FAIRFIELD PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
2013-2015

School   Stratfield School
Principal/Headmaster Elizabeth McGoey
Date   December 6, 2013
Team Members   Elizabeth McGoey, Marie Kass, Kathy McManus, Jen O'Connell, Amy Lacey, Kathleen Flannery

Narrative Analysis of Student Data
Celebrations

- DRA2 results from June 2013 (K-80.3%; Gr 1-93.1%; Gr 2-87%; Gr 3-89.8%; Gr 4-92.5%; Gr 5-82.6%
  Stratfield School: 88% at or above reading benchmarks)
- 2013 CMT-Math (**Gr 3 92.4%** at or above Goal; **Gr 4 93.1%** at or above Goal; **Gr 5 95.8%** at or above Goal);
  Reading (**Gr 3 83.1%** at or above Goal; **Gr 4; 86.3%** at or above Goal; **Gr 5 87.7%** at or above Goal);
  Writing (**Gr 3 92.8%** at or above Goal; **Gr 5 84%** at or above Goal)
  Science (**Gr 5 81.3%** at or above Goal)
- Ongoing interventions were implemented for targeted students
- Blue Ribbon results:
- AIMS Web
- 93.1% of 1st graders made reading goal, which was 1.1% above district average
- Grade 3 writing went up from 78.5% to 92.8%
- Grade 3 math went from 86.4% to 92.4%
- Grade 3 writing is 33 points above state average, 13 above district
- Overall math trend across Grades 3-5 from 2012-2013 saw an increase
- Grade 4 7.8% increase in reading

- Grade 5 math well above district and state average
- From 2008-2013 Stratfield scores were higher than the State

Challenges (identify needs)

- Need to improve Grade 4 CMT writing scores (72.9% at or above Goal)
- Need to work on framework for within, about and beyond questions
- Imbedding questioning into new Math and LA units of study
- Ever-evolving curriculum
- Scope and sequence not always clear
- Science scores slightly below district averages
- Writing Grades 3-5 has not consistently reached district goal average
- How to maintain math improvement (new math model implemented in 2010…seems to be working!)
- Classroom make-up
- Editing/revising portion of writing

Hypothesize cause of these results

- For K-5 we provided reading and math interventions for children who were identified in need
- We promoted work on DRP strategies within the classroom
- In all subjects we focused on areas of weakness from past data (CMT, BR, Benchmarks). Explicit modeling and reteaching was done in whole class, small group, and individual conferencing.
- Early identification of students who are at risk
- Made writing our independent goal (quick write, peer conferencing, mentor authors, word work emphasis)
- Supplemented all areas of math that were not addressed prior to the CMT
- Used more student discourse in reading allowed for higher-level thinking
- Need to better align reading and writing units of study
- Math scores increased since implementation of ne Balanced Math Model
- In Grades 3-5 the writing curriculum was not as well developed as Teacher's College Model (K-2)
- Editing/revising needs to be built into the Word Work curriculum K-5
- Many changes to curriculum
- Academic interventions in kindergarten need to continue and be supported
- Daily reading groups
- Workshop model implemented with fidelity in all grade levels

By level student achievement targets for June 2014

- Reading
  90% of Kindergarten students will meet or exceed EOY DRA2 Level 4
  85% of Grade 1 students will meet or exceed EOY DRA2 Level 18
  95% of Grade 2 students will meet or exceed EOY DRA2 Level 28
  90% of Grade 3 students will meet or exceed EOY Benchmark Level P
  90% of Grade 4 students will meet or exceed EOY Benchmark Level R
  94% of Grade 5 students will meet or exceed EOY Benchmark Level U
- Writing
  85% of Grade 3-5 students will meet or exceed EOY Performance Task benchmark
- Math
  K-2 students will have a 5 percentage point gain on all subtests of AIMSWEB from fall to spring
  85% of Grade 3 students will meet or exceed Blue Ribbon spring benchmark
  80% of Grade 4 students will meet or exceed Blue Ribbon spring benchmark
  90% of Grade 5 students will meet or exceed Blue Ribbon spring benchmark

School achievement targets for June 2014:

- 90% of K-5 students will meet or exceed DRA2 and/or Benchmark EOY Goal
- 2014 SBAC

Problem of Practice

Based on student achievement data in PreK-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. (CCT Domain 3: Planning for Active Learning: 3.5, 3.8).

