School Information

School's Name	Fairfield Ludlowe High School	**School District**	Fairfield Public Schools
Principal's Name	Greg Hatzis	**School Year**	2022-2023

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 on executive functioning and social emotional learning, increase student feelings of connection to the school, and provide structural support through consistent application of rules, 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

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.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Sarah Goepfrich	Teacher, FEA VP	Aaryn Signorile	Teacher, MTSS Liaison
Jenny Ingram	Teacher, Dept. Liaison	Colleen Sousa	Teacher, Dept. Liaison
Emily Leone	Teacher	Matt Sutton	Counselor
Katy Moir	Teacher	James Van Sandwyk	Teacher
Anna Newberg	Teacher	Carolyn Waters	LLC, Dept. Leader
Kasey Sabetta	Teacher, Dept. Liaison	Greg Hatzis	Head Principal
Sean Colley	House Principal	Vanessa Montorsi	Director of Counseling
Bari Rabine	House Principal	Gregg Pugliese	House 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
School	89/63	85/59	84/63

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

NGSS - 11

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
11th	72/47	62/41	60/40

PSAT 9

PSAT 9 - ERW % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
School	83/*	90/79	83/64

PSAT 9 - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
School	75/*	73/65	66/44

*Data not available on EdSight

PSAT 10

PSAT 10 - ERW % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
School	*	87/76	89/85

*Data not available from College Board at the time of posting these results

PSAT 10 - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS
School	*	70/52	59/51

*Data not available from College Board at the time of posting these results

Chronic Absenteeism

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022
All Students	5.7%	27.4%	*N/A
High Needs	12.5%	38.1%	*N/A

*Data not available on EdSight at the time of posting these results

Graduation Rates

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

** Graduation rates are calculated by the State and are not available until late Fall of following school year

Rigorous Course Taking

Taking Courses	2018-2019	2020-2021	2021-2022
All Students	98.4%	99.3%	N/A*
High Needs	N/A*	N/A*	N/A*

*Data not available on EdSight at the time of posting these results

Passing Exams	2018-2019	2020-2021	2021-2022
All Students	80.5%	70.1%	N/A*
High Needs	N/A*	N/A*	N/A*

*Data not available on EdSight at the time of posting these results

SMART Goal 1

Root Cause Analysis 1 - 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 addressing the lack of stress-management skills, increasing students' connection to the school, and the lessening the permissive environment through consistent application of rules.

School's Goal	Decrease chronic absentee rate
SMART Goal	The overall chronic absentee rate (all students) will decrease 4 percentage points, from 27.3% to 23.3%, as measured by the State of CT Chronic Absentee rate (10% of total school days) by June of 2023. See data here.
Evidence of Success 1 IAGDs *minimum* Inclusive and Equitable	As measured by the CT Chronic Absentee Rate by June of 2023: The special education subgroup will drop from 46% to 38% The high needs subgroup will drop from 44% to to 37% The Black or African American subgroup will drop from 54% to 46% The Hispanic/Lation subgroup will drop from 47% to 39%
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)

Scientifically Research Based Strategy	Executive Functioning, Dialectical Behavior Therapy & Culturally Responsive Teaching.
MOY Results (Expectation/ Reality)	By January 2023, students schoolwide will be exposed to 2 school-wide Exec Functioning strategies and 2 DBT stress-reducing strategies. Staff will be exposed to 2 Culturally Responsive Teaching strategies. Chronic absenteeism will be 4 percentage points lower for special ed, high needs, Black, and Hispanic subgroups.
EOY Results (Expectation/ Reality)	By June 2023, students schoolwide will be exposed to 4 school-wide Exec Functioning strategies and 4 DBT stress-reducing strategies. Staff will be exposed to 4 Culturally Responsive Teaching strategies. Chronic absenteeism will be 4 percentage points lower for special ed, high needs, Black, and Hispanic subgroups.
Responsible Individuals	Admin Team, School Counseling department, Advisory authors, MTSS Liaison, District DEI coordinator, Teachers.
Timeline	Sept 2022 to May 2023 (PD throughout school year)
Resources	Executive Functioning curriculum (MTSS Liaison), DBT STEPS-A Manual, Common book read - Zaretta Hammond's *Culturally Responsive Teaching & the Brain*
Budget Implications	Copies of CRT text, DBT manipulatives, Exec Functioning reminder cards

