

# FAIRFIELD PUBLIC SCHOOLS

## SCHOOL IMPROVEMENT PLAN

2013-2015

School	<b>Mill Hill Elementary School</b>
Principal/Headmaster	Kevin Chase
Date	September 16, 2014
Team Members	Kevin Chase, Teresa Samuelson, Jane Logie, Mary Ellen McKee, Nancy Meehan, Christina Capuano, Melissa Griffeth, Gina Gorton, Kimberly Grapski, Stephanie Ehret, Sue Maloney, Debbie Crossley, Cara McDermott, Laura Fulton

### Analysis of Student Data

2013 CMT:

#### Grade 3/Current Grade 4:

- Reading – second highest percentage at/above goal in past eight years (81.3%)
- Writing - reduction to slightly above average of past eight years (77.9%)
- Math – highest percentage at/above goal in past eight years (88.2%), however with the lowest average scale score indicating that many of those students just made goal

#### Grade 4/Current Grade 5:

- Reading – second lowest percentage at/above goal in past eight years (75.3%) and below 2013 district average (78.8%)
- Writing – reduction to .1% higher than 2013 district average (79.2%)
- Math – second lowest percentage at/above goal in past eight years (77.9%) and below 2013 district average (86.8%)

#### Grade 5:

- Reading – slight reduction from previous year, but third highest percentage at/above goal in past eight years (86.7%) and second highest average scale score (268.6)
- Writing - slight reduction from last year, but approximately the average for the past eight years (88%)
- Math – second highest percentage at/above goal in past eight years (92%) with highest percentage reaching advanced level in district (72%) and the second highest average scale score (310.7) in the past eight years indicating many students solidly in goal range and explaining the increase at advanced level
- Science - highest percentage at/above goal in past six years (85.3%)

**2013 EOY Reading** Percentage at/above benchmark goal as measured by DRA2 (K-2) or the Benchmark Assessment System (3-5):

- Grade K – 86%; Grade 1 – 86%; Grade 2 – 85%; Grade 3 – 87%; Grade 4 – 81%; Grade 5 – 82%
- Grades K & 4 were the only grade levels to experience a reduction in percentage from the previous year

**2014 EOY Reading** Percentage at/above benchmark goal as measured by DRA2 (K-2) or the Benchmark Assessment System (3-5):

- Grade K - 87%; Grade 1 – 84%; Grade 2 – 91%; Grade 3 – 82%; Grade 4 – 83%; Grade 5 – 85%

**2013 EOY Math:**

- Aimsweb Percent at or above goal:
  - Grade K – 71% Missing Number, 71% Number Identification, 60% Oral Counting, 86% Quantity Discrimination
  - Grade 1- 62% math computation, Grade 2 – 65% math computation
- Blue Ribbon Percent at or above overall average goal:
  - Grade 3 – 86%; Grade 4 – 60%; Grade 5 – 79%

**2014 EOY Math:**

- Aimsweb Percent at or above goal:
  - Grade K – 84% Missing Number, 81% Number Identification, 68% Oral Counting, 86% Quantity Discrimination
  - Grade 1- 62% math computation, Grade 2 – 65% math computation
- Blue Ribbon Percent at or above overall average goal:
  - Grade 3 – 66%; Grade 4 – 55%; Grade 5 – 77%

**Celebrations**

- Our district benchmarks demonstrate a strong program. Students perform well on all district benchmark assessments. Our CMT scores are consistent and above district averages in most cases.
- School wide data on our school climate survey indicated all areas in the acceptable (goal) range, thus demonstrating that we support the emotional wellbeing of students and adults.
- Third grade CMT results
- Fifth grade CMT results, specifically in Math Advanced levels
- 4 out of 6 grade levels had an increase in the percentage of students reading at or above goal from 2013 to 2014
- 3 out of 6 grade levels had 85% or higher percentage of students reading at or above goal in 2014

## Challenges

- Fourth grade reductions on CMT results
- Reducing the loss of students at Advanced levels
- New math assessment i-Ready (familiarity, sample items, types of questions)
- Lack of district data to set targets for i-Ready
- K, 1<sup>st</sup>, and 2<sup>nd</sup> changing this year from DRA2 to Benchmark Assessments
- Benchmark Assessments later in November rather than in September

