New England Association of School and Colleges, Inc.

Commission on Public Schools

Committee on Public Secondary Schools

Report of the Visiting Team for Fairfield Ludlowe High School

Fairfield, CT

March 10, 2019 - March 13, 2019

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STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Committee on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report to be a privileged document submitted by the Committee on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at this school in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting committee.

STANDARDS FOR ACCREDITATION

The Committee on Public Secondary School's Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

CURRICULUM

Teaching and Learning Standard

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

2. The curriculum is written in a common format that includes:
   - units of study with essential questions, concepts, content, and skills
   - the school's 21st century learning expectations
   - instructional strategies
   - assessment practices that include the use of specific and measurable criteria for success, school-wide analytic and course-specific rubrics.

3. The curriculum emphasizes depth of understanding and application of knowledge through:
   - inquiry and problem-solving
   - higher order thinking
   - cross-disciplinary learning
   - authentic learning opportunities both in and out of school
   - informed and ethical use of technology.

4. There is clear alignment between the written and taught curriculum.

5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.

6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

INSTRUCTION

Teaching and Learning Standard

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
   - personalizing instruction
   - engaging students in cross-disciplinary learning
   - engaging students as active and self-directed learners
   - emphasizing inquiry, problem-solving, and higher order thinking
   - applying knowledge and skills to authentic tasks
   - engaging students in self-assessment and reflection
   - integrating technology.

3. Teachers adjust their instructional practices to meet the needs of each student by:
   - using formative assessment, especially during instructional time
   - strategically differentiating
   - purposefully organizing group learning activities
   - providing additional support and alternative strategies within the regular classroom.

4. Teachers, individually and collaboratively, improve their instructional practices by:
   - using student achievement data from a variety of formative and summative assessments
   - examining student work
   - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
   - examining current research
   - engaging in professional discourse focused on instructional practice.

5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics

2. The school's professional staff communicates:
   - individual student progress in achieving the school's 21st century learning expectations to students and their families
   - the school's progress in achieving the school's 21st century learning expectations to the school community.

3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.

6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
    - student work
    - common course and common grade-level assessments
    - individual and school-wide progress in achieving the school's 21st century learning expectations
    - standardized assessments
    - data from sending schools, receiving schools, and post-secondary institutions
    - survey data from current students and alumni.

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's

core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.

3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

4. In order to improve student learning through professional development, the principal and professional staff:
   - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
   - use resources outside of the school to maintain currency with best practices
   - dedicate formal time to implement professional development
   - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.

6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

7. Student load and class size enable teachers to meet the learning needs of individual students.

8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

SCHOOL RESOURCES FOR LEARNING

Support Standard

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

2. The school provides information to families, especially to those most in need, about available student support services.

3. Support services staff use technology to deliver an effective range of coordinated services for each student.

4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
   - deliver a written, developmental program
   - meet regularly with students to provide personal, academic, career, and college counseling
   - engage in individual and group meetings with all students
   - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
   - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
   - provide preventative health services and direct intervention services
   - use an appropriate referral process
   - conduct ongoing student health assessments
   - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
   - are actively engaged in the implementation of the school's curriculum
   - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
   - ensure that the facility is available and staffed for students and teachers before, during, and after school
   - are responsive to students' interests and needs in order to support independent learning
   - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
   - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
   - provide inclusive learning opportunities for all students

- perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

COMMUNITY RESOURCES FOR LEARNING

Support Standard

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:

    - a wide range of school programs and services
    - sufficient professional and support staff
    - ongoing professional development and curriculum revision
    - a full range of technology support
    - sufficient equipment
    - sufficient instructional materials and supplies.

2. The school community develops, plans, and funds programs:

    - to ensure the maintenance and repair of the building and school plant
    - to properly maintain, catalogue, and replace equipment
    - to keep the school clean on a daily basis.

3. The community funds and the school implements a long-range plan that addresses:

    - programs and services
    - enrollment changes and staffing needs
    - facility needs
    - technology
    - capital improvements.

4. Faculty and building administrators are actively involved in the development and implementation of the budget.

5. The school site and plant support the delivery of high quality school programs and services.

6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

School and Community Summary

School and Community Summary

Fairfield

> **Related Files**
> - 2019-02-19-20:12_FLHS School and Community Profile.docx

Core Values, Beliefs and Learning Expectations

Core Values and Beliefs about Learning:

Our environment fosters:

Fellowship: we can accomplish more together than we can individually.

Acceptance: we recognize and respect differences.

We are passionate about:

Learning: we encourage intellectual curiosity within and beyond the classroom.

Commitment: we pledge to honor our obligations to ourselves and to each other.

Our learning experiences generate:

Opportunity: we broaden horizons, deepen understanding, and inspire creativity.

Niche: we discover who we are and what we want to become through enriching our unique strengths and exploring new ideas.

Success: we strive to achieve our goals.

> **Related Files**
> - 2019-02-19-20:50_Core Values and Belief Statements.pdf
> - 2019-02-19-20:50_Academic Expectations and Rubrics- FINAL VERSION edited 11-2017.pdf
> - 2019-02-19-20:51_Social And Civic Expectations- Falcon Footprint.PNG

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS), and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting teams to assess the degree to which the evaluated schools align with the qualitative Standards for Accreditation of the Committee. Those Standards are:

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting team, and the follow-up program carried out by the school to implement the findings of its own self-study, the valid recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Fairfield Ludlowe High School, a committee of 9 members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people.

The self-study of Fairfield Ludlowe High School extended over a period of 13 school months from Jan 2018 to Jan 2019. The visiting team was pleased to note that members of the student advisory panel, PTA and board of education joined the professional staff in the self-study deliberations.

Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, and learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Fairfield Ludlowe High School also used questionnaires developed by The Research Center at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Team

A visiting team of 15 members was assigned by the Committee on Public Secondary Schools to evaluate Fairfield Ludlowe High School. The visiting team members spent four days in Fairfield, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, and a school administrator whose diverse points of view were brought to bear on the evaluation of Fairfield Ludlowe High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials

- 20 hours shadowing 15 students for a half day

- a total of 35 hours of classroom observation (in addition to time shadowing students)

- numerous informal observations in and around the school

- tours of the facility

- individual meetings with 28 teachers about their work, instructional approaches, and the assessment of student learning

- group meetings with students, parents, school and district administrators, and teachers

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included with each Indicator in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting team's judgment will be helpful to the school as it works to improve teaching and learning and to better align with Committee Standards.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools which will make a decision on the accreditation of Fairfield Ludlowe High School.

Standard 1 Indicator 1

Conclusions

The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify and commit to its core values and beliefs about learning.

In the spring of 2016, the faculty reviewed and voted to re-adopt the core values and beliefs statements established originally in 2006. The language was updated to reflect the current culture of the school community. Initial meetings to develop the core values and beliefs were held including parents, teachers, staff, and students. In January 2018, the high school invited the community in to give input on the core values and learning expectations. The works of Robert Marzano and John Hattie were used in the development and implementation of the core values and beliefs. This research provided the framework for the current year's professional development as well as established the basis for many teacher goals.Teachers and administrators have used Hattie's research to frame a homework policy so that homework does not simply reflect compliance, but is used as formative measure to assess student progress the learning objective. The school has a clear set of written core values and beliefs that is separate from the district's academic learning expectations. The acronym FALCONS (fellowship, acceptance, learning, commitment, opportunity, niche, success) is visible throughout the school. Some students are able to connect classroom activities to the core values. Students more readily see the core values and beliefs expressed in FALCONS as informing their extracurricular activities, specifically clubs and team sports. Activities surrounding a student's Falcon footprint include promoting optimism and spreading tolerance. Faculty also recognize students who exemplify a specific value of FALCONS monthly. Students understand the idea of the FALCONS footprint as a civic and social expectation, although many students did not see as strong a connection between the core values and what is being taught in the classroom. Students show enthusiasm and support of the Falcon of the Month. The Fairfield Public Schools' website clearly displays information on the core values, beliefs, and academic learning expectations. The FALCONS image and message was omnipresent throughout the school in hallways and on classroom posters, on wall murals featuring student art, and even on ceiling art and foot rugs.

Because of the dynamic, collaborative, and inclusive process led by the principal, the school community is committed to its core values and beliefs about learning as expressed in the academic learning expectations.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 1 Indicator 2

Conclusions

The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success.

Most students feel these learning expectations are challenging. The Endicott survey completed in 2009-2010 revealed only 50.1 percent of students agreed that the learning expectations were challenging, however, a follow-up survey revealed that 73.8 percent of students now agree with this statement. All stakeholders believe that the learning expectations prepare students for the 21st century. Parents believe the FALCONS acronym has made a positive impact with both current and former students. Students understand that the FALCONS footprint is making an impact on the school and recognize it in a broad sense as expressing social and civic learning expectations. The vision of the graduate attributes contain the learning expectations for the district.

Presently, each course is responsible for measuring two learning expectations. The learning expectations for critical thinking and creative thinking, collaboration, and communication haverubrics associated with them. These rubrics can be found on the school's website. The social and civic learning expectations are measured through participation in student advisory as well as through students' community service hours which are recorded in Naviance. Research done by Robert Marzano and John Hattie has led administration to embed these expectations within the FALCONS acronym. Advisory provides the time for school-wide activities to address civic and social expectations. Teachers have the autonomy to embed strands of the learning expectations rubric into their existing assessment rubrics. Some teachers create specific assessments for the primary purpose of assessing required expectations. The administration has recognized the need for consistent inclusion and calibration of these rubrics.

Because the learning expectations are defined by specific and measurable criteria for success, Fairfield Ludlowe High School has challenging and measurable 21st century learning expectations for all students.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- parents
- central office personnel
- school leadership
- Endicott survey
- school website

Standard 1 Indicator 3

Conclusions

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school and its policies, procedures, decisions, and resource allocations and inconsistently in the school's curriculum, instruction, and assessment.

The culture of the school broadly reflects the school's core values, beliefs, and learning expectations. For example, the fellowship value of unity as a group is especially evident in the strong school spirit embraced in the Battle of the Houses and extracurricular sports team competition as well as through opportunities for collaboration in numerous classes. The school's culture clearly embraces the community's value for advancing student learning, as more than 95 percent of students will take an Advanced Placement course before graduation. The school's course of study provides students with a wide variety of courses to choose among, including visual and music arts programs through which students can find a niche. There is a clear intention to offer students a place to belong in the 85 extracurricular clubs and 11 honors societies, with the opportunity to start another club, if they have an interest that is not currently serviced.The core values, beliefs, and 21st century learning expectations are not yet actively reflected in curriculum, instruction, and assessment in every classroom, and are in the initial phase of guiding the school's policies, procedures, decisions, and resource allocations as this is the first year of the pilot.

When the school's core values, beliefs, and 21st century learning expectations drive curriculum, instruction, and assessment in every classroom, the students will have a holistic experience guided by its core values, beliefs, and 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- facility tour
- student work
- teachers
- students
- parents
- central office personnel
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities.

In the spring of 2016, the faculty reviewed and voted to re-adopt the core values and beliefs statements. These were first established in 2006 when the school district divided the high school community into two schools, creating Fairfield Ludlowe High School. The district improvement plan (2015-2020) notes that a subsequent review led to adoption in 2014 of a revised mission and goals. The school anticipates revisiting the core values at the time of its five year NEASC report. The research of Robert Marzano and John Hattie guide classroom instruction, teacher evaluation, and the school's thinking on 21st century learning expectations. Teachers referenced the application of such research as it influences teacher use of professional learning team (PLT) meetings. Periodic forums including students and parents have been held. It is unclear if periodic forums were held to share information about 21st century skills and learning that included solicitation of feedback from the local business community.

There is a consistent practice of examining data about student achievement for the purpose of reviewing targeted school-wide learning priorities. Because this is the first year for the revised expectations, there has been no collecting, aggregating, or assessing evaluative data driven from the school-wide academic expectations nor of data teams who meet regularly, particularly to examine disaggregated data to determine achievement gaps and to suggest changes. When collaborating in PLTs, teachers occasionally discuss research on learning; however, teachers do not assess the implications of such research on the school's beliefs about learning. Teachers incorporate discussion of district and community priorities into their discussion of the school's core values, beliefs about learning, and learning expectations. Examining the district's work on a vision of the graduate clearly indicates that the school's learning expectations align with the district's learning goals.

Because the school regularly reviews and revises its core values, beliefs, and 21st century learning expectations using research, multiple data sources, and district and school and community priorities, it expresses the commitment of all stakeholders to provide a quality education for its students.

Sources of Evidence
- self-study
- facility tour
- teacher interview
- teachers
- students
- school board
- central office personnel
- school leadership

Standard 1 Commendations

Commendation

The grounding of core values and beliefs in research-based practice

Commendation

The core values that are central to the school's culture

Commendation

The FALCONS acronym that drives student participation in school and community activities

Standard 1 Recommendations

Recommendation

Provide opportunities for teachers to embed the school's core value, beliefs, and 21st century learning expectations in the curriculum

Recommendation

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 Indicator 1

Conclusions

The curriculum is inconsistently designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

The school has a document, FLHS academic expectations, that identifies the school's 21st century learning expectations. The 21st century learning expectations emphasize critical thinking, creative thinking, communication, and collaboration. The document, along with analytic rubrics, was piloted in 2016-2017, and in the spring of 2017-2018 courses in each department assumed responsibility for two of the learning expectations. While the academic expectations by course spreadsheetidentify the 21st century learning expectations that each grade level and course are responsible for, this identification is not found in the written curriculum. According to the Endicott survey only 50 percent of teachers feel that the school's formal curriculum ensures that all students practice and achieve all of the school's learning expectations. Teachers often rate their students from 1-4 on their Infinite Campus accounts, assessing their progress toward achieving the school's 21st learning expectations; however this is not used to guide changes to the curriculum. The district directors of curriculum for content areas were unsure when the curriculum would be revised to reflect the school's new learning expectations. Curriculum guides do not identify connections between course content and learning expectations. Although all curriculum guides published on the Fairfield Public Schools' website identify their content standards, they do not explicitly identify which learning expectations they are responsible for teaching within their course-specific curriculum. The program of studies provides extensive course offerings across disciplines that relate to the learning expectations. For example, on the academic expectations by course spreadsheet, core area departments and teachers identified what courses provide students opportunities to experience and receive feedback on the academic expectations. Each department will be required to assess proficiency on the learning expectations for the Class of 2023. Currently, 86.4 percent of parents feel the curriculum provides their son/daughter with opportunities to achieve the school's learning expectations. Teachers in Global Studies frequently use the critical and creative thinking rubric, and the communication and collaboration rubric when assessing student work. Although some teachers know which learning expectations they are responsible for teaching, according to the Endicott survey, 31 percent of students are undecided when asked if they feel as though they have opportunities to achieve the school's learning expectations. Teachers inconsistently utilize the school's learning expectations that they are responsible for teaching within their curriculum.

