

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	2026-2027

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 and foster a school culture that supports the social emotional needs of students, then all 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.

Fairfield Public Schools – School Improvement Plan

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Lauren Marchello	Advisory author, SS teacher	Gregg Pugliese	Webster House Principal
Sara Goepfrich	FEA VP, SS teacher	Sean Colley	Warner House Principal
Jeremy Timperanza	SEL Rep, SS teacher	Bari Rabine	Wright House Principal
Brian Walach	Math teacher	Vanessa Montorsi	Dir. of Pupil Svs and Counseling
Christina Darin	School psychologist	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	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	89/63	84/63	84/58	87/62	91/71	85/61

SAT - Math Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	77/45	68/29	68/37	62/29	61/25	61/32

Fairfield Public Schools – School Improvement Plan

NGSS - 11

NGSS % Proficient	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
11th	72/47	61/40	65/43	67/46	72/39	75/56

PSAT 9

PSAT (9) - ELA Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	83/40	83/65	83/52	72/42	86/70	79/56

PSAT (9) - Math Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	76/	66/36	66/28	58/26	67/37	62/25

PSAT 10

PSAT (10) - ELA Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	88/	85/	83/60	78/44	84/63	88/76

Fairfield Public Schools – School Improvement Plan

PSAT (10) - Math Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	69/	55/	61/30	52/24	58/20	61/32

Chronic Absenteeism

Attendance Chronic Abs.	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	5.7%	17.1%	12.0%	10.7%	8.6%	10.4%
High Needs	12.5%	31.9%	21.2%	20.1%	18.2%	15.2%

Graduation Rates

Graduation Rates	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	99.4%	96.5%	95.3%	95.5%	95.7%	N/A
High Needs	98.5%	91.3%	88.5%	86.5%	87.1%	N/A

SMART Goal 1

Root Cause Analysis - Based on School Performance

While there had been steady improvement of the school chronic absence rate over the prior four years, we did see levels increase last year and rates continue to be above what 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 greater student engagement and social emotional competencies to be emphasized in the school environment.

School's Goal	To increase student skills around self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
SMART Goal	By June of 2027, the chronic absence rate will decrease by 2 percentage points from June 2026 (10.4%) and there will be an increase in students demonstrating social emotional strengths as measured by a district determined SEL competency measurement instrument.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• Implementation of new Wayfinder programming during Advisory Lessons focused on social emotional competencies • Implementation of cell phone free initiative • Responsible use of Artificial Intelligence • Improved chronic attendance numbers by month comparative to prior year • FLHS support staff providing anecdotal evidence of counseling progress
District Improvement Plan Connection	SEL Initiatives: • Wayfinder Program • Behavioral MTSS strand • Explicit SEL Instruction • Attendance • Professional Learning • Targeted Supports for Underserved Students District chronic absenteeism will consistently be below 7.5% for all groups of students

Fairfield Public Schools – School Improvement Plan



	by 2027.
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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)

Scientifically Research Based Strategy	Dialectical Behavior Therapy, CASEL competencies, Trauma-informed practices.
MOY Results (Expectation/ Reality)	All students will have experienced four advisories related to social emotional learning and have taken any district determined assessment.
EOY Results (Expectation/ Reality)	All students will have experienced eight advisories related to social emotional learning and have taken any district determined assessment.
Responsible Individuals	House teams, advisory committee, counseling department, administration, teachers.
Timeline	The eight advisories and assessments over the year will focus on the five social emotional competencies.
Resources	Wayfinder, CASEL, District Attendance Manual
Budget Implications	District determined assessments.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	- District determined assessment (Oct) - AI training for staff - Wayfinder Training for staff		- Second district determined assessment April).
Leading Indicators	Data reviewed and analyzed to help choose advisory lessons.	Advisories Scheduled	Advisories scheduled.

Fairfield Public Schools – School Improvement Plan



	Advisories scheduled		
Lagging Indicators	Advisories implemented by grade level to target building 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 (stress management).
Equity Goals and Shared Responsibility		Lessons around social awareness and relationship building will be implemented.	Lessons around social awareness and relationship building will be implemented.

SMART Goal 2

Root Cause Analysis - Based on School Performance

With several departments undergoing curricular changes and the district emphasis on implementing and recording common assessments, teachers feel the need to focus their efforts on Domain 2 of Connecticut Common Core of Teaching: Planning for Active Learning. Actions such as aligning instructional content with standards, using data to purposely plan to advance student learning, designing strategies and tasks to promote cognitive engagement, and selecting appropriate assessment strategies to monitor student progress will need to occur during teacher preparation time as well as curriculum-based and building based professional development sessions.

