

The Enclosures referred to in the Agenda are available for inspection at each of the three Public Libraries in Fairfield, Fairfield Public Schools' website <http://www.fairfieldschools.org/> and the Education Center, 501 Kings Highway East.

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**THE PUBLIC IS REQUESTED TO SILENCE DEVICES FOR THE DURATION OF THE MEETING**

Board of Education, Fairfield Public Schools  
501 Kings Highway East, 2<sup>nd</sup> Floor Board Conference Room

Thursday, July 9, 2015

**SPECIAL MEETING**

**6:30 p.m.**

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Business Items

A. Superintendent Evaluation

**Recommended Motion:** "that the Board of Education hereby moves to enter into Executive Session to discuss superintendent employment and performance in accordance with Connecticut General Statute §CGS 1-200(6)(A)"

\*\*\* **Reconvene to Public Meeting** \*\*\*

Approval of Superintendent of Schools Contract

- i. **Recommended Motion:** "that the Fairfield Board of Education enter into a contract of employment with David G. Title as Superintendent of Schools for the period 7/1/15 through 6/30/18 on the same terms as set forth in the 2014-2017 contract, except the base salary for each year shall be as for the 2014-2015 contract year unless otherwise negotiated between the parties, and that effective July 1, 2015 the 2014-2017 contract be terminated and replaced by the 2015-2018 contract"
  - ii. **Recommended Motion:** "that the Fairfield Board of Education set the Superintendent's base salary for 2015-2016 at a \_\_\_ percent increase over the 2014-2015 base salary"
- B. Approval of Policy 4217.5 Personnel – Staff/Student Non-Fraternization, Mrs. Maxon-Kennelly  
**Recommended Motion:** "that the Board of Education approve Policy 4217.5, Personnel – Staff/Student Non-Fraternization"
- C. Approval of the Fairfield Educator Professional Growth Plan, Mrs. Leffert  
**Recommended Motion:** "that the Board of Education adopt the Fairfield Educator Professional Growth Plan, as approved by the CT State Department of Education"
- D. Approval of the District Improvement Plan, dated July 9, 2015  
**Recommended Motion:** "that the Board of Education approve the District Improvement Plan dated July 9, 2015"  
(Enclosure No. 1)
- E. Superintendent's Report – Budget Transfers for the 2014-2015 Fiscal Year

- F. Approval of Minutes of the April 7, 2015 Regular Meeting  
**Recommended Motion:** “that the Board of Education approve the Minutes of the Regular Meeting of April 7 2015”
- G. Approval of Minutes of the April 21, 2015 Special Meeting  
**Recommended Motion:** “that the Board of Education approve the Minutes of the Special Meeting of April 21, 2015”
- H. Approval of Minutes of the May 19, 2015 Regular Meeting  
*The BOE is required to record minutes with the town clerk. The 4-4-1 vote on the 5/19 minutes resulted in the minutes not being approved. Roberts Rules of Order Newly Revised (RONR) requires that the motion to approve the May 19th minutes must now be preceded by either a motion to re-consider, made by a member of the prevailing side or a motion to rescind prior action. Advance notice is therefore given that one or both actions may be made on 7/9.*  
**Recommended Motion:** “that the Board of Education approve the Minutes of the Regular Meeting of May 19, 2015”
- I. Approval of Minutes of the June 9, 2015 Special Meeting  
**Recommended Motion:** “that the Board of Education approve the Minutes of the Special Meeting of June 9, 2015”
- J. Approval of Minutes of the June 9, 2015 Regular Meeting  
**Recommended Motion:** “that the Board of Education approve the Minutes of the Regular Meeting of June 9, 2015”
- K. Approval of Minutes of the June 23, 2015 Special Meeting  
**Recommended Motion:** “that the Board of Education approve the Minutes of the Special Meeting of June 23, 2015”  
*(Enclosure No. 2)*
- L. Approval of Minutes of the June 23, 2015 Regular Meeting  
**Recommended Motion:** “that the Board of Education approve the Minutes of the Regular Meeting of June 23, 2015”  
*(Enclosure No. 3)*

4. Adjournment

**Recommended Motion:** “that this Special Meeting of the Board of Education adjourn”

**\*\* Public Comment will be taken on agenda items that are not personnel matters per By-Laws Article V Section 6A, as outlined in the Board Handbook dated June 26, 2012.**

CALENDAR OF EVENTS		
August 25, 2015	Board of Education Regular Meeting 7:30 pm	501 Kings Hwy East Board Room

**RELOCATION POLICY NOTICE**

*The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements please contact Pupil & Special Education Services, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379*



**FAIRFIELD**  
**PUBLIC SCHOOLS**

# District Improvement Plan

# 2015-2020

DRAFT July ~~9~~<sup>23</sup>, 2015

—Approved by the Board of Education  
on \_\_\_\_\_

## **Board of Education**

Philip Dwyer, Chairman  
John Convertito, Vice-Chairman  
Jessica Gerber, Secretary  
Paul Fattibene  
Donna Karnal  
Eileen Liu-McCormack  
John Llewellyn  
Jennifer Maxon-Kennelly  
Marc Patten

