

**Fairfield Public Schools**  
**Fairfield Warde High School**  
**Improvement Plan**  
**2015 – 2016**

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

- a. Warde administration works with content-area leaders to gather and use evidence using classroom observation, instructional rounds, and collaborative teacher meetings.
- b. Warde administrators will observe, conference and provide feedback to educators in support of the District Evaluation Plan.
- c. Warde administrators will work with educators in the development of their professional goals to support the alignment of curriculum.

1.2 Implement common assessments aligned to the curriculum in all content areas. (S.A. 1-11)

- a. Implement performance tasks in grades 9 and 10 In Science, Social Studies, Math and English to ensure all students acquire the skills articulated in High School Academic Expectations.

- b. Calibrate scores on performance tasks in grades 9 and 10 using the Academic Expectations rubrics to ensure consistency of feedback to students.
  - c. Implement common assessments based on department rubrics in grades 9 through 12 to measure student academic achievement in all content areas.
  - d. Implement PSATs in grades 10 and 11 and use AP potential data/PSAT scores to identify and encourage students to take AP courses.
- 1.3 Implement and evaluate the effectiveness of evidence-based instructional strategies for teaching in the block schedule. (S.A. 1-18)
- a. Teachers will implement strategies learned in professional development on the use of Marzano's Framework and other strategies related to teaching in longer blocks of time.
  - b. Teachers will work with the Warde administrators to align their professional goals to reflect Marzano's Framework.
  - c. Implement Instructional Rounds to analyze evidence of the implementation of Marzano's Design Question 3: Helping Students Practice and Deepen New Knowledge, and Design Question 4: Helping Students Generate and Test Hypotheses.
  - d. Ensure effective instructional strategies for teaching in the longer instructional periods are shared and implemented through the work of the Collaborative Planning Teams (CPTs).
- 1.4 Ensure a positive school climate.
- a. Ensure the core values defined by the WARDE acronym are evident in all areas of school life and culture (Welcoming, Academic, Respectful, Dynamic and Ethical).
  - b. Implement an advisory program in grades 9 through 12 to ensure that every student has an adult in the building with whom they can connect for emotional and academic support.
  - c. Ensure interaction between counseling staff and students to align future planning to individual student needs and interests.
- 1.5 Improve intervention efforts to ensure success for all students.
- a. Identify the factors that lead to successful promotion from year to year toward graduation to determine the most effective strategies and apply to students in danger of falling short of requirements.
  - b. Enhance our SRBI process and intervention plans by devising new opportunities to assist struggling learners and increase communication among staff who work with the identified students.
  - c. Implement professional learning to support staff in addressing needs of diverse learners. (S.A. 1-16)
  - d. Support students in the transition from Grade 8 to Grade 9 to ensure their success. (S.A. 1-9)

### **Indicators of Progress for Instructional Program:**

- 100% of certified staff will receive feedback based on observations to improve instruction.
- 100% of certified staff will conference with supervisors related to professional goals.
- 100% of certified will be evaluated based on goals aligned to the district, school and department improvement plans.

By June of 2016,

- Baseline data will be established for the common performance tasks that align to the Academic Expectations in Grades 9 and 10 for math, science, social studies, and English;
- The percentage of student at Goal/Above on CAPT Science will increase by 4 percentage points (Target: Warde=72%);
- Instructional rounds and classroom observation will provide evidence of complex tasks demonstrating student discourse, inquiry, problem solving related to teacher goals focused on Marzano design questions 3 and 4;
- Two instructional rounds will be conducted to focus school and/or department priorities;
- We will achieve a four-year graduation rate of 95%;
- Baseline data will be established for the academic expectations in grades 9 and 10;
- Students will be identified and encouraged to take AP classes in the next school year. We will increase the participation in AP classes for students who receive free and/or reduced lunch by 1% each year;
- We will increase the percentage of students enrolled in career/technology education by 4% each year;
- We will increase the percentage of students passing all four CT Physical Fitness Tests by 2.5%;
- We will increase the overall attendance rate for the year by 0.25% for all students and for students receiving free and/or reduced lunch by 0.5%;
- We will ensure every student interacts with school counseling at least twice per year for future planning;
- Classroom observations will focus on implementation of strategies connected to the longer

By November 15, 2015,

- 100% of certified staff will have crafted goals that align to the school improvement plan;
- All departments will create and implement common assessments and scoring rubrics in most classes;
- Monthly advisory programs will enhance student connectedness to the core values of the WARDE acronym and to faculty and staff;
- We will increase the participation in AP classes for students who receive free and/or reduced lunch by 1% each year;
- We will increase the percentage of students enrolled in career/technology education by 4% each