While the school has created academic learning expectations, when the curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations, the district will ensure that all students will have the opportunity to succeed.

Sources of Evidence
- classroom observations
- self-study
- panel presentation
- teacher interview
- Endicott survey
- school website
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

The curriculum is rarely written in a common format that includes essential questions, instructional strategies, units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations are not explicitly identified within the curriculum guides; some instructional strategies are present; and assessment practices do not frequently include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics within the curriculum documents.

The district does not use a common template or format when writing all curriculum. According to the Endicott survey, only 47.2 percent of the staff agree there is a common, formal, curriculum template that is used in all subject areas. Curriculum guides include essential questions, concepts, content, and skills. For example, when reviewing the Introduction to Communication Technology curriculum guides, each unit lists the essential question, concepts, content, and skills. However, all of the curriculum guides do not include the school's 21st century learning expectations. Although all disciplines have to align with Marzano's model for implementing instruction as part of the teacher evaluation process, the curriculum guides do not include explicit instructional practices. The curriculum guides do include some broader assessment practices, but do not list any common, specific, measurable criteria for success, nor do they incorporate the school-wide analytic-rubrics or course-specific rubrics. For example, the English 11 curriculum guide lists the broad type of assessments such as narrative essays, synthesis essays, literary analysis, and reading assessments. Although the English 11 curriculum guide lists the type of assessment practices, it does not provide any measurable criteria for student success, such as school-wide or course-specific rubrics. This was echoed in teacher interviews during which they expressed the same skills are being taught, but not measured in a common way. Curriculum guides exist for all subjects, including vocational/technical courses, although the templates are not common. For example, there are curriculum guides for Advanced Computer-Aided Design (CAD), Applied Mechanics, Computer Technology, Engineering Design Robotics, Transportation Technology, along with all the other technology and vocational courses, which completed curriculum review in 2012.

When the curriculum consistently uses a common template that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course specific rubrics, the district will ensure a more consistent educational experience for all of its students.

Sources of Evidence
- self-study
- teachers
- school leadership
- Endicott survey
- school website

Standard 2 Indicator 3

Conclusions

The curriculum inconsistently emphasizes depth of understanding and application of knowledge through inquiry, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out school, and informed and ethical use of technology.

Some of the curriculum emphasizes inquiry and problem-solving. The social studies curriculum guides have identified the Connecticut C3 Social Studies Inquiry Standards that students must know and be able to do. For example students must be able to "Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection (INQ 912.6)." Students practice these skills in three common inquiry projects completed throughout the year. Additionally, student practice the skills of the Common Core State Standards through argumentative writing tasks, and are graded with a common departmental writing rubric used by the social studies department. Although, 70.4 percent of staff responded in total agreement that their curriculum emphasizes depth of understanding and application of knowledge, it is not consistently represented and practiced within their written and taught curriculum.

No formal conditions are in place that ensure the curriculum emphasizes application of knowledge through cross-disciplinary learning. Only 49.3 percent of teachers agree that the curriculum emphasizes cross-disciplinary learning. There are instances where the business courses, technology courses, and Falcons Nest work together on different projects, but it is not explicitly tied to the curriculum, and is more informal in nature. According to the Endicott survey, only 41 percent of students believe their teachers explain how subject matter they are learning in classes connects to other courses they take. Additionally, only 53.7 percent of student feel their teachers include topics from other subject areas in their classes.

Although there are many instances where authentic learning opportunities are offered to students in and out school, it occurs infrequently, and it is not explicitly tied to curriculum documents. For example, last year an estimated 300 students participated in a senior internship program where students spend three weeks working at local business and schools that align with the student's potential career interests. However, only 57.7 percent of seniors report opportunities for off-campus learning. Additional examples of authentic learning opportunities can be seen in some of the some academic areas. For example, world languages, social studies, and science classes run trips abroad to Spain, England, and France. Additionally, in Fashion class, students participate in trips to New York and Paris. Only 47.7 percent of all students feel as though the school provides opportunities for learning outside the classroom.

Specific conditions are in place to ensure curriculum emphasizes informed and ethical use of technology. The library staff is frequently in the classroom providing instruction on the creation of works cited pages, and in-text citations. The school also adopted an acceptable use policy that all families must sign. Additionally, students complete a training on Turnitin.com to teach students about plagiarism as well as how to properly cite sources. According to the Endicott survey, 72.5 percent of staff, 86.9 percent of students, and 77.6 percent of parents all believe the curriculum emphasizes and promotes ethical and informed use of technology.Although the library media center has lessons on sexting, cyberbullying, and privacy to teach students about the appropriate use of technology, FLHS does not include how they are explicit teaching these concepts within the curriculum guides in other content areas.

While the school has some instances of depth of understanding and application of knowledge through inquiry, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out school, and informed and ethical use of technology, when FLHS consistently provides all students with the opportunity for authentic learning explicitly tied to the curriculum, the school will ensure all students have the ability to practice the school's 21st century learning expectations.

Sources of Evidence

- student work
- teacher interview
- teachers
- students
- school website

Standard 2 Indicator 4

Conclusions

There is inconsistent alignment between the written and taught curriculum.

While there is a curriculum for each content area, there is inconsistency in the methods used to ensure that the written curriculum is the taught curriculum. District directors of content curriculum as well as building-level administrators oversee the implementation of the written curriculum. In some content areas there are common summative assessments as well as common formative assessments. Common summative assessments have still not been completed in many content areas. The world languages department reported having four common assessments for every unit. All math classes share common assessments. Social studies teachers share common writing rubric. Common assessments are not present throughout entire departments. Additionally, staff responses on the Endicott survey reveal that only 64.8 percent of teachers agree that the written and taught curricula are aligned. In many cases, the written curriculum has yet to catch up with the delivered or taught curriculum. In many content areas, teachers cite flexibility in the ways in which they implement the curriculum, which speaks to the lack of consistency with how the curriculum is delivered. While curriculum guides on the district's website list content area standards, there are no agreed upon standards that all teachers assess. Curriculum guides also do not outline specific assessments to be implemented by teachers.

When there is a completed curriculum for each course in each content area using a common, formalized template to support alignment between the written and taught curriculum, education will be more equitable for all students across content areas.

Sources of Evidence
- student shadowing
- teacher interview
- department leaders
- central office personnel
- school website

Standard 2 Indicator 5

Conclusions

Inconsistent curricular coordination and vertical articulation exists between and among some academic areas within the school as well as with sending schools in the district.

Curricular coordination and vertical articulation exist in some capacity between some academic areas within the school as well as with the sending schools in the district. Directors of content curriculum are currently in the process of aligning the academic expectations at the middle schools to the expectations at the high school. There is some discussion and work being done on creating alignment in the expectations for student learning for 6th grade, 9th grade, and 12th grade. There is a plan to eventually align these with the elementary grades as well; however, there has not been any formalized vertical articulation. In smaller content areas, such as technology education, there are informal opportunities for vertical alignment from middle school to high school, however this is not the norm. There is inconsistency in the understanding of the curriculum review cycle at the school. Teachers, administrators, and district curriculum leaders differ on the review cycle. The school leadership team identified the curriculum cycle as every seven years. The curriculum standard subcommittee said the cycle is every five years. The directors of content area curriculum stated that the cycle is between five and ten years. In some content areas there are opportunities to review and evaluate certain aspects of the curriculum. For example, the social studies department has received some pull-out time in order to develop inquiry-based assessments aligned to the C3 Social Studies Framework. Additionally, curricula is not reviewed or evaluated until the prescribed review cycle for that content area. Content areas may go as many as ten years without a review.Although there is time embedded into the schedule for collaborative activities with PLTs, that time is not devoted to articulation of the curriculum. In the past, curriculum time was typically paid for during the summer. According to the results of the Endicott survey, 66.9 percent of teachers report being directly involved in the work of curriculum evaluation, review, and revision work. However, only 39.4 percent of teachers report that they have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.

While there has been purposefully planned opportunities for teachers to collaborate, when there is more effective coordination of the curriculum and vertical articulation, teachers will be better able to support student success in achieving the school's 21st century learning expectations.

Sources of Evidence
- self-study
- teacher interview
- teachers
- central office personnel
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 6

Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

According to the classroom size excel spreadsheet, the average class size for core classes is 20.8. Class sizes are between 18 and 24 students. The Endicott survey results indicate that 92.4 percent of parents agree that students have access to adequate instructional materials. All students are issued a variety of physical textbooks as well as electronic textbooks for each subject. As of September 2018, all students and teachers in the school have been issued Chromebooks, allowing the students the ability for 1:1 ratio with technology. The Endicott survey results indicate that 88.1 percent of students and 73.2 percent of staff agree the school provides instructional materials (i.e., textbooks, computers, equipment, and supplies) needed for each of their courses. Students and teachers have sufficient and appropriate technology to implement the curriculum including Chromebooks for every teacher and students, online textbooks, and use of the Google Suite. A recent renovation project added six classrooms and two science lab. The science labs, in number and equipment, are adequate for 21st century learning needs. The Endicott survey results reveal 77.6 percent of parents agree the school's technology resources are adequate. The library media center is a hub of activity for the staff and students. Teachers believe that the library provides a wealth of resources to support the implementation of the curriculum. Students spend a great deal of time in the library completing assignments, working collaboratively, and getting resources. Additionally,the PTA has purchased new chairs for library gatherings. There are also several study rooms equipped with the furniture, whiteboards, and technology necessary for group study. The library media center has also added the innovation lab which includes green screen technology for video editing, stop motion software, materials for robotics work, cubelets, and break-out kits. The schoolhas a facility that fully supports the delivery of the curriculum, including the 21st century learning goals.

Because staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities, students have the resources necessary to be successful.

Sources of Evidence
- teachers
- department leaders
- central office personnel
- Endicott survey
- school website

Standard 2 Indicator 7

Conclusions

The district provides the school's professional staff with inconsistent personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

Each core area, English, math, social studies, and science, have a director of curriculum for grades 6-12 which includes three middle schools as well as three high schools. They are responsible for the coordination and articulation of the curriculum as well as evaluations. Professional staff has adequate time provided for curriculum coordination and articulation, however the time is infrequently used to discuss curriculum, assessment, and implementation. Every teacher is assigned to a professional learning team (PLT) based on common courses or levels taught. These PLTs meet a half period every other day. According the Endicott survey, only 39.4 percent of teachers feel they have sufficient time to be engaged in formal curriculum evaluation, review, and revision work. Additionally, teachers, and the directors of curriculum do not know the last time middle school teachers vertically aligned with the high school to develop and review curriculum.In some content areas, members of the staff are actively involved in the process of ongoing curriculum and review. The Endicott survey shows that 66.9 percent of staff agree that they are directly involved in curriculum evaluation, review, and revision work. There are updates made to implementation guides by teachers. Additionally, there are content areas that engage in creation of assessments directly tied to standards. In the past teachers have been pulled outof classes to work on curriculum, and funds have been provided for summer curriculum work. The district is moving to a year-round approach. The district has an eight-year curriculum revision cycle, however it is inconsistently implemented. One factor has been the budgetary constraints that at times affect the ability to revise curriculum. For the 2018-2019 school year, the district budgeted $121,422 for curriculum development across all schools. Expenditures for curriculum development have decreased over the years due to budget constraints. As a result, curriculum development, evaluation, and revision is primarily done during department meeting time, if that department is in the curriculum review cycle. The district employs a curriculum review schedule based on subject area. Content areas that are scheduled to revise their curriculum will be budgeted accordingly for intermittent teacher pull-outs to work on curriculum revision as well as materials and resources. Specific research by Robert Marzano has been used by the faculty during the development, evaluation, and revision of the curriculum. This research drives instructional philosophy, and it is used in teacher evaluation. There are some instances where FLHS collects data of the school's learning expectations, as it is done on students' Infinite Campus accounts. Although this data is collected, it is not used to make revisions to the curriculum.

While the district provides the school's professional staff with some personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, when personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research is consistent across all content areas, FLHS will create a more relevant curriculum for allstudents.

Sources of Evidence
- self-study
- teacher interview
- central office personnel
- school leadership
- Endicott survey
- school website

Standard 2 Commendations

Commendation

The sufficient instructional materials and appropriate technology to implement the curriculum

Commendation

The purposely scheduled PLT times for teacher collaboration

Commendation

The sufficient support provided by the library media center to allow teachers to implement the curriculum

Commendation

The adequate staffing levels to implement the curriculum

Standard 2 Recommendations

Recommendation

Develop and implement a common curriculum template

Recommendation

Ensure the written curriculum is the taught curriculum

Recommendation

Create and implement vertical articulation between sending schools and high school

Recommendation

Utilize PLTs to inform areas for curriculum revision

Recommendation

Create and implement a common formal written curriculum for the English department

Recommendation

Develop and implement common formative and summative assessments in the curriculum documents between like courses

Recommendation

Explicitly tie the school's academic expectations to the curriculum documents

Recommendation

Develop and implement authentic learning experiences within the curriculum that all students have access to experience during their high school career

Standard 3 Indicator 1

Conclusions

Teachers' instructional practices are just beginning to be examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

Teachers know the school's core values, beliefs about learning, and academic expectations. They can speak to the academic expectations that are identified as goals for their specific content area.Although each content area is responsible for at least two of the academic expectations, the expectations matrix and rubrics are inconsistently applied. All classes have instructional activities that are implemented and feedback is given using the academic expectations. However, summative assessments are often assessed with content/assignment-specific rubrics or grading expectations. For example, math assessments are often graded based on points, with specific problems identified and assessed with the academic expectations rubric.

Teachers continue to reflect and feel that adjusting respective standards will improve instruction. Teachers in the core areas are involved in PLTs and have content-specific planning time each week to collaborate on best practices, and to collaborate on common assessments and instructional strategies that support the academic expectations. This is harder to achieve with singleton classes.

While teachers are in the initial stages of examining instructional practices with regards to the school's core values, beliefs, and 21st century learning expectations to ensure consistency, when the district and high school leadership team formalize time and expectations for this process, the core values, beliefs, and academic learning expectations will be embedded in instructional practices.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview

Standard 3 Indicator 2

Conclusions

Teachers' instructional practices sometimes support the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students in informal cross-disciplinary learning and as active and self-directed learners; emphasizing some inquiry, problem-solving, and higher order thinking; applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology.

