

Fairfield Public Schools
McKinley Elementary School
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 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. Professional Development will be designed and implemented to support all teachers so they can utilize student work in order to plan for whole class, small group or individualized instruction.
 - b. Teachers will plan and implement effective lessons to support the implementation of the new mathematical resources.
 - c. Teachers will implement K-5 word work curriculum with fidelity across the balanced literacy model.
 - I. K-3 teachers will utilize student work to plan, deliver and implement whole class, small group and individualized instruction.
 - II. 4-5 teachers will utilize resources to plan, design and implement word work units.
 - d. Maximizing effective use of instructional minutes is a school priority.

- 1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. *(Year 2)*
 - a. Library Media Specialist will work collaboratively with grade 5 Science/Social Studies teacher to integrate library media curriculum technology, inquiry and information standards into this content.

- 1.3 Implement common assessments aligned to the curriculum in all content areas
 - a. Teachers and coaches will study common formative assessments and student work to plan, teach, monitor and adjust instruction.
 - b. Teachers may find using student work protocols will help them collaboratively analyze student work efficiently and effectively in order to improve student outcomes.

- 1.4 Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas.
 - a. By studying student work and common formative assessments, teachers will set small group reading goals for/with students and provide intentional targeted feedback on progress.
 - b. Teachers will hold students responsible for developing student agency toward achievement of goals.
 - c. Teachers will continue to create, implement and progress monitor specific Differentiated Instructional Records for students performing below grade level expectations in reading using assessment data.

- 1.5 Ensure a positive school climate.
 - a. McKinley will maintain a security and safety committee (“Green Team”) for assisting in the development and administration of the school security and safety plan.
 - b. McKinley will increase the capacity of all staff to support the development of respectful, ethical and responsible citizens through school-wide, classroom and individualized activities.

Indicators of Progress:

- 100% of grade level teachers will have calibrated grade level expectations and K-5 learning progressions for reading and writing.
- 100% of students will have specific reading learning goals following hierarchy of skills. When asked, 80% of students can explain specific learning goals and strategies used to progress.
- Reviews of reading Differentiated Instructional Records, occurring every six weeks, will result in new plan of specific adult actions to improve outcomes. Teachers and interventionists will progress monitor monthly for students in Tier I, biweekly for students in Tiers II, and weekly for students in Tier III.
- 80% of progress monitoring data will show growth from baseline to proficient level.
- The number of students receiving intervention by a specialist will decline by 20% per year.
- English proficiency of English Language Learners will improve 10%/year.
- Office referrals will decline by 10% per year.
- School Climate survey results will improve on average by .15 with each administration of the survey.

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.
 - 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.
 - c. Leadership teams will include teacher participation and will meet on a consistent basis to measure student outcomes and make recommendations for adjustments 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 principal observations and walkthroughs will show evidence-based planning by teachers.

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.
 - 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.
 - c. School administrators will ensure that school-specific aspects of the above initiatives, as appropriate, will be included in teacher and administrator goal-setting.
 - 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.

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.
- Strategies of improvement learned through individual coaching cycles are shared at PLC meetings to grade level team.
- Instructional Rounds and Walkthroughs will be geared toward assessing impact of professional development.
- A newly-formed Leadership Committee, including teacher representation, will share responsibility for solutions-focused practices related to the SIP.
- Newly formed Instructional Leadership Team, comprised of Principal, IIT, LAS, MST, will conduct book study of *Student-Centered Coaching* and collaboratively implement recommendations.

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.

- a. Principal will ensure the integration of resources to enhance the units of study in mathematics.
- b. In collaboration with district curriculum leaders, schools will develop and communicate interpretive guides to assist parents in their understanding of posted assessment data.
- c. Teachers will communicate learning and behavior concerns, including SRBI plans and progress monitoring results, to parents as appropriate.
- d. Administrators will ensure all staff are using Infinite Campus to district expectations and will arrange ongoing support to those in need of assistance.

Indicators of Progress:

- 100% of parents whose children receive Tier II and Tier III interventions will receive progress monitoring communication 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.