

FAIRFIELD PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

2013-15

School Fairfield Warde High School
Principal/Headmaster James Coyne
Date November, 2013

Team Members FWHS Admin Team, Anthony Catapano, Theresa Jacksis, Brittany Morgan, Margaret Murphy, Mark Pollex, Peggie Shore, Mark Caron, Stacey Landowne, Amy MacIntosh, Tim Foster

1. Narrative Analysis of Student Data

Celebrations

- Positive School Climate (2012-13 School Climate Survey)
- Relatively low turnover in faculty and administration
- College acceptance / graduation rate
- AP Participation and Performance

Challenges (identify needs)

- Discrepancy in student /faculty perceptions of support for learning
- Involvement in school activities below expectations
- CAPT reading scores lag behind other skill areas
- Lack of assessment data to measure progress and drive instruction

Hypothesize cause of these results

- Lack of a focused effort on a school-wide basis to address the identified issues

2. By level student achievement targets for June 2015 – *No tests currently provide this data*

- Reading
- Writing
- Math

3. School achievement targets for June 2015:

- To be determined based on departmental assessment measures
- School Climate Goal- Narrow the gap in perceptions of support for learning between students and teachers
- Graduation Rate – Monitor students in danger and improve the 2014 graduation rate by 2% over 2013

4. Theory of Action Underlying This Plan

FWHS Theory of Action

September 2011

If we develop and maintain a focus on existing initiatives- assessment and task rigor, school-wide rubrics, universal screens - teacher involvement and commitment to improved student learning will be strengthened.

If we provide time and protocols for teachers to study assessment, learning tasks, rubrics, & data from screens, their understanding of the connection with student learning will improve.

If we establish collaborative groups for teachers and provide exemplars of student work and teaching strategies at various times throughout the year teacher capacity will improve.

If the school leadership team along with the Curriculum Leaders and Program Coordinators regularly visit classrooms and hold conferences with teachers on the areas of focus the importance of these areas of focus will be emphasized and teacher participation and commitment to school improvement goals will increase.

If all of these actions occur in a cohesive, focused manner at a reasonable pace for teachers, then student learning will improve

SCHOOL-WIDE STRATEGIES

FOCUSED STRATEGY To continue to emphasize the use of formative and summative assessment and high task rigor and to facilitate faculty collaboration in the analysis of the results to improve student performance.

To identify struggling students early in the school year and implement efforts to support improved performance

Adult Action: What are we going to do? <small>(include persons responsible and the timeline.)</small>	Implementation Measure: How are we doing this work? What have we put in place to observe our work? <small>(include specific actions taken to monitor the adult actions for implementation)</small>	Evidence of successful implementation: How is our work impacting student learning: How do we know? <small>(identify student achievement measures and timeline)</small>	Support Needed: What resources do we need to make it happen?
1. Departments collaborate, develop, and implement common formative and summative assessments throughout school year led by Curriculum Leaders, Coordinators and Liaisons	Summer work, PD days throughout the year. Periodic progress reports at Admin Team Meetings Data Team and small group meetings with teachers and administrators Peer reflection and feedback (department instructional rounds)	Analysis of student performance in data teams Established goals for student performance met Reflected in review of instructional strategies and practice in Teacher Evaluation Plan	On-going and effective collaboration among curriculum leaders, building based administrators and teachers

<p>2. Admin Team identify struggling students using the d /f list at end of 1st MP</p>	<p>Using house team approach develop plans to support struggling students in each house.</p> <p>Periodic Progress Reports at Admin Team Meetings w/ sharing of successful strategies.</p>	<p>Analysis of student performance data at end of 3rd MP</p> <p>Identify graduation rate for the Class of 2014</p>	<p>Mutual support by members of the Admin team. Effective collaboration with teachers</p>
<p>3. Admin Team leads teachers to establish a "parent-student-teacher connection goal" as part of the new teacher Evaluation Plan</p>	<p>Use "teachable moments" at faculty meetings, House meetings, data team meetings, etc. to remind and reinforce the goal.</p> <p>Use teacher evaluation plan to specify "connection" strategies and review the outcomes of these strategies at Mid-year and year-end TEP conferences</p>	<p>Student Survey addressing the topics of "connections" and support for learning</p>	<p>Focused effort by all</p> <p>Development and implementation of survey</p>

GRADE LEVEL OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage):

Adult Action: What are we going to do? (Include persons responsible and the timeline.	Implementation Measure: How are we doing this work? What have we put in place to observe our work? (Include specific actions taken to monitor the adult actions for implementation)	Evidence of successful implementation: How is our work impacting student learning: How do we know? (Identify student achievement measures and timeline)	Support Needed: What resources do we need to make it happen?
1. SEE ATTACHED DEPARTMENT PLANS			
2.			

