

Fairfield Public Schools
McKinley 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.

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.
 - a. Principal will ensure the fidelity of implementation of the written curriculum through monthly walkthroughs, observations, weekly meetings with literacy and math coaches, and weekly grade level PLC meetings.

- 1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 1) (S.A. 1-1)
 - a. Spanish teacher and Library Media Specialist will implement newly adopted curricula during scheduled classes. Library Media Specialist will work collaboratively with grade 5 classroom teachers to integrate library media curriculum technology, inquiry and information standards in curricular areas.

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

- a. Teacher leadership teams and teachers will implement cross curricula common assessments.
- b. Curriculum specialists will review unit pacing guides with principals and grade level teams on a monthly basis. Curriculum specialists and principal will provide feedback to district leadership about unit guides.
- c. 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. Teachers will focus on creating and implementing specific differentiated plans for small group and individual students using qualitative and quantitative data (ex - conference notes, assessments, and written work) and developmental learning continuums. Teachers will make these explicit to students and use them to inform their intentional targeted feedback to students with the goal of moving all students up the learning continuum.
- b. Teachers will focus on holding students responsible for becoming agents of their own learning (i.e., using whole body listening, questioning a partner at point of difficulty, stopping and jotting while reading to prepare for reading conversations, setting their own individual goals and tracking their own progress, identifying and using tools needed to complete tasks accurately, incorporating feedback from teachers and peers into their work, using self-help strategies to regulate behavior) in order to develop independent thinkers and problem solvers.
- c. Teachers will participate in “Embedded Professional Development” sessions with teachers from North Stratfield and Riverfield schools to support this work. We will develop a plan to provide consistent professional development to teachers who are not attending these sessions.

1.5 Ensure a positive school climate.

- a. School climate teams will review school climate plans to determine current effectiveness and will modify existing plan as needed.
- b. District staff and building principals will determine the best way to refresh and update training of staff in Responsive Classroom techniques.
- c. School climate teams will develop school-wide teacher goals related to 10% Parent Feedback indicator.
- d. Principals will ensure school-wide implementation of school climate plans (monthly character assemblies, monthly McKinley CARES character education themes, grade level and classroom behavior incentive programs and school-wide consistent behavior expectations).

Indicators of Progress:

- 100% of teachers will meet or exceed their 2015-16 Student Learning Outcomes and Indicators of Academic Growth and Development.
- 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).
- LMS will evaluate each student once during the year on each technology, inquiry and information standard. Grade 5 teachers will integrate a minimum of one new technology strategy and provide student work samples/lesson plans to show the integration of technology.
- 80% of EIP progress monitoring data will show growth from baseline to proficient level.
- Number of students receiving intervention by a specialist will decline by 20% per year.
- English proficiency of English Language Learners will improve 10%/year.
- When asked, 80% of students can explain specific learning goals and demonstrate progress.
- Reviews of Differentiated Instructional Records, occurring every six weeks by Universal Screening Teams, will result in new plan of specific adult actions to improve outcomes.
- 80% of students will become agents of their own learning as scored on district/school- created rubric.
- Office referrals will decline by 10% per year.
- All teachers will implement 10% Parent Feedback goal and receive score of at least "Accomplished".

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. In order to ensure achievement of Indicators of Progress school staff will conduct and debrief the following as appropriate: Instructional rounds, school wide data teams, grade level PLC meetings, coaching feedback and make changes based on what is learned. (S.A. 2-2, 2-4, 2-8)

- c. School leadership teams (including Universal Screening Teams, EIP teams and grade level PLC 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.
- d. School leadership teams will consult with district administrators as needed.

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.
- At least monthly, grade level PLC meetings will analyze outcomes of common assessments and teachers will commit to specific adult actions to improve results.
- 100% of grade level teachers will participate in at least one individualized coaching cycle with school-based curriculum specialists and implement effective instructional strategies agreed upon with coach.
- 100% of principal observations and walkthroughs after coaching cycles are completed will show carryover of work by teachers and students.

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. School-based curriculum specialists will develop coaching expertise through participation in cross-school professional development and implement strategies learned in coaching cycles with staff.
- e. School based curriculum specialists will lead transfer of Embedded PD instructional methods to additional staff.

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.
- Number of trained facilitators of Instructional Rounds will increase.
- Instructional Rounds will show transfer of coaching and professional development.
- Grade level teams will self-initiate rounds to calibrate improvement strategies.
- Strategies of improvement learned through individual coaching cycles are shared at PLC meetings to grade level team.
- All teachers of math will participate in professional development with K-5 math coordinator and school math specialists and implement commitments made during the PD.
- K-2 teachers will participate in professional development with ELL focus and implement strategies learned.
- Instructional Rounds will be geared toward assessing impact of professional development.

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 by June, 2016.
 - 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

Indicators of Progress:

- 100% of parents whose children receive Tier II and Tier III interventions will receive progress monitoring data in between 3X/year Progress Reports.
- 100% of Parent Feedback goals will ensure increased communication of student learning progress.
- All teachers will make appropriate use of Infinite Campus to communicate student progress to parents.