## **Administration**

David Title, Superintendent  
Karen Parks, Assistant Superintendent  
Margaret Boice, Director of Secondary Education  
Thomas Cullen, Director of Operations  
Ann Leffert, Director of Human Resources  
Andrea Leonardi, Director of Special Education and Special Programs  
Doreen Munsell, Director of Finance and Business Services  
Michael Rafferty, Interim Director of Elementary Education

# District Improvement Plan

## Section 1

# Introduction

## Introduction

At the conclusion of the Fairfield Public Schools previous Strategic Plan on June 30, 2013, the Fairfield Board of Education began the process of developing a new Long-Range Plan. On January 15, 2013, the Board appointed the Advisory Committee on Mission and Goals to revise the school system's Mission and Goals<sup>1</sup>. This sub-committee met from February 2013 to the fall and submitted its recommendations to the Policy Committee. The Policy Committee brought forward its approved text to the full ~~to January 2014, and submitted its recommendations to the full~~ Board of Education in January 2014. On March 11, 2014, the Board of Education adopted a revised Mission and Goals, which describe the Board's long-term vision for the Fairfield Public Schools. A timeline of this process can be found on the next page.

The Board's Mission and Goals are aspirational. They are not a description of the current status of the school system; rather, they articulate the school system's loftiest aspiration - - a stretch, a challenge, to push itself to achieve what it had not previously achieved. The District Improvement Plan is designed to define the indicators that would represent the attainment of the Mission and Goals, as well as the actions necessary to achieve them over the next five years. The Mission and Goals are on ~~the next~~ page 5.

<sup>1</sup>Policies 0100, 0110, and 0200

## Timelines

### ~~Mission (0100), Long Range Goals (0110), Educational Goals (0200)~~

- ~~1. 10/9/12 BOE Adopts Goal~~
- ~~2. 1/15/13 BOE Approves Goals Advisory Committee~~
- ~~3. 4/11/13 – 6/13/13 Fourteen Member Goals Advisory Committee Meets 5 times~~
- ~~4. 6/25/13 BOE Receives Committee Report and Refers to Policy Committee~~
- ~~5. 8/19/13 – 1/6/14 Policy Committee Discusses at 7 Meetings and Forwards to BOE~~
- ~~6. 1/14/14 BOE First Reading of Policies~~
- ~~7. 3/11/14 BOE Approves Policies~~

### ~~Five Year District Improvement Plan Process~~

- ~~1. May – August 2014 Superintendent and Staff Prepare DIP Planning Process~~
- ~~2. 9/9/14 BOE Reviews DIP~~
- ~~3. 12/9/2014 BOE Reviews Student Success Indicators~~
- ~~4. 4/7/15 and 4/21/15 BOE Reviews Draft of Initial Plan, Plan emailed to Town Officials~~
- ~~5. 5/19/15 BOE Receives First Draft of DIP, DIP Posted Online~~
- ~~6. 6/10/15 BOE Conducts Town Hall Meeting Focused on DIP~~
- ~~7. 6/15/2015 District Data Team Reviews BOE and Community Input~~
- ~~8. 6/23/15 BOE Reviews Second Draft of DIP~~
- ~~9. TBD BOE Approves Five Year District Improvement Plan~~

## Timelines

### Mission (0100), Long Range Goals (0110), Educational Goals (0200)

1. 10/9/12, BOE adopts Goal
2. 1/15/13, BOE approves Goals Advisory Committee
3. 4/11/13 – 6/13/13, Fourteen member Goals Advisory Committee meets 5 times
4. 6/25/13, BOE Receives update on final Goals Advisory Committee Report. Final report and minutes posted to the website.
5. 8/19/13 – 1/6/14, Policy Committee discusses at 7 meetings and forwards to BOE
6. 1/14/14, BOE first reading of policies
7. 3/11/14, BOE approves policies

## Five-Year District Improvement Plan Process

1. May – August 2014, Superintendent and staff prepare District Improvement Plan Development Process
2. 9/9/14, BOE reviews District Improvement Plan Process
3. September - October, Full Admin Team (PK-12) generates Student Performance Indicators
4. October - November, Central Office Leadership Team and District Data Team finalize Student Performance Indicators according to Criteria (page 16)
5. 12/9/2014, BOE Reviews Student Performance Indicators
6. January – March, Full Admin Team (PK-12) generates and revises Specific Actions
7. 3/9/2015, Draft Plan sent to all principals for feedback from teachers
8. March – April, Full Admin Team (PK-12) and Central Office Leadership Team refine and revise Specific Actions based on teacher and principal feedback, and Criteria on page 16
9. 4/9/2015, Draft Plan review by Dr. Richard Lemons, Deputy Director of Connecticut Center for School Change, to ensure coherence among Core Strategies, Specific Actions, and Student Performance Indicators
10. 4/7/15 and 4/21/15, BOE reviews draft of initial Plan and it is emailed to Town officials
11. 5/11/15, District Data Team finalizes Student Performance Indicators based on BOE, public and staff feedback; identifies baseline data and 5-year targets
12. 5/19/15, BOE receives First Draft of District Improvement Plan and it is posted on the website
13. 6/10/15, BOE conducts town hall meeting focused on District Improvement Plan
14. 6/15/15, District Data Team reviews BOE and community input
15. 6/23/15, BOE reviews second draft of District Improvement Plan
16. TBD, BOE approves five year District Improvement Plan



## **Mission**

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.

