the 2015-16 school year.

   d. Dwight staff will measure effectiveness utilizing a rubric that assesses teacher- student discourse, student-student discourse, student responses and student agency in the fall, winter and spring.

10/31/15

e. 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)

f. Staff 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)

g. Embedded PD Team will model new learning to all staff monthly.

h. Dwight staff will utilize *Opening Minds* as an anchor text to complement embedded PD during the 2015-16 school year.

i. Dwight Staff will engage in an ongoing book study including book club and reflection and communication with parents.

j. Dwight will collaborate with the district leadership to fully implement a structured, tiered (1, 2 and 3) intervention process (EIP) in both academics and behavior including organized and regular progress monitoring by June 2016.

k. Dwight will focus on expanding tier 1 with collaborative coaching cycles, assessment and analysis throughout the 2015-16 school year.

1.5   Ensure a positive school climate.

School climate teams will review school climate plans to determine current effectiveness and will modify existing plan as needed.
District staff and building principals will determine the best way to refresh and update training of staff in Responsive Classroom techniques.

a. School climate teams will develop school–wide teacher goals related to 10% Parent Feedback indicator.

b. Principals will ensure school–wide implementation of school climate plans (develop school specific action steps).

c. Dwight staff will implement phase two of CARES including monthly meetings, communication with parents, and monitoring effectiveness of program as evidenced by climate survey and incident reports during the 2015–16 school year.

d. Dwight Teachers will monitor and facilitate outdoor recess for students to encourage positive interactions among students.

e. Instructional Improvement Teacher will implement and manage Safety Patrol to build positive school climate.

10/31/15

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.
- 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.
- 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).
- Parent Survey results related to communication will improve from agree (3.1) to strongly agree (3.5) as measured by the parent survey administered in 2016.
- All staff will implement phase 2 of CARES and alternate strategies to reduce student isolation and teasing. (Parent Feedback Goal)
- All grade levels will receive targeted coaching support in an area in which they requested support
- 100% of teachers achieve at least "Accomplished" score the 10% Parent Feedback area on reducing exclusion and teasing.

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. 2-2, 2-8)
   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.

10/31/15

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. 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)
  d. Leadership team will support year one and two teachers through new teacher meetings and trainings, and specific feedback from both formal and informal observations throughout the 2015-16 school year.
  e. Dwight staff will familiarize and involve new teachers in Dwight culture during the 2015-16 school year.
  f. New teachers will collaborate with leadership team and propose new teacher generated topics of interest during the 2015-16 school year.
  g. Principal will empower new teachers through ongoing professional development including TEAM, conferences, and embedded PD throughout the 2015-16 school year.

Indicators of Progress:

- All staff will participate in the professional learning expectations as outlined in the SIP.
- All staff will maintain a minimum of proficiency on their professional learning portion of their evaluation.
- Year one and year two teachers will meet all proficiencies in their evaluation and will serve on at least one committee.

10/31/15

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. Teachers will communicate learning and behavior concerns, including EIP plans and progress monitoring results, to parents as appropriate.
   f. Administrators 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
   h. Collect data on parent feedback regarding understanding of scores posted (DISTRICT)

Indicators of Progress:

- Parent survey results indicate satisfaction with communication of the online progress report.
- Reduction in the number of parents expressing concern over lack of communication of student progress.
- All teachers will make appropriate use of Infinite Campus to communicate student progress to parents.

10/31/15