

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Fairfield Ludlowe High School	School District	Fairfield Public Schools
Principal's Name	Greg Hatzis	School Year	2023-2024

School's Mission/Vision

The Fairfield Ludlowe High School community is committed to ensuring that all of our students meet our common academic, civic, and social expectations. In this pursuit, we believe:

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.

Success: we strive to achieve our goals.

Your Falcon Footprint Matters:

Be an Active and Responsible Citizen

Engage with the world around you and realize the impact

Theory of Action

1. If we provide instruction related to social emotional learning and increase student feelings of connection within the classroom, students will come to school more frequently.
2. If we implement an equitable approach to grading, revising our course selection processes to better inform the targeted students

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and encourage appropriate levels of challenge, and focus professional development sessions on equitable grading, internalized bias, and growth mindset, we will decrease the disproportionality of Black, Hispanic, and High Needs students enrolled in advanced courses.

3. If we set aside time in professional learning teams and create a structured process for success, common assessments will be revised/created, implemented, and the data will be analyzed to support students and plan future instruction. If we provide frequent, low-stakes assessment and feedback along with appropriate summative assessments, implement high-quality, student-centered instruction, build a strong sense of community in the classroom, and develop the social-emotional skills of students and adults, the students of Fairfield Ludlowe High School will become effective communicators, collaborators, critical thinkers, innovators, responsible citizens, and goal directed, resilient learners.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Sara Goepfrich	Teacher, FEA VP	Sarah McCarthy	Teacher
Emily Leone	Teacher	Lauren Marchello	Teacher
Jackie Chiera	Teacher	Tara Coelho	Teacher
Leah Dalton	Teacher, Science Dept. Liaison	Kelly Smigala	Teacher
Joanna Gelinas	Counselor	Matt Sutton	Counselor
Cindy Stetter	Teacher	Colleen Sousa	Teacher, S.S. Dept Liaison
Aaryn Signorile	Teacher	Jenny Ingram	Teacher, Eng. Dept Liaison
Sean Colley	House Principal	Bari Rabine	House Principal
Gregg Pugliese	House Principal	Greg Hatzis	Head Principal

School Data Review

In the section below, indicate all historical indicators of school performance (SBA, NGSS, PSAT, SAT, PE, etc.) and other historical school indicators (attendance, course taking, participation, etc.) over the past three years.

SAT - 11

SAT - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	89/63	85/59	84/65	84/58

SAT - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	77/45	69/31	68/30	68/37

NGSS - 11

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
11th	72/47	62/41	61/40	65/43

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PSAT 9

PSAT (9) - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	83/	90/79	83/64	83/ N/A

PSAT (9) - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	75/	73/65	66/44	66/ N/A

PSAT 10

PSAT (10) - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	**	87/76	89/85	83/ N/A

PSAT (10) - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	**	70/52	59/51	61/ N/A

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Chronic Absenteeism

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	5.7%	27.4%	17.1%	12%
High Needs	12.5%	38.1%	31.9%	21%

Graduation Rates

Graduation Rates	2018-2019	2020-2021	2021-2022	2022-2023
All Students	99.4%	99.4%	96.5%	N/A
High Needs	98.5%	97.8%	91.3%	N/A

SMART Goal 1

Root Cause Analysis - Based on School Performance

The chronic absentee rate has been unusually high for the past few years for a number of reasons. The most obvious reason is the COVID pandemic and the requisite quarantining period along with repeated messages to keep students home while sick. Staff also observe higher rates of student anxiety, especially from those who had difficulty transitioning back to full-time school. Staff also notice a lower rate of stress tolerance among students and for some, difficulty in managing time effectively. There may also be some students who are not finding a strong connection to the school. The necessary staff reaction to these problems inevitably created a 'permissive' environment where students felt it was 'ok' to miss school, as teachers were more lenient with assignments and the increasing use of Google Classroom made make-up work easily available. A number of other smaller factors contribute, as well, such as strategic absences to purposely miss assessments, skipping classes to meet up with other students, parental allowance to take days off (or making up false excuses to be absent), or drug and alcohol use. Of these root causes, the ones we feel are the most actionable and high leverage for the school staff are focusing on social-emotional skills and building supportive classroom environments.

School's Goal	To decrease the chronic absentee rate.
SMART Goal	The overall chronic absentee rate (all students) will decrease 2 percentage points, from 12% to 10%, as measured by the State of CT Chronic Absentee rate (10% of total school days) by June of 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	As measured by the CT Chronic Absentee Rate by June of 2023: The special education subgroup will drop from 22% to 17% The high needs subgroup will drop from 21% to 16% The Black or African American subgroup will drop from 40% to 35% The Hispanic/Lation subgroup will drop from 20% to 15%
District Improvement Plan Connection	District chronic absenteeism will consistently be below 7.5% for all groups of students by 2027

Goal 1 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

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Scientifically Research Based Strategy	Social Emotional Learning core competencies, effective feedback and reflection practices.
MOY Results (Expectation/ Reality)	By January 2024, students schoolwide will be exposed to 4 school-wide SEL lessons and 20 classrooms will pilot classroom-based SEL strategies. Staff will be exposed to 4 lessons on building community and culture within the classroom via professional development sessions. Chronic absenteeism will be 5 percentage points lower for special ed, high needs, Black, and Hispanic subgroups.
EOY Results (Expectation/ Reality)	By May 2024, students schoolwide will be exposed to 8 school-wide SEL lessons and 20 classrooms will pilot classroom-based SEL strategies. Staff will be exposed to 8 lessons on building community and culture within the classroom via professional development sessions. Chronic absenteeism will be 5 percentage points lower for special ed, high needs, Black, and Hispanic subgroups.
Responsible Individuals	Admin Team, School Counseling department, Advisory authors, Teachers who chose the SEL and Classroom environment PD Pathways.
Timeline	Sept 2023 to May 2024
Resources	Move this World, <i>The Skillful Teacher</i>
Budget Implications	Move this World subscription and training; Book purchases for PD, materials for advisory.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	2-3 School-wide Advisories on SEL skills from Move this World 2 Sessions of Teacher PD on	2-3 School-wide Advisories on SEL skills from Move this World 2 Sessions of Teacher PD on Building	2-3 School-wide Advisories on SEL skills from Move this World Forum groups are planning for