Teacher practices include some personalization and differentiated strategies. Teachers implement interest surveys at the beginning of the year to get to know the students and to inform instructional practices. A math class project required research and calculation of true cost of going to college at institutions of interest to students. Opportunity for choice in instructional activities and projects is common in many courses including English, chorus and the physical arts, among others. Students in wood manufacturing determine their own projects, then research and design with encouragement, challenge, and instructional coaching. A chorus project offers students an opportunity to choose a musical piece, analyze it, and use persuasion to convince the class to use the piece in performance. Instructional strategies include separating students into groups/pairs based on learning needs. In a grade 9 Algebra class, the teacher used formative assessments to pair students with like-learning needs to work on problems appropriate to their current progress.Outside of class, teachers meet regularly with individuals and small groups to address individual learning needs. Teachers meet regularly with students during free periods and/or after school for extra help or writing conferences. Teachers are available to help students be successful. Student work shows teacher feedback requesting student to meet again to work on a concept.

Many teachers work to engage students in self-reflection as a tool to improve learning and study skills. AP Spanish and English classes use student-to-teacher shared Google forms for students to self-reflect and for teachers to respond with feedback. Students are asked to use rubrics, including the academic expectations, to self-reflect as they work to complete a task. Math teachers are using error analysis to improve conceptual learning. For example, a math teacher has students analyze student homework completion data with summative grades to reflect on the impact of completing or not completing homework on summative success. The new summative grading policy requiresteachers to help students understand the importance of assessment (primarily formative) as a learning tool rather than simply a grade-driven evaluation. Students feel teachers use formative assessments, as well as feedback, to determine if more time is needed in a unit prior to summative assessments.

Teachers use thematic units in their courses. Although teachers focus on key themes and essential questions, it is not clear if essential questions are made clear to students. Units have overarching themes and instruction is geared toward performance tasks that represent the essential questions. In some courses, students are engaged in cross-curricular learning. There is an intentional cross-curricular connection in American Studies which includes AP English and History, Bella Boutique which includes Fashion Design and Marketing/Business, and the Falcon's Nest bake shop that includes culinary, marketing and graphic arts collaboration. Informal connections are made in history/English and math/physics. The Comparative Government class often incorporates science, math, and economics.

Students are actively involved in their own learning in many classes through hands-on, project-based learning and discovery lessons.Geometry classes use discovery as an instructional practice regularly. A physics class is working on a year-long project in which they design and build a scale model roller coaster, modifying and adding as new skills/knowledge are developed. Independent action plans in English classes prompt and guide students to reflect on their learning and to formulate self-determined goals. Teachers act as coaches in Pre-Calculus and English honors classes. Instructional practices encourage research as a component of some courses and levels. Instructional and assessment activities that require research are seen through student work in Algebra 12 CP, health classes, and Preschool Lab, among others. Students work in cooperative groups across all disciplines, although classroom observation and student work indicate less frequent use of collaborative groups in instruction.

Instructional practices include direct instruction, inquiry, and problem-based. Performance-based assessments aligned to the academic expectations are used in all disciplines. Student work samples indicate that to some

degree all disciplines expect students to complete some tasks that go beyond acquisition of skills and emphasize inquiry and higher order thinking such as synthesizing and comparing/contrasting. The goals in the school's academic expectations encourage instructional practices that include tasks that require students to apply knowledge in authentic problem-solving and problem-based assessments in some courses. Some of these tasks, such as choral presentations of song piece evaluation, end in formal presentations. Students have the option to participate in an internship in the community at the end of their senior year that requires creating a resume and potentially interviewing.

Teachers integrate technology to enhance instruction in varying degrees. The math department has SMARTBoards in each classroom that many teachers use. Technology education has many advancements that make applications and student-created projects more detailed. Other electives courses, such as Broadcast Journalism, are made possible through advanced technology provided. All students have been issued a Chromebook. Although there is professional development focused on implementing Chromebooks into instructional practices, teachers report inconsistency with the ability to work in their content area to fine-tune applications that may impact and improve instruction in their classrooms. The board of education supports the need for specific and ongoing professional learning to support meaningful implementation of the Chromebooks as an instructional tool.

When all teachers' instructional practices consistently support the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students in purposeful cross-disciplinary learning and as active and self-directed learners, emphasizing inquiry, problem-solving, and higher order thinking, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology, then teachers' instructional methods will deliberately meet the learning needs of each student.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 3

Conclusions

Some teachers adjust their instructional practices to meet the needs of each student by using formative assessment during instructional time; occasionally employing strategic differentiating; and sometimes purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom.

Teachers regularly assess and guide each student's learning throughout the lesson by employing a variety of assessments as well as direct instruction which shapes the learning culture and informs instructional practice. However, the use of authentic performance tasks to shape instructional practice is employed sporadically in core academic areas with significantly higher levels of authentic learning and alternative instructional strategies within the school's elective programs. The Falcon Report created in Broadcast Journalism reflects student collaboration, engagement, group learning, and authentic learning tasks to drive instructional practice. An American Dream authentic learning task required application and interdisciplinary practice. Additionally, teachers routinely employ formative assessment to drive student learning and communicate the importance of academic growth over time.

The newly implemented shift to the summative grading system reinforces the need to communicate and chart student academic progress in the classroom setting. Teacher feedback is specific and immediate to help students improve. For example, teachers utilize a variety of instructional protocols and technology tools such as collecting and examining student work as well as the use of Quizlet, Cahoot, and Google forms. Teachers regularly analyze formative assessment data as well as student-interest surveys to specifically help individual students learn concepts/skills. The STAR reading and math tests are used as a benchmark to drive instruction. There is a discrepancy in how students and teachers interpret the degree of differentiated instruction. Students say teachers offer extra-help sessions and this culture of extra help offers an opportunity for teachers to personalize their learning.

While there is some evidence that teachers adjust instructional practice using alternative instructional strategies to meet the needs of each student, when all teachers employ consistent use of authentic performance tasks and alternative instructional strategies in all core academic areas, this instructional shift will create a learning culture of enhanced collaboration, group learning, and strategic differentiation.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- teacher interview
- school board
- department leaders
- central office personnel
- school leadership
- school support staff

Standard 3 Indicator 4

Conclusions

Teachers, individually and collaboratively, seek to improve their instructional practices by using student achievement data from formative and summative assessments, examining student work, examining current research, and engaging in professional discourse focused on instructional practice.

Teachers have developed some common performance-based assessments, which are evaluated using academic expectations rubrics so that the data collected is calibrated. Teachers are given common planning and PLT time to meet and discuss, analyze and calibrate student work. Additionally, the district shift to the newly implemented 20 percent final exam has created a need to review both the purpose and design of the assessment structure as well as those instructional practices needed to support this shift. Teachers and housemasters agree that the PLT is critical to fostering this level of assessment review and instructional reflection including the calibration of anchor sets for scoring assessments.

Teachers receive feedback from parents, supervisors, students, and colleagues in a variety of ways. Every two years, parents and students complete an online survey which provides an opportunity to evaluate and assess areas related to teacher practice and school climate.The administration and teachers study the research-based instructional practices of Marzano andHattie, and the administration has developed a series of EZPD videos to offer staff short and digestible segments of advice and guidance, related to practices in the classroom. District curriculum directors are in place to support teacher instructional practice and are identified as instructional liaisons in non-core areas.

Because teachers, individually and collaboratively, work to improve their instructional practices by using student achievement data from common and formative assessment, examining student work, using feedback from a variety of sources including other teachers, supervisors, parents as well as by reviewing current research, there is a clear pathway to developing instructional practices that ensure all students' achieve academic learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- central office personnel
- school leadership
- Endicott survey

Standard 3 Indicator 5

Conclusions

Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

Fairfield Public Schools actively encourages teachers to engage in their professional learning beyond the school-and-district-based professional development. Tuition reimbursement and funding is set aside yearly for teachers to attend professional development beyond school-based offerings. Teachers routinely reflect on their instructional practice in PLTs, common planning time, and faculty meetings. Additionally, teachers maintain open lines of communication with regard to providing data and feedback and consistently reflect on feedback from administrators, peers, students, and parents.

Because teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices, they are best positioned to support student achievement of the academic learning expectations.

Sources of Evidence
- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership

Standard 3 Commendations

Commendation

The wide array of instructional technology tools including 1:1 Chromebooks and extensive multimedia tools for the wide variety of academic and elective courses

Commendation

The FALCONS acronym that reinforces core values, beliefs, and learning expectations in all school settings

Commendation

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 Recommendations

Recommendation

Design and implement a plan tostandardize teacher practices in collection and evaluation of data across all departments

Recommendation

Design and implement a plan todevelop interdisciplinary opportunities for all students

Recommendation

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 instructionalstrategies

Recommendation

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 instructionalstrategies

Recommendation

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 Indicator 1

Conclusions

The professional staff has begun the formal process of assessing whole-school and individual student progress in achieving the school's 21st century learning expectations with school-wide rubrics based on specific and measurable criteria for success.

The school has recently established a set of academic expectations with six indicators organized around critical and creative thinking, and communicating and collaborating: exploring and understanding, synthesizing and evaluating, creating and constructing, conveying ideas, using communication tools, and collaborating strategically. These expectations closely reflect most of the 21st century learning expectations. In addition, the school has established 4-point rubrics to assess these indicators. The board of education points to the district improvement plan as impetus for the academic expectations rubric and vertical alignment. These academic expectations are currently being assessed this school year, and will be incorporated into the graduation requirements for the Class of 2023. As this is the first year of implementation, no aggregate data for school-wide results exists. Additionally, no overall score for individual students exists, but students receive a grade for their course.

The school has a plan that ensures that each student has regular opportunities to be assessed on all six academic expectations by assigning at least two indicators to each course. A summary of the distribution of these academic expectations has been compiled by grade and department. Teachers use more of these academic expectations in an informal manner. Teachers also report that they are encouraged to interpret the school-wide analytical rubric to more closely align to the work in their classes.

Because Fairfield Ludlowe has begun to implement academic expectations and the formal process of assessing whole-school and individual student progress using school-wide rubrics based on specific and measurable criteria for success, it will be better able to ensure all students will have success in achieving the school's 21st century learning expectations.

Sources of Evidence
- self-study
- teacher interview
- school board
- central office personnel
- school leadership

Standard 4 Indicator 2

Conclusions

The professional staff is in the initial stages of communicating individual student progress in achieving the school's 21st century learning expectations to students and their families as well as the whole-school progress in achieving the school's 21st century learning expectations to the school community.

The school is in the process of communicating in writing to all students and parents individual progress in achieving each of the 21st century academic expectations. The communication of the new academic expectations, being piloted this year, will occur through the Infinite Campus portal and on report cards at the end of this year. On the final report card, this communication will be separate from the letter grade, by indicating student progress on a scale of 1-4 (i.e., below standard, developing, achieving, exemplary). In the fall of 2018, the board of education approved a new set of graduation requirements for the Class of 2023, including a requirement for students to demonstrate a score of 3 or better on each of the six academic expectations.

Whole-school achievement of each of the 21st century academic expectations was not reported for the 2017-2018 school year, but will be reported to the board of education and the stakeholders at the end of each school year hereafter. On the recent Endicott survey, 51.1 percent of parents agree the school provides them with a formal report, in addition to course grades, which explains their son's/daughter's progress in achieving school-wide 21st century academic expectations.

When the professional staff establishes consistent benchmark dates to share whole-school achievement of each of the school's 21st century learning expectations, including a report to stakeholders and parents, the professional staff will be able to ensure all students will have success in achieving the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- teachers
- students
- parents
- Endicott survey

Standard 4 Indicator 3

Conclusions

The professional staff collects, disaggregates, and analyzes some data to identify and respond to inequities in student achievement. The data reviewed comes from both formative and summative assessments.

Across the school, the professional staff uses specific and measurable criteria for success, such as school-wide rubrics, and discusses this review of student work. They also review summative and standardized assessments, such as Standardized Testing and Reporting (STAR) math and reading tests, Spanish Test for Assessing Morphologic Production (STAMP) and the ACTFL Latin Interpretive Reading Assessment (ALIRA) world languages tests, and Scholastic Aptitude Test (SAT) and Preliminary Scholastic Aptitude Test (PSAT) exams. Teachers discuss inequities during their PLT meetings.

There are ongoing discussions regarding achievement gaps, with directors of content curriculum indicating concerns. The achievement gap as reported by EdSight is at 20.5 percent for English language arts versus the state mean of 16.6 percent, math is 21.9 percent versus the state mean of 18.5 percent, and science is 19.8 percent versus the state mean of 16.5 percent. Faculty members of the Scientific Research-Based Intervention (SRBI) team collect data on interventions, term grades, attendance, social and emotional concerns, and teacher feedback in order to provide academic, behavioral, and/or emotional support for students. Results are compared to classroom performance and interventions, such as reading strategies class or math workshop class, are put into place. They also look at students' growth potential and whether or not students meet growth targets. The professional staff collects data which can be used to resolve inequities in student achievement.

Teachers indicate that assessment of academic expectations is often used as a tool for skill building, rather than generating a grade. According to the Endicott survey, 87 percent of staff feel they improve their instructional practices by using student achievement data from a variety of formative and summative assessments. Teachers consistently use analysis at the conclusion of a unit of study, and in the review of common assessments. The school is in the process of moving away from mid-year examinations, but teachers are free to give a mid year assessment. There is evidence that student portfolio and performance projects are also used, especially in the art and music departments.

When the professional staff collects, disaggregates, and analyzes data on a consistent basis, they can identify and respond to inequities in student achievement.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- department leaders
- school leadership
- Endicott survey

Standard 4 Indicator 4

Conclusions

Across the school, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals prior to each unit of study.

Teachers consistently articulate to their students 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 academic expectations will be assessed. Teachers consistently explain what will be assessed prior to each unit of study. When asked, students stated they are aware of what is being assessed in their classes. On the Endicott survey, 63 percent of students, parents, and teachers are in total agreement that, prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

Because the teachers regularly communicate the school's applicable learning expectations to students, they will be able to ensure all students will have success in achieving the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- student work
- students
- Endicott survey

Standard 4 Indicator 5

Conclusions

The vast majority of teachers provide students with specific and measurable criteria for success prior to summative assessments, such as rubrics with defined targeted high levels of achievement.

