

Fairfield Ludlowe High School
report from the
New England Association of Schools
and Colleges (NEASC)

Decennial visit: March 2019

The recommendation from the Commission on Public Schools is for

Continued accreditation status.

Steering Committee of FLHS

Chairs:

Katie Rawl – Special Education

Karen Seltenreich – English

Members:

Nick Albano – Music

Diane Bourque – Social Studies

Mary Grasso – World Language

Lauren Mason – Math

Matt Sutton – School Counseling

Lisa Tunucci – Science

Committee Co-Chairs:

Bob Benjamin

Michael Crane

Molly D'Andrea

Kate Dawson

Ryan Kelly

Joanna Caserta

Sarah McCarthy

Katy Moir

Anna Newberg

Jodi Nova-Robison

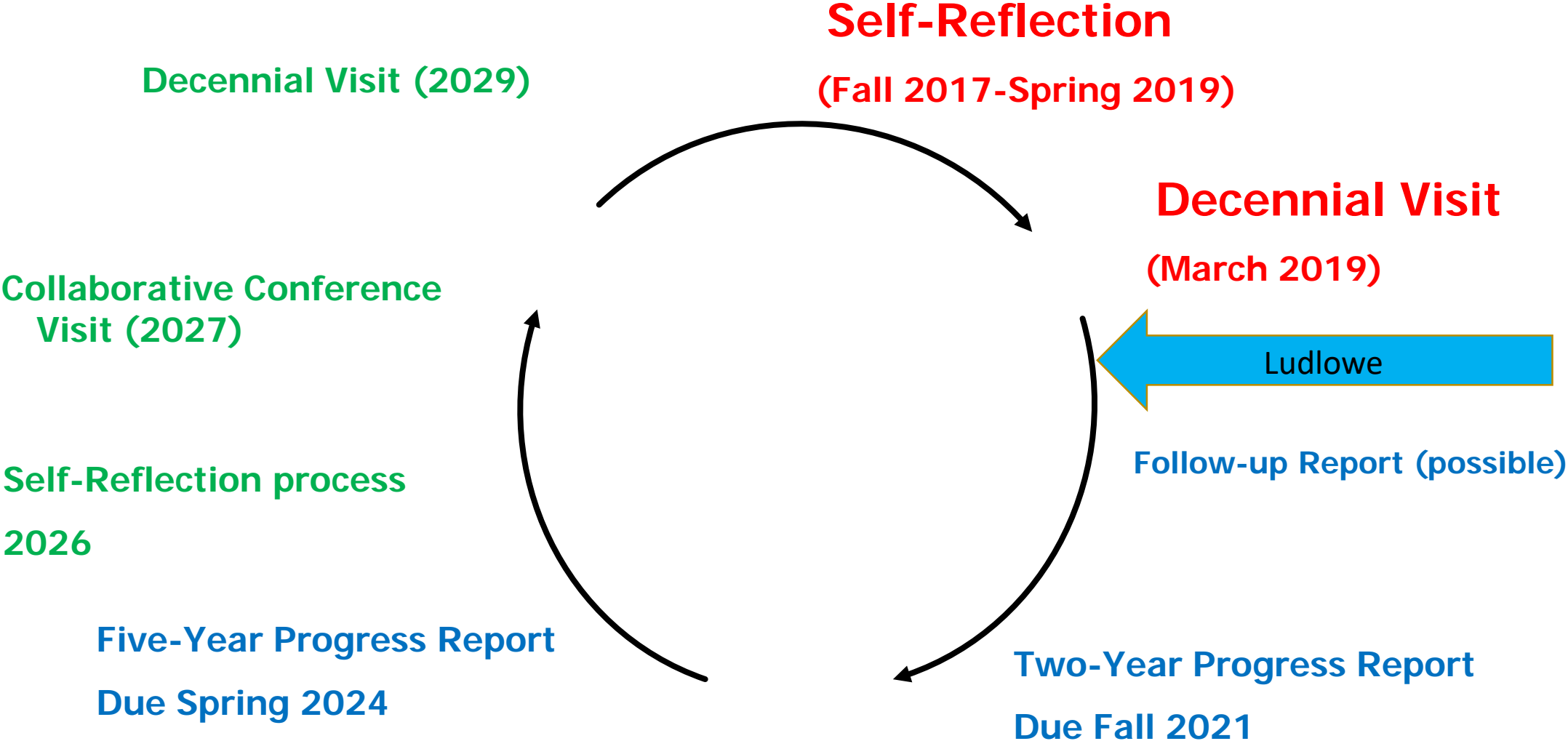
Katie Poole

Diana Rainho

Kris Samuelson

Carolyn Waters

The 10 Year Cycle (and where we are). Last visit was 2008.



