Fairfield Public Schools
Roger Ludlowe Middle 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 parenthetic 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. <u>**Instructional Program**</u>

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 Implement newly adopted world language program. (S.A. 1-4)

   a. World language teachers will meet monthly with the world language coordinator and administrator responsible for world language to receive the support needed to address their concerns and successfully implement the curriculum throughout the year.
   b. World language teachers will implement newly created common assessments in grades 6-8.
   c. World language teachers will engage in weekly collaborative **p**lanning, **i**mplementation, **r**eview, and **r**evisions (**PIRR**) of instructional practices.

1.2 Implement newly adopted Library/Media program. (S.A. 1-4)

   a. The LMS will collaborate with teaching staff to support implementation of objectives and provide evidence of higher order thinking in projects and assignments in content areas.

1.3   Implement common assessments aligned to the curriculum in all content areas. (S.A. 1-12)

   a. English Language Arts (ELA) teachers in grades 6-8 will implement digital portfolios to allow teachers to document student writing progress in the middle school years in setting a benchmark for growth of student work to transition into grade 9.
   b. Science teachers 6-8 will continue to utilize science skill assessments (3x per year) and performance tasks aligned to the curriculum in each grade level/course and use department meeting time to analyze results and make instructional decisions that increase student achievement in science.
   c. ELA teachers 6-8 will analyze baseline data and will establish targets for the narrative writing performance task.
   d. ELA teachers 6-8 will implement the district "writing about reading" assessments to document student progress. Results will be analyzed to make instructional decisions in ongoing curriculum implementation.
   e. Middle school math teachers will implement performance assessments aligned to each course in order to document student math progress in grades 6-8 in setting a benchmark for grown of student work to transition into grade 9.
   f. Middle school world language teachers will use department meeting time to analyze results of common assessments and make instructional decisions in curriculum implementation.
   g. Middle school social studies teachers will implement common assessments aligned to each course in order to document student progress. Results will be analyzed to make instructional decisions in ongoing curriculum implementation.
   h. Administrators and department leaders will review and revise common rubrics and assessments used by teachers in art, computer, family consumer science, health, music, physical education, and technology education.

1.4   Hold staff accountable for consistent implementation of all approved curriculum. (S.A. 1-4)

   a. Language Arts Specialist (LAS) and administrator for English/Language Arts (ELA) will collaborate with the ELA curriculum leader to ensure that curriculum is clearly articulated and that work across genres is diverse and engaging.
   b. The Math Resource Teacher (MRT) and administrator for math will collaborate with the math curriculum leader to ensure that curriculum is clearly articulated and that classwork and instruction (teacher-student discourse) is rigorous and challenging.
   c. Teachers will update department curricular pacing documents (PIRR crew document) on a monthly basis and administrators and department leaders will ensure consistency of implementation and pacing in each curricular area.
   d. School administrators will perform informal observations/walk-throughs independently and with department leaders in order to ensure consistent implementation of approved curriculum.
   e. School administrators and department leaders will meet collaboratively with teachers in the goal setting process to establish consistent Student Learning Outcomes (SLO's) and Indicators of Academic Growth and Development (IAGD's).
   f. School administrators, curriculum leaders and teachers will meet mid-year to assess and record teacher progress in the goal plan.

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g. School administrators, departmental liaisons and curriculum leaders will communicate throughout the year to identify any inconsistencies in curriculum implementation, identify the reasons for such inconsistencies, and provide the support and accountability necessary to ensure consistent implementation

1.5 Implement evidence-based instructional strategies in all content areas

a. Students are organized in class to facilitate working on complex tasks, such as decision-making, problem solving, experimental inquiry, or investigation (DQ4), which require them to generate a hypothesis.
b. School administrators and curriculum leaders will perform informal observations/walk-throughs/ Instructional Rounds/Reviews of Practice in order to provide feedback on instructional strategies specific to the Marzano Learning Map and post-observation protocols.
c. School administrators and curriculum leaders will collect evidence specific to the Marzano Learning Map in relation to instructional strategies in order to give specific instructional feedback to teachers.
d. Teachers will communicate clear learning goals and scales (rubrics) specific to the unit of study (Marzano DQ 1) to provide specific learning outcomes to students.
e. The secondary ELA curriculum leader, selected school administrators and 6-8 lead teachers will participate in a Tri-State Consortium follow-up visit to review the 6-8 writing program.

1.6 Ensure a positive school climate.

a. Students and staff will participate in a variety of activities to promote a sense of connectedness to the school community and beyond. I.e. Basketball Bash, Family Picnic, Cultural Arts, Walkathon, Top Dog, etc.
b. Staff and club advisors will document attendance rates and program participation to promote a positive school connection.
c. Students will have the opportunity to participate in ongoing programs throughout the year to foster student social-emotional development (i.e. Student Assistance Team, Developmental Guidance, Top Dog, Student Leadership, etc),to develop a sense of social and emotional connectedness to their school.
d. Administrators and teachers will communicate a minimum of once per quarter with parent groups in the form of Infinite Campus messenger, e-mail blasts, PTSA meetings, Open House, yearly conferences and/or community events.
e. Implement Professional learning to strengthen instructional practices for students with disabilities.
f. Weekly planning information will be provided between classroom teacher, special education teacher and service provider in order to provide a consistent and appropriate level of instruction.
g. Continue to implement a consistent approach to the early intervention process (EIP) and data collection to support student interventions and instructional practice in all classrooms.
h. Reading teachers and the Language Arts Specialist meet weekly to examine student data and plan targeted instruction.