In the Endicott survey, 81.2 percent of students agree with the statement, "My teachers regularly use clear criteria, such as rubrics to assess my work," and 74.1 percent of students agree with the statement, "I understand in advance what work I have to accomplish to meet my teachers' expectations." For example, a project in Comparative Government is framed by an essential question which is addressed throughout both the unit and the assessment criteria. In many cases, project descriptions and rubrics were prominently displayed in classrooms. Parents agree that students are clear on assessment criteria. On the Endicott survey, 71 percent of parents agree with the statement, "I am familiar with and understand the school-wide criteria for success, such as analytic rubrics, teachers use to assess my son's/daughter's learning."

Because teachers provide students with specific and measurable criteria prior to summative assessments, the students have a clear understanding of what is necessary for high levels of achievement.

Sources of Evidence
- classroom observations
- student work
- teacher interview
- teachers
- students
- parents
- Endicott survey

Standard 4 Indicator 6

Conclusions

In each unit of study, teachers consistently employ a range of assessment strategies, including formative and summative assessments.

Across the school, teachers understand and use formative assessments regularly, as well as assess learning on a day-to-day basis through observation. Individual and small group formative assessments, student progress-to-date reviews, check-ins, technology-aided assessments, and performance reviews are all widely used. Student self-assessments, including ones using technology, reflections, and check-ins are also used.

Examples of some projects include, but are certainly not limited to, the college loan repayment project in math, technology education projects to support the community such as garden carts for the preschool program and Adirondack chairs, art and photography portfolios, poster production in Print Design, and the creation of college newsletters in Computer Information Systems class. Class performance assessments are aligned with other authentic evaluative models, for example music skill practice reflects and expands upon audition materials for Western Regionals of the CT Music Educators Association (CMEA) adjudications.

While there is no formal revision/retake policy in place, teachers regularly allow students to rework assignments after they have shown evidence of some additional preparation such as quiz corrections, and there is evidence of some use of the academic expectations as a tool for skill building, rather than for producing a grade. Teachers incorporate a variety of creative and differentiated assessments to measure students' ability in their courses. Formative assessments provide feedback and are given a score. A wide range of assessment strategies is evident, as is the use of exemplars.

In all areas, teachers appropriately use summative assessments, such as end-of-unit and end-of-term exams. The mid-year exam has been removed district-wide, but teachers are not discouraged from giving a mid-year assessment within the framework of their course.

Because teachers consistently employ a wide range of assessment strategies, including formative and summative assessments, and incorporate a variety of creative and differentiated assessments to measure students' ability in their courses, students will have success in achieving the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students

Standard 4 Indicator 7

Conclusions

In some areas, teachers collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

The school provides designated formal time with regularly scheduled meetings of professional learning teams (PLTs), grade-level content teams, and district-wide department meetings providing faculty with many opportunities to discuss various assessments. Purposefully created schedules allow teachers with common courses the opportunity to meet every other day. Professional learning teams meet formally with an administrator twice a month for at least 40 minutes during common planning block; and district-wide department meetings occur after school once a month for an hour-and-a-half session.

In the Endicott survey, 80 percent of teachers responded that they meet formally to discuss and improve both formative and summative assessment strategies. Although there are curriculum implementation guides per course, the implementation of the curriculum and assessment is flexible. Not all courses use grade-level assessments. Teachers report that assessments that are given are not exactly the same, but the significant performance questions are very similar. For example, in science, there are common inquiry-based written assessments three times a year, but in other courses only the final exam is common. Teachers share materials, especially with new teachers. Some departments report that they do have common final exams, and they need to work on more common assessments.

There are common rubrics within some departments and courses, for example the world languages on-demand writing rubric, the world languages presentational writing rubric, the technology education common assessment rubric, the concert orchestra mid-year performance rubric, and the library works cited rubric.

While teachers regularly have the opportunity to collaborate in formal ways on assessments and rubrics, when the creation of common summative assessments is more consistently implemented across all courses and departments, the needs of all students will be met.

Sources of Evidence
- classroom observations
- self-study
- parents
- Endicott survey

Standard 4 Indicator 8

Conclusions

Teachers across the school provide specific, timely, and corrective feedback to ensure students revise and improve their work.

Helped by the 1:1 Chromebook initiative, teachers have been able to provide more timely feedback on assessments and formative work. Technology also allows immediate feedback with the opportunity to revise, for example in Computer Information Systems and music classes. In Computer Information Systems class, students work through activities through the CENGAGE's skills assessment manager (SAM) online course to learn applications, and then submit their work to be assessed online. They are given feedback on their work, with the opportunity to revise up to three times. In music, the SmartMusic program enables students to see performance errors in real time and to make corrections. This is encouraged before formal assessments take place. There is no formal revision/reassessment process in place for the school, but the opportunity to reassess/revise assessments is present, the form varying from teacher and course. There was a school-wide professional development session in 2016 devoted to feedback, along with a feedback reflection tool for teachers to use.

Parents have some concern about timeliness of grades being entered into Infinite Campus and that online grade may not always reflect work recently passed in.This year the school has implemented a two-week return policy for all grades to ameliorate these parent concerns. However, students report that they are given timely feedback with the opportunity to improve. Results of the Endicott survey show that 65 percent of students feel that their teachers' feedback helps them to improve their school work, and 59 percent feels that the feedback is timely. The district climate survey from 2016 reports that 55 percent of students believe that their teachers help them improve their work, if they do poorly on an assignment, and 65 percent agrees that their teachers notice and let them know when they are doing a good job. In a CP Biology classroom observation, the teacher used a whole-class review of a previous assessment to provide feedback to students prior to beginning a project. It was clear to the students that this was to help them improve, and one student reminded the teacher, "Remember I was confused about this on the last quiz."

Because teachers provide specific, timely, and corrective feedback, students are able to revise and improve their work.

Sources of Evidence
- classroom observations
- self-study
- parents
- Endicott survey

Standard 4 Indicator 9

Conclusions

Teachers purposely use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

Across all departments, formative assessments include, but are not limited to, the use of warm ups, whiteboards, quizzes, rubrics, and peer editing. Teachers assign formative writing assignments such as exit slips, independent reflections, and laboratory reports. In addition to these in-class forms of assessment, teachers use a variety of online assessment tools such as Google forms to facilitate quizzes and surveys, and websites to create trivia-style games like Kahoot, Plickers, and Jeopardy. Other quantitative and qualitative ways that teachers evaluate the progress of student learning include red light/green light check-ins, thumbs up or down, and asking students to explain their thinking or reasoning. Classroom observations showed several examples of written formative checks, group assessments, and self-reflection at end of class with a quick 1-4 check-in with students. In an Algebra class there was immediate feedback on a formative check followed by a reteaching and reassessing cycle for those students who needed it, and more challenging work for others. In a music class the SmartMusic program was used to provide students with immediate feedback with the opportunity to make corrections. This is encouraged before formal assessments take place.

Because teachers purposely use formative assessment in the classroom, they are able to use the results to inform and adapt their instruction for the purpose of improving student learning.

Sources of Evidence
- classroom observations
- self-study
- student shadowing

Standard 4 Indicator 10

Conclusions

Teachers and administrators, individually and collaboratively, inconsistently examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including some of the following: student work, common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century learning expectations, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from current students and alumni.

Teachers examine student work in their course teams, to revise lessons and improve instructional practice. For example, a precalculus lesson has been revised for honors and college prep classes over time based on results. Teachers teaching the same or similar courses meet in PLTs and tasks include a balance of planning lessons, calibrating student work, and developing common expectations. There is a revisiting PLTs document that gives a very broad range of ideas for teachers to focus on in their meetings. Some teachers indicate that they are given more direction for how to spend their PLT time from the housemasters, and that in general, the results of student assessments are used to alter instruction/curriculum, but others indicate they are not using the PLT time consistently. The directors of content curriculum report teachers meet regularly and purposefully to review student work and that there is a district-wide protocol, and agree that it is used differently in different departments.

Common assessments, including final exams and performance-based assessments, provide teachers and curriculum directors with student performance data. Departments use this data for revising curriculum and instruction to various degrees.

Teachers' comfort level in using the school-wide rubrics varies widely, and there is some level of frustration. They struggle with the language of the rubric and how to apply it to their discipline, and they report and record student scores inconsistently. Some teachers are trying to make the language more user-friendly for their students. Teachers have not yet started to examine the results of data on the achievement of the school's academic learning expectations to revise curriculum and improve instruction.

Data from standardized assessments such as the PSAT is given to teachers to inform instruction. Data from PSAT, SAT and STAR are analyzed by the mathematics and English departments to inform practice and implementation guides though not yet curriculum. Data is looked at for strengths and weaknesses across content and organized by teacher. For example, in the math department, statistics concepts were added to the Algebra 2 course based on the SAT data. In science, the Next Generation Science Standards (NGSS) have been used to informally restructure curriculum and assessments.

Teachers survey students mid-year to get data to inform their practice. There is a district survey for students, parents, and teachers. Former students also may provide feedback; for example, an art teacher had alumni come back to help inform his development of an Early College Experience (ECE) course.

When there is a consistent use of a range of evidence for examining student learning and it is consistently applied across courses and departments, assessment will drive revision of curriculum and improvement of instructional practices to support student achievement of academic learning expectations.

Sources of Evidence
- self-study
- student shadowing
- department leaders
- Standard sub-committee

Standard 4 Indicator 11

Conclusions

Grading and reporting practices have recently been revised to align with the school's core values and beliefs about learning.

The program of studies, which describes the principles of the school's grading system and details the process for arriving at grades, is updated every year to reflect changes from the previous year.

The school recently revised grading practices to align with current educational practices. These recent changes to school-wide grading practices are in line with its beliefs about learning, and its grading program, Infinite Campus, has been set up to support the changes. Because of the formative nature of homework it is no longer calculated as part of a student's summative grade. Only summative assessments are graded. Additionally, the school has moved from having weighted quarter grades along with a midterm and final exam to a cumulative grading practice, with a final assessment worth 20 percent of the course grade.

Students and parents report that some courses continue to have midterm exams. Only 38 percent of the staff agreement that grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning. In discussions with teachers, questions have arisen concerning teacher reflection of the academic expectations, and whether a revision process will be incorporated into teacher training.

When the grading and reporting practices are implemented consistently, they will align with the school's core values and beliefs about learning.

Sources of Evidence
- self-study
- teacher interview
- teachers
- students
- parents
- Endicott survey
- Standard sub-committee

Standard 4 Commendations

Commendation

The development of the academic expectations indicators and rubrics for the purpose of achieving the school's 21st century learning expectations

Commendation

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

Commendation

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

Commendation

The employment of a wide range of formative and summative assessment strategies and a variety of creative and differentiated assessments

Commendation

The provision of specific, timely, and corrective feedback to students for the purpose of the revision and improvement of their work

Standard 4 Recommendations

Recommendation

Establish consistent benchmark dates to share whole-school achievement of each of the school's 21st century learning expectations, including a report to stakeholders

Recommendation

Design and implement common summative assessments for all courses

Recommendation

Design a process for more consistent use of school summative assessment data to revise curriculum and improve instruction to address the achievement gap

Recommendation

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 Indicator 1

Conclusions

The school community consistently works to consciously and continuously build a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

The student/parent handbook outlines clear expectations. According to the Endicott survey, 84.8 percent of students identify feeling safe at school, 72.7 percent of students feel they are respected by teachers, and 52 percent of students feel teachers are concerned about their learning. In addition, the Endicott survey shows 88 percent of staff and 88.1 precent of parents agree that the school has a safe, positive, respectful, and supportive culture. The house system assists in making the larger school feel smaller and provide more effective oversight of students academically, socially, and emotionally. The school ensures the consistent application of safeguards for all stakeholders, which include routine practice of fire drills, lockdown, and evacuation drills. Doors are locked at all times, requiring visitors to show identification to be admitted to the building, and are monitored by a security guard at the front of the building at all times. These routines are supplemented by the presence of a school resource officer (SRO) from the police department and an additional security officer during the school day. An after-school safety officer is in place to monitor the building as well.

There has been an expanded practice of minimizing homework and assessments directly following days off from school during the 2018-2019 school year, as evidenced by the holiday homework memo from the principal. The daily absentee rate for students in the 2017-2018 school year was 4.4 percent. Teachers and students value attendance in order to guide instruction and promote academic success. According to the Endicott survey results, 83.8 percent of teachers believe they support students in assuming responsibility for their learning, and 93.5 percent of parents agree that the school encourages students to take responsibility for their learning. When major issues occur, such as a student organized walk-out in March 2018, the headmaster and building administrators are supportive and helpful to the students.There are various programs and activities that help to foster shared ownership and pride, such as the International Day, the newly-introduced Falcon footprint program, and the teacher-nominated Falcons of the Month to help showcase those students that exhibit exemplary characteristics reflecting the school's core values. According to the Endicott survey, 62 percent of students report feeling pride in the school. The facility aesthetics, student artwork, and positive messaging also contribute to a positive and safe environment.

Because basic safety needs, including a secure building, and high expectations for student behavior are a priority along with support of programs that foster shared ownership and pride, Fairfield Ludlowe High School is able to focus on high achievement and to create an accessible learning environment for all students.

Sources of Evidence
- self-study
- facility tour
- teacher interview
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 2

Conclusions

The school is generally equitable and inclusive, and works to ensure access to challenging academic experiences for all students, make certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, foster heterogeneity, and support the achievement of the school's 21st century learning expectations.

According to the program of studies, there are three main levels of instructional grouping: college preparatory (level 2), honors (level 1) and Advanced Placement. In a number of courses, students are grouped heterogeneously or unleveled (level 0). The program of studies does not indicate which specific courses are heterogeneously grouped, but rather delineates the grouping structure in the preamble of the document. Students report that elective classes, such as art and technology classes, are non-leveled, but their academic/core courses are leveled, with the exception of an occasional 9th grade world languages course that may combine college preparatory and honors levels. According to the Endicott survey, 78.2 percent of students believe they have a number of opportunities to take courses in which students of varying levels of ability are enrolled, and 70.4 percent of students agree the school is equitable and inclusive, ensuring access to challenging academic experiences for all students and ensuring that courses throughout the curriculum are populated with students reflecting the diversity of the student body. While all students have the opportunity to take a level 0 heterogeneously grouped class, not all students will. There are collaborative classes that are co-taught with a content area teacher and a special education teacher.

While the school is mostly equitable and inclusive, ensuring access to challenging academic experiences for all students, when there is continued progress in making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body and fostering of greater heterogeneity, the school will support all students' achievement of the school's 21st century learning expectations.