## **Long-Term Goal**

Fairfield Public Schools will ensure that every student is engaged in a rigorous learning experience that recognizes and values the individual and challenges each student to achieve academic progress including expressive, personal, physical, civic, and social development. Students will be respectful, ethical, and responsible citizens with an appreciation and understanding of global issues. Student achievement and performance shall rank among the best in the state and the nation.

## **Educational Goals**

Fairfield Public School students will:

- develop into responsible citizens who exhibit ethical behavior;
- acknowledge, explore, and value the importance of diversity;
- develop a healthy personal identity and self-reliance;
- demonstrate strong motivational persistence to learn;
- exhibit an inquisitive attitude, open mind, and curiosity;
- acquire an understanding and appreciation of other cultures;
- understand international issues and demonstrate the skills needed to participate in a global society; and
- acquire knowledge of the following areas of study: science; technology; mathematics; language arts; social studies; literary, visual, and performing arts; world language; unified arts; health and physical education.

## Development Process

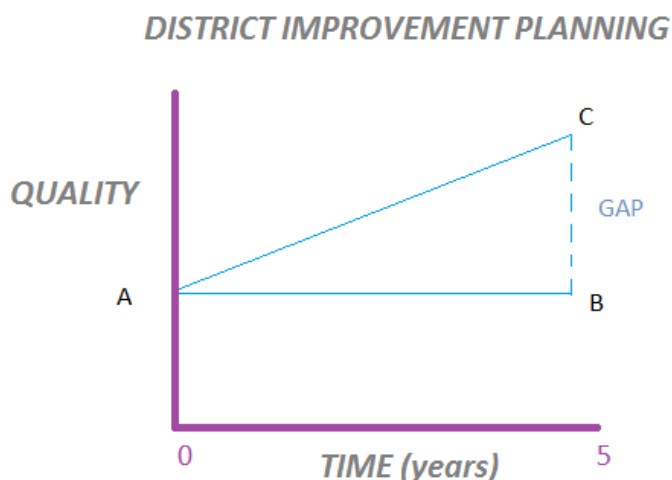
After the Board’s adoption of its Mission and Goals on March 11, 2014, a process and timeline were developed to craft the District Improvement Plan to: 1) measure how to judge the school system’s progress toward its Mission and Goals; and 2) identify the Core Strategies and Specific Actions the school system should undertake over the next five years to make substantial progress toward attaining its Mission and Goals.

The school system has been working on a number of improvement initiatives for several years. The intent of this Plan is to build on these efforts, not start over. Continuity is an important feature of any serious attempt to have a long-lasting impact on student learning.

At the same time, new ideas must be generated to move the school system along an improvement path that will lead to the attainment of the lofty aspiration articulated in the school system’s Mission and Goals. This Plan, therefore, merges the benefits of sustained improvement efforts with new ideas into a single Plan.

The process of school system improvement over time can be represented by Figure 1. The vertical axis represents the school system quality and the horizontal axis represents time:

**Figure 1**



Point A represents the current state of the school system. Point B indicates that, if no improvement efforts are undertaken, at the end of five years, school system quality will be largely unchanged. Some would argue that, with no improvement efforts, Point B would actually be lower than Point A because of changes in the expectations of student learning that will occur over the next five years. Point C represents where the school system desires to be in terms of quality, as articulated by its Mission and Goals. The purpose of the Plan, therefore, is to design improvement efforts that will move the school system from Point B to Point C and measure the progress of these efforts in terms of student learning.

District Improvement Planning, whether labeled Strategic Planning, Long-Range Planning, Comprehensive Planning, or some other name, has evolved over the years. The approach we outlined at the start of this process was to focus the Plan on key improvements that would have the greatest chance of impacting the Instructional Core and therefore student learning. There would be a small number of Core Strategies that we would devote institutional resources toward implementation to achieve the Mission and Goals of the school system. After an analysis of the current status of the district (Point A), the document itself focuses on the future actions that we believe will improve student learning. This approach is captured on the graphic on the previous page.

We chose the term “District Improvement Plan” (rather than “Strategic Plan”) to parallel the language of improvement structures already in existence, such as School Improvement Plans and Departmental Improvement Plans.

