

## Fairfield Public Schools – School Improvement Plan

### School Information

<b>School's Name</b>	Fairfield Ludlowe High School	<b>School District</b>	Fairfield Public Schools
<b>Principal's Name</b>	Greg Hatzis	<b>School Year</b>	2024-2025

### 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

If we provide teachers with professional development to provide high quality instruction, foster a school culture that supports the social emotional needs of students, and faithfully execute the curriculum and effectively utilize common assessments, then all

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students will realize the Fairfield Public Schools' Vision of a Graduate to become critical thinkers, collaborators, communicators, innovators, responsible citizens, and goal directed, resilient learners.

### School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Pam Aikman	Math teacher	Gregg Pugliese	Webster House Principal
Anna Newberg	Social Studies teacher	Sean Colley	Warner House Principal
Emily Leone	World Language teacher	Bari Rabine	Wright House Principal
Lauren Marchello	Social Studies teacher	Vanessa Montorsi	Dir. of Pupil Svs and Counseling
Tara Coelho	Science teacher	Greg Hatzis	Head Principal
Sara Goepfrich	Social Studies teacher, FEA VP		

### 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	2023-2024 All/ HNS
School	89/63	85/59	84/63	84/58	87/62

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SAT - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
School	77/45	69/31	68/29	68/37	62/29

NGSS - 11

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
11th	72/47	62/41	61/40	65/43	67/46

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### PSAT 9

PSAT (9) - ELA Proficient %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
School	83/40	90/79	83/64	83/52	72/32

PSAT (9) - Math Proficient %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
School	75/20	73/65	66/44	66/31	58/18

### PSAT 10

PSAT (10) - ELA Proficient %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
School	87/44	87/76	89/85	83/58	78/46

PSAT (10) - Math Proficient%	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
School	69/22	70/52	59/51	61/36	52/24

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### Chronic Absenteeism

<b>Attendance Chronic Abs.</b>	<b>2018-2019</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>All Students</b>	5.7%	27.4%	17.1%	12.0%	10.7%
<b>High Needs</b>	12.5%	38.1%	31.9%	21.2%	20.1%

### Graduation Rates

<b>Graduation Rates</b>	<b>2018-2019</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>All Students</b>	99.4%	99.4%	96.5%	95.3%	
<b>High Needs</b>	98.5%	98.7%	91.3%	88.5%	

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### SMART Goal 1

*Root Cause Analysis - Based on School Performance*

District leadership has engaged in conversations around the definition of high quality instruction in order to focus the work of teachers, instructional coaches, and administration. High quality instruction requires teachers to utilize evidence of student learning, promote diverse perspectives, ensure equal access for all students, and reflect and engage in professional growth. High quality instruction also provides students with opportunities to engage cognitively, reflect, problem-solve, communicate, and collaborate.

<b>School's Goal</b>	To engage teachers in implementing high quality instruction.
<b>SMART Goal</b>	By June of 2025, 100% of teachers at FLHS will have successfully completed the first year of the newly revised Fairfield Public Schools Educator Evaluation and Support Plan.
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	Teachers will <ul style="list-style-type: none"> <li>● establish goals as defined by the Plan,</li> <li>● engage in the observation protocol of the Plan,</li> <li>● provide evidence of progress toward the goal,</li> <li>● reflect on their own progress and the feedback received by their evaluators, as measured by the successful completion of all forms required by the Plan.</li> </ul>
<b>District Improvement Plan Connection</b>	<b>Evaluation and Feedback Systems</b> <ul style="list-style-type: none"> <li>● Revision of teacher evaluation framework and single-point competencies</li> <li>● Educator and leader evaluation plan has been redesigned by PDEC</li> </ul>

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**Goal 1 (a) - Strategic Plan**