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	1-2 school-wide Advisories on Exec Function Skills 1-2 school-wide Advisories on Stress Reduction/Self Awareness	1-2 school-wide Advisories on Exec Function Skills 1-2 school-wide Advisories on Stress Reduction/Self Awareness	Forum groups are planning for next year to increase voice and connectedness.

	Teacher PD on Culturally Responsive Teaching Strategies (possible book group) Promotion of Activity Period Consistent Grading Policy implemented Consistent approach to students in hallways during non-passing time.	Teacher PD on Culturally Responsive Teaching Strategies (possible book group) Implementation of 1-2 Forums for traditionally marginalized groups Establish social impact consequences beyond ISS	Teacher reflection on goals to implement new strategies.
Leading Indicators	Successful scheduling of advisories on Exec Functioning and Stress Reduction Successful implementation of PD on Culturally Responsive Teaching	Alternatives to ISS as consequences are introduced High rates of student participation in clubs Agreed upon elements of Grading Policy are implemented with 100% integrity	
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 Exec Functioning, Self-Awareness, and Culturally Responsive Teaching skills in their classrooms.
Equity Goals and Shared Responsibility	Promote club participation of traditionally marginalized students (all HR teachers, counselors). Promote clubs that advocate for diversity and inclusion. Multiple-tired strategies of reaching students who start with poor attendance rates (admin, counselors, teachers).	Create affinity groups like Blacks/African Americans, Hispanic/Latino students/ LGBTQ+ students, Muslim and Hindu studnets. (Counseling Center, Admin, ally teachers)	Reflection on diversity activities and opportunities afforded to groups and individuals of color, different gender identities, and religions. (Teachers, Admin, Activity Coordinator).

SMART Goal 2

Root Cause Analysis 1 - Based on School Performance

The disproportionality of advanced course enrollment among high needs, Hispanic/Latino, and African American/Black students in core courses is the product of a number of factors. This is also a trend seen at the college level nationally.   The FLHS SIP team identified a traditional "inertia" of students staying in the college prep level and not challenging themselves (or are not challenged by others) to advance to a higher level. Contributing to this can be a teacher mentality that students are "supposed" to have a certain level of acquired independent skills at the honors and AP levels instead of identifying intellectually capable students and teaching the skills necessary or the school/district providing adequate supports for these students to succeed. Another contributing factor is the systemic bias and potential individual biases that may exist in setting limits on students. Less-affluent families cannot afford tutors or may not have the same familial support network to push for higher levels during course selection time or acquire extensions to get late work completed. One can also wonder if unconscious preconceived notions or internalized expectations enter into school staff judging students during the early days of a school year, which can influence student confidence levels. The team also realized that we are not aware of the depth of conversations that students have with their family about taking challenging

courses and whether we place too much emphasis on grades being the main factor in deciding a students' ability to learn at a higher level. Of these root causes, the ones we feel are the most actionable and high leverage for the school staff are: 1. implement an equitable approach to grading, 2. revising our course selection processes to better inform the targeted students and encourage appropriate levels of challenge; and 3. focusing professional development sessions on equitable grading, internalized bias, and growth mindset.