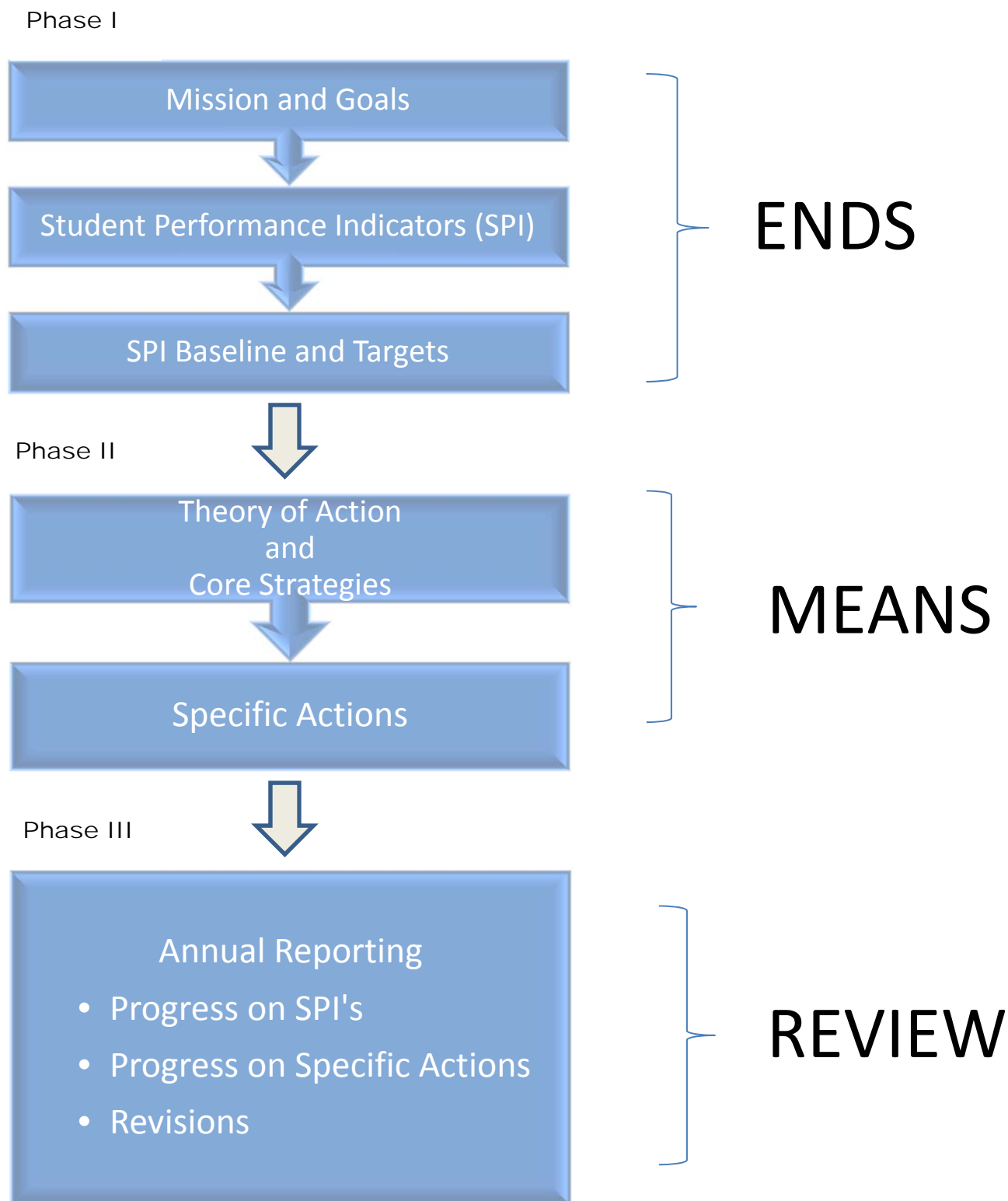
Long-range improvement consists of three distinct phases, represented in Figure 2 on the following page:

**Phase I** focuses on the ENDS, translating the lofty aspirations for our students into reliable and valid Student Performance Indicators.

**Phase II** focuses on MEANS – how we intend to improve student achievement.

**Phase III** focuses on REVIEW, which occurs after the first full year of implementation and data reporting.

**Figure 2**  
District Improvement Plan  
Stages of Development



### *Part 1 -- Ends*

The first step in the process was determining the Student Performance Indicators that would accurately represent the current status (Point A) and the desired status (Point C) of the school system. This was done in two phases:

1. Agreement on the Student Performance Indicators as outlined in the “Criteria for Quality Student Performance Indicators.” These indicators are stated in terms of student achievement, learning or outcomes.
2. Agreement on the five-year target for each Student Performance Indicator. Baseline data and targets are included in Section 2. Some SPI’s are new and therefore baseline data may not be available at this time and, as a result, no targets are listed. Because of the number and complexity of our SPI’s, this step was moved to the end of the process.

### *Part 2 – Means*

The next step in the process was determining the Core Strategies to be employed to achieve the ends in Part 1. These Core Strategies, taken together, are referred to as a Theory of Action. These adult actions will lead to improvement in student learning, achievement or other important student outcomes embodied in the Mission and Goals. After the Core Strategies were identified, the next step was to determine the Specific Actions that, if enacted, would implement each of the Core Strategies over the next five years. The scheduling of Specific Actions for a given year is done on an annual basis, not up front for all five years of the Plan.