## Hypotheses

- Change in assessments from DRA2 to Benchmark
- Transition from verbal retell and recall to written responses in Grade 3
- Third grade goals and areas of focus
- Disproportionate concentration on struggling learners drew attention away from those at or near goal or advanced
- Translation of results from DRA2 to Benchmark

Student Data and School achievement targets for June 2014:

Mill Hill DRA2/F&P Benchmark Percent at or above Goal								
	GOAL	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	November 2014
Kindergarten	4	74%	67%	76%	91%	86%	87%	
1st Grade	18	74%	83%	79%	78%	86%	84%	
2nd Grade	28	79%	80%	72%	84%	85%	91%	
3rd Grade	38	67%	81%	77%	84%	87%	82%	
4th Grade	40	91%	87%	90%	B 84%	81%	83%	
5th Grade	50		94%	93%	B 56%	82%	85%	

Mill Hill i-Ready Percent performing in current grade level	
	October 2014
Kindergarten	N/A
1st Grade	22%
2nd Grade	23%
3rd Grade	26%
4th Grade	36%
5th Grade	59%

## Problem of Practice

*Based on student achievement data in K-5 core areas, the academic environment must be designed to determine and regularly adjust for a high level of rigor for whole group, small group, and individual students by focusing on high level questioning and understanding text/task.*

## School-wide Focused Strategies

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

*If we engage in regular communication with our students' families to inform them of all aspects of school occurrences and provide professional development and expectations for operational systems at less structured times of the day such as recess and lunch, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014 and the level of student behavioral misconduct will decrease as indicated on our school climate survey results.*

## **Theory of Action**

### **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.

- Implement English/Language Arts and Mathematics curriculum that meets or exceeds the Connecticut Core Standards
- Implement common assessments aligned to the curriculum in all content areas
- Hold staff accountable for consistent implementation of approved curriculum
- Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas
- Ensure a positive school climate
- Create a school culture centered on collegiality to benefit students and student achievement, then staff will be better equipped to meet the differentiated needs of our students utilizing best practices and student achievement will improve.
- Engage in a reflective academic environment of planning, delivering, and adjusting for a high level of rigor with effective questioning prompted by Bloom's levels 4 (Analyze), 5 (Evaluate), 6 (Create), then student achievement levels will increase to higher levels.
- Reorganize our thinking and practice to focus on the growth of high achieving and gifted students, then we will see categorical growth within our higher performance levels and no regression of achievement.
- Constantly challenge ourselves to create opportunities for students to learn through tasks and in an environment that demands they think at higher levels, encourages divergence of thought and the incorporation of a digital learning environment, then we will empower them to become innovative contributors to our global society.
- Explicitly teach students positive character traits and decision-making strategies daily throughout the building in all settings and periodically as a whole school via assemblies
- Establish clearly defined learning targets in order to raise students' metacognitive awareness of personal learning and achievement

### **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.

- Implement School Improvement Plans based on data and research-based practices that will improve achievement (includes academic and school climate indicators)
- Implement school-wide data teams in each school to review progress on the SIP, share effective practices, and adjust SIP as warranted
- Implement grade level or departmental data teams

- Strategically and systematically design a school improvement plan that defines adult actions and measurements of successful implementation, then support will be given to students and staff toward our goals and student achievement will improve.
- Effectively monitor the progress of data within school and instructional data teams, and then we should identify successful instructional strategies in improving student achievement.

## **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.

- Implement Instructional Rounds
- Implement Professional Growth and Evaluation Plans
- Create a school culture that invites family involvement, honors and celebrates community to nurture the whole child, then staff will be better equipped to meet the differentiated needs of our students to allow them to be better prepared to eventually contribute to our community.
- Provide staff with the necessary resources, professional development, training to further develop and refine teachers' instructional capacities as identified by those individuals and/or the principal

## **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.

- For each improvement initiative, provide effective professional learning for all staff members on a continuous basis
- Align school resources to enact school priorities
- Partner with parents to achieve system priorities and goals
- Improve intervention efforts for struggling students and high-achieving students
- Define and create a level of support structures within staff to assist teachers in pedagogy and students in learning, then student achievement will increase in targeted areas.