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> **Indicators of Progress For Instructional Program:**
>
> - 86% of students in grade 8 will score at or above goal on the Science CMT in the 2015-2016 school year.
> - The World Language curriculum will be fully implemented in grades 6-8 as evidenced by weekly PIRR documents.
> - Common Assessments and rubrics will be implemented in Language Arts, Math, Science, Social Studies World Language and Unified Arts. Results will be analyzed and appropriate instructional practices will be revised.
> - Evidence of implementation of the new library media curriculum will be demonstrated through revised content area projects and assignments.
> - 100% of students in grades 6-8 will have created a digital portfolio in Language Arts.
> - Evidence of walk throughs, PIRR meetings and documentation, post-observation protocols, formal and informal observations and feedback.
> - 100% of teachers will align practice and performance goal with DQ4.

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 student achievement (includes academic and school climate indicators). (S.A. 2-1)

2.2   Implement school-wide data teams (PIRR) to review progress on the SIP, share effective practices, and adjust SIP as warranted. (S.A. 2-4, 2-5)

   a. Teachers will engage in weekly collaborative **p**lanning, **i**mplementation, **r**eview and **r**evisions (PIRR) of curriculum in order to develop instructional improvement strategies leading to higher student achievement.
   b. Data teams (PIRR) will analyze the results of student tasks using student results derived from common assessments and make recommendations for future instructional focus.
   c. Data teams (PIRR) will use time to score student tasks using the common rubrics and calibrate the results in consistent scoring and feedback across classes.

2.3   Use data teams (PIRR) to develop department based problems of practice and instructional rounds in minimum of two content areas per year. (S.A. 2-2, 2-8)

2.4   Continue to implement grade level or departmental data teams (PIRR).

   a. If teachers engage in weekly collaborative planning, implementation, review, and revisions (PIRR) of curriculum, then student achievement will rise.

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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 Implement Instructional Rounds (at least 2 times per year) using vertical teams as necessary.

    a. The ELA curriculum leader and ELA teachers will collaborate with administrators to develop a problem of practice and conduct Instructional Rounds for grades 8-9 a minimum of one time. (S.A. 1-9)

    b. The math curriculum leader and math teachers will develop a problem of practice and conduct instructional rounds for grades 5-6 a minimum of one time. (S.A. 1-9)

    c. Teacher leaders will be utilized as Instructional Round facilitators to conduct Instructional Rounds in grades 6-8 a minimum of two times. (S.A. 3-3)

3.2 Align all Professional Growth and Evaluation Plans to the School Improvement Plan. (S.A. 3-4)

    a. Teachers will implement Marzano DQ 4 - Helping students generate and test hypotheses to increase the level of rigor in classroom instruction.

    b. The science department will conduct professional development in relation to the Next Generation Science Standards and curriculum revisions and implementation.

    c. The social studies department will focus professional development on the inquiry social studies standards found in the Connecticut framework and the national C3 framework.

    d. All teachers will align Student Learning Objectives (SLO's) and annual goals to the School Improvement Plan.

3.3 Continue to develop teacher leaders- PD, Growth Plan, Goals (SLO).

    a. Additional teachers will be trained to lead Instructional Rounds in school. (S.A. 3-3)

    b. Teacher liaisons will contribute and design the professional development calendar for each school year. A focus will be made on teachers utilizing their own area of expertise within the classroom to train other teachers.

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> **Indicators of Progress for Leadership Capacity:**
>
> - Implementation of a minimum of two Instructional Rounds.
> - 100% of teachers will align SLO's with the School Improvement Plan (SIP) and District Improvement Plan (DIP).
> - Leadership capacity throughout the year will increase as evidenced by shared leadership initiatives.

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   Provide effective professional learning for all staff members on a continuous basis.

   a. All certified staff will participate in weekly professional development as a department, district or school. As a result, department, school and district initiatives and goals will be addressed, implemented and/or revised as needed.

4.2   Align school resources to enact school priorities.

4.3   Partner with parents to achieve system priorities and goals. (S.A. 4-18, 4-20)

   a. Information about common assessments – STAR , iReady and SBA - will be communicated with parents at PTSA meetings to increase and engage parent support in student learning.

4.4   Improve intervention efforts for struggling students and high-achieving students.

   a. Crews will meet monthly to review the data collected in the early intervention process (EIP) to support student interventions and instructional practice in all classrooms.
   b. Collect and analyze data to identify and challenge high-achieving students.
   c. School staff will participate with the Instructional Office (PK-12) to review language arts and math intervention programs across the district to identify programs that address diverse learning needs. A stakeholder committee including school leaders, special education (including gifted and talented) will collaboratively implement programs based on student needs will be created.

> **Indicators of Progress for Resources:**
>
> - Professional learning will be developed based on teacher feedback through regularly scheduled building meetings, PIRR teams, crew meetings and professional development days.
> - Partnership with parents will be evidenced in monthly PTSA meetings, parent-teacher conference and increased electronic communication.
> - Documentation of the EIP process as per EIP student notes and transition files.
> - Improved rigor within the classroom. Evidence to be documented by observation, teacher feedback and data collected per the Marzano Learning Map.

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