### *Part 3 – Review Progress*

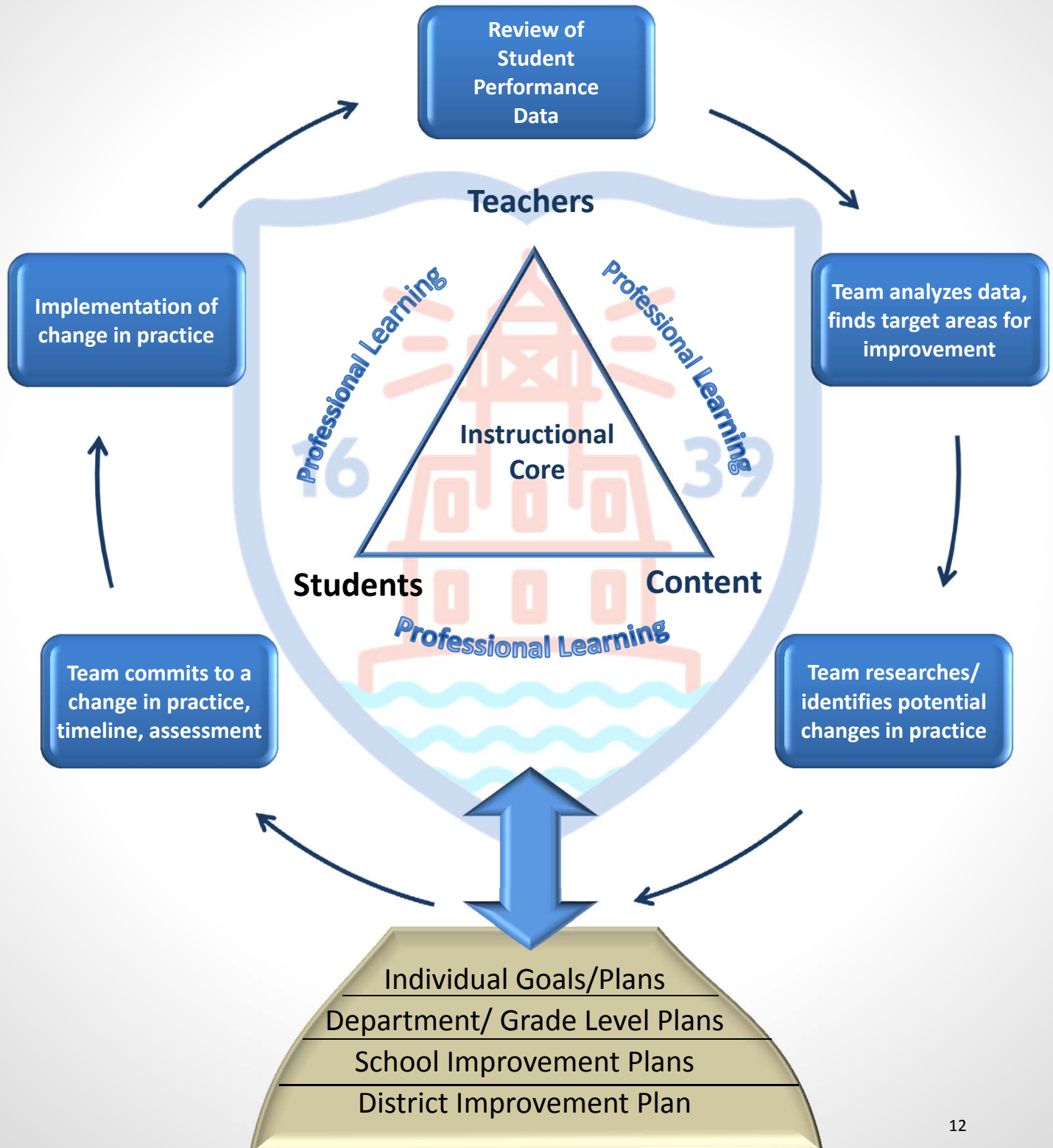
Because of a rapidly changing educational landscape, any Plan of this duration will need regular updating and review. District improvement is necessarily a continuous process. As such this District Improvement Plan must be reviewed by the Board of Education periodically, and at least annually. [No later than the first BOE meeting in October of each year, the Superintendent shall present the implementation status of the District Improvement Plan together with any recommended modifications for consideration and affirmance of the Board of Education.](#) The administration will prepare a public update each fall on the progress of the Student Performance Indicators and the Specific Actions completed during the previous year. In addition, we will set out the Specific Actions to be undertaken during the next school year. During the third year of implementation, a formal review of the Plan will -be undertaken to determine if Specific Actions need to be modified, subtracted or added to the Plan for consideration and affirmance of the Board of Education.

## **Model of Continuous Improvement**

The school system has been working with a model of continuous improvement as represented in Figure 3. The base of the model represents a coherent set of Improvement Plans at the school system, school, department, grade, and individual level. The school system's Theory of Action is adapted at the department and school level to establish a through-line of consistency from the school system to the classroom levels. These Plans inform and are informed by the cycle of data analysis as represented in the diagram. Professional Learning, to improve the Instructional Core, is critical to the success of this model.

Figure 3

## Fairfield Public Schools Model For Using Data For Continuous Improvement



## **Theory of Action**

The purpose of a Theory of Action is to outline our Core Strategies to achieve the Mission and Goals of the school system.