School's Goal	To engage teachers in implementing high quality instruction.
SMART Goal	By June of 2027, 100% of teachers at FLHS will have successfully incorporated at least one new effective practice of Domain 2 (Planning for Active Learning) from the Fairfield Public Schools Educator Evaluation and Support Plan through their goal completion or PLT work.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• Professional Development sessions designed to address instructional and assessment aspects of Domain 2 • Teachers designing goals around this area • Effective data team meetings • Walkthroughs of classes scheduled and common trends discussed • Professional Learning Teams discussing and designing strategies • SAT scores will increase in Math and EBRW
District Improvement Plan Connection	• Implementation of the Teacher Evaluation and Support Plan • Common Assessment implementation • Math/EBRW SAT scores

Goal 2 (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)

Fairfield Public Schools – School Improvement Plan



Scientifically Research Based Strategy	The CT Common Core of Teaching and CCCT Service Delivery Single Point Competencies
MOY Results (Expectation/ Reality)	Staff will have shown progress through each member's MOY conference with supervisors.
EOY Results (Expectation/ Reality)	Staff will demonstrate progress with evidence in their final reflection and EOY conference discussions with supervisors.
Responsible Individuals	All certified staff and the administrative team.
Timeline	Sept - Nov: staff will set goals, complete their BOY goal form, PLT sessions will discuss progress; SAT resources shared Sept - May: staff will engage in their chosen PD Pathway to focus on their goal area and attend their PLT sessions; Nov - Mar: data teams scheduled to discuss results of common assessments; staff will implement SAT strategies Mar - Jun: staff will complete all tasks related to the EOY goal form.
Resources	• PD Pathway modules provided by the administrative team • FPS Leader and Educator Evaluation and Support Plan.
Budget Implications	None

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	PD Pathway meetings, Sept -Oct Establishment of goals around	PD Pathway meetings Nov - Feb Data team meetings	PD Pathway meetings March - June

Fairfield Public Schools – School Improvement Plan



	Domain 2	Walkthroughs	
Leading Indicators	PLT meetings focused on Domain 2	PLT meetings focused on Domain 2	PLT meetings focused on Domain 2
Lagging Indicators	BOY goals completed and future data and PLT meetings scheduled SAT preparation materials reviewed and presented to teachers	Observations completed, assessment designed, common assessment calibration occurs Teachers implementing SAT prep materials	Observations completed, assessment designed, common assessment calibration occurs
Equity Goals and Shared Responsibility		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.

Fairfield Public Schools – School Improvement Plan

SMART Goal 3

Root Cause Analysis - Based on School Performance

Teachers have been noticing a challenge in getting all students to engage fully with their studies and find intrinsic motivation to complete school work. The district has added a cell-phone free policy which was relatively successful in the first year but we started to see students treat it casually near the end of the year, so we are increasing pouch compliance in year two. Professional learning is one of the most important aspects of teacher growth, so the cycle of learning new skills, discussing it with peers and supervisors, and receiving feedback will translate into increasing student achievement. Teacher collaboration with colleagues is also something teachers have expressed is incredibly helpful.

School's Goal	To take demonstrable actions to positively impact the culture and climate of the school.
SMART Goal	June of 2027, 100% of teachers at FLHS will have successfully incorporated at least one effective practice of Domain 4 (Professional Responsibility and Teacher Leadership) from the Fairfield Public Schools Educator Evaluation and Support Plan through their goal completion or PLT work.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• Teachers are presented with strategies around curiosity and motivation. • Teachers will implement lessons around what they have learned in PD Pathways • Teachers will effectively utilize their PLC time • The phone-free and pouch initiative decreases disciplinary referrals related to phones compared to last year. • Implementation of Wayfinder lessons in both school-wide Advisory as well as specific lessons for Counseling Center purposes • Analyze School Climate data and implement related follow-up and programming
District Improvement Plan Connection	• Implementation of the Teacher Evaluation and Support Plan • SEL support for students: Wayfinder/Waypoints implementation • MTSS-related planning and implementation

Fairfield Public Schools – School Improvement Plan

Goal 3 (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)

Scientifically Research Based Strategy	The CT Common Core of Teaching and CCCT Service Delivery Single Point Competencies
MOY Results (Expectation/ Reality)	• Staff will have shown progress through each member's MOY conference with supervisors. • Follow-up with students regarding Waypoints assessments from Fall administration
EOY Results (Expectation/ Reality)	Staff will demonstrate progress with evidence in their final reflection and EOY conference discussions with supervisors.
Responsible Individuals	All certified staff and the administrative team
Timeline	Sept - Nov: staff will set goals, complete their BOY goal form, PLT sessions will discuss progress; Sept - May: staff will engage in their chosen PD Pathway to focus on their goal area and attend their PLT sessions Mar - Jun: staff will complete all tasks related to the EOY goal form.
Resources	• PD Pathway modules provided by the administrative team • FPS Leader and Educator Evaluation and Support Plan
Budget Implications	None

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	PD Pathway meetings, Sept -Oct Establishment of goals around	PD Pathway meetings Nov - Feb Data team meetings	PD Pathway meetings March - June

Fairfield Public Schools – School Improvement Plan



	Domain 4	Walkthroughs	
Leading Indicators	PLT meetings focused on Domain 4 School Climate data analyzed	PLT meetings focused on Domain 4	PLT meetings focused on Domain 4
Lagging Indicators	BOY goals completed and future data and PLT and PD Pathways assigned and meetings scheduled	Observations completed, assessment designed, common assessment calibration occurs Teachers have implemented activities or have approached their classes in ways that increase students' curiosity and motivation.	Observations completed, feedback on advisory lessons, student SEL-related assessments and school climate results analyzed
Equity Goals and Shared Responsibility		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.