School's Goal	Encourage all students to enroll in courses as the appropriate level of challenge.
SMART Goal	The difference between the percentage of subgroup enrollment in advanced courses and the overall subgroup population within the school will decrease by 25% as measured by district-provided data of subgroup course enrollment by June of 2023 (for courses during the 2023-24 school year).
Evidence of Success 1 IAGDs *minimum* Inclusive and Equitable	As measured by the course enrollment percentages, by June of 2023: --The difference between Black student enrollment in advanced courses and the overall Black student population will decrease .35% (from 1.39% to 1.04%); --The difference between Hispaninc student enrollment in advanced courses and the overall Hispanic student population will decrease 1.32% (from 5.3% to 3.97%); --The difference between High Needs student enrollment in advanced courses and the overall High Needs student population will decrease 4.13% (from 16.5% to 12.38%).
District Improvement Plan Connection	Reduce the disproportionality of advanced course enrollment among high needs, Hispanic/Latino, and African American/Black students in core courses by subgroup indicator. This will be achieved by having a proportionate percent of students enrolled by course level as the population dictates.

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)

Scientifically Research Based Strategy	Student goal setting, use of the single point rubric and other formative feedback strategies, and building strong relationships between staff and students. Additional Strategies will be drawn from J. Felman's *Grading for Equity* the Great School

	Partnerships' *Grading for Educational Equity.* Carol Dweck's Growth Mindset theory will also be used for addressing teacher expectations.
MOY Results (Expectation/ Reality)	Current school-year data (2022-23) will be requested to analyze for trends from the 2021-22 data and make adjustments to targeted populations.
EOY Results (Expectation/ Reality)	Once students enroll in courses for 2023-24 school year, we will judge whether we have achieved the 25% reduction in the difference in all core areas of each subgroup.
Responsible Individuals	Admin Team, Curriculum Directors/Liaisons/Leaders, School-Level Liaisons, School Counseling department, District DEI coordinator, Teachers.
Timeline	Sept-Nov will be used to analyze trends in the data and identify students currently enrolled in courses that could potentially move up. Nov-Jan will be a building of specific strategies to target students for conversations to challenge themselves at a higher level. Jan - Mar is the course selection window. Mar-Jun will be used to evaluate effectiveness of strategies.
Resources	J. Felman's *Grading for Equity* the Great School Partnerships' *Grading for Educational Equity.* Carol Dweck's Growth Mindset. CASEL's guides for building relationships.
Budget Implications	Books and reading materials for teachers, conferences for counselors, expanding ECE courses or other opportunities may take training and-or tuition expenses.

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	-- PD about bias, more equitable grading and assessment practices -Implement district policy/admin regulations on grading.	Implement a common reassessment policy/practice Course selection Process changes: 1. Identify target students	-Investigate placement from 8th grade to 9th grade -Work toward developing more ECE courses

	-Craft a reassessment policy/practice -Identify (targeted) students struggling in advanced courses to find additional supports (to keep them enrolled) -Discuss supports and Tier 1 interventions at different levels (including Honors and AP) -PD about Growth Mindset Target the students who could benefit from sitting in on advanced courses	2. Teacher encouragement to take honors or higher level courses (if you are ok with higher level, put in comment box) 3. Deeper level conversation by Counselors to targeted students (areas of interest and strength, more interaction with parents and teachers) 4. Departmental info sessions and sharing of benchmark samples -Design/implement PD around Tier 1 supports PD for teachers (framing conversations with students) Ludlowe leaders share keys to success at higher levels - match them to targeted mentees	
Leading Indicators	Review data from 2022-23 (since course selection for the current year occurred before this goal was conceived and assigned to the school, this years' data cannot be used as an indicator of progress, just to mark trends).	Stopping attrition of target students from advanced courses Revised our course selection process as described above. PD was implemented on bias, growth mindset, and Tier 1 Steady participation in support programs (use of bus, staying after school) Arrangement of Affinity groups by race,	

		religion, etc. Use of NHS tutors for targeted students	
Lagging Indicators			Greater participation of targeted students in advanced level courses for the 2023-24 school year. 100% teacher participation in the equitable grading policy/practices
Equity Goals and Shared Responsibility	Discussion of more equitable grading practices, like clear communication, balanced distribution of grading opportunities.	Discussion/implementation of reassessment practices.	

