

Fairfield Public Schools
Fairfield Ludlowe High School
Improvement Plan
2016 – 2017

As adopted in March of 2014, the District’s Mission is as follows:

The mission of the Fairfield Public Schools, in partnership with families and community, is to 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.

Drawing from the District’s Theory of Action and District Improvement Plan, this School Improvement Plan focuses on four core areas: Instructional Program, Teams/School Improvement Plans, Leadership Capacity, and Resources. Under each Core Strategy, there are sample actions that the school is undertaking that support the Core Strategy. These actions are school priorities; some may be in the early stages of implementation.

Underlying this Improvement Plan is the expectation that all staff members, teams, departments and schools engage regularly in reflective practice – examining data, taking action, reviewing the results of our actions, adjusting our practice to improve results and evaluating our effectiveness in a cycle of continuous improvement.

Some action items in this plan will include special notation connecting them to the District Improvement Plan. This parenthetical notation is found at the end of an action item and includes “S.A.” followed by a number which refers to the “Specific Action” to which it is aligned in the District Improvement Plan.

1. Instructional Program

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all grade levels and departments, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

- 1.1. Ensure implementation of curriculum that meets or exceeds appropriate standards for all content areas.
 - a. Ludlowe administrators will work with content-area leaders to gather evidence using classroom observation, instructional rounds, and collaborative teacher meetings and use the evidence as feedback to teachers for effective teaching strategies and curriculum implementation.
 - b. Ludlowe administrators will observe, conference and provide feedback to educators in support of the district’s Professional Growth Plan to support teachers in the accomplishment of their professional goals.
 - c. By mid-November, Ludlowe administrators will work with educators in the development of their professional goals to support the alignment of curriculum to ensure students are meeting the standards outlined in the curriculum.

- 1.2. Implement common assessments aligned to the curriculum in all content areas. (S.A. 1-11)
 - a. Grade 9 and 10 teachers in English, Math, Science and Social Studies will implement performance tasks designed to include the High School Academic Expectations to ensure all students acquire the skills outlined in the Academic Expectations Rubrics.
 - b. Teachers will calibrate scores on performance tasks in grades 9 and 10 using the Academic Expectations rubrics to ensure consistency of feedback to students.
 - c. Teachers will implement common assessments based on department rubrics in grades 9 through 12 to measure student academic achievement in all areas and adjust instruction as necessary.
 - d. Administrators and counselors of Grade 10 and 11 students will use PSAT scores and AP potential data to identify and encourage students to take AP courses.

- 1.3 Implement and evaluate the effectiveness of evidence-based instructional strategies for teaching in the block schedule. (S.A. 1-18)
 - a. Teachers will implement strategies learned in professional development sessions on the use of Marzano’s Framework and other strategies related to teaching in longer blocks of time in order to use time effectively in the daily schedule.
 - b. Teachers will work with the Ludlowe administrators to align their professional goals to reflect Marzano’s Framework.
 - c. Teachers and administrators will perform instructional rounds to analyze evidence of the implementation of Marzano’s Design Question 3, “Helping students practice and deepen new knowledge; and Design Question 4, “Helping students generate and test hypotheses.”
 - d. All will work to ensure effective instructional strategies for teaching in longer instructional periods are shared and implemented through the work of the Curriculum Focus Groups (CFGs).

- 1.4. Ensure a positive school climate.
 - a. Ensure the Ludlowe core values, as defined by our acronym F.A.L.C.O.N.S., are evident in all areas of the school life and culture. (Fellowship, Acceptance, Learning, Commitment, Opportunity, Niche, and Success).
 - b. Implement an advisory program in grades 9 through 12 to ensure that every student has an adult in the building with whom they can connect for emotional and academic support.
 - c. Ensure interaction between counseling staff and students in order to align future planning to individual needs and interests.

- 1.5 Improve intervention efforts to ensure success for all students.
 - a. Identify the factors that lead to successful promotion from year to year toward graduation to determine the most effective strategies and apply to students in danger of falling short of requirements.
 - b. Enhance our SRBI process and intervention plans by devising new opportunities to assist struggling learners and increase communication among staff who work with the identified students.
 - c. Implement professional learning to support staff in addressing needs of diverse learners. (S.A. 1-16)
 - d. Support students in the transition from Grade 8 to Grade 9 to ensure their success. (S.A. 1-9)

Indicators of Progress for Instructional Program:

- 100% of certified staff will receive feedback on instructional strategies based on in-class observations.
- 100% of certified staff will conference with supervisors related to professional goals.
- 100% of certified staff will craft goals aligned to the school improvement plan and be evaluated based on these goals.

By June 2017,

- Baseline data will be established for the common performance tasks that align to the Academic Expectations in Grades 9, 10, and 11 for all curricular areas;
- Instructional Rounds and/or classroom observations will provide evidence of instructional strategies related to educator evaluation goals;
- The percentage of students at Goal/Above on CAPT Science will increase by 4 percentage points (Target =74%); Target for Advanced =increase of 3 percentage points;
- Two instructional rounds will be conducted to focus school and/or department priorities;
- We will maintain a four-year graduation rate of 96%;
- Students will be identified and encouraged to take AP courses using information gathered from PSAT scores;
- We will ensure every student interacts with a school counselor at least two times per year for future planning;
- All departments will create and implement common assessments and scoring rubrics in most classes;
- Monthly advisory programs will enhance student connectedness to the core values of the school and to the faculty and staff;
- We will increase the participation in AP classes for graduating students who receive free and/or reduced lunch by 4% each year;
- We will increase the percentage of students enrolled in classes related to career and technology education by 2% each year;
- The percentage of students passing all four CT Physical Fitness Tests will increase by 2.5%;
- We will increase the overall attendance rate for the year by 0.25% for all students and for students receiving free and/or reduced lunch by 0.5%
- Individual teacher goals will be focused on increasing student achievement of all classroom learners in department-identified curriculum standards as measured by department common/identical assessments.