<b>Scientifically Research Based Strategy</b>	The CT Common Core of Teaching and CCCT Service Delivery Single Point Competencies
<b>MOY Results (Expectation/ Reality)</b>	Staff will have shown progress through each member’s MOY conference with supervisors.
<b>EOY Results (Expectation/ Reality)</b>	Staff will demonstrate progress with evidence in their final reflection and EOY conference discussions with supervisors.
<b>Responsible Individuals</b>	All certified staff and the administrative team.
<b>Timeline</b>	Sept - Nov: staff will set goals and complete their BOY goal forms. Sept - May: staff will engage in their chosen PD Pathway to focus on their goal area. Nov - Mar: staff will begin collecting evidence and reflect on progress in their MOY Goal form. Mar - Jun: staff will complete all tasks related to the EOY goal form.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PD Pathway modules provided by the administrative team</li> <li>• FPS Leader and Educator Evaluation and Support Plan.</li> </ul>
<b>Budget Implications</b>	None

**Goal 1 - Implementation and Milestones**

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	PD Pathway meetings 9/17, 10/22	PD Pathway meetings 11/19, 1/14, 2/25	PD Pathway meetings 4/1, 5/13, June TBD
<b>Leading Indicators</b>	BOY Goal Conferences	MOY Goal Conferences Unit and Lesson plans implemented	EOY Goal Conferences Unit and Lesson plans

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			implemented
<b>Lagging Indicators</b>	BOY Goal forms completed Research plans formulated	Observations completed Unit and Lesson plan evidence collected, new assessments, new instructional methods used, new classroom management techniques.	Observations completed Unit and Lesson plan evidence collected, new assessments, new instructional methods used, new classroom management techniques.
<b>Equity Goals and Shared Responsibility</b>		Discussion of how high quality instructional methods increase accessibility for all students.	Recognition and documentation of the impact on multiple populations served by strategies implemented.

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### SMART Goal 2

#### *Root Cause Analysis - Based on School Performance*

While there has been steady improvement of the school chronic absence rate over the past three years, levels are still higher than they were before the pandemic. Additionally, staff observe higher rates of student anxiety as well as a decreased ability to respond positively to adversity and to regulate emotions. School climate survey results reflect these trends among students. Overall, staff find a greater need for social emotional competencies to be emphasized in the school environment.

<b>School's Goal</b>	To increase student skills around self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
<b>SMART Goal</b>	By June of 2025, the chronic absence rate will decrease by 2 percentage points from June 2024 (10.7%) and there will be an increase in students demonstrating social emotional strengths as measured by the aperture student self-report assessment (baseline 6% Composite Score).
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<ul style="list-style-type: none"> <li>● Implementation of Advisory Lessons focused on social emotional competencies.</li> <li>● Improved chronic attendance numbers by month comparative to 2023-24</li> <li>● FLHS support staff providing anecdotal evidence of counseling progress</li> </ul>
<b>District Improvement Plan Connection</b>	<b>SEL Initiatives:</b> <ul style="list-style-type: none"> <li>● Social Emotional MTSS</li> <li>● Explicit SEL Instruction</li> <li>● Attendance</li> <li>● Professional Learning</li> <li>● Targeted Supports for Underserved Students</li> </ul> District chronic absenteeism will consistently be below 7.5% for all groups of students by 2027.

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### Goal 2 (a) - Strategic Plan

<b>Scientific Research Based Strategy</b>	Dialectical Behavior Therapy, CASEL competencies, Trauma-informed practices.
<b>MOY Results (Expectation/ Reality)</b>	All students will have experienced six advisories related to social emotional learning and have taken the first Dessa-Aperture self-assessment.
<b>EOY Results (Expectation/ Reality)</b>	All students will have experienced ten advisories related to social emotional learning and have taken the second Dessa-Aperture self-assessment.
<b>Responsible Individuals</b>	House teams, advisory committee, counseling department, administration, teachers.
<b>Timeline</b>	The ten advisories over the year will focus on the five social emotional competencies. The first aperture administration will be in Oct while the second one will be in April.
<b>Resources</b>	CASEL, Move this World, District Attendance Manual
<b>Budget Implications</b>	Dessa/Aperture instrument

### Goal 2 - Implementation and Milestones

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	First Dessa-aperture implementation (Oct)		Second Dessa-aperture implementation (April).
<b>Leading Indicators</b>	Data reviewed and analyzed to help choose advisory lessons. Advisories scheduled	Advisories Scheduled	Advisories scheduled.