School-wide Focused Strategy

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 2014, as listed on the School Improvement Plan.

Theory of Action Underlying This Plan

- If we operate as grade level teams to develop higher level questions across the core curriculum and school year, then student achievement will improve.
- If we 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.
- If we effectively monitor the progress of data within school and instructional data teams, then we should identify successful instructional strategies for improving student achievement.
- If we engage in a reflective academic environment of planning, delivering, and adjusting for a high level of rigor with effective questioning focusing on Beyond/About questions, then student achievement levels will increase.
- If we meet in Grade Level Meetings, faculty meetings, and through Leadership Team then student achievement will improve.
- If we identify students who need support and provide them with proper intervention, then student performance will improve.
- If we continue to support our struggling learners, then we will see increased student achievement in the areas of reading, writing and math.
- If we incorporate Responsive Classroom strategies, then a school climate where all members are valued and respected will be created.

SCHOOL-WIDE STRATEGIES
School Climate

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage) To provide students with the necessary tools to assist them in exhibiting kind behavior throughout the school day and on the bus so all students experience an emotionally safe school climate.

Adult Action: What are we going to do? (Include persons responsible and the timeline).	Implementation Measure: How are we doing this work? What have we put in place to observe our work? (Include specific actions taken to monitor the adult actions for implementation)	Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)	Support Needed: What resources do we need to make it happen?
Designation of School Climate Team to analyze data and incidents to proactively address unkind behaviors	Regular meetings throughout the year to review incident data, brainstorm solutions to problems, look for trends in behavior/grades/cohorts, and work on the implementation of strategies.	Decrease in reported incidents and bullying behaviors There will be a 5% increase in positive parent responses on the 2015 School Climate Survey in the area of Social and Emotional Security (Student/Parent/Staff).	Continued collaboration among School Climate Committee Members and staff to determine next steps.
Continued implementation of Responsive Classroom throughout the grades	School/classroom environment reflects effective practices of Responsive Classroom		Responsive Classroom Training as needed – Use of Kits
Staff will intervene and report any incidents regarding negative and/or bullying behaviors All staff	School/classroom environment reflects a safe and positive learning atmosphere for all students.		Incident Reports submitted to administration for investigation
Teachers will implement the strategies suggested in the health curriculum and Responsive Classroom Teachers will provide opportunities for students to address troublesome situations	School/classroom environment reflects a safe and positive learning atmosphere for all students.		Health Curriculum Access to the RC kits when needed

during morning/afternoon meeting.			

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SCHOOL-WIDE STRATEGIES
Principal Strategies

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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 2014, as listed on the School Improvement Plan.

Adult Action: What are we going to do? (Include persons responsible and the timeline).	**Implementation Measure: How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation)	**Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline)	**Support Needed: What resources do we need to make it happen?**
Monitor instructional practices by engage in regular classroom observations within the framework of the new teacher evaluation model (formal and informal) and provide productive, timely feedback using the Marzano framework.	Completion of Protraxx observation forms Meetings with teachers – preconferences, post conferences, etc. Teacher Goal forms, Goal meetings, Mid-year and End of Year Meetings, completion of rubric scoring for all goals.	Evidence of effective teaching practices in walkthroughs, informal observations, and formal observations.	-Continued PD on Marzano Framework and effective teaching practices. -Collaboration with colleagues to streamline effective teacher evaluation practices.
Host instructional rounds (internal/external)	Discussions evidencing the POP in all areas of the school. Data collected of trends to indicate next steps.	Anecdotal findings of teacher questioning strategies	Coverage Refresher for teachers about process