## **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).
  - a. Ensure the school improvement plan is aligned with the District Improvement Plan. (S.A. 2-1)
  - b. Implement monthly meeting of the school improvement team to review progress on the school improvement plan, share effective practices, and adjust plan as warranted.
  - c. Instructional Rounds will be held twice during the school year to support the work of the school and department improvement plans. (S.A. 2-2, 2-8)
  
- 2.2 Collaborative Planning Teams will meet at least twice a month (S.A. 2-4, 2-5, 2-7) to:
  - a. Review student work and performance data on common assessments and performance tasks to set student learning targets;
  - b. Collaborate on research-based instructional strategies and reflect on their implementation;
  - c. Engage in professional development that addresses professional goals and student learning targets.

**Indicators of Progress on Teams/School Improvement Plans:**

- Agendas and minutes of monthly meetings with representatives of departments on the School Improvement Team to review data and adjust the plan.
- Data from instructional rounds will be shared with faculty in a timely manner to inform instructional practice.
- Collaborative Planning Teams will review student work and performance data on common assessments and performance tasks to set student learning targets as evidence in agendas and minutes.
- 100% of faculty will meet with administrators to develop and update progress on goals at least three times annually.
- Ward administrators and curriculum leaders will participate in and collect minutes from the Curriculum Planning Teams.
- At least one building based professional development opportunity will be based on evidence collected through the instructional rounds.
- Shared planning and differentiated instruction will be evident in classroom observations.

**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 Train teachers to facilitate the implementation of Instructional Rounds. (S.A. 3-3)
  
- 3.2 Teachers will identify their professional growth needs and future planning through their work in the Curriculum Planning Teams, Marzano's protocols, and instructional rounds. (S.A. 3-1)

3.3 Teachers will align their professional goals to the school improvement plan. (S.A. 3-4)

**Indicators of Progress on Leadership Capacity:**

- Increase the number of faculty trained in instructional rounds by two teachers per year to share instructional strategies and identify professional development needs.
- 100% of the faculty will meet with administrators in the fall to develop goals that are aligned with the school improvement plans to achieve student growth in all content areas.
- Building based professional development time will include teacher identified professional growth needs.
- Curriculum Planning Teams will identify and engage in professional development activities to help achieve their professional goals.

**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 through Collaborative Planning Teams. (S.A. 4-5)
- b. Provide resources for teaching in the block schedule.
- c. Provide staff time to support the Social Studies and Science departments in the revision of the curriculum.

4.2 Expand options for mental health support for students in grades 9-12. (S.A. 4-14)

- a. Ensure success of Effective Schools Solutions to support students enrolled in the program.
- b. Implement school based counseling groups.
- c. Partner with community-based services.

4.3 Align school resources to enact school priorities.

- a. Recruit, support and retain highly qualified personnel.
- b. Provide TEAM mentors and administrator support to new teachers.
- c. Provide support for new administrators to the building.
- d. Implement the developmental guidance program in grades 9-12.

4.4 Partner with parents to achieve system priorities and goals.

- a. Share information about the need for complex student tasks and the use of Academic Expectations Rubrics with parents at PTA meetings.
- b. Engage parents in the future planning process for post high school success.
- c. Engage parents in discussion about supporting the social/emotional development of students.
- d. Utilize Infinite Campus to promote communication with families.

**Indicators of Progress for Resources:**

- All departments will utilize common planning time.
- Reduction in the number of discipline referrals for students who have traditionally needed frequent interventions.
- 100% of the students in grades 11 and 12 will participate in post high school planning by June, 2016.
- 100% of the students in grades 9 and 10 will participate in successful high school planning through the developmental guidance program by June, 2016.
- Parent attendance at PTA meetings will be recorded and reviewed by PTA leadership.
- Implement at least two parent programs through the PTA to promote student success in high school.
- 100% of Year 1 and 2 teachers will have a TEAM mentor.
- 100% of new administrator(s) will have a mentor.
- Certified staff will be recommended for hire through by a committee of teachers and administrators to facilitate recruitment, support and retention.
- Students enrolled in the Effective School Solutions program will demonstrate a 10-50% increase in homework completion, attendance and grades between the first and third quarter.
- At least three new teacher meetings will be conducted over the course of the school year to support their learning and ensure retention
- At least two programs will be conducted for parents that address the social and emotional needs of their children