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<b>Lagging Indicators</b>	Advisories implemented (e.g. what's in a name?; building a community -good citizenship; goal setting)	Parents and students are notified of student chronic absentee status.  Advisories implemented (e.g. recognition of diverse perspectives, community building,	Parents and students are notified of student chronic absentee status.  Advisories implemented (cultural appropriation, stress management).
<b>Equity Goals and Shared Responsibility</b>		Lessons around social awareness and relationship building will be implemented.	Lessons around social awareness and relationship building will be implemented.

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### SMART Goal 3

#### *Root Cause Analysis - Based on School Performance*

Common assessments have been identified as a goal target area by the district. The school and curriculum departments will work in tandem to make progress in this area. There is a wide range of prior success in this area as some departments have already designed multiple common assessments and other departments only have midyear assessments and/or final assessments as their only common assessments. Success on the common assessments will advance student proficiency on the standards for the course, which will in turn increase student performance on the SAT and PSAT.

<b>School’s Goal</b>	To faithfully execute the curriculum and effectively utilize common assessments.
<b>SMART Goal</b>	By June of 2025, 100% teachers will have implemented department designed common assessments and engaged in data analysis of these results to inform instruction of the course standards, as measured by improved performance on the common assessments and SAT/PSAT scores.
<b>Evidence of Success</b> 1 IAGDs <i>minimum</i> Inclusive and Equitable	<ul style="list-style-type: none"> <li>● Teachers report student success on common assessment</li> <li>● 2-5% increase in overall SAT score in ERBW and Math</li> <li>● Decreasing the gap between high needs students and the overall score by 10%</li> </ul>
<b>District Improvement Plan Connection</b>	<p>From “Key Performance Areas:”</p> <p>“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.”</p> <p>“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.”</p>

**Goal 3 (a) - Strategic Plan**

<b>Scientifically Research Based Strategy</b>	Looking at Student Work Protocol for data teams, SAT test strategies
<b>MOY Results (Expectation/ Reality)</b>	Each department will have completed the implementation of one common assessment and analyzed the data to identify students in need of support and planned instruction accordingly.
<b>EOY Results (Expectation/ Reality)</b>	Each department will have completed the implementation of two common assessments and analyzed the data to identify students in need of support and planned instruction accordingly
<b>Responsible Individuals</b>	Executive Director of Instruction, Curriculum, and Assessment, Curriculum Directors/Leaders/Liaisons, Teachers, Building Admin team, Core-area building liaisons.
<b>Timeline</b>	Sept-Nov: analyze current status of common assessments and revise/create common assessment #1; Nov-Jan: implement common assessment and analyze data; Jan-Mar: create common assessment #2; Mar-Jun: implement common assessment and analyze data
<b>Resources</b>	College Board, Khan Academy, Task Analysis Protocol, Looking at Student work protocols, elements of good assessments
<b>Budget Implications</b>	SAT Tutoring and preparation strategies for students

**Goal 3 - Implementation and Milestones**

	<b>Beginning of the Year</b>	<b>Middle of the Year</b>	<b>End of the Year</b>
<b>Implementation Milestones</b>	Instructional coaches engaging with PLTs around supporting struggling learners.	Common assessment implemented (other than midyear assessment)	Additional Common assessments implemented (other than final)
<b>Leading Indicators</b>	PLT meetings scheduled Common assessment calendar created by departments	PLT meetings scheduled	PLT meetings scheduled
<b>Lagging Indicators</b>		Instructional coaches providing data of student performance  PLT meetings engage in data analysis and lesson design	Instructional coaches providing data of student performance  PLT meetings engage in data analysis and lesson design
<b>Equity Goals and Shared Responsibility</b>	Assured experiences are driven by common assessments and data analysis to ensure consistency for all students across the same courses	Assured experiences are driven by common assessments and data analysis to ensure consistency for all students across the same courses	Assured experiences are driven by common assessments and data analysis to ensure consistency for all students across the same courses