Sources of Evidence
- self-study
- teacher interview
- Endicott survey

Standard 5 Indicator 3

Conclusions

There is a consistent, formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

Two main formal programs foster relationships between adults and the students outside of the academic classroom: homeroom and advisory. Homeroom meets every day for seven minutes while advisory, the same group as homeroom, meets for an extended period of 32 minutes one time per month. Homeroom/advisory groups are heterogeneously grouped and are with the same group and advisor for all four years of a student's high school career. While the teacher who is assigned as the advisor is not the formal facilitator for the personal learning plan for students, many teachers create strong relationships with students through homeroom and offer support for students through this venue. Advisory focuses on social and civic issues, connecting students with themselves and their community. Other formal scheduled time and programs includea club period built into the schedule one time a week for 25-30 minutes for each club to meet with like-minded students and adults. Also, students who take part in the senior internship must find a staff member to facilitate as an advisor between the internship site and the student. This advisor does not have to have been a former teacher of the student.

Because of the consistency of the daily homeroom period, the majority of students at FLHS have an adult in the school who knows the student well and assists the student in achieving the school's 21st century learning expectations.

Sources of Evidence
- self-study
- student shadowing
- students
- Endicott survey

Standard 5 Indicator 4

Conclusions

The principal and professional staff consistently engage in professional discourse for reflection, inquiry, and analysis of teaching and learning in order to improve student learning outcomes; have access to resources outside of the school to maintain currency with best practice; dedicate formal time for professional learning opportunities both in and out of school; however this professional development inconsistently provides professional staff meaningful ways to improve curriculum, instruction, or assessment.

There is a collaborative spirit among the faculty as evidenced by the PLTs, formal, ongoing collaborative time within departments and collaboratively taught classes, as well as sharing of practices and strategies within departments informally. Teachers seek each other out informally to ask questions, share ideas, and collaborate. All teachers are required to attend meetings on Tuesday afternoons. These meetings rotate to cover school-based faculty meetings, high school department-level meetings, and district-level curriculum meetings. These professional development sessions address a wide array of topics including issues relevant to best practice on a school, department, and district level. However, the Endicott survey results indicate only 57.7 percent of the staff agree that the school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment. The professional development inconsistently provide teachers with opportunities to discuss curriculum.

Teachers regularly attend professional learning outside of school and have an opportunity to sign up for multiple conferences, some of which include Cooperative Education Services, National Council of Teachers of English, Connecticut Core State Standards, Next Generation Science Standards, CT Art Education Association, CT School Counselor Association, CT Association for Health, PE, Recreation and Dance, Association for Supervision and Curriculum Development as well as NEASC. Administration has occasionally incorporated the sharing of ideas from workshops into faculty meetings, where teachers sometimes help each other implement the strategies in their classrooms. The administrative team supports teachers' instruction through research-based methods of support (i.e., Marzano and Hattie) and focus their support through four agreed upon drivers of instruction including systemic policies, not ad hoc policies; teamwork, not individualistic strategies; pedagogy as the focus and technology should enhance pedagogy; and capacity building, not negative accountability. These are posted on the wall of the headmaster's conference room as a reminder for the administrative team.

While the principal and professional staff consistently engage in professional discourse for reflection, inquiry, and analysis of teaching and learning in order to improve student learning outcomes; have access to resources outside of the school to maintain currency with best practice; and dedicate formal time for professional learning opportunities both in and out of school, when professional development consistently and purposefully provides meaningful ways for professional staff to improve curriculum, instruction and assessment, they will best support achievement of the learning expectations for all students.

Sources of Evidence
- self-study
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 5

Conclusions

School leaders, deliberately and consistently, use research-based evaluation and supervision processes to assist in focusing on improved student learning.

Building administrators regularly use research-based practice to support instruction. Specifically, the teacher evaluation plan is based on the Marzano and Hattie research framework. This sometimes includes review of student data, such as STAR results and PSAT/SAT. This data iscompiled by housemasters to support students. The SRBI committee is overseen by one of the housemasters, and this team uses STAR data among other sources of student data to determine needs for intervention for students. Building-level administrators participate in annual calibration training at the district level to ensure consistency across the district in terms of support and feedback to teachers. The supervision/evaluation process helps all students achieve because all teachers are given common language and choice in terms of the focus for their goal. Teachers are able to talk about goals and progress during PLT, and the administrators encourage teachers to collaborate on goals and instructional practices to help make the evaluation process a more authentic measure than was previously used. There is some limitations for the counseling student support staff, as the model does not directly fit their roles. The evaluation model is helpful to specifically improve instructional practices because of the use of the Marzano Model. For example, the opportunity for specific common lesson review among a team of teachers to ensure common experiences for students in health and introducing and supporting the inquiry model and Marzano teaching framework in social studies have resulted in instructional changes to better support students.

Through meaningful goal setting and student date review, administrators are able to support classroom teachers as they continually reflect on their instructional practices to improve student learning outcomes.

Sources of Evidence
- self-study
- department leaders
- school leadership
- Standard sub-committee

Standard 5 Indicator 6

Conclusions

The deliberate organization of time intentionally supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

The bell schedule was changed for the 2015-2016 school year from a traditional straight 43-minute, seven periods/day schedule to A/B block schedule that includes flex time for club involvement one time per week and a seven-minute homeroom period between the 2nd and 3rd block of each day. This schedule allows for teachers to employ a variety of different instructional strategies to meet student needs as well as to allay some of the stress of having intense classes meet every day. The block schedule guarantees all students a daily lunch period and more opportunities to enroll in elective courses. Teachers are afforded professional learning time (PLT) formally in their schedules to meet with content colleagues to discuss goals, student achievement, and instructional practices based on research methods. The schedule allows teachers to work within their teaching cohort through the PLT, within their department through meetings, cross-curricular with other groups of teachers, and for whole-school alignment to best address the needs of every learner within the school. There is no formal data analysis teams for teachers, but the administration reports using some formative standardized assessment data, such as STAR, to inform SRBI and intervention. There is no indication of alternatives to departmental-based structure to foster interdisciplinary collaboration, however there are some courses that occasionally collaborate on interdisciplinary projects, such as culinary and marketing courses. There are a few formal academic courses, such as an English and social studies course, that students can take for dual credit and which meet every day (both A and B days). Fairfield Ludlowe High School is organized into three houses, each with a housemaster, all of which is overseen by the headmaster. The houses are a source of school spirit and pride, especially during the once-per-year whole-school activity of Battle of the Houses where each of the houses adorns the hallways with the house colors, and student members of each house participate in various activities during a whole-school pep rally.

By maximizing the scheduled instructional, collaborative, and planning time in the school day through the A/B block schedule, faculty, including administrators, service providers, and teachers, are able to successfully address the learning needs of students.

Sources of Evidence
- self-study
- student shadowing
- facility tour
- teacher interview
- school leadership

Standard 5 Indicator 7

Conclusions

Student-load and class size consistently enable teachers to meet the learning needs of individual students.

The average class size forcoreacademic classes is 21 students. Furthermore, the average class size forall classes is 21 students. In the 2017-2018 school year, the largest class sizes were found in English classes and music in the ensemble electives. The largest English class section has 28 students. Most of the music classes offered are performance ensembles and, by design, larger in enrollment. Some courses have maximum limits in order to ensure safety and student engagement. For example, all science classes have a maximum of 24 students to ensure student safety and engagement during lab activities. Culinary arts courses are limited to 15 students per section so that they can safely and effectively use the kitchen and associated utensils. Additionally, any art or technology courses requiring the use of tools are capped somewhere between 16 and 18 students. Students who have an IEP may have the support of a learning center (LC) built into their schedule. The LC class sizes are kept small, and have a 15 student per teacher maximum. In the 2018-2019 school year, the average class size for the LC was 7.75 students in the grades 9 and 10, and 7.25 students in the grades 11 and 12. Each student who has an IEP has a certified special education teacher as their case manager. The 9th and 10th grades special education teachers manage an average of 14 students, while the 11th and 12th grades special education teachers manage an average of 18 students. In addition, special education teachers also co-teach core academic classes in order to provide extra support for some students to access the curriculum. For the most complex learners, there is the extra support of complex learner cohort classes where the specific needs of these students are met. According to the Endicott survey, 60.6 percent of staff agree with that their student-load and class sizes enable them to meet the learning needs of individual students. Sixty-nine point five (69.5) percent of parents agree the students' class size allows teachers to meet students' individual learning needs and 86.5 percent of students agree class sizes in their courses are reasonable.

Because student load and class sizes are within reasonable limits, teachers are able to meet the learning needs of individual students.

Sources of Evidence
- self-study
- teachers

Standard 5 Indicator 8

Conclusions

The principal, working with other building leaders, provides effective instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

The principal and administrative team model the core values of the school's mission by building capacity to create systemic changes that benefit students while aligning with the core values. This is made evident by the Endicott survey results whereby 81.7 percent of staff feel the principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations. Each year the administrative team establishes a school goal that aligns with core values of the district and builds coherence around this goal. The principal and administrative team make these important decisions based on weaknesses found after collecting data through the school climate survey. The principal also seeks both informal and formal feedback from various stakeholders in order to inform decisions through surveys and forums, task teams, and informal conversations. One such example is the development of the Falcon footprint that calls students to be active and responsible citizens, to engage in the world around them, and to realize their impact. The initiative was developed in tandem with faculty, students, parents, and the community. The initiative also directly aligns with the district missionto 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.

Additionally, the principal ensures that teachers are focused on the school beliefs about learning and instructional practices in a variety of ways. The leadership team holds a staff meeting twice a month. During this meeting, the leadership team delivers information and organizes activities that enable the professional staff to reach their individual and school-wide goals. According to the Endicott survey, 71.8 percent of staff feel that input from supervisors who are responsible for the evaluation of their teaching plays an important role in improving their instructional practices. However, only 57.7 percent of staff feel that the school's professional development programs enable them to acquire and use skills to improve instruction and assessment. The administrative team has also led the development and implementation of school-wide academic rubrics that assess 21st century learning skills for each student. These learning skills were chosen based on the qualities that top companies in the country look for in a graduate. This vision of a graduate was created in collaboration with parents, students, community members, and faculty. This initiative strongly aligns with the portion of the core values regarding success and learning and preparing students for the 21st century skills required for success.

Because the principal works with other building leaders in ways that are rooted in the school's core values, beliefs, and learning expectations, he is able to provide effective instructional leadership.

Sources of Evidence
- self-study
- teacher interview
- central office personnel
- school support staff
- school website

Standard 5 Indicator 9

Conclusions

Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

According to the Endicott survey, 34.7 percent of students agree that students have input in important decisions made at the school. Based on the statement, "Teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership," 56.3 percent of teachers and 59.8 percent of parents agree, respectively. The school provides some opportunities for students and parents to be involved in making decisions. The headmaster meets in small groups with students and parents when discussing new implementations within the school. During these meetings, the headmaster will ask for input and suggestions for how to modify the new suggestion that would be best for the students and school environment. These meetings are held in forums. The most recent student forum that has contributed to a large change focused on the elimination of mid-year exams. Students met with the headmaster and voiced their opinions on the elimination, their concerns, and their thoughts of the benefits. With this information, the headmaster presented the information to parent forums, which meet monthly in a grade-specific fashion. Parents are also provided with a survey each year that requests their input on a wide ranging set of topics including school climate and culture. According to parent interviews, they feel that they have a high degree of input relative to their level of involvement. They also feel as if their opinions and feedback is considered thoughtfully. Similarly, students feel they have a variety of options to be involved in meaningful ways, if they put forth the effort to voice their opinion. Additionally they feel that they are regularly asked in informal ways for their input, but that ultimately they are uncertain as to the results of their input and its potential impact on decisions.

Teachers are regularly asked for their opinions on specific subjects, but they also report feeling unheard and as if their opinions have little weight in decision-making. For example, there is no formal venue for teachers and/or staff to share information or opinions regarding decision-making. However, the faculty senate has been revived this school year. At faculty meetings, the administration team regularly fields questions about the information that is being presented and typically encourage staff members to reach out to the headmaster directly with any questions or concerns. At times, potential decisions are shared with staff at these meetings to garner feedback before final decisions are made. Teachers feel as if decisions are not made in a collaborative manner but top down, thereby creating a culture of compliance rather than one of investment. While opportunities are provided for teachers, students and parents to have roles in decision-making that promotes ownership and responsibility, teachers generally reflect that their input is inconsistently regarded.

When teachers, students, and parents are consistently involved in meaningful and defined roles in decision-making that promote responsibility and ownership, all stakeholders will have increased investment in new initiatives.

Sources of Evidence
- self-study
- teacher interview
- school support staff
- Endicott survey

Standard 5 Indicator 10

Conclusions

Teachers regularly exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

Over the past year, multiple staff members, mostly administrators, filmed EZ PD videos that were shared school-wide among faculty. During these videos, a topic is introduced on how teachers can improve the engagement of students throughout the course of the lesson. Having staff members create the videos and distribute them to the rest of the faculty exemplifies the focus on improving the student learning environment. The school has advisory periods for students. An advisory team develops mini-lessons every month and the lessons are then distributed to all homerooms and homeroom helpers. The goal of advisory is to help create connections to learning expectations through academic development, social emotional well-being, and academic curriculum, as well as to assist students in creating connections with two faculty members. Students in advisory will address school-wide and social issues that are impacting them and their generation.

Teachers have shown great initiative in promoting engagement in learning. Many teachers have brought outside resources to improve their interaction with their curriculum. For example, forensic science students take a field trip to the local police department to learn how to collect evidence and the processes of analyzing a crime scene. Teachers in the social studies department have scheduled Senators Blumenthal and Murphy to speak with students in a town hall style meeting multiple times over the past few school years. The student assistance counselor schedules Red Ribbon activities to address students' health and wellness. In music, guest directors and clinicians have worked with students in a master class setting throughout the school year. The music department also holds a town-wide festival each year, including music students from grades K-12 district-wide to collaborate on repertoire with a guest conductor and then perform at the high school. English teachers have initiated book discussions with local librarians and authors to cultivate the love of literature within the larger world. Other teachers have used Skype, podcasts, and Doc cams to enhance student learning and engagement. The scientific research-based intervention team is another mode where teachers are able to exercise leadership and initiative to increase student learning. This team is made up of teachers from core subjects, a reading teacher, and a housemaster and school counselors as appropriate. Through the SRBI interventions, students learn skills to improve academically and become more focused on their school work. Through club involvement, advisory lessons and leadership, teachers make meaningful connections to students that organically increases student engagement in learning.

Because teachers regularly exercise initiative and leadership in their classrooms, school improvement is evident and student engagement in learning is increased.