There are four Core Strategies in our Theory of Action: Instructional Program, Teams/School Improvement Plans, Leadership Capacity, and Resources. Under each Core Strategy, we list a more specific description of the actions the school system proposes to undertake to support this strategy. These actions are school system priorities, some of which are already in some stage of implementation.

Underlying this Theory of Action 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 as shown in Figure 3.

### **Instructional Program**

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

- Align and implement curriculum to state and national standards on a systematic schedule and ensure proper articulation
- Develop and implement common assessments aligned to the curriculum in all content areas
- Develop implementation guides in all content areas as curriculum is revised
- Hold staff accountable for consistent implementation of all approved curriculum
- Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas
- Ensure a positive school climate



## Teams/School Improvement Plans

If we work effectively in teams across all levels of the organization to examine system, 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.

- Implement School system and School Improvement Plans based on data and research-based practices that will improve achievement (includes academic and school climate indicators)
- Implement department-level improvement plans for vertical consistency, aligned to the school system and school improvement plans
- Implement school-wide data teams in each school to review progress on the SIP, share effective practices, and adjust SIP as warranted
- Implement grade level and/or department data teams
- Implement a school system level data team
- Implement Instructional Rounds

## 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.

- Focus All PK-12 Leadership Meetings throughout the year on improvement of instruction
- Establish a common understanding of what effective teaching practice (Marzano) looks like in classrooms
- Ensure consistent, quality feedback to teachers, principals and central office leaders on implementation of school system and school priorities
- Implement Professional Growth and Evaluation Plans
- Demonstrate how education mandates/reforms can be used to leverage school system improvement efforts

## 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.

- For each improvement initiative, provide effective professional learning for all staff members on a continuous basis
- Recruit and retain highly qualified personnel for all vacant positions
- Align financial resources to enact school system priorities
- Partner with parents to achieve system priorities and goals
- Improve intervention efforts for struggling students and high-achieving students
- Ensure a safe, clean learning environment in all schools

District  
Improvement  
Plan

Section 2

# Student Performance Indicators

Taken together, the entire set of Student Performance Indicators provides an accurate, comprehensive reflection of the school system’s Mission and Goals, given assessment tools readily available at this time.

### Criteria for Quality Student Performance Indicators:

- **Valid** – accurately reflects accomplishment of the Mission and Goals; worth dedicating scarce resources; reflects district priorities; creates appropriate incentives.
- **Reliable** – consistent, accurate measurement from one rater to another and over time.
- **Aligned to our curriculum** – so that staff receive consistent messages about the goals of instruction.
- **Publicly defensible and understood (or easily explained)** – may benchmark to other districts; publicly-reported student performance data is almost always included if curriculum alignment is present.
- **Good baseline data** exists or is easily gathered with existing resources.
- **Summative or highly predictive/critical point** (based on student data).
- **Not overly narrow in scope.**
- **Best available measures may be “proxies” in difficult-to-measure areas.**
- **Does not result in “over-testing” solely for the purposes of this Plan.**

Performance indicators and data collection tools can be found on pages [17-20](#)~~16-19~~.

# Performance Indicators and Data Measures

See pages [21-23](#) ~~22 and 23~~ for explanations.

Assessment	Grade or Course Level	Subjects	Data Measures
1. Post High School Student Survey		Success Post-High School	To Be Determined
2. Graduation Rates			2.1 Percent of students graduating in 4years 2.2 Percent of students graduating in 4 years <b>and</b> qualifying for Free or Reduced Lunch 2.3 Percent of students graduating in 6 years 2.4 Percent of students graduating in 6 years <b>and</b> qualifying for Free or Reduced Lunch
3. AP Scores	Grades 10-12	Multiple	3.1 Percent of students scoring 3 and above 3.2 Percent of students scoring 3 and above <b>and</b> qualifying for Free or Reduced Lunch 3.3 Percent of students scoring 4 and above 3.4 Percent of students scoring 4 and above <b>and</b> qualifying for Free or Reduced Lunch
4. AP Participation by Graduation	Grades 10-12	Multiple	4.1 Percent of all students that successfully complete 1 AP course by graduation 4.2 Percent of all students that successfully complete 1 AP course by graduation <b>and</b> qualify for Free or Reduced Lunch
5. Career and Technical Education (CTE)	High School	<ul style="list-style-type: none"> <li>Technology Education</li> <li>Family and Consumer Science</li> <li>Business</li> </ul>	5.1 Percent of students enrolled 5.2 Percent of Non-Traditional* students enrolled <i>(*Non-traditional includes current and emerging high-skill occupations where one gender comprises less than 25% of those employed in such occupation.)</i>
6. Academic Expectations Rubrics	Grade 11 Grade 12	<ul style="list-style-type: none"> <li>Creative and Critical Thinking</li> <li>Communication and Collaboration</li> </ul>	6.1 Percent of students scoring at or above a 3 on a 1-4 scale 6.2 Percent of students scoring at or above a 3 on a 1-4 scale <b>and</b> qualifying for Free or Reduced Lunch 6.3 Percent of students scoring a 4 on a 1-4 scale 6.4 Percent of students scoring a 4 on 1-4 scale <b>and</b> qualifying for Free or Reduced Lunch
7. American Council on the Teaching of Foreign Languages (ACTFL) Assessment	Level 20	<ul style="list-style-type: none"> <li>French</li> <li>Spanish</li> <li>Chinese</li> </ul>	7.1 Percent of students scoring at or above Proficient Level 7.2 Percent of students scoring at the Advanced Level

# Performance Indicators and Data Measures

See pages [21-23](#) ~~22 and 23~~ for explanations.

