



THEORY OF ACTION - DANBURY PUBLIC SCHOOLS



A Theory of Action is a collection of statements that serve as the philosophical foundation for all actions taken in an organization. The **THEORY OF ACTION** for the Danbury Public Schools **guides our continuing efforts** to enhance all aspects of our educational programs, from infancy through adulthood, with the final expectation that ALL students will realize increased levels of educational success in academic, social, emotional and behavioral domains.

Culture

If we develop a culture where everyone in the school and greater community acts upon the belief that all students are capable of learning at high levels, **then** all students will have greater opportunities and the necessary supports to be successful.

Parent & Community Partnerships

If we increase meaningful engagement in every school and throughout the district, **then** our students will benefit from greater support before, during and after school.

Learning & Teaching

If we ensure that every lesson is planned using standards-based curricula, is rigorous, and is taught in a differentiated manner designed to meet the learning needs of each student, **then** we will accelerate learning and close the identified achievement gaps.

If we implement high quality formative and summative assessments on a recursive basis and engage in ongoing analysis of the learning and teaching process, **then** we will make responsive adjustments to instructional planning and delivery.

If we implement a high quality staff evaluation and reflection process that is directly connected to a responsive professional development program based upon the learning needs of all students and staff, **then** the process of school and district improvement will be enhanced.

Continuous Improvement

If we engage in a deep and continuous process of data-driven decision-making with the best interests of our students in mind, **then** we will expand successful programs and support areas in need.

Leadership

If we employ high quality administrators and teacher leaders, and provide opportunities for them to continuously enhance their professional skills, **then** our leadership team will be capable of solving the most challenging problems of practice, while facilitating ever-increasing levels of student achievement.

Resources

If we prioritize our needs based upon student outcomes, **then** we will make informed decisions when allocating resources.