Sources of Evidence
- self-study
- teacher interview

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal are often collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

The 21st century academic expectations were created by a process led by the headmaster along with most teachers. The social and civic expectations were created with input from all stakeholders, and then presented to the board of education in 2017 for their approval. The board of education voted "yes" to the inclusion of the academic expectations in the graduation requirements in October 2018. The leadership is currently working on means to assess and assign credit to the vision of a graduate, which will include the graduation requirements that reflect the inclusion of the academic expectations. To enhance students' and teachers' expertise in technology, and based on the initiative of the superintendent, Chromebooks were purchased for all students and faculty from grades 6-12, including all three middle schools and all three high schools. With the integration of this new technology, the district has moved toward closer alignment to the 21st century goals. Many teachers are integrating Google Classroom into their instruction which lends itself nicely to standards of collaboration and creativity.

Because the school board, superintendent, and the principal are collaborative, reflective, and constructive, 21st century learning expectations are likely to become a meaningful part of student achievement.

Sources of Evidence
- self-study
- central office personnel
- school support staff

Standard 5 Indicator 12

Conclusions

The school board and superintendent consistently provide the principal with sufficient decision-making authority to lead the school.

The principal is given the authority to design professional development that targets the enhancement of education for the teachers within the building. The principal is allocated funds for a school budget that he can spend across the school, as needed. Both of these attributes drive the vast majority of day-to-day school business. In addition, the principal's request for security needs are almost always honored by the school board and superintendent. Maintenance requests are usually honored, especially around the removal of carpeting for VCT tile installation.

Because the school board and superintendent consistently provide the principal with sufficient decision-making authority, he is able to effectively lead the school.

Sources of Evidence
- self-study
- central office personnel
- Endicott survey

Standard 5 Commendations

Commendation

The Falcon footprint initiative that highlights the school's core values and beliefs through a graphic representation of these core values and beliefs

Commendation

The consistent academically challenging courses offered

Commendation

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

Commendation

The formal and consistent scheduled time dedicated to professional discourse and development

Commendation

The class sizes that enable teachers to meet the individual needs of students to maintain student safety and engagement

Commendation

The collaborative development of the academic expectations rubric that addresses 21st century skill

Commendation

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

Commendation

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 Recommendations

Recommendation

Continue to explore ways to increase more opportunities for heterogeneous grouping in core academic classes that accurately reflect the diversity of the student body

Recommendation

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

Recommendation

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

Recommendation

Design and implement an organizational structure to increase inclusion of teachers, parents, and students in the decision-making process

Recommendation

Design and implement an organizational structure to increase inclusion of teachers, parents, and students in the decision-making process

Standard 6 Indicator 1

Conclusions

The school has coordinated and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations. According to the Endicott survey, 43.7 percent of students, 76.1 percent of teachers, and 63.8 percent of parents believe FLHS has timely, coordinated, and direct intervention strategies for all students, including special education, 504, and at-risk students, that support each student's achievement of the school's learning expectations.

The school adheres to a response-to-intervention model, or scientific research-based intervention (SRBI) which provides all students in the building with increasingly frequent and intense interventions for academic, social/emotional, and behavioral difficulties, which adversely affect students academically. There is an SRBI team that meets weekly, consisting of the headmaster, reading teacher, math teacher, English, and social studies teachers. In these weekly meetings the team reviews initial evaluation forms for tier 1 submitted to them from teachers who must document what interventions have already been tried; behavioral and emotional screening scores (BESS); complete the student data form (e.g., attendance, grades, SAT scores) and an action plan for the student going forward. While there is a progress monitoring form in place to gather information about tier 2 interventions being implemented, and whether or not classroom teachers notice improvements using the interventions from the action plan, there is no consistent data collection used in monitoring progress and the effectiveness of interventions or guidelines for how often the teacher forms are sent out. The school provides several tier 2 interventions including academic/math centers, structured study halls, reading strategies class to support the STAR reading assessment, individual and small group counseling, co-taught collaborative classes with general and special education teachers, and dialectical behavioral therapy (DBT) groups. If students are in need of more significant interventions, tier 3 supports available include the alternative program at the Walter-Fitzgerald Campus, complex learner cohort (CLC) classrooms, and the individualized motivation to promote and achieve creative transformations (IMPACT) program.

The Walter-Fitzgerald campus is an in-district, full-day program that is comprised of students from both high schools. Students enrolled in this program do not need to be identified, but are most successful/comfortable in the small group setting with structured supports this program has to offer. The program includes online course offerings, a daily motivational point system, and use of PBIS implementation and data collection. Students enrolled in this program also have the opportunity to complete an internship, just as the seniors at the regular high schools. Their internship consists of working in either elementary or middle schools in district in order to develop students' leadership skills. Although this program has many supports to offer students, the referral process includes many steps and it takes time to get referred students accepted. While it was meant to be a temporary support for students, students who typically enroll in this program stay in until graduation.

Classrooms in the complex learner cohort provide a least restrictive environment with specialized instruction for students affected by severe and/or multiple disabilities. This cohort is comprised of three different classrooms, each containing approximately six students, all with 1:1 paraprofessional support, and a special education teacher. Other supports within this program include opportunities for students' related services (e.g., speech, assistive technology specialist, occupational therapy, and physical therapy). The program has a board certified behavior analyst (BCBA). Almost all of the school's paraprofessional support occurs for students within this learning environment. In addition, a transition coordinator is shared between the three high school programs, oversees student supports from the bureau of rehabilitation services (BRS) through the Level Up program, and works with special education students on development of job skills, adaptive behavior coaching, and applied vocational experiences through the Community Partnership Program (CPP). The CPP is available for students who continue services past grade 12 (ages 18-21) and is based primarily in the community at various work sites.

The individualized motivation to promote and achieve creative transformations (IMPACT) program is available for up to 20 students as a tier 3 SRBI intervention, by referral. Since it is limited in number, teachers have noted that it is significantly difficult to get referred into the program. Although it was intended to be a short term (6-12 month) support, most students who begin the IMPACT program are foreseen to remain in it until they leave the school. However, this is a new initiative within the past couple years and the school team has identified this as an issue and is currently working on developing specific exit criteria. Supports included within this program are daily group

counseling with DBT, weekly individual counseling, daily executive functioning instruction, and use of the wellness curriculum within small group counseling.

School counseling services have an adequate number of certified/licensed personnel and support staff that consists of nine counselors who serve the over 1,500 students. School counselors provide academic, college/career, and social/emotional support. The counseling center is staffed with support personnel including two social workers and two and one-half time psychologists who complete psychological testing, crisis response, and case management . The counseling center conducts an annual social/emotional screen, behavioral and emotional screening system (BESS), for all students, in order to identify at-risk students. Going forward, they plan to start exempting some students from this requirement, if they have consistently passed. A student assistance counselor provides outreach to parents and facilitates referrals for outside agencies. In addition, there is a certified drug and alcohol counselor who finds resources for student assemblies such as speakers on substance abuse, dangers of drunk driving, and provides individual substance abuse counseling on an as-needed basis.

Other whole-school supports to encourage acceptance are provided during once per month advisory lessons that are developed by an English teacher. All students engage in the same lesson/focus topic at this time. Assemblies are scheduled for students that include anti-defamation (i.e., The Truth About Hate) and students participate in school-wide kindness campaigns (e.g., writing down something kind you've done recently; text/email someone a nice message or compliment). A college and career center (non-certified) advisor schedules college tours and visits with students through the use of Naviance, assists in the college application process, and supervises/organizes the senior internship program. The college and career center advisor also plans school events such as career day, and works with students who are interested in seeking out and applying to part time jobs.

While there are coordinated and directive intervention strategies for students, including identified and at-risk students, that support each student's achievement of the school's 21st learning expectations, when there is a timely and coordinated SRBI implementation plan for these interventions and clear exit criteria, students will achieve the school's 21st learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teachers
- students
- school support staff
- Endicott survey
- Standard sub-committee

Standard 6 Indicator 2

Conclusions

The school provides information to families, especially to those most in need, about available student support services.

The school provides information to most families especially to those most in need, about available student support services using various methods. The Endicott surveyindicates 73 percent of students and 83 percent of parents are in agreement that the school provides information to families, especially to those most in need, about available student support services. Additionally, 70 percent of staff agree.

The school provides communication to families through a variety of means including online, printed, and person-to-person communication. The school maintains an updated website, Twitter and Instagram, and communicates information via Infinite Campus messages and alerts to both parents and students. This allows information to be shared regarding all school activities and resources including, but not limited to, sporting events, concerts, plays, and school and community resources. The school provides several printed newsletters and flyers to school families such as services through a monthly school counseling newsletter, PTA flash newsletter, or SEPTA newsletter. The school also provides several opportunities for face-to-face events to facilitate communicate with families; for example, the headmaster provides ongoing parent coffee meetings to talk with parents to discuss school climate, Open House events for incoming special education students as well transition meetings for all incoming students with IEPs and section 504 accommodations. All information is available in Spanish and can be provided in a family's native language upon request.

Additional school information is provided to all incoming freshman via the freshman forum which invites all 9th grade parents and students for an evening of information featuring data of current local trends associated with healthy living, dangers of drunk driving, and legalities associated with serving alcohol to minors.

Because the school provides information to families in need about available student support services, FLHS is able to support all students.

Sources of Evidence
- self-study
- student shadowing
- panel presentation
- facility tour
- teachers
- students
- parents
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

Support services staff use technology in a purposeful manner to deliver an effective range of coordinated services for each student.

For instance, many groups utilize a newsletter (i.e., monthly school counseling newsletter, SEPTA/PTA flash news letter) to communicate information to families. FLHS also uses the school website, applications such as Remind, and Outlook email and calendar to coordinate, organize, and maintain accurate records of student communication and meetings. All staff and students utilize Infinite Campus to track a variety of things such as class attendance, grades, and students with IEPs, 504s, and/or any health concerns. Infinite Campus is also used to note the rating for academic expectations students have earned on assignments. Students and parents can sign up for mobile alerts to keep current on all progress. The counseling support staff regularly utilize Naviance to track students' post-secondary education interests, strengths, and weaknesses throughout their high school years. Students are assigned various transition assessments through Naviance such as Career Cluster, Do What You Are, and also utilize the journaling option within this program so students reflect on their post-secondary personal interests/preferences. Naviance is also used by the college and career center teacher and students to schedule or sign up for college visits and/or interviews. Khan Academy is another resource utilized by the support services that allows students free SAT test preparation.

Since the roll out of the 1:1 Chromebooks this year, almost all students and teachers utilize applications within the Google Suite to enhance teaching and learning, and deliver effective services to students. Teachers post classroom materials, assignments, and rubrics to their Google Classrooms so students can readily access them. The Google Docs and Pear Deck functions are used often to foster student collaboration when completing an assignment, while other functions such as Read and Write for Google allow students the option to have text read to them, highlight, annotate, and copy and paste as needed. There is a technology integration specialist who visits classrooms, typically at the start of each school year, to show students how to utilize all functions of the Google Suite. This person also sends weekly tech tips to teachers with information and strategies for how Chromebooks can be incorporated into their classrooms. Due to the increased use of technology to support teaching and learning, the school has recently started using security features such as Gaggle scans on all students' documents for keywords related to mental health struggles which are then passed on to school officials to address with students and parents.

TIPS is an online reporting system that is accessible through the school website. This support provides students with the ability to anonymously report any concerns such as bullying and mental health struggles. Pupil personnel services (PPS) staff use the web-based platform, IEP Direct, to document and review IEP information; track student strengths, needs, and interventions; formulate plans of action; and communicate best practices. Planning and placement team (PPT) members provide information for the development of IEPs, but case managers are responsible for the documents. Students enrolled in some of the tier 2 and 3 interventions also utilize technology supports such as PLATO, an online academic programming used for credit recovery or for remedial purposes.

Because of support services staff's extensive and purposeful use of technology in a planned manner to deliver an effective range of coordinated services, all students are able to achieve success.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- school support staff

- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 4

Conclusions

School counseling services have an adequate number of certified/licensed personnel and support staff who deliver a written developmental program; meet regularly to provide personal academic, career, and college counseling; engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; and use ongoing relevant assessment data, includingfeedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations**.**

School counseling services have an adequate number of certified/licensed personnel and support staff that consists of nine counselors who serve over 1,500 students. As part of the counseling center, there are 2 full-time licensed clinical social workers. These social workers support students through counseling activities, crisis response, and case management activities. FLHS has 2.5 full-time school psychologists.

School counseling implements and follows the Fairfield's school counselor student success plan. The plan is broken down by grade level and is designed to address academic, career, and social/emotional/physical domains. There are several required components in the plan for all students as well as several optional components that will be delivered to students who are in need of additional support. Highlights of the program include Naviance usage and application, resume building each year, and PSAT and SAT supports and career/college readiness. School counselors have collaborated and agreed upon an annual calendar of events and activities addressing student transition activities.

School counselors meet regularly with students individually and in group settings at all grade levels. The minimum meeting plan for each grade level is as follows: grade 9 students are scheduled for one individual and two group meetings; grade 10 have two individual and one group scheduled meetings; grade 11 students meet for two individual, one group, and one parent/student meeting; and grade 12 students meet for two individual and one group meeting. Students can make additional appointments by drop in, email, or using the Remind app. Students utilize their homeroom period for quick meetings with their counselors regularly.

The counseling center conducts an annual social/emotional screen, BESS, of all students, in order to identify at-risk students. The counseling center and school counseling staff provide follow-up supports for students who have elevated scores on the screen. Social workers, school counselors, and school psychologists have been trained to facilitate dialectical behavior therapy (DBT) groups to at-risk students. Outside interventions include private therapists, community/social service organizations, such as Fairfield counseling services, AA meetings, LGBTQ meetings, and psychiatric outpatient services. Additionally, school counselors refer to other resources within the school community, such as the student assistance counselor, IMPACT program, deans, school psychologists, school social workers, special education case managers, or the college and career center advisor.

The school uses a variety of assessment data to develop improvements to its program and services. Each year students are assessed using the BESS, STAR math and reading assessments in order to identify students' needs/strengths. The results are used to provide appropriate action plans and programs for students with elevated or concerning scores. The counseling department also uses retention and graduation-rates data to shape the delivery of post-high school developmental guidance curriculum for the following year. The Class of 2017 graduated at a rate of 98.8 percent and the free/reduced population at 89.7 percent. This upward trend over the last several years was mainly due to a focused approach of identifying at-risk students. Additional data is obtained through tracking all senior post-secondary plans in Naviance. Parent surveys are also provided after freshman forum events like the freshman and parent assemblies that cover risky behavior topics. The surveys include feedback on future topics the families would like to see. Student surveys are also given to students during advisory sessions.When the feedback indicated students preferred to meet with school counselors during lunch waves, school counselors used this data to set when students should be contacted for meetings to ensure higher rates of attendance. School counselor duty period assignments are limited as well during lunch so students can meet with their counselor during lunch.