Assessment	Grade or Course Level	Subjects	Data Measures
<b>8. ACTFL Latin Interpretive Reading Assessment (ALIRA)</b>	Level 20	Latin	8.1 Percent of students scoring at or above Proficient Level 8.2 Percent of students scoring at Advanced Level
<b>9. World Language Credits Earned by Graduation</b>	Grade 12	World Language	9.1 Percent of students earning 4+ credits by graduation 9.2 Percent of students earning 8+ credits by graduation
<b>10. Calculus and Multivariable Participation</b>	Grade 12	Mathematics	10.1 Percent of graduating students that successfully completed at least one Calculus, or Multivariable Calculus course by graduation
<b>11. PSAT</b>	Grades 10-11	<ul style="list-style-type: none"> <li>Mathematics</li> <li>Language Arts</li> </ul>	11.1 Percent of students scoring at or above Goal 11.2 Percent of students scoring at or above Goal and qualifying for Free or Reduced Lunch 11.3 Percent of students scoring at Advanced 11.4 Percent of students scoring at Advanced and qualifying for Free or Reduced Lunch
<b>12. SBAC</b>	Grades 3-8		12.1 Percent of students at/above Meeting Achievement 12.2 Percent of students at/above Meeting Achievement and qualifying for Free or Reduced Lunch 12.3 Percent of students Exceeding Achievement 12.4 Percent of students Exceeding Achievement and qualifying for Free or Reduced Lunch
<b>13. SBAC or SAT</b>	Grade 11	<ul style="list-style-type: none"> <li>Mathematics</li> <li>Language Arts</li> </ul>	13.1 Percent of students at/above Meeting Achievement 13.2 Percent of students at/above Meeting Achievement and qualifying for Free or Reduced Lunch 13.3 Percent of students Exceeding Achievement 13.4 Percent of students Exceeding Achievement and qualifying for Free or Reduced Lunch
<b>14. Extra-Curricular Participation</b>	Grades 6-12	<ul style="list-style-type: none"> <li>Clubs</li> <li>Sports</li> <li>Arts</li> </ul>	14.1 Percent of students enrolled in at least one extra-curricular activity each year over-all 14.2 Percent of students enrolled in at least one club activity each year 14.3 Percent of students enrolled in at least one sports activity each year 14.4 Percent of students enrolled in at least one arts activity each year

## Performance Indicators and Data Measures

See pages ~~21-23~~ 22 and 23 for explanations.

Assessment	Grade or Course Level	Subjects	Data Measures
15. CMT/CAPT	Grades 5,8, and 10	Science	15.1 Percent of students scoring at or above Goal 15.2 Percent of students scoring at or above Goal <b>and</b> qualifying for Free or Reduced Lunch 15.3 Percent of students scoring at Advanced Level 15.4 Percent of students scoring at Advanced Level <b>and</b> qualifying for Free or Reduced Lunch
16. CT Physical Fitness Test	4,8, and 10	Fitness	16.1 Percent of students passing all 4 tests in grade 4 16.2 Percent of students passing all 4 tests in grade 8 16.3 Percent of students passing all 4 tests in grade 10
17. District Common Assessments	Grades K-11	Writing	17.1 Percent of students scoring at or above Goal 17.2 Percent of students scoring at or above Goal <b>and</b> qualifying for Free or Reduced Lunch 17.3 Percent of students scoring at Advanced 17.4 Percent of students scoring at Advanced <b>and</b> qualifying for Free or Reduced Lunch
18. School Climate Survey	Grades 3-12	Climate	18.1 Average student responses on a scale of 1-4 (1=Strongly Disagree, 4=Strongly Agree) to all student responses about safety, social-emotional well-being and citizenship (community service)
19. STAR Reading	Grades K-8	Reading	19.1 Percent of students scoring at or above Goal 19.2 Percent of students scoring at or above Goal <b>and</b> qualifying for Free or Reduced Lunch. 19.3 Percent of students scoring at Advanced 19.4 Percent of students scoring at Advanced <b>and</b> qualifying for Free or Reduced Lunch.
20. iReady Math	Grades K-8	Math	20.1 .Percent of students scoring at or above Goal 20.2 Percent of students scoring at or above Goal <b>and</b> qualifying for Free or Reduced Lunch. 20.3 Percent of students scoring at Advanced 20.4 Percent of students scoring at Advanced <b>and</b> qualifying for Free or Reduced Lunch.
21. Attendance	Grades K-12		21.1 Average Daily Attendance Rate K-5 21.2 Average Daily Attendance Rate K-5 <b>and</b> qualifying for Free or Reduced Lunch 21.3 Average Daily Attendance Rate, Grades 6-8 21.4 Average Daily Attendance Rate, Grades 6-8 <b>and</b> qualifying for Free or Reduced Lunch 21.5 Average Daily Attendance Rate, Grades 9-12 21.6 Average Daily Attendance Rate, Grades 9-12 <b>and</b> qualifying for Free or Reduced Lunch

## Performance Indicators and Data Measures

See pages [21-23](#) ~~22 and 23~~ for explanations.