## PRINCIPAL STRATEGIES

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

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

<b>ADULT ACTIONS</b> (Include persons responsible and the timeline.	<b>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION</b> (Include specific actions taken to monitor the adult actions for implementation)	<b>EVIDENCE OF SUCCESSFUL IMPLEMENTATION</b> (identify student achievement measures and timeline)	<b>SPECIFIC SUPPORT NEEDED</b>
<p>Effectively implement FPS supervision and evaluation model</p> <p>Provide PD on high level questioning strategies, focused feedback, and achieving a high level of rigor in classrooms</p>	<p>Completion of Protraxx observation forms</p> <p>Meetings with teachers</p> <p>Teacher Goal forms, Goal meetings, Mid-Year and End-Year Meetings, completion of evaluative scoring</p> <p>Monitor instructional practices by engaging in regular classroom observations within the framework of the new teacher evaluation model (formal &amp; informal) and provide productive, timely feedback using the Marzano framework</p> <p>Provide targeted professional development related to feedback, Team recommendations, Instructional Rounds, data analysis, school and district goals</p> <p>Provide targeted professional development related to feedback, Team recommendations, Instructional Rounds, data analysis, school and district goals</p>	<p>At least 90% students will meet end of year benchmark requirements on district determined assessments</p>	<p>Centralized coordination of PD on identification of effective teaching practices and how to provide quality feedback</p>

## SCHOOL-WIDE STRATEGIES

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

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p>Develop a calendar of clearly defined and predetermined Tuesday PDs related to targeted professional development as determined by SIP/Data Teams in alignment with data-based student needs</p> <p>Teachers review data to inform instruction individually or in small groups</p> <p>Teachers will model strategies that help students navigate through challenging text or a challenging tasks</p> <p>(SIP/School Data Team, Grade Level Data Teams, Teachers)</p>	<p>Creation of a calendar, stored on the "G Drive" that reflects PD based on school wide and/or grade level data analysis</p> <p>Meet at benchmark assessment intervals to analyze data and engage in pedagogical discussions that will result in an increase of operational knowledge to engage students in more meaningful, purposeful tasks, focus professional development, and guide practices to accelerate overall student achievement</p>	<p>Improved student achievement at all levels in all areas</p>	<p>Centralized coordination of PD on identification of effective teaching practices and how to provide quality feedback</p> <p>Centralized coordination of PD on identification of student needs through data analysis</p>



## SCHOOL-WIDE STRATEGIES

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

*If we engage in regular communication with our students' families to inform them of all aspects of school occurrences and provide professional development and expectations for operational systems at less structured times of the day such as recess and lunch, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015 and the level of student behavioral misconduct will decrease as indicated on our school climate survey results.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p>Designation of School Climate Team to monitor and respond to any incidents and proactively or reactively address any bullying behaviors (School Climate Team)</p> <p>Staff will engage in behaviors indicative of a model character with one another, students, and parents (All Staff)</p> <p>Staff will intervene and report any incidents regarding negative and/or bullying behaviors (All Staff)</p>	<p>Regular meetings to review incident data; completion of necessary school climate forms</p> <p>School/classroom environment reflects effective practices of Responsive Classroom in a safe, positive atmosphere</p>	<p>Decrease in reported incidents and bullying behaviors</p>	<p>Collaborative conversations amongst Climate Team members to determine action steps</p>

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

### KINDERGARTEN

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
Kindergarten teachers will use high level questions and increased rigor to ensure that students will demonstrate improvement in applying emergent reading strategies to become proficient readers.	Attend District PD on Effective Feedback  Consult with LAS regarding questioning  Data Teams agenda/minutes <ul style="list-style-type: none"> <li>• Bring and review student work</li> <li>• Determine and adjust instructional focus for groups and individuals</li> <li>• Monitor progress and record data on a chart/graph</li> <li>• Consult with area specialists and paraprofessionals</li> </ul>	1. At least 80% of our students will meet district benchmark goal on letter ID and sound/symbol assessments. <ul style="list-style-type: none"> <li>a. Benchmark goal for letter ID: 48-49 letters</li> <li>b. Goal for sound/symbol: 21 letters</li> </ul> 2. At least 80% of our students will achieve grade level goal in reading as defined by Fairfield Public Schools assessment expectations and measured by the F&P Benchmark assessment.	* Ongoing PD  * Observe content area specialist model high level questioning.  * Planning the data that is needed for each specific data team meeting.