2008-2012

3 different Headmasters

2012-13

- 4th New headmaster, New Webster Housemaster, New Director
- Hurricane Sandy, Sandy Hook, Loss of Warner House roof, Blizzard Nemo, Infinite Campus roll out, last day of school June 27
- Submitted 5 year report responding to:
 - 12 Highlighted recommendations missing from 2-year report
 - 10 Additional highlighted recommendations from decennial report
 - 33 General recommendations
 - Total of 55 Recommendations

2013-present - Changes at FLHS

- Created a new daily schedule
- Implemented an advisory program
- Overhauled safety protocols and infrastructure
- Underwent building project of 6 classrooms, 2 science labs, an expanded café, and a new roof
- Replaced all windows and locks in the building
- Implemented a new teacher evaluation plan
- Created PLTs for to allow collaborative time for teachers
- Restructured housemaster supervision structure
- Restructured learning center services
- Implemented school spirit initiatives (pep rallies, the Nest)
- Implemented 1:1 technology initiative
- Initiated School Climate, SRBI, School Safety, School Improvement, Tools-for-Schools, and various other ad hoc faculty committees
- Switched to SAT and administered PSAT to all students in grades 11, 10, and 9
- Expanded school counseling programs and support services
- Implemented Academic Expectations, Falcon Footprint, Vision of the Graduate work
- Continued to support and expanded senior internship program
- Implemented course name changes, explored options regarding grading approaches
- Various incidents of frozen sprinkler heads, flooded rooms, air quality testing, PCB removal
- Introduced a number of Social-Emotional Learning supports
- All new curriculum documents for all departments in the last 7-8 years
- New Director of Pupil Services, new head secretary, new head custodian, new Athletic Director, six Housemasters (3 are still there, 2 were hired as MS principals), 3+ Superintendents

The Visiting Team

Chair: Cathy Sosnowski - New England Association of Schools and Colleges, Inc.

Assistant Chair: Kelly Stokoe - Farmington High School

Team Members

- **Christian Allard** - Amity Regional Senior High School
- **Ray Coleti** - Danbury High School
- **Margaret Gross** - East Lyme High School
- **Carla Kahlbaugh** - Ridgefield High School
- **Deborah Kopple** - Norwalk High School
- **Lauren Kozlowski** - West Haven High School

- **Anna Mahon** - Amity Regional Senior High School
- **Michael Mal** - Bacon Academy
- **Andrea Peters** - Danbury High School
- **Melissa Richardson** - Crosby High School
- **Pam Rose** - Farmington High School
- **Edward Tyler** - Manchester High School
- **Abby Waldera** - Joseph A. Foran High School

The Standards on which we were judged:

Teaching and Learning Standards

1. Core Values, Beliefs and Learning Expectations
2. Curriculum
3. Instruction
4. Assessment

Support Standards

5. School Culture and Leadership
6. School Resources
7. Community Resources

All standards come with
Commendations
and Recommendations*

*Red font indicates it is a “highlighted recommendation” that needs attention in the “Two-year progress report.”