Collaborate with District Language Arts and Math Coordinators to develop our instructional practices K-5 in the area of higher level questioning.	Weekly language arts and math collaborative work with District Coordinators to include: premeetings, modeling, and debriefing. Gradual release of responsibility model used to allow for full implementation by teachers.	Evidence of questioning in instruction throughout the grade levels: Within, Beyond, and About that allows students to gain a higher understanding of text or task.	Weekly support from LA and Math District Coordinators LAS's/MST to schedule visits
Actively engage in Data Teams/Grade Level Meetings to measure student progress across grade levels	Monthly Data Team/Grade level meetings to analyze data, form Smart Goals, discuss focused strategies and assessment tools. Grade level meetings to discuss curriculum, pacing guides, challenges, and support needed.	Evidence of Smart Goals and focused instructional strategies to address weak areas identified by the team. Student progress noted in Smart Goal attainment.	Leadership Team to schedule meetings and facilitate the discussion.

GRADE LEVEL OR DEPARTMENT 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 2014, as listed on the School Improvement Plan.			
Adult Action: What are we going to do? (Include persons responsible and the timeline).	**Implementation Measure: How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation)	**Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline)	**Support Needed: What resources do we need to make it happen?**
Kindergarten -teachers will work with Mike Rafferty and Walter Wakeman to advance their understanding of questioning strategies in both whole group and small group instruction. -teachers will ask within and about questions when exploring books during Reading Workshop/Interactive Read Alouds	-teachers will observe Mike and Walter modeling higher level questioning -teachers will use Fountas & Pinnell questions during teacher-student, and student-student discourse	• Anecdotal records • Observations • Student work samples • Implementation of learned questioning strategies • Anecdotal records • Observations • Student work samples	Mike Rafferty Walter Wakeman Fountas & Pinnell LAS staff
Grade 1 - teachers will work with Mike Rafferty and Walter Wakeman to advance their understanding of questioning strategies in both whole group and small group instruction. -teachers will extend teaching to include more Beyond/About questioning	- teachers will observe Mike and Walter modeling higher level questioning -teachers will be coached on the strategies -explicit training (3 types of questions) -focus on inferring and synthesizing	• Observations • Student data • Math and Language Arts assessments • DRA2 (Levels J and beyond) • Discourse observations • Small group instruction/guided reading groups • Teacher rubric/checklist	Mike Rafferty Walter Wakeman LAS staff MST IIT Collaboration time Grade level meetings

Grade 2 - teachers will work with Mike Rafferty to advance their understanding of questioning strategies in both whole group and small group instruction. -teachers will improve the use of Beyond and About questioning within small group instruction by June 2014 -explicitly model written response for reflection and interpretation	-observe lessons modeled by Mike Rafferty -implement strategies modeled in small group -model, scaffold student responses	• Anecdotal notes will show evidence of thinking beyond text • Implementation of learned questioning strategies • Reflection and interpretation scores on May 2014 DRA2 will be independent on Level 28	Mike Rafferty LAS staff
Grade 3 - teachers will work with Mike Rafferty and Walter Wakeman to advance their understanding of questioning strategies in both whole group and small group instruction. -implement more "within" and "About" questions in our daily instruction	-teachers will observe Mike and Walter to determine the type of questioning being used -teachers will plan our questions prior to teaching our lessons	• Student work • Class discussions • Questioning within group work • Implementation of learned questioning strategies • SBAC • Student work • Performance assessments • Anecdotal notes of turn & talks	Mike Rafferty Walter Wakeman LAS staff Time to visit grade-level partners to observe various types of questions being asked
Grade 4 - teachers will work with Mike Rafferty and Walter Wakeman to advance their understanding of questioning strategies in both whole group and small group instruction. -teachers will improve questioning techniques in reading and math instruction	-teachers will observe Mike and Walter to determine the type of questioning being used -teachers will create and use Beyond and About questions -during APS design and ask higher level questions to promote problem solving and rigorous discourse between students	• Anecdotal notes • Benchmark assessments • Conferences with students • Small group • Written responses • Implementation of learned questioning strategies • SBAC	Mike Rafferty Walter Wakeman LAS staff MST Time to observe lessons modeled

