

Fairfield Public Schools
Mill Hill 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. All grade levels will actively engage in Instructional Rounds, continuing calibration of said curriculum standards in addition to gathering evidence of progress toward identified Problem of Practice (rigor, higher level questioning, feedback). (S.A. 1-9)
 - b. Mill Hill Leadership Team will monitor and adjust instruction as determined by pacing guides and student outcomes to assessment and daily work.

- 1.2 Implement newly adopted curriculum in World Language and Library/Media K-12. (Year 1) (S.A. 1-1)
 - a. Library Media Specialist will actively engage in Grade Level Meetings (GLM)/Professional Learning Communities (PLC) for planning and coordinating of shared instruction.
 - b. Grades 4 & 5 students will be taught the newly adopted World Language Curriculum.

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

- a. Mill Hill Principal, Kevin Chase, will ensure the fidelity of implementation of the written curriculum through walkthroughs, data team meetings, coaching feedback, teacher evaluation plan/goal setting, and principal observation of team meetings.
- b. Teacher leadership teams and teachers will implement cross curricula common assessments.
- c. Curriculum specialists will review unit pacing guides with principal and grade level teams.
- d. Curriculum specialists and principal will provide feedback to district leadership about unit guides.
- e. Mill Hill grade level teachers will review current assessments and identify gaps, overlaps, strengths, and weaknesses. Mill Hill classroom teachers will improve calibration and collaboration with special education staff for scoring common assessments. (Ex. On – demand writing.)
- f. Principal 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 Mill Hill Principal, Kevin Chase, Mill Hill Teacher Leaders will implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas.

- a. Mill Hill Principal, Kevin Chase, Mill Hill Teacher Leaders will build teacher and student capacity to deliver intentional targeted feedback in the instructional core (Review/Reflect, Scaffold/Strategy, Adding On).
- b. Mill Hill Principal, Kevin Chase, Mill Hill Teacher Leaders will build teacher capacity to use and check on learning targets, *goals* and scales *through using specific student goal setting* (Marzano).
- c. School and district administrators, with school-based teams will use identified needs to determine the structures, locations, times, and outcomes for staff engaged in the professional learning which will improve intentional feedback in classrooms. Identified needs will be based on anecdotal data, observations and evaluations, and student performance. (*Embedded PD*) There will be focus on improving the needs of ALL students including those with disabilities and English Language Learners.
- d. School staff will attend district designed professional development opportunities focused on providing authentic feedback to all students related to academic achievement presented by Embedded Pd attendees. (*Embedded PD*)
- e. Mill Hill Teachers in grade K, Curriculum Leaders, and Principal will participate in cross-school professional learning in order to improve their ability to provide intentional feedback. Additional staff will be trained in these expectations at the school level. This training will be coordinated and conducted by the school leadership teams. (*Embedded PD*)
- f. Staff will come together weekly in GLM/PLC to reflect, plan, monitor, and adjust instructional strategies as informed by an analysis of student samples, formative assessments, and benchmark assessments.
 - At GLM/PLC staff will actively engage in professional learning determined through self-analysis, leadership analysis, and data analysis. The professional learning will include such items as instructional videos, mentor texts, professional book studies. Ex. *Reading Strategies* by Jennifer Seravallo as a mentor text to further develop

contextual and conceptual understanding within the content of reading instruction to better inform teacher instructional decisions using all pertinent data.

1.5 Ensure a positive school climate

- a. Mill Hill staff will implement action steps to improve communication with parents in order to keep them aware of what is occurring in school and allow them to become more effective in supporting academic goals for children, particularly as it relates to being better informed within areas of instruction in order to help their children at home.
- b. Principal, Kevin Chase, will ensure school-wide implementation of school climate plan
- c. Mill Hill will continue to implement its staff-created S.O.A.R. Program (Safety, Achievement, Organization, Respect) to educate students on expectations of appropriate behaviors, including, but not limited to, empathy training and bullying prevention.

Indicators of Progress:

- 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.
- Improved differentiation of instruction based on common assessment results.
- 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).
- Office referrals will decline each year by at least 5%
- EIP/SRBI interventions will yield improved rates of successful acceleration of student achievement/performance over the previous year (baseline TBD)
- All teachers will implement action steps to achieving the 10% Parent Feedback goal
- 100% of teacher achieve at least "Accomplished" score on Parent Feedback 10% area.
- Mill Hill Student Council will expand its work to include opportunities for voice in improving and promoting a positive school climate.

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 Principal 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 the Mill Hill school staff will conduct and debrief at least three whole-school instructional rounds as well as multiple grade level and vertically aligned instructional rounds. (S.A. 2-2. 2-8)
- c. Mill Hill leadership team will meet weekly to determine level of successful implementation of SIP and will determine adjustments to support staff and students as needed.
- d. Mill Hill leadership team will make changes in action steps in response to what is learned through monitoring and such changes will be included in future iterations of the SIP.
- e. Mill Hill leadership team 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.
- Tuesday Professional Development sessions will be aligned to identified student and staff growth needs.
- Professional Development will be differentiated to adjust to staff levels of understanding of said content in addition to where they are within their own continuum of learning.

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. Mill Hill Principal, Kevin Chase, 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. Mill Hill Principal, Kevin Chase, 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)

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.

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. Develop a plan to determine best way to refresh and update training of staff in Responsive Classroom techniques.
 - c. In collaboration with district curriculum leaders, schools will develop and communicate interpretive guides to assist parents in their understanding of posted assessment data.
 - d. Teachers will communicate learning and behavior concerns, including EIP plans and progress monitoring results, to parents as appropriate.
 - e. Mill Hill Principal, Kevin Chase, will ensure all staff are using Infinite Campus to district expectations and will arrange ongoing support to those in need of assistance.
 - f. EIP grade level teams will monitor student progress and parent communication as appropriate.

Indicators of Progress:

- Parent survey results indicate X% satisfied with communication of the online progress report.
- Reduction in the number of parents expressing concern over lack of communication of student progress.
- All teachers will make appropriate use of Infinite Campus to communicate student progress to parents.