Standard 1: Core Values, Beliefs, and Learning Expectations

Commendations

- The grounding of core values and beliefs in research-based practice
- The core values that are central to the school's culture
- The FALCONS acronym that drives student participation in school and community activities

*F*ellowship
*A*cceptance
*L*earning
*C*ommitment
*O*pportunity
*N*iche
*S*uccess

Standard 1: Core Values, Beliefs, and Learning Expectations

Recommendations

- Provide opportunities for teachers to embed the school's core values, beliefs, and 21st century learning expectations in the curriculum
- Create and implement opportunities for teachers to collaborate on the collection, aggregation, and assessment of evaluative data in order to examine its implications for the review of the school's core values, beliefs, and 21st century learning expectations



Standard 2: Curriculum

Commendations

- The sufficient instructional materials and appropriate technology to implement the curriculum
- The purposely scheduled PLT (Professional Learning Team) times for teacher collaboration
- The sufficient support provided by the library media center to allow teachers to implement the curriculum
- The adequate staffing levels to implement the curriculum

Standard 2: Curriculum

Recommendations

- Develop and implement a common curriculum template
- Ensure the written curriculum is the taught curriculum
- Create and implement vertical articulation between sending schools and high school
- Utilize PLTs to inform areas for curriculum revision
- Create and implement a common formal written curriculum for the English department
- Develop and implement common formative and summative assessments in the curriculum documents between like courses
- Explicitly tie the school's academic expectations to the curriculum documents

Standard 3: Instruction



Commendations

- The wide array of instructional technology tools including 1:1 Chromebooks and extensive multimedia tools for the wide variety of academic and elective courses
- The FALCONS acronym that reinforces core values, beliefs, and learning expectations in all school settings
- The funding and support for teachers to become reflective practitioners and engage in professional development opportunities beyond the school and district-based professional development

Standard 3: Instruction

Recommendations

- Design and implement a plan to standardize teacher practices in collection and evaluation of data across all departments
- Design and implement a plan to develop interdisciplinary opportunities for all students
- Provide training focusing on best practices regarding the use of technology as an instructional tool
- Develop and implement a plan, including appropriate resources, for the implementation of district and building-level initiatives around authentic performance tasks as well as alternative instructional strategies
- Design and implement an organizational structure to serve as a conduit for teacher concerns around curriculum and instruction as well as for support of teachers within the classroom setting

Standard 4: Assessment

Critical and Creative Thinking	Communicating and Collaborating
How do students demonstrate critical and creative thinking to effectively evaluate evidence and construct solutions?	How do students communicate information clearly and effectively in a variety of contexts and work collaboratively to solve problems?
<i>Exploring and Understanding</i> The student engages in an investigative process by developing a detailed plan and by using a variety of research tools and methodologies.	<i>Conveying Ideas</i> The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.
<i>Synthesizing and Evaluating</i> The student weighs evidence, arguments, claims and beliefs in order to critically and effectively solve problems and to justify conclusions.	<i>Using Communication (Media) Tools</i> The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.
<i>Creating and Constructing</i> The student transforms existing ideas and knowledge into original ideas, products, and processes.	<i>Collaborating Strategically</i> The student takes into account prior knowledge, beliefs, and experiences of self and others; roles and relationships within the group; and the group's purpose, goals, and norms.

Commendations

- The development of the academic expectations indicators and rubrics for the purpose of achieving the school's 21st century learning expectations
- The consistent articulation to students about what they are expected to know and be able to do prior to each unit of study, as well as which of the school-wide learning expectations will be assessed
- The provision of specific and measurable criteria for success to students prior to summative assessments, such as rubrics with defined targeted high levels of achievement
- The employment of a wide range of formative and summative assessment strategies and a variety of creative and differentiated assessments
- The provision of specific, timely, and corrective feedback to students for the purpose of the revision and improvement of their work

Standard 4: Assessment

Recommendations

- Establish consistent benchmark dates to share whole-school achievement of each of the school's 21st century learning expectations, including a report to stakeholders
- Design and implement common summative assessments for all courses
- Design a process for more consistent use of school summative assessment data to revise curriculum and improve instruction to address the achievement gap
- Design and implement a process to communicate with and provide professional development for teachers on the implementation of any changes to grading practices

Standard 5: School Culture and Leadership



Commendations

- The Falcon footprint initiative that highlights the school's core values and beliefs through a graphic representation of these core values and beliefs
- The consistent academically challenging courses offered
- The consistent, formal time set aside in the daily schedule for students to interact with teachers in a non-academic way through homeroom, advisory, and club flex time
- Scheduled time dedicated to professional discourse and development
- The class sizes that enable teachers to meet the individual needs of students to maintain student safety and engagement
- The collaborative development of the academic expectations rubric that addresses 21st century skill
- The supportive and meaningful relationships that teachers develop with their students through a variety of means which enhances the respectful and safe environment that increases student engagement and achievement
- The collaborative relationship among the school board, superintendent, and principal which allows the principal appropriate levels of autonomy to support achievement of the 21st century learning expectations for all students