SMART Goal 3

Root Cause Analysis 1 - Based on School Performance

Common assessments have been identified as a goal target area by the district. Schools 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 sole common assessments. Professional learning teams have not focused on common assessments in the past few years due to the amount of adjustments necessary to adapt lessons to our different models of teaching during the pandemic. Due to the wide variety of past progress, this goal is crafted to identify a process that will lead to the successful completion of common assessments and different departments/courses will need to establish their place on the continuum toward completion. This process will include: identifying critical skill necessary to measure, identify current state of common assessments, make revisions (as necessary), implement the common assessments and score them based on a common rubric, review the data, identify

students in need of additional supports, and collaborate with colleagues to plan instruction based on the results. Presumably, success on the common assessments will advance student proficiency on the standards for the course, which will in turn help increase SAT and PSAT scores.

School's Goal	Develop and implement common assessments
SMART Goal	By June of 2023, 100% of teachers will create/revise two common assessments for each course (outside of the midyear or final assessments) within their departments, implement the assessments, and use the data to drive instruction and identify students in need of support.

Evidence of Success
1 IAGDs *minimum*
Inclusive and Equitable
	Teachers will identify 2-4 students for whom they will provide Tier 1 supports;
	ELA performance on the SAT:
	    Proficiency for Black students will increase 25%; for Hispanic Students will increase 8%; for High Needs students will increase 11%.
	Math performance on the SAT:
	    Proficiency for Black students will increase 25%; for Hispanic students will increase 7%, for High Needs students will increase 14%.

District Improvement Plan Connection	All FPS graduates will demonstrate proficiency on the districts' Academic Expectations and fulfillment of the Vision of a Graduate. 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.

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	Looking at Student Work Protocol for data teams, SAT test strategies
MOY Results (Expectation/ Reality)	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.
EOY Results (Expectation/ Reality)	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.
Responsible Individuals	Executive Director of Instruction, Curriculum, and Assessment, Curriculum Directors/Leaders/Liaisons, Teachers, Building Admin team, Core-area building liaisons.
Timeline	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.
Resources	College Board, Khan Academy, Task Analysis Protocol, Looking at Student work protocols, elements of good assessments.
Budget Implications	PD on writing good common assessments; SAT tutoring/preparation for students

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Review of current status of common assessments. Analyze PSAT data for class of 2024, target key areas of improvement and students in need of support. Create specific tasks for PLTs to complete with a calendar for each Term.	Course PLTs meet to review student achievement on common assessment tasks. Create specific tasks for PLTs to complete with a calendar for each Term. Analyze results of 2022 mid-year assessment and/or other implemented common assessments to revise 2023 assessments.	Course PLTs meet to review student achievement on common assessment tasks
Leading Indicators	PLTs have met 7 times from Sept to Dec to design/revise assessment #1 and analyze data.. PSAT data shared with teachers. Tier 1 support strategies shared with teachers.	PSAT/SAT preparation lessons created and implemented in Grade 11 English, Social Studies, Math and Science classes. Tier 1 interventions implemented in classrooms.	PLTs have met 7 times from Jan to May to design/revise assessment #2 and analyze data.
Lagging Indicators	Qualitative evidence of PLT work recorded	Inventory of completed common assessment tasks and rubrics by discipline and course.	Collection of needed adjustments for common assessment tasks and rubrics to be implemented in 23-24 Qualitative evidence of PLT work recorded
Equity Goals	Black, Hispanic, and High Needs	Targeted interventions created to help	

and Shared Responsibility	students PSAT scores analyzed and reported to teachers. Students in need of support will be identified through the analysis of the common assessments. Review performance of students supported by ARP ESSER after school program for evidence of transfer of skills/confidence.	with test preparation. Continue to measure progress with specific attention on high needs students and students who have traditionally underperformed on assessments.	