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

### 1st GRADE

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p>First grade teachers will use high level questioning and increase rigor to ensure that Grade 1 students will demonstrate improvement in their independent reading level by June 2015.</p>	<p>Consult with LAS regarding Read-Alouds and questioning techniques.</p> <p><u>Data Teams agenda/minutes</u></p> <ul style="list-style-type: none"> <li>• Review student progress</li> <li>• Determine and adjust instructional focus for groups and individuals</li> <li>• Develop individualized strategies and lessons for small group and whole group instruction to achieve their instructional focus</li> <li>• Monitor Progress</li> <li>• Invite content area specialists and support staff</li> </ul>	<p>Non-Standardized: Using an “Interactive Read-Aloud” model and a comprehension conversation, the students will show improvements of key understandings within the text, or beyond and about the text based on a 0-3 rubric.</p> <p>Standardized: All students assessed on the Fountas &amp; Pinnell Benchmark assessment who entered 1<sup>st</sup> grade at a “exceeds” or “meets” level will maintain or improve levels in June 2015 as identified by the Fairfield Public Schools Assessment Benchmarks Book.</p> <p>All students assessed on the Fountas &amp; Pinnell Benchmark Assessment who entered 1<sup>st</sup> grade at the “approaching” or “does not meet” levels will advance one or more levels in June 2015 as identified by the Fairfield Public Schools Assessment Benchmarks Book.</p>	<ul style="list-style-type: none"> <li>*observe classrooms</li> <li>*observe other grade levels</li> <li>*observe other schools</li> <li>*Ongoing PD</li> <li>*Observe content area specialist model</li> <li>*Support organizing for data teams</li> <li>*Planning what needed for data team</li> <li>*Para support               <ul style="list-style-type: none"> <li>-Training for para on 3-day cycle.</li> <li>-Training support for para on beginning reading strategies.</li> </ul> </li> </ul>

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

**2nd GRADE**

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p>Grade 2 teachers will use high level questioning and increase rigor to ensure that second grade students will demonstrate improvement in reading comprehension by June 2015.</p>	<ol style="list-style-type: none"> <li>1. Whole class and small group instruction</li> <li>2. 1:1 student/teacher conference including process specific feedback</li> <li>3. Student discourse (turn and talk opportunities)</li> <li>4. Daily independent practice</li> <li>5. Consult with LAC regarding questioning techniques &amp; implementation of Benchmark assessments</li> </ol> <p><u>Data Teams agenda/minutes</u></p> <ul style="list-style-type: none"> <li>• Bring and Review student work</li> <li>• Determine and adjust instructional focus for groups and individuals</li> <li>• Develop individualized strategies and lessons for small group and whole group instruction to achieve their instructional focus</li> <li>• Monitor Progress</li> <li>• Invite content area specialists and support staff</li> </ul>	<ol style="list-style-type: none"> <li>1. The percentage of students achieving a score of 3 (rubric 0-3) when responding to beyond the text questions in their Reading Response Journals will increase to 90% by June 2015 as measured by a common rubric.</li> <li>2. The percentage of students achieving a score of 3 (rubric 0-3) on the “Beyond the Text” questions included in the comprehension section of the Fountas &amp; Pinnell Benchmark Assessment will increase to 90% by June 2015 as measured by the Fountas &amp; Pinnell Benchmark Assessment at their independent level.</li> </ol>	<ul style="list-style-type: none"> <li>*observe classrooms</li> <li>*observe other grade levels</li> <li>*time to meet with LAC &amp; Grade 2 Team</li> <li>*Ongoing PD</li> <li>*Observe content area specialist model</li> <li>*Support organizing for data teams</li> <li>*Planning what needed for data team</li> </ul>