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	Building Strong Classroom Culture Promotion of Activity Period 1 Teacher PD session on managing Bandwidth to increase productivity	Strong Classroom Culture 1 Teacher PD session on managing Bandwidth to increase productivity Implementation of 1-2 Forums for traditionally marginalized groups	next year to increase voice and connectedness. - Teacher reflection on goals to implement new strategies.
Leading Indicators	Successful scheduling of advisories on SEL skills Successful implementation of PD on building classroom culture	High rates of student participation in clubs Teacher midyear reflection on goals represent positive progress	
Lagging Indicators		Reduced student presence in hallways during non-passing times	School Climate results will indicate higher rates of connection to the school (participation in activities) and high level of exposure to stress reducing strategies. Teachers indicate they used the skills learned in PD Pathways program to improve their practice.
Equity Goals and Shared	Promote club participation of traditionally marginalized students	Create affinity groups like Blacks/African Americans,	Reflection on diversity activities and opportunities afforded to

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Responsibility	(all HR teachers, counselors). Promote clubs that advocate for diversity and inclusion. Multiple-tiered strategies of reaching students who start with poor attendance rates (admin, counselors, teachers).	Hispanic/Latino students/ LGBTQ+ students, Muslim and Hindu students. (Counseling Center, Admin, ally teachers)	groups and individuals of color, different gender identities, and religions. (Teachers, Admin, Activity Coordinator).
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SMART Goal 2

Root Cause Analysis - Based on School Performance

While the percentage of students meeting the benchmark in ELA and Math on the SAT remained consistent the last two years, an overall trend over four years has been a decline. There is little question that the COVID pandemic had an effect on performance, as the he class which took the SAT two years ago were in 9th and 10th grade during the “shut down” year of 2019-2020 and the hybrid instruction year of 2020-21 respectively, which are two critical years of foundational instruction. Last year’s juniors took the test after being affected in their 8th and 9th grade years, when most students are taking Algebra. Additionally, the focus of much of the school’s and teachers’ work was on adapting to new instructional models, an infusion of technology and programmatic tools to assess students, and increasing the social emotional supports for students who were dealing with increased levels of anxiety around school. Of these root causes, the ones we feel are the most actionable and high leverage for the school staff are focusing on high quality assessment practices and incorporating more inquiry-based, student-centered instructional practices.

School’s Goal	To increase student performance in literacy and numeracy.
SMART Goal	By June of 2024, the percentage of Grade 11 students meeting benchmark on the SAT in Math will increase from the same cohort’s performance on the Grade 10 PSAT from 61% to 64% and in ELA from 83% to 86%.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The percentage of Grade 11 high needs students meeting benchmark on the SAT in math will increase from 44% on the PSAT 9 in 2022 to 47% in 2024; and in ELA will increase from 64% on the PSAT in 2022 to 67% in 2024.
District Improvement Plan Connection	All FPS graduates will meet mastery requirements as defined in the FPS graduation requirements policy. ELA performance, as measured by the SAT (11), will close the gap between subgroup proficiency performance by 20% and raise the bar by 6% from baseline 2021 district performance in a positive direction. Mathematics performance, as measured by the SAT (11), will close the gap between

	subgroup proficiency performance by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.
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Goal 2 (a) - Strategic Plan

Scientifically Research Based Strategy	Assessment Design and Inquiry-based Instruction grounded in Understanding by Design, Looking at Student work protocols, and Balanced Assessment System practices.
MOY Results (Expectation/ Reality)	Teachers will engage in professional development examining their instruction and assessment practices incorporating 4 new strategies. Student performance on midyear assessments Decrease in number of students on D/F list from prior year Student Performance on common assessments
EOY Results (Expectation/ Reality)	Teachers will engage in professional development examining their instruction and assessment practices incorporating 8 new strategies. Student performance on final assessments PSAT/SAT results
Responsible Individuals	FLHS Admin team, curriculum directors, teachers.
Timeline	September 2023 to May 2024
Resources	Understanding by Design, QFT Protocols, other assessment and instruction best practices.
Budget Implications	Classroom instructional materials and professional development funding for conferences and books.

Goal 2 - Implementation and Milestones

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	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	2-3 PD sessions on strong assessment practices 2-3 PD sessions on inquiry-based, student centered instruction Review of PSAT Data from Grade 10 identifying students in need of support	2-3 PD sessions on strong assessment practices 2-3 PD sessions on inquiry-based, student centered instruction Review of PSAT data from Grade 11 identifying students in need of support	Teacher goal reflection on use of effective assessment practices with
Leading Indicators	Successful scheduling and execution of all planned PD sessions. Teachers implementing strategies in the classroom. Data teams discussing results of assessments	Successful scheduling and execution of all planned PD sessions. Teachers implementing strategies in the classroom. Data teams discussing results of assessments	
Lagging Indicators		Revised assessments Revised lesson plans Class time allocated to addressing lacking skills on the SAT in math and ELA	Student work showing improvement on common and classroom assessments. SAT Results
Equity Goals and Shared Responsibility	Implementation of grading practices that address supporting all learners in the classroom.	Reviewing subgroup performance scores on PSATs leading to a plan to address population on SAT.	