Standard 5: School Culture and Leadership

Recommendations

- Continue to explore ways to increase more opportunities for heterogeneous grouping in core academic classes that accurately reflect the diversity of the student body
- Provide targeted and intentional professional development that afford teachers ways to implement consistent improvement practices across content areas in curriculum, instruction and assessment as well as embed the new academic expectations
- Reflect on how to best use the evaluation model to support the work of the counseling services and student support faculty to meaningfully improve their practice
- Design and implement an organizational structure to increase inclusion of teachers, parents, and students in the decision-making process

Standard 6: School Resources



Commendations

- The robust and comprehensive system of supports including school counseling and mental health services for students struggling academically, emotionally, and behaviorally
- The number of general education programs and interventions to meet student needs and allow for success of all students within an inclusive learning environment
- The innovative learning initiative, which includes Chromebooks for all high school students as well as access to comprehensive digital tools and resources, providing equitable and high quality 21st century learning experiences for all students
- The extensive, diverse, and differentiated collection of print and digital resources that support curriculum and independent learning for all students and are responsive to student and staff needs

Standard 6: School Resources

Recommendations

- Ensure timely and coordinated referral process, implementation plan, and clear exit criteria for the various SRBI interventions and other support programs, so students can get the support they need with the goal of exiting out of those supports back into the tier 1 general education instruction
- Collect specific progress monitoring data for students receiving supports through all the tiered interventions to determine when students have met the exit criteria and can be less reliant on supports

Standard 7: Community Resources

Commendations

- The consistent and dependable funding for instructional programs, development, and supplies provided by the community and the district in order to support student needs
- The strategic and creative plan to purposely fund capital improvements with attention to energy and cost savings
- The reimagined library learning commons that encourages innovation and achievement of school-wide learning expectations
- The ongoing renovation and maintenance of major areas of the plant and site including turf fields, parking areas, roof, and building additions to impact student learning
- The commitment to the safety and well-being of the student body through the funding of initiatives and resources
- The productive relationships with businesses, higher education, and community organizations to foster authentic learning opportunities for all students



Standard 7: Community Resources

Recommendations

- Ensure adequate and organized storage space for academic and maintenance supplies and materials to provide a safe and organized learning environment
- Ensure adequate and dependable funding for cleaning and updating of the heating and cooling systems across the school to provide comfortable learning environments for all students and staff throughout the building

2008 – 55 recommendations (about 8 per standard)

2019 – 27 recommendations (about 4 per standard)

Staff priorities – established before visit, but match recommendations:

Two Year Targeted Plan:

Implement the academic expectation rubrics consistently through calibration.

Establish strong connections between students, parents, teachers, and administrators to ensure that all stakeholders are included in the decision making process.

Develop a process for the effective use of time for teachers to work together on interdisciplinary opportunities.

Communicate SRBI process, continue to develop intervention strategies and exit criteria.

Adapt the advisory program to be more reflective of and relevant to the students' needs and interests.