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How will our focused strategy change the work of our school?

PEQUOT HOUSE DEPARTMENTS

FWHS Focused strategy: If we utilize the results of assessments (formative and summative) to guide instructional practices student performance will improve.

Adult Action: What are we going to do?	Implementation Measure: How are we doing this work? What have we put in place to observe our work?	Evidence of successful implementation: How is our work impacting student learning: How do we know?	Support Needed: What resources do we need to make it happen?
<p>1. The <i>World Language Department</i> , teachers will increase achievement in reading and/or writing in the target language through increased use of formative and summative assessment.</p>	<p>1. Teachers will create and use benchmarks and formative assessments 2. Housemaster and department liaison observation</p>	<p>1. Improvements in summative assessment in listening and speaking skills as observed on two benchmarks (given in October and April) and the midterm</p>	<p>Development of formative assessments</p>
<p>1. The <i>Physical education Department</i> will increase the number of students meeting the Healthy Standard for the mile run, curl-ups and pushups as measured by the state standardized test and benchmarks</p>	<p>1. Teachers will administer the state tests for the mile run (grade 10), pushups & curlups (grade 9) and re-administer at the end of the marking period 2. Teachers will increase their formative assessments and targeted interventions for identified students who fall below the Healthy standard</p>	<p>Improvements in scores by students who fell below the benchmark as well as improvement and/or maintenance by students who met the Healthy Standard</p>	<p>Development of additional formative assessments</p>
<p>2. The <i>Art Department</i> will increase student achievement in the skill of determining value in the Art Foundations classes through the use of increased</p>	<p>2. A pre-test will be given on value in October; formative assessments will be created to provide feedback and encourage greater reflection</p>	<p>2. Comparison of results of pre-test (October) , midterm and final assessment in April</p>	<p>Development of additional formative assessments</p>

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formative assessment.			
3. <i>The Music Department</i> will increase student performance ability in sight reading through the increased use of formative assessment as measured by a performance rubric	3. Pretests will be given; additional formative assessments including small group and peer assessment	Comparison of results of pre-test (October), midterm and final assessment in April	Development of formative assessments
4. <i>The Family & Consumer Sciences Department</i> will improve foundational skills in the area of garment construction, basic culinary skills and child development through increased formative assessment as measured by benchmark assessments	4. Pretests will be given; additional formative assessments	Comparison of results of pre-test (October), midterm and final assessment in April	Development of formative assessments
5. <i>The Health Education Department</i> will increase achievement in two standards: Accessing Information and Advocacy in grade 10 through the use of increased formative assessment as evidenced by a pretest and results of summative assessment	5. Pretests will be given; targeted lessons and formative assessments; summative assessment	Comparison of results of pre-test and final assessment	Creation of some targeted lessons on accessing information; creation of pretest
6. <i>The ELL Department</i> will improve student achievement in writing through use of formative assessment and measured by the McGraw-Hill Benchmark assessment	6. Benchmark 1 will be given in September; targeted lessons and formative assessments; benchmark 2 will be given in February and April	Comparison of benchmark results	Collaboration on use of writing rubrics with English department