2. Teams/School Improvement Plans

If we work effectively in teams to examine school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices, and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve.

- 2.1 Implement School Improvement Plans based on data and research-based practices that will improve achievement (includes academic and school climate indicators).
 - a. Ensure the school improvement plan is aligned with the District Improvement Plan. (S.A. 2-1)
 - b. School improvement team will meet to review progress on the school improvement plan, share effective practices, and adjust plan as warranted.
 - c. Conduct two Instructional Rounds during the school year to support the work of the school and department improvement plans. (S.A. 2-2, 2-8)

- 2.2 Professional Learning Teams (S.A. 2-4, 2-5, 2-7) will meet at least 2 times monthly to:
 - a. Review student work and performance data on common assessments and performance tasks to set student learning targets;
 - b. Collaborate on research-based instructional strategies and reflect on their implementation;
 - c. Engage in professional development that addresses professional student learning targets.

Indicators of Progress on Teams/School Improvement Plans:

- Agendas and minutes will be collected from meetings with representatives of departments on the School Improvement Team to review data and adjust the plan.
- Data from instructional rounds will be shared with faculty to inform instructional practice in a timely manner.
- Planning from professional learning teams and differentiated instruction will be evident in classroom observations.
- 100% of faculty will meet with administrators to develop and update progress at least three times annually.
- Ludlowe administrators will participate in and collect minutes from Professional Learning Teams.
- Professional development opportunities will be based on staff identified areas of focus

3. Leadership Capacity

If we strengthen the instructional leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

- 3.1 Teachers will facilitate the implementation of Instructional Rounds. (S.A. 3-3)
- 3.2 Teachers will identify their professional growth needs and future planning through their work in the Professional Learning Teams, Marzano’s protocols, and instructional rounds. (S.A. 3-1)
- 3.3 Teachers will align their professional goals to the school improvement plan. (S.A. 3-4)

Indicators of Progress on Leadership Capacity:

- Increase the number of departments in which faculty participate in instructional rounds to share effective instructional practices and identify professional development needs.
- Professional Learning Teams will identify and engage in a professional learning activity to help them achieve their professional goals.
- 100% of the faculty will meet with administrators in the fall to develop goals that are aligned with the school improvement plans to achieve student growth in all content area.
- Building-based professional development time will include teacher-identified growth needs.

4. Resources

If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

- 4.1 For each improvement initiative, provide effective professional learning for all staff members on a continuous basis.
 - a. Implement common planning time for teachers through Professional Learning Teams. (S.A. 4-5)
 - b. Provide resources for teaching in the block schedule.
 - c. Provide staff time to support the Social Studies and Science departments in the implementation and revision of the curriculum.
- 4.2 Expand options for mental health support for students in grades 9-12. (S.A. 4-14)
 - a. Ensure success of Effective Schools Solutions to support students enrolled in the program.
 - b. Implement school based counseling groups.
 - c. Partner with community-based services.
- 4.3 Align school resources to enact school priorities.
 - a. Recruit, support and retain highly qualified personnel.
 - b. Provide TEAM mentors and administrator support to new teachers.
 - c. Provide support for new administrators to the building.
 - d. Implement developmental guidance program in grades 9-12.
- 4.4 Partner with parents to achieve system priorities and goals.
 - a. Share information about the need for complex student tasks and the use of Academic Expectations Rubrics with parents at PTA meetings.
 - b. Engage parents in the future planning process for post high school success.

- c. Engage parents in discussion about supporting the social/emotional development of students.
- d. Utilize Infinite Campus to promote communication with families.

Indicators of Progress for Resources:

- All departments will utilize common planning time two times a month.
- Work with parents and students to reduce the number of discipline referrals for students who have traditionally needed frequent interventions.
- 100% of new administrators will have a mentor.
- Students enrolled in the ESS program will demonstrate a 10-50% increase in homework completion, attendance, and grade between the first quarter and third quarter.
- At least two new teacher meetings will be conducted over the course of the school year to support their learning and ensure retention.
- At least two programs will be conducted for parents that address the social/emotional needs of their children.
- The percentage of families agreeing or strongly agreeing with the statement, “Teachers at this school provide my child with high quality feedback about his/her academic, social, and behavioral progress” will increase 10 points (from 68% to 78%). [parent feedback goal]
- 100% of student in grades 9 and 10 will participate in a developmental school counseling program by June of 2017.
- 100% of students in grades 11 and 12 will participate in post high school planning by June of 2017.
- 100% of year 1 and year 2 teachers will have a mentor, participate in the New Teacher Academy, and receive individual support from their supervisor.
- Certified staff will be recommended for hire by a committee of teachers and administrators to facilitate recruitment and retention.