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

**3rd Grade**

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
Grade three teachers will use high level questions and increased rigor to ensure that students will demonstrate improvement in reading comprehension.	Attend District PD on Effective Feedback  Consult with MST regarding questioning  <u>Data Teams agenda/minutes</u> <ul style="list-style-type: none"> <li>• Bring and Review student work</li> <li>• Determine and adjust instructional focus for groups and individuals</li> <li>• Develop individualized strategies and lessons for small group and whole group instruction to achieve their instructional focus</li> <li>• Monitor Progress</li> <li>• Invite content area specialists and support staff</li> </ul>	The scores on the DRA2 that reflect a student’s “Independent” reading comprehension level range between 19 to 25 points. 49% of students in Grade Three scored in the range of 19 – 21 points. This is year 2 of our goal. Last year 73% of third grade students earned a total comprehension score of 9 – 10 points as measured on the June 2014 Benchmark. This year, our goal is to increase this percentage to 85%	<ul style="list-style-type: none"> <li>*observe classrooms/schools</li> <li>*observe other grade levels</li> <li>*Ongoing PD</li> <li>*Observe content area specialist model</li> <li>*Support in organizing for data teams</li> <li>*Planning what’s needed for data team</li> </ul>

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

4<sup>th</sup> Grade

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p>Fourth grade teachers will use high level questioning and increase rigor to ensure that the majority of students will increase their ability to achieve at a greater level in numbers and operations.</p>	<ul style="list-style-type: none"> <li>• Consult with MST regarding questioning</li> <li>• Data Teams agenda/minutes</li> <li>• Bring and Review student work at data team meetings</li> <li>• Determine and adjust instructional focus for groups and individuals</li> <li>• Develop individualized strategies and lessons for small group and whole group instruction to achieve their instructional focus</li> <li>• Monitor Progress and plan for instruction based upon data</li> <li>• Invite content area specialists and support staff</li> </ul>	<p>80% of more of my students will demonstrate mastery on u nit assessments dealing with numbers and operations.</p> <p>80% or more of my students will demonstrate mastery on the numbers and operations strand of the iReady test in June 2015.</p>	<p>Attending PD</p> <p>Manipulatives to support fraction instruction (fraction strips, etc.)</p> <p>Have MST in to model lessons w questioning</p>

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

5<sup>th</sup> Grade

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p>The fifth grade teachers will use high level questioning and increase rigor to ensure that by June 2015, 100% of students in my class will demonstrate the ability to represent a number as both a fraction and a decimal, explaining the equivalency using a model of their choice (money, 10 x 10 grid, or base 10 cubes).</p> <p><u>Data Teams agenda/minutes</u></p> <ul style="list-style-type: none"> <li>• Bring and Review student work</li> <li>• Determine and adjust instructional focus for groups and individuals</li> <li>• Develop individualized strategies and lessons for small group and whole group instruction to achieve their instructional focus</li> <li>• Monitor Progress</li> </ul> <p>Invite content area specialists and support staff</p>	<p>We will model that a number can be expressed as either a fraction or a decimal.</p> <p>We will teach ways to convert between fractions and decimals when the denominator is not a power of 10.</p> <p>We will provide real world examples in which students can express numbers as both fractions and decimals (metric measurement, 10 x 10 grids, money, electric meters).</p> <p>We will consult with MST regarding questioning.</p> <p>We will assess student learning regularly and plan instruction based on results.</p>	<p>All students will improve upon their baseline score from September 2014 on each subsequent fraction-decimal conversion fluency assessment.</p> <p>The increase in fraction-decimal equivalency will improve the class average scale score of the “Numbers and Operations” section on the iReady assessment as measured in spring 2015.</p> <p><b><u>Baseline Data:</u></b></p> <p>The September 2014 grade level average on the district fluency assessment is 4.3 fraction-decimal conversions completed in one minute.</p> <p>The October 2014 grade level average scale score for the iReady numbers and operations category was 482.8.</p>	<p>Time with MSRT to discuss new methods to model fractions and decimals</p> <p>Release time to score and plan for next steps</p>