School Improvement Plan

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Adult Action: What are we going to do? ENGLISH DEPARTMENT	Implementation Measure: How are we doing this work? What have we put in place to observe our work?	Evidence of successful implementation: How is our work impacting student learning: How do we know?	Support Needed: What resources do we need to make it happen?
<p>English teachers will use targeted instructional strategies to improve student performance in:</p> <ul style="list-style-type: none"> • Argumentative writing as measured by the Common Core State Standards. • Informational Writing as measured by the Common Core State Standards • Narrative Writing as measured by the Common Core State Standards 	<p>Using formative and Summative assessments, English teachers will identify student writing achievement utilizing common rubrics for specific writing genres (argumentative, informational, narrative). This process will formally occur at the end of each marking period. This will measure student growth throughout the school year on targeted writing skills. Data will be collected, shared, and discussed by teachers to make instructional decisions.</p>	<p>Data throughout the school year will show improvement in skills aligned with CCSS for all students.</p> <p>Classroom observations, reviews of practice, and teacher mid-year and end-of-year conferences will highlight and summarize student growth.</p> <p>Teachers will also share exemplars of student work aligned to the common rubrics</p>	<p>Time to score assessments, analyze data, and collaborate to develop instructional strategies.</p> <p>PD and resources to train teachers on CCSS assessed skills, including argumentative writing.</p>

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Adult Action: What are we going to do? MATH DEPARTMENT	Implementation Measure: How are we doing this work? What have we put in place to observe our work?	Evidence of successful implementation: How is our work impacting student learning: How do we know?	Support Needed: What resources do we need to make it happen?
<ul style="list-style-type: none"> • Teachers will use data to determine learning strengths and weaknesses to provide instructional interventions to students. 	<ul style="list-style-type: none"> • Math teachers will implement skill-based pre-assessments and multiple post-assessments based on the department identified essential skills in each grade level/major course. These will be used to gather data regarding student progress for Teacher Evaluation. • Student performance data on assessments will be collected and discussed by teachers to make instructional decisions. 	<ul style="list-style-type: none"> • Data on student progress (throughout the school year) will show improvement for all students • Teacher mid-year and end of year conferences will summarize improvement in student performance. 	<ul style="list-style-type: none"> • Formative assessment training through Marzano (DQ1) • Time to score and analyze assessments and to develop/review instructional strategies used to help students progress.

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Adult Action: What are we going to do? SCIENCE DEPARTMENT	Implementation Measure: How are we doing this work? What have we put in place to observe our work?	Evidence of successful implementation: How is our work impacting student learning: How do we know?	Support Needed: What resources do we need to make it happen?
<ul style="list-style-type: none"> Science teachers will utilize targeted instructional strategies to improve student performance in scientific inquiry, literacy and numeracy 	<ul style="list-style-type: none"> Science teachers will implement a pre-assessment and multiple post-assessments based on the Connecticut Science Inquiry Skills in each grade level/major course. These will be used to gather data regarding student progress for Teacher Evaluation. Student performance data on assessments will be collected and discussed by teachers to make instructional decisions 	<ul style="list-style-type: none"> Data on student progress (throughout the school year) will show improvement for all students Teacher mid-year and end of year conferences will summarize improvement in student performance 	<ul style="list-style-type: none"> Time to score and analyze assessments and to develop/review instructional strategies used to help students progress.

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Adult Action: What are we going to do? SOCIAL STUDIES DEPT	Implementation Measure: How are we doing this work? What have we put in place to observe our work?	Evidence of successful implementation: How is our work impacting student learning: How do we know?	Support Needed: What resources do we need to make it happen?
<p>Social Studies teachers will use targeted instructional strategies to improve student performance in:</p> <ul style="list-style-type: none"> • Argumentative writing as measured by the Common Core State Standards Argumentative Writing Rubric. • Providing sufficient data and evidence from varied sources (primary and secondary) to support claims and effectively address counterclaims. 	<p>Social Studies teachers will implement a pre-assessment and multiple post assessments (including formative and summative) in argumentative writing and related skills in all required courses, utilizing discipline-specific content. These will be used to measure student growth throughout the school year on targeted skills. Data will be collected and discussed by teachers to make instructional decisions.</p>	<p>Data throughout the school year will show improvement in skills aligned with CCSS for all students.</p> <p>Classroom observations, reviews of practice, and teacher mid-year and end-of-year conferences will highlight and summarize student growth.</p>	<p>Time to score assessments, analyze data, and collaborate to develop instructional strategies.</p> <p>PD and resources to train teachers on CCSS assessed skills, including argumentative writing.</p>