Because school counseling services have an adequate number of certified/licensed personnel and support staff who deliver a written, developmental program; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; and use ongoing, relevant assessment data, including feedback from the school community, they improve services and ensure each student achieves the school's 21st century academic expectations.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- teachers
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 5

Conclusions

The health services have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services; use an appropriate referral process; conduct ongoing student health assessments; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

The school currently falls within the American Academy of Pediatrics' guidelines of one nurse for every 750 students. Although there are two nurses with approximately 1,529 students currently attending the high school, the nursing staff can contact the local health department who is readily available to come to the school for coverage or extra assistance, if needed, to make up for the 30 student overage. They also have a health aid that supports the health needs of students as well. There is also an expected decrease in student population next school year.

The nursing staff does yearly scoliosis screenings for 9th grade boys and completes vision/hearing screenings, on an as-needed basis, for students who present with concerns. Additionally, the nursing staff provide ongoing individual instruction for students with diabetes, concussions, and other health issues and makes recommendations for students to see the drug and alcohol counselor or another counseling support staff, if necessary. A dental hygienist makes periodic visits to the school assisting those in need, including providing referrals for cost effective dental care. Students who participate in sports at the school receive health services from the athletic trainer, hired from an outside agency, who provides those services in a designated athletic training room.

The nurses maintain an open-door policy that allows any student to visit the health office for assessment of illness or injury. Monthly statistics are maintained by the nurses that reflect the number of services provided by the nursing staff; for example, the number of referrals, number of interactions with parents and with outside services such as doctors. However, the specific number of times each student visits the health office is not recorded. These statistics are reviewed by the town nursing supervisor to identify trends in needs, monitor interventions, and develop guidelines to improve services and student outcomes. In addition, the school nurses contribute to the statewide annual survey on school health that contributes to the broader knowledge base state-wide of school health services. The nurses regularly attend IEP meetings and work collaboratively with staff to design appropriate 504 Plans. They assist in developing and implementing health and safety plans for students with complex medical needs.

Because the FLHS health services have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, and use ongoing, relevant assessment data, including feedback from the school community, to improve services, they ensure each student achieves the school's 21st century learning expectations.

Sources of Evidence
- self-study
- facility tour
- school support staff
- Endicott survey

Standard 6 Indicator 6

Conclusions

Library media services are integrated into curriculum and instructional practices and have an adequate number of certified licensed personnel and support staff who are actively engaged in the implementation of the school's curriculum; provide a wide range of materials, technologies, and other information services in support of the school's curriculum; ensure that the facility is available and staffed for students and teachers before, during, and after school; are responsive to students' interests and needs in order to support independent learning; and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

The library learning commons (LLC) is adequately staffed with a staff of 2.5 certified library media specialists (LMS). These positions are divided in the following way: a 1.0 LMS who is full time at FLHS, a 1.0 LMS who works .5 at FLHS and .5 at FWHS, and a 1.0 LMS at FLHS who teaches three media literacy classes per semester. The library media staff is actively engaged in the implementation of the school's overall curriculum through support and implementation of school and district goals, professional development, classroom instruction, curated tools and resources available to all staff and students, and individual student support. LMS push into classes at the start of the year to review researching strategies to support research lessons across all contents. The LMS engages with the curriculum by participating in professional learning teams (PLTs) and curriculum writing teams. During these meetings the LMS is able to suggest and gather supporting materials such as books, online resources, and use of the math center, academic center, the innovative lab, and the green screen studio.

The library media program provides a wide range of materials, technologies, and other information services in support of the school's curriculum. The print and digital collection is extensive and carefully curated to meet the learning goals of all students. Library media specialists regularly audit the collection for reading level, currency, accuracy, diversity, relevance, and ease of access. Digital research resources are accessible through Class Link, the library webpage, and the library catalog. The digital collection is comprehensive and supports research in all high school subject areas. It includes text and video content from the following publishers: JSTOR (college level academic journals and articles), ProQuest (scholarly journals and resources), Gale In Context (high school content for all learners), ABC-CLIO, Infobase, and Discovery Education. Tools for research, collaboration, and creativity include Google Suite, Noodle Tools (research organization and citations), WeVideo (online video creation platform), and Turnitin. The LMS staff also provides welcome back PD in the media center to review technology with teachers then survey teachers on additional needs or things they want to know about. The LMS then plans future PD activities to address those needs during monthly third period PD.

The library learning commons is open from 7:20 a.m. to 4:00 p.m. Monday through Thursday, and 7:20 a.m. to 3:30 p.m. on Fridays. Students use the library before and after school as well as during study halls and free periods. Teachers and staff can reserve the math center, academic center, the innovative lab, and the green screen studio using a school-wide Outlook calendar system.

The LLC encourages student participation and feedback through the library advisory group, student volunteer programs, the Falcon report, and surveys. Through the student feedback process, the student help select some of the furniture. The student-led advisory group researched several chair options then created a display that encouraged all students to provide feedback on the new chairs. The library learning commons conducts ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The LLC regularly reviews data including, room usage, circulations statistics, database usage reports, and attendance to inform policy and plan improvements. Library staff conducts regular library collection analyses to ensure that library resources are current and meet the needs and interests of staff and students. The staff also recently surveyed students for their opinions on a new quiet third period policy. Most students surveyed agreed with the quiet third period policy.

Library staff collects feedback from teachers throughout the year, and uses the feedback to develop professional development opportunities and to ensure that available tools and resources match student and staff needs. For example, the library department hosts an annual teacher open house in October to highlight resources, tools, and

services. Staff uses the feedback collected at this event to determine what kind of professional development workshops to offer during the year. It is also one opportunity to determine areas of need. For example, the library department recently added JSTOR and WeVideo to fill needs that staff and students identified.

Because library media services are integrated into curriculum and instructional practices and have an adequate number of certified,licensed personnel and support staff who are actively engaged in the implementation of the school's curriculum; provide a wide range of materials, technologies, and other information services in support of the school's curriculum; ensure that the facility is available and staffed for students and teachers before, during, and after school; are responsive to students' interests and needs in order to support independent learning; and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and thereby ensure each student achieves the school's 21st century learning expectations.

Sources of Evidence
- self-study
- student shadowing
- facility tour
- teachers
- students
- department leaders
- school support staff
- Endicott survey
- school website

Standard 6 Indicator 7

Conclusions

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified, licensed personnel and support staff who collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations; often provide inclusive learning opportunities for all students; and sometimes perform assessments using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

The school adequately staffs support services for identified students such as special education, 504, and English language learners, with 13 certified special educators (3 of which are assigned explicitly to the complex learner cohort classrooms), 4 social workers (2 within the IMPACT program, 2 within the counseling center), 2.5 school psychologists, one student assistance counselor, a part-time (.2) English learners teacher, 2 reading strategies teachers, and 3 speech and language pathologists. Other support services staff that are split either across districts or across the three high school programs include occupational therapists, physical therapists, an adaptive PE teacher, assistive technology specialist, paraprofessionals, and staff for both the Walter-Fitzgerald campus and community partnership program. Each special educator not assigned to the complex learner cohort (CLC), has a total caseload between 16 to 20 students. The three special educators assigned to the CLC each have a caseload of 6 students. According to the Endicott survey, 60 percent of the staff are in agreement that the school has adequate, certified support services personnel for identified students, including special education, 504, and English learners. Since the Endicott survey was completed, there has been a decrease in student population and an increase in full-time positions. According to the parent survey completed in 2016, 93 percent of parents reported they strongly agree that the school is sensitive to issues related to disabilities.

Special education teachers collaborate with teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations. Staff collaborate through many avenues including planning and placement team meetings (PPTs), house meetings, professional learning teams (PLTs) which occur every other day, professional development (PD), planning periods, consults periods, phone calls with outside service providers, and email. Overall, teachers report consistent communication between general education teachers and support staff with mostinclusion/collaborative class teachers meeting with their counterparts twice a week for about 45 minutes. Administration also allows special educators one day per quarter, if needed, to put in for a release day where their schedule is covered, allowing them the day for planning purposes and meeting with counterparts. Additionally, access to the master schedule allows all staff to see when teachers have free time in order to track them down or schedule time to meet. The resource rooms house multiple special education teachers which allows for consistent communication and collaboration throughout the school day. The most significant mode of collaboration occurs within regular team meetings with teachers, parents, related service providers, and any outside service providers, if appropriate, for students enrolled in support programs. Special educators report that there are monthly team meetings for students within the IMPACT program; and weekly team meetings for students within the CLC. High school special education staff, including case managers, counselors, and the transition coordinator meet with the 8th grade special education staff to determine what services/supports upcoming 9th grade students will require to be successful.

Providing inclusive supports for all students is clearly emphasized and embedded within the philosophy of Fairfield Ludlowe High School and there are opportunities for inclusion provided across the school. There are a total of 30 different co-taught core academic courses (7 mathematics, 10 English, 8 social studies, and 5 science) at the college level 2. Many identified students receive their academic instruction within these co-taught environments in order to maximize exposure to the general education curriculum. There are no self-contained academic classes offered, but there are many supports in place that enable students to access additional supports in the level 2 classes such as peer tutoring from National Honor Society students on Tutoring Tuesdays, learning centers, homework club, and lunch bunch. Although there are ample opportunities for inclusion within the co-taught classes, teachers and administrators have reported that the ratio of identified to general education students is sometimes higher than 50 percent, due to the large enrollment of identified students in these classes. Based on co-taught class data, the percentages of identified students within these classes range from 20 percent to 78 percent. Identified students have the opportunity to participate in school-wide activities and organizations.

They can join a variety of clubs such as Unified Sports, Best Buddies, and Circle of Friends, and they are included in school events such as pep rallies, Battle of the Houses, and school dances. However, it is important to note that there are no late buses offered for students, so they cannot stay after school for sports, clubs, or extra help unless they have their own ride.

The special education teaching and support staff sometimes engage in ongoing student assessment using relevant student data. Students take the STAR assessments in both reading (3x/year in grades 9-11) and in math (within specific courses 3x/year), and behavioral and emotional screening system (BESS), in order to help identify at-risk students for social/emotional difficulties. Other assessments that students complete are language assessment scales (LAS) links, curriculum-based assessments (CBA), and standardized assessments. The data from these assessments is used to appropriately program for students and their learning needs. For students receiving specialized instruction, progress reports and grades are used to determine interventions to develop and update Individualized Education Plan (IEP) and 504 Plans, determine accommodations for standardized testing such as the scholastic aptitude test (SAT), and inform ongoing programming and interventions on an individual basis. Although the school utilizes the above mentioned assessment data to improve services, there is no evidence of data collection within the tier 2 interventions outlined in the school's SRBI process. There is no collecting data such as how long students have been using a specific intervention and if it is effective. While there are some structures in place for obtaining some of this data from tier 1 interventions, for example, tier 1 progress monitoring survey form, it is unclear how often the forms are sent out to get information.

While the support services for identified students, including special education, section 504 of the ADA, and English language learners, have an adequate number of certified, licensed personnel and support staff who collaborate with teachers, counselors, targeted services, and other support staff; often provide inclusive learning opportunities for all students; and sometimes perform assessments using relevant data, including feedback from the school community, to improve services, when there is consistent and frequent progress monitoring data gathered and used from all tiers of supports, FLHS will ensure all students are able to achieve the school's 21st century learning expectations through more informed decision-making.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teachers
- students
- department leaders
- school support staff
- Endicott survey
- Standard sub-committee

Standard 6 Commendations

Commendation

The robust and comprehensive system of supports including school counseling and mental health services for students struggling academically, emotionally, and behaviorally

Commendation

The number of general education programs and interventions to meet student needs and allow for success of all students within an inclusive learning environment

Commendation

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

Commendation

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 Recommendations

Recommendation

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

Recommendation

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 Indicator 1

Conclusions

The community and the district's governing body provides dependable funding for a wide range of school programs and services, sufficient professional and support staff, ongoing professional development and curriculum revision, and a full range of technology support, sufficient equipment, sufficient instructional materials and supplies.

For the 2019-2020 school year, the board of education (BOE) has proposed a 4.99 percent increase in budget funding compared to the 2018-2019 budget. Past budgets reflected a 7 percent increase on average from 2000-2009. This percentage has decreased to 2.2 percent since 2009. In comparison to other Fairfield county towns, Fairfield has a low per pupil expenditure rate, favorable class sizes and salaries. Over the past five years there has been a decrease in student population of nearly 300, but an increase in teachers and support staff of 85 across the district.

The director of student services reported having ample support staff and a strong special education focus on including students in general education curriculum, although staff expressed some reservations given the expected increase in the special education population in next year's incoming freshman class.

Curriculum professional development pay for summer work has largely been reduced, but it has become a focus within the school's PLT meetings. The funding for professional development over the past two annual budgets has increased from $5,000 in 2017-2018 to $9,000 in 2018-2019.

There are two 12-month technology staff members at the school. District-wide, there is also a staffed help desk and a network engineer along with three data integrators that service the district. A need exists to update audio visual (AV) support materials in the classrooms, although the updating has been postponed. The wireless network has been updated to increase capacity. Further evidence of technological support is reflected by the 1:1 Chromebook initiative, and the proposed budget currently listed on the district website reflects further expansion of funding for accessories for these devices. The school has sufficient equipment in the form of technological tools in classrooms and that which is provided for students through the 1:1 initiative. There is sufficient equipment to support the site and teaching and learning. There are no apparent inadequacies, and the community and district governing body provides dependable funding for this equipment.

Because the community and the district's governing body provides dependable funding for a wide range of school programs and services, sufficient professional and support staff, ongoing professional development and curriculum revision, a full range of technology support, sufficient equipment, sufficient instructional materials and supplies, students are provided with opportunities to develop 21st century learning skills.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- central office personnel
- school support staff
- school website

Standard 7 Indicator 2

Conclusions

The school consistently develops, plans, and funds programs to ensure the cleanliness, maintenance, and repair of the building and school plant, to properly maintain, catalogue, and replace equipment and to keep the school mostly clean on a daily basis with the exception of the ventilation system.

FPS has its own maintenance team. Major projects are completed in conjunction with and through support and collaboration with the town. Facilities staff report this partnership provides them the ability to maintain and repair the building and plant in a timely fashion.