**GRADE LEVEL OR DEPARTMENT STRATEGIES**

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

**Special Education**

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

<p><b>ADULT ACTIONS</b> (Include persons responsible and the timeline.)</p>	<p><b>ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION</b> (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><b>EVIDENCE OF SUCCESSFUL IMPLEMENTATION</b> (identify student achievement measures and timeline)</p>	<p><b>SPECIFIC SUPPORT NEEDED</b></p>
<p>Special Education Teachers will use high level and increased rigor questioning to ensure that identified students will demonstrate improvement in their independent reading level by June 2015.</p>	<p>Small-Group instruction Running Records DRA2 Wilson LLI Invite specialists and support staff Monitor Progress</p>	<p>90% of identified students will grow one or more independent reading levels on the Fountas and Pinnell Benchmark Assessment by June 2015.</p>	<p>Professional development on effective questioning techniques  As a team, we will need time to confer with each other along with the LAS and classroom teachers.  Time to observe other Special Education teachers</p>



## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

**Strings**  
*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
String teachers will use higher level questioning and increase rigor to ensure that the majority of students increase their musical literacy and performance skills by reading and playing the eight pitches contained in the D major scale (October – June).	Monitor student progress through regular homework, assignments, tests, and participation, and in-class performances.	85% of our students in the target group will be able to perform the D scale with four quarter notes, ascending and descending, at proficiency or above.  85% of students in the target group will be able to correctly identify the pitches contained in a D major scale as measured by Fairfield Elementary Orchestra Note Identification Assessment by May 2014.	Attending PD  Observing other strings teachers.

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

**Band**

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
Band teacher will use higher level questioning and increase rigor to ensure that the majority of students increase their musical literacy and performance skills by reading and playing the eight pitches contained in the concert Bb major scale (October – June).	Monitor student progress through regular homework, assignments, tests, in-class participation and performance.	80% of students in the target group will be able to perform the Concert Bb major scale as quarter notes, ascending and descending, at proficiency or above. 20% of students in the target group will either maintain or display progress towards the ability to perform the Concert Bb major scale as quarter notes.	Attending Music Related PD  Observing other band teachers

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

**General Music**

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
The music teacher will use high level questioning and increase rigor to ensure the fourth grade students will demonstrate improvement in or mastery of recorder skills by May 2015.	Monitor progress through assessments, participation, and performance  Small/whole group and individualized instruction  Individual and group feedback  Skill checklist poster on board  Opportunities to perform individually and in small groups, as well as whole class.	80% will meet or exceed the standard for recorder performance skills. 80% will meet or exceed the standard in recorder literacy skills.	Attending PD  Support from elementary music staff members  Support from classroom and special area teachers

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

**Physical Education**

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p>The Physical Education teacher will use high level questioning and increase rigor to ensure that the 4th grade students will improve their mile run times on the Connecticut Physical Fitness Assessment; in addition, the 5th grade students will demonstrate improvement in exhibiting responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>Consult with PE colleagues regarding questioning and rigor</p> <p>Determine and adjust instructional focus for groups and individuals</p> <p>Monitor progress through assessments, participation, and performance</p> <p>Small/whole group and individualized instruction</p>	<p>63% of 5th grade students who exhibit responsible personal and social behavior in a physical activity setting will increase by at least one point on the Standard 5 Rubric as measured by the responsible personal and social behavior rubric administered in November and March. 70% 5th grade students who pre-test between 10-12 points on the Standard 5 Rubric will maintain their E Level as measured by the responsible personal and social behavior rubric administered in November and March.</p> <p>63% of the 4th grade students scoring in the needs improvement fitness zone on the mile run pretest of the CT Physical Fitness Assessment will improve their pretest mile run time by 10 seconds or more as measured by the Connecticut Physical Fitness Assessment by November 14, 2014.</p>	<p>Attending PD</p> <p>Support from elementary Physical Education staff members</p> <p>Support from classroom and special area teachers</p>

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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

### Art

*If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.*

ADULT ACTIONS (Include persons responsible and the timeline.)	ACCOUNTABILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
My fifth grade students will understand the illusion of depth within a two-dimensional composition.	Pre-teaching assessments, direct instruction, teacher monitoring, individual feedback, release time to engage in planning, scoring assessments and professional development, monthly meeting with other elementary art teachers to support SLO, materials and supplies for assessments.	By June 2015, 85% of my students will be able to create a two-dimensional drawing that shows the illusion of depth, through the use of foreground, middle ground and background.	Meetings with art teachers. Materials and supplies for assessments.