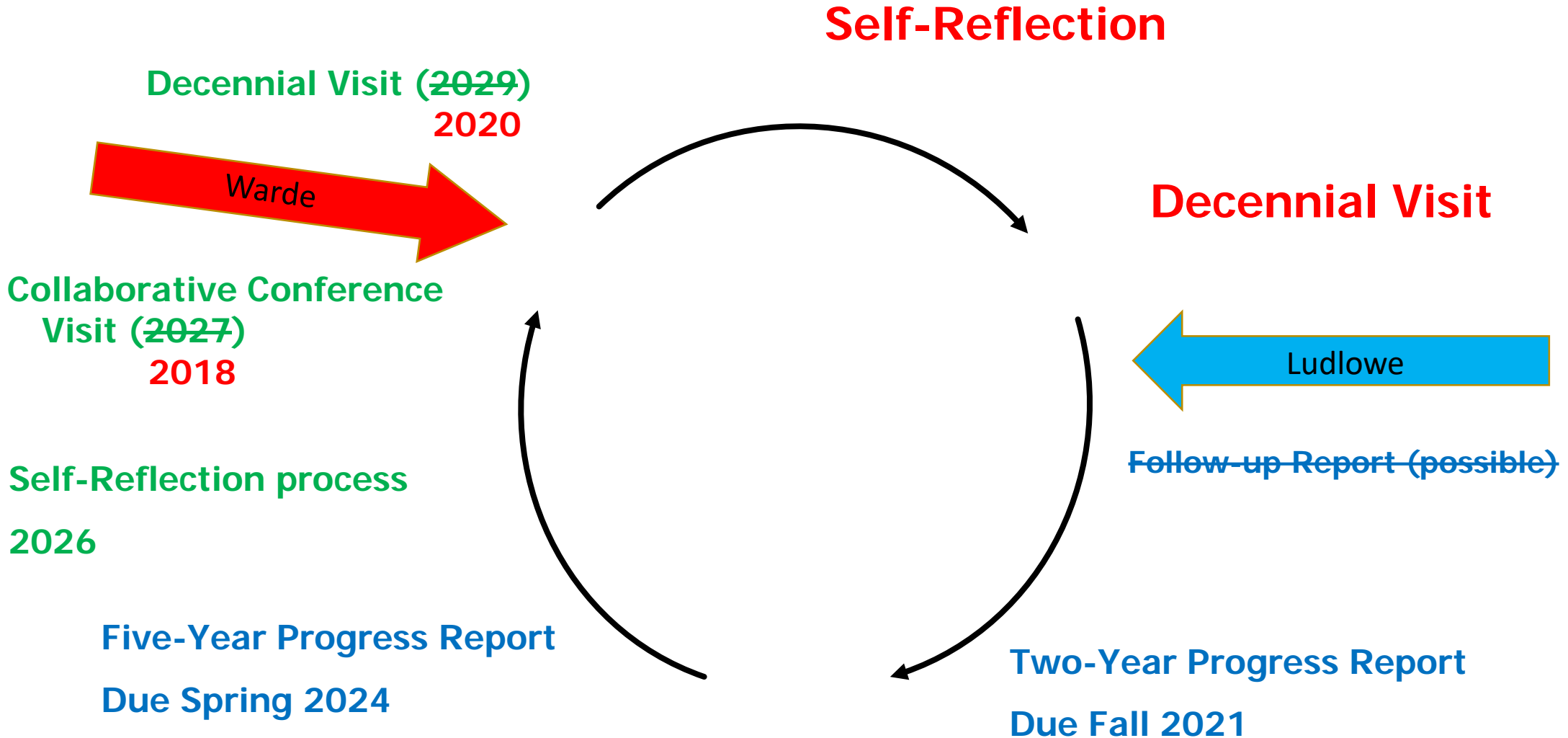
Already under way:

- Common formative and summative assessments
- Authentic performance tasks as well as alternative instructional strategies
- Standardize teacher practices in collection and evaluation of data
- Professional development in consistent improvement practices and embed the new academic expectations
- Increase inclusion of teachers, parents, and students in the decision-making process
- Ensure timely and coordinated referral process

Budgetary Implications?

- Design and implement an organizational structure to serve as a conduit for teacher concerns around curriculum and instruction as well as for support of teachers within the classroom setting
- Ensure adequate and organized storage space for academic and maintenance supplies and materials to provide a safe and organized learning environment
- Ensure adequate and dependable funding for cleaning and updating of the heating and cooling systems across the school to provide comfortable learning environments for all students and staff throughout the building
- Process at Fairfield Warde High School

The 10 Year Cycle (revisted)



Fairfield Ludlowe High School

- We are proud of our many accomplishments
- We provide an excellent educational experience to our students
- We provide exceptional support services to our students
- We have a supportive community

- We know we can strive to be better in areas related to curriculum development, formalizing/standardizing some assessment and data practices, expanding opportunities and awareness of our communication lines, and fully implement a responsive intervention system.