Barriers are sometimes related to facility-based repairs. Sometimes large scale items, HVAC and plumbing, for example, are outside of the school-level of control. These can affect or impact the smaller maintenance needs. Despite this, School Dude, an online maintenance and repairs request and tracking system, is easy to manage and custodial staff has the funding needed to respond to regular issues and emergencies rapidly with budgetary and town support.

The three separate boilers were replaced five years ago. The electrical panels and system have been updated within the last ten years. Additionally, the two hot water tanks have been replaced. Last summer there was an annual static cleaning of the server rooms, as well. The 20 year waterfall schedule and capital improvements plan is currently focused on improving the air quality in all buildings including air conditioning to regulate the temperature in the building. There are fans and ventilation for rooms that get too hot. A bid for engineering companies to start the air conditioning renovation has been placed. This process is in its early stages and is a big undertaking as all 17 buildings will need the upgrade and only 3 buildings currently have air conditioning.

The faculty has complained that some areas of building are still affected by PCBs, a carcinogen used in old paint and window caulking, but the headmaster reports that these chemicals have been encapsulated for safety. After the windows were replaced, teachers and staff requested that the ventilation system undergo a complete cleaning. However, only 40 percent of ventilation systems have been cleaned to date. While this full cleaning is scheduled for completion in the summer of 2019, it is essential that funding is available for this to be completed. The headmaster recognizes that this issue is a concern for the faculty and staff, and has made every effort to maintain a clear line of communication regarding this issue. Funding has been consistent for engineering and testing support throughout this process.

While the school consistently develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, and replace equipment and to keep the school clean on a daily basis, when the cleaning of the ventilation system is fully completed, students and staff will have a safe environment to develop their skills and achieve success.

Sources of Evidence
- self-study
- facility tour
- teacher interview
- central office personnel
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Indicator 3

Conclusions

The community purposefully funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements.

Board members want professional development around technology in the classroom to be an ongoing focus, and there is an ongoing effort, according to the director of information technology, to revise the technology plan going forward past 2018 as data and information on the 1:1 initiative becomes more clear.

The Fairfield Public Schools' Facilities Plan 2014-2025 was last modified and approved in 2017. It identifies projects across the district that need to be addressed. These include the following: design and install new HVAC fresh air and air-conditioning system to add to existing systems in order to cover the entire school; renovate all boys' and girls' bathrooms; expand parking lots for staff, visitors and growing enrollment, and investigate all the parent drop-off areas for handling increased enrollment; provide storage rooms for custodial and maintenance needs; provide storage rooms for staff and school materials; replace tennis courts; and provide increased security and safety measures.

Because the community purposefully funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, the school is able to provide an environment in which students are able to achieve academic success.

Sources of Evidence
- self-study
- facility tour
- school board
- central office personnel
- school support staff

Standard 7 Indicator 4

Conclusions

Faculty and building administrators are consistently and actively involved in the development and implementation of the budget.

The budgetary process for the school and district operates in the following manner. The school's budget process begins with the school district at-large, which sets the per pupil expenditure each year. The administrative team then sends out requests to the members of the staff, all of whom are invited to channel budgetary needs and questions to content area curriculum leaders. Following this step, the housemasters address any questions with their assigned staff prior to a meeting with the headmaster, who then creates the budget.

While the headmaster expresses that the budget is a fluid process and subject to changes from year to year, he has responsibility for allocation and expenditure of the budget funds. He and other stakeholders, including board of education members, make every effort to spend these monies in a manner that avoids negative impact on classroom teaching and learning practices, whenever possible.

The headmaster's opportunity to speak publicly on behalf of budget requests occurs through monthly board of education meetings. The headmaster regularly attends these meetings and will present and justify the proposed budget as necessary. The board of education will often pose follow-up questions which the headmaster will address and, if further consideration is needed, often he will revisit these questions at later meetings.

Through regular board of education meetings and through discussions with department members, the headmaster and instructional leaders demonstrate awareness of budget status and allocations. This is evidenced by their communications of additional monies that can be re-purposed or reallocated per staff needs over the course of the school year for instructional and supplies-based needs.

Because faculty and building administrators are consistently and actively involved in the development and implementation of the budget, the school has the funding it needs to help students achieve success.

Sources of Evidence
- self-study
- teacher interview
- department leaders
- school leadership

Standard 7 Indicator 5

Conclusions

In most cases, the site and plant support the delivery of high quality school programs and services.

The library learning commons (LLC) has the appropriate space and equipment to support the school's 21st century academic expectations, including independent research and inquiry. There is a multitude of learning spaces for students including the main room, a flexible space that can accommodate different arrangements in layout and furniture between and among the library stacks that are labeled by genre and areas of interest. There are approximately 30 computers still in use even with the 1:1 initiative. There are also two teacher workrooms and a group study room in addition to a creative studio and innovation lab, each equipped with advanced technology including voiceover and interview tools and TV studio with green screen technology. It is also well staffed with three specialists. Although there is a desire for furniture that can be manipulated into more flexible orientations, the LLC staff has creatively arranged and repurposed these items.

A recent renovation added six classrooms including updated science labs that are equipped for 21st century academic needs. This same renovation also included the expansion of the school cafeteria. The space was sufficient in size prior to this expansion, but there is now ample room for students to eat lunch and socialize during each of the three separate lunch waves. The renovation also added a separate, adjacent room designated as the senior lounge. The cafeteria upgrade includes technological equipment including flat screen televisions to communicate announcements and upcoming events. The kitchen facility and food preparation areas have ample preparation space, significant space for dry storage, appropriate refrigeration and freezer space, and a four-line capacity for expeditious food service. The cafeteria and food preparation areas are sufficient in size and adequately equipped.

The various facilities beyond the core facilities are adequate to deliver high quality school programs and services. The site includes two gymnasiums, ample locker rooms, art classrooms with open spaces and workstations, and facilities for career and technical education for Computer-Assisted Drafting (CAD), graphic design, and engineering. Some of these areas, however, including the performing arts and auditorium lack adequate space for storage despite the school working to find creative solutions for this. The auditorium capacity is also of some concern since it can only seat 549 people, which is not conducive to large meetings or large performances. The special education facilities appear to be adequate with space spread across several rooms with seating arrangements and computers to support students. This includes three complex learning centers (CLC), designed to meet the needs of more self-contained and severely disabled learners. There are six learning centers for grades 9 and 10 and four for grades 11 and 12. These rooms are grouped to handle the needs of different grade levels.

The classrooms and workspaces are adequate in number for academic programming and there are several workspaces for teachers including a lounge and teacher workspaces. Additionally, there is adequate and suitable space for administrative offices, conferences rooms, counseling spaces, and health needs. There are ample office spaces including three counseling offices in each of three houses as well as an additional counseling office with social workers' offices, a reception area, and small conference rooms to host meetings.

Outdoor spaces including a courtyard, athletic fields, and parking areas are adequate and suitable for teachers, students, and visitors. The entire lot was repaved within the past year, and several new spots were lined and numbered to accommodate the past issue of overflow parking and on-street parking that presented neighborhood disruptions and safety concerns.

The roof was recently renovated, and has since been commended by visiting engineers for its capacity and strength. There is an abundance of solar paneling, as well, that was installed on the roof and throughout parking areas, from which the school buys back energy at a reduced cost. Additionally, this past fall, a window replacement project throughout the school was completed.

Two areas of note, that are at this time inadequate, are storage and cooling. A tour of the facility reveals a need for more storage, as some items such as lifts, theater/staging equipment, and copy paper are staged in hallways

in some instances. Additionally, while there is a significant amount of storage in the school, it is at times impromptu in nature and utilized in a creative fashion that is not formalized.

While in most cases, the site and plant support the delivery of high quality school programs and services, when the school addresses matters related to adequate storage and climate control, this in conjunction with the high quality school programs and services that are supported across the school, will allow students the opportunities to achieve success.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- parents
- central office personnel
- school leadership
- school support staff

Standard 7 Indicator 6

Conclusions

The school maintains extensive documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

The main office maintains records that are reviewed by the local fire department on a monthly basis, including a log of executed drills and emergency responses along with follow-up notes about those drills as needed. These drills are varied and planned in advance and, in most cases, are unannounced to the students. The main office has formalized processes for these drills and lockdowns procedures on file. The lockdown procedures are also posted in classrooms. The office additionally has several supplies and resources in the event of a lockdown and reunification drills to prepare for real-world scenarios including the following: student records and schedules, class backpacks of supplies, and a lockdown toilet kit. The community has worked vigorously to fund security and safety measures. Additionally, material safety data sheet (MSDS) books are in the main office and custodial office that indicate chemicals used in the schools. Some of these include chemistry materials, which are stored in a secured room with regulated key access. There are also safety books in the custodial room that include topics that custodians review once per month at a scheduled safety meeting. Further safety documentation such as custodial logs of eyewash and shower stations show inspections have been conducted on a monthly basis since 2016.

Fire extinguishers have been inspected and are up to date. The school also has records, some of which are stored at the central office, that indicate regular inspection of fire alarms, extinguishers, and elevator maintenance along with regular chemical disposal. This chemical disposal occurs every summer and during April vacations.

All areas of the school have adequate ventilation, although all stakeholders including students, teachers, administrators, and even custodial staff acknowledge that the temperature control is inconsistent throughout the building. The reasons cited for this include an an outdated HVAC system that lacks both adequate zones and air conditioning across the whole building. This will be addressed in the district plan to add HVAC systems to all FPS buildings.

With three elevators and ramps in appropriate locations such as the auditorium, all parts of the building are handicap accessible.

The school utilizes SchoolDude, an online management system, for all building staff to report any issues with regard to repair and maintenance needs. The maintenance and custodial offices keep online records of these and appropriate paper records of maintenance and repairs.

Issues regarding school maintenance, as it relates to health or safety concerns, can be addressed in several ways. Students may report any issues to a staff member at any time. Parents may contact the school or access email contact information for the appropriate personnel via the district website. There is also an opportunity for public comment at regularly scheduled BOE meetings.

Because the school extensively maintains documentation that the physical plant and facilities meet all applicable federal and state laws, and are in compliance with local fire, health, and safety regulations, all members of the school community have access to a safe and well-maintained environment.

Sources of Evidence
- self-study
- facility tour

- teachers
- school leadership
- school support staff

Standard 7 Indicator 7

Conclusions

All professional staff consistently and actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

The primary tool used by teachers and administrators to engage parents is Infinite Campus, the student information management system, which provides around-the-clock access to grades. The professional staff uses phone and email communication, when necessary. All teachers also have access to a Google Classroom account, which the majority of teachers use regularly. Parents may be individually invited to see student work and access assignments.

To engage families less connected with the school, the staff reports reaching out to them through their contact information on Infinite Campus, contacting parents whose children have a D or F grade in their classes, and referring students through IMPACT. Teachers report that the IMPACT program results in daily counseling and monthly parent meeting invitations. On occasion, social workers also may conduct home visits for some of these students. At times certified mail will be used to follow up with families who are disconnected, especially in attempts to resolve truancy issues.

Since shifting to Infinite Campus, parents have around-the-clock access to grades. There are no formal parent-teacher conferences. They are scheduled by appointment as requested by a parent. There is even a written note on each report card indicating that this is an option. For issues that require team meetings, such as general concerns or formalized meetings like accommodations-based or IEP reviews, the school counselor acts as the main liaison to most parents.

On the subject of portfolios and student work showcases, an art department portfolio exhibition is scheduled at year's end to which parents are invited. Several examples of student work are also displayed across the school in the form of murals and other visual arts installations, as well as at the town library and central office. Many teachers who have Google Classroom accounts individually invite parents so they can see student assignments and work. One way in which the school also involves parents with educational opportunities is through Career Day, where parents, alumni, and local businesses present to students, who self-select seminars based on their interests. The headmaster also reports that teachers often invite parents based on expertise, especially in the business department.

Because all professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school, students feel connected to the school and are able to demonstrate success in achieving the school's academic expectations.

Sources of Evidence
- self-study
- facility tour
- teacher interview
- school leadership

Standard 7 Indicator 8

Conclusions

The school develops extensive and productive parent, community, business, and higher education partnerships that support student learning.

The school has broadened the social work and counseling programs to include forums related to stress and anxiety. The school has two social workers who work closely with approximately 20 students. There is also a substance abuse counselor who meets with students and families, and students can be referred to this counselor for support and services. In addition the IMPACT program directly affects 18 students at-risk socially and emotionally for 85 minutes per day. There are also advisory programs focused on mindfulness and stress. Recently the school hosted a freshman forum as a way to bring parents and freshman together for programming regarding issues of substance abuse, health, and wellness.

There are numerous community organizations that provide opportunities for the students at FLHS. Local business, like Beardsley Zoo, also partner with the school for students to participate in internship programs over the summer. In addition there is a Career Day at the school in which local business participate and offer students guidance on career readiness. The High School Scholarship Foundation of Fairfield provides financial assistance for students pursuing post-secondary educations. In addition the Rotary Club recognizes student leaders from each high school. The Fairfield Cares coalition, along with a number of PTA-related community groups, offer regular programming for students and families as well and help raise funding for school initiatives. The PTA subcommittee for programming works with school officials to bring programming related to college, wellness, and cognitive research.

Students are also offered Early College Experience (ECE) courses through UConn to earn college credit, in addition to AP course work, and a senior internship experience in which nearly 300 students participated in 2017-2018. Fairfield University offers space and facilities to help transition students from the special education program post-graduation, and students in the school are able to enroll in classes at the local universities to further their education in science in mathematics.

As a result of the school's extensive development of productive parent, community, business, and higher education partnerships that support student learning, students are provided with a diverse array of opportunities for authentic learning.

Sources of Evidence
- self-study
- teacher interview
- students
- department leaders
- school leadership
- school support staff

Standard 7 Commendations

Commendation

The consistent and dependable funding for instructional programs, development, and supplies provided by the community and the district in order to support student needs

Commendation

The strategic and creative plan to purposely fund capital improvements with attention to energy and cost savings

Commendation

The reimagined library learning commons that encourages innovation and achievement of school-wide learning expectations

Commendation

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

Commendation

The commitment to the safety and well-being of the student body through the funding of initiatives and resources

Commendation

The productive relationships with businesses, higher education, and community organizations to foster authentic learning opportunities for all students

Standard 7 Recommendations

Recommendation

Ensure adequate and organized storage space for academic and maintenance supplies and materials to provide a safe and organized learning environment

Recommendation

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

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting team. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting team recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Team Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting team and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting team recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook, which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed an exemplary self-study that clearly identified the school's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES
Commission on Public Secondary Schools

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

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