Grade 5 - teachers will work with Mike Rafferty and Walter Wakeman to advance their understanding of questioning strategies in both whole group and small group instruction. -teachers will observe effectiveness of both open and closed questioning in whole class and partner/individual activities -teachers will implement new Lucy Calkins writing units	-pre and post observation meetings -recording observations and effectiveness of teacher questioning and student responses -share observations and insights with grade level partners -Prepare and implement checklists, resources provided, individual conferences, small group lessons and incorporate student discourse	• Students' ability to support evidence of their thinking verbally as well as in written format • Lucy Calkins checklist • Published pieces (end of units of study) • Anecdotal notes • Conference notes • Implementation of learned questioning strategies • SBAC	Mike Rafferty Walter Wakeman LAS staff MST Content specific questions useful for student elaboration Writing units of study
Special Education -teachers will identify where to imbed opportunities for higher level questioning -teachers will implement two forms of higher level questions in lessons (Within, Beyond, About questions)	-teachers will observe Mike and Walter to determine the type of questioning being used -model questioning for students -collaborate with staff members	• Pre/post baseline data • Questions/data from Mike Rafferty • Implementation of learned questioning strategies • SBAC	Mike Rafferty Walter Wakeman LAS staff MST
Art - Observe students drawing their perspective drawings. Make sure they use vertical and horizontal lines. -Teacher will ask higher level questions to actively engage students in their artwork.	- List of perspective questions (thick/thin question) Foreground, middle ground, background - Using <u>Fountas, Irene C & Pinnell, Gay Su's Teaching for Comprehending and Fluency; Thinking, Talking, and Writing About Reading</u> as a reference when creating art checklist	• Observe students artwork using checklist (to see if students evaluated their artwork) • Observation of students artwork and their ability to answer About questions as they pertain to a piece of artwork(artist's craft, structure of the art) Ex; Why did the artist use that horizontal or vertical line in that part of his/her drawing? How important was that part of the art piece? How did the artist show____?	<u>How to Draw 3D and Perspective</u> <u>Fountas, Irene C & Pinnell, Gay Su's Teaching for Comprehending and Fluency; Thinking, Talking, and Writing About Reading</u>

		How can you tell that the artist is qualified to draw about this topic?	
Library Media -The LMS/classroom teacher team will by 6/2014 have asked "within/ beyond/about" questions during each ICT lesson in the LMC - Develop a list of appropriate "within/ beyond/about" questions for ICT units.	-"Within/ beyond/about" question will appear on each lesson plan. - A list of "within/ beyond/about" questions is in place	• By June 2014, a class checklist showing that 80% of students have successfully answered "within/ beyond/about" questions will be completed. • Effective "within/ beyond/about" questions are in place in each lesson.	Meetings with grade levels: produce "within/ beyond/about" questions for each day of the units lessons. Admin handouts listing general "within/ beyond/about" questions.
Music - Integration of higher level questions into instruction to include: Within, Beyond, and About a musical selection or task. • Develop a list of higher level questions that can be utilized throughout instruction.	• Include higher level questions in daily instruction and planning. • Record questions with student responses	• Students will verbalize answers to higher level questions. • Observations • Checklist • Student responses	• Collaboration at Department meetings. • A list of higher level questions
PE -Ask higher level questions throughout each class. - Record a list of higher level questions.	-Include higher level questions in our daily instruction. - Record questions with student responses.	• Students will verbalize answers to higher level questions. • Observations • Checklist • Student responses.	-The Physical Education department will collaborate with each other. -A list of higher level questions.