Assessment	Grade or Course Level	Subjects	Data Measures
<b>22. Clinical Evaluation of Language Fundamentals (CELF)</b>	PK	<ul style="list-style-type: none"><li>♦ Vocabulary</li><li>♦ Language</li></ul>	22.1 Percent of students approaching benchmark 22.2 Percent of students exceeding benchmark



## Student Performance Indicator Descriptions

### **Post High School Student Survey**

We will contract with an outside vendor to conduct an independent, reliable and valid assessment of our graduates, one year after high school graduation.

### **Academic Expectations Rubrics**

The Academic Expectations Rubrics are internally designed and scored tools that measure our students' achievement of 21st Century Skills in the areas of Communicating and Collaborating as well as Critical and Creative Thinking. The rubrics will be used in grades 9 – 12 to assess students on performance-based assessments in a range of content areas. The use of these rubrics supports a NEASC expectation that school-wide rubrics will measure students' progress in these skills across all academic areas during the four years of high school.

### **American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance Towards Proficiency in Languages (AAPPL)**

The ACTFL Assessment of Performance Towards Proficiency in Languages (AAPPL) addresses the World-Readiness Standards for Learning Languages. The AAPPL Measure assesses the following modes of communication: Interpersonal Listening/Speaking; Presentational Writing; Interpretive Reading and Listening.

### **ACTFL – Latin Interpretive Reading Assessment**

The ACTFL Latin Interpretive Reading Assessment (ALIRA) is a computer-adaptive assessment of Latin students' ability to read for comprehension a variety of Latin-language texts that typify those used in an instructional setting. One or two multiple-choice questions accompany each text and gather evidence of understanding of main ideas, supporting details, point-of-view, inferences, or text purpose. Criterion-referenced standards are used.

### **Calculus and Multivariable Calculus**

One indicator of the rate at which students are successfully accelerated in mathematics is to measure the percentage of students in each graduating class who successfully complete Intro to Calculus, AP Calculus and/or Multivariable Calculus, the highest levels of mathematics available in our program.

### **CT Physical Fitness Test**

The Connecticut Physical Fitness Assessment Program includes a variety of physical fitness tests designed to measure muscle strength, muscular endurance, flexibility and cardiovascular fitness. There are 4 sub-tests in this assessment.

### **District Common Assessments**

In grades K-8, students produce on-demand, long-form writing three times per year. Students write in three different forms: informational, opinion/argumentative, and narrative. Writing is assessed using district writing rubrics that are aligned to the Connecticut Core Standards. Grade level expectations increase from year to year.

### **STAR – Reading**

STAR Reading assessments are computer-adaptive. STAR Early Literacy measures skills in key domains of early literacy: Print Concepts, Phonological Awareness, Phonics and Word Recognition, Fluency, Vocabulary Acquisition and Use. STAR Reading measures skills within key domains: Phonics and Word Recognition, Fluency, Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity, and Vocabulary Acquisition and Use. Student results are reported as being below, on, or above level.

### **iReady - Math**

iReady is a valid and reliable growth measure for Mathematics aligned to the Common Core Standards. This adaptive math screening tool covers the main domains of mathematics: Number and Operations, Algebra and Algebraic thinking, Measurement and Data, and Geometry. Student results are reported as being on, above or below level.

### **Clinical Evaluation of Language Fundamentals (CELF)**

CELF is a rating scale for student progress in the following areas: (1) non-verbal communication, (2) conversational routines and skills and (3) asking for, giving and responding to information. Student progress is measured against age criterion scores.

### **PSAT, SAT and/or SBAC**

[The College Board has made several recent changes to both the PSAT and the SAT. Both tests are closely aligned to the Common Core Standards for Math and Language Arts, both tests provide extensive feedback to the district and individual students, and both tests provide support for learning at no cost using Kahn Academy online tutoring. In addition, starting in the fall of 2015, the College Board will administer the PSAT only during school hours. Due to the alignment of the SAT to the Common Core Standards and the significant number of students who already take the SAT, the state of Connecticut has passed legislation substituting the SAT for the SBAC in grade 11, and the state hopes that the federal government will approve this change. As a result of these recent changes, both high schools have decided to administer the PSAT to tenth and eleventh grade students because the feedback from the PSAT will be extremely valuable to support our students in learning the Common Core standards and preparing them for college. Obviously, if the federal government denies Connecticut's request to substitute the SAT for the SBAC, in grade 11, students will then be required to take the SBAC, and the SAT will remain optional.](#)

## Other Definitions:

### **Capstone Experience:**

A capstone experience is a multifaceted, senior year assignment that serves as a culminating academic and intellectual project, presentation, or performance in which students demonstrate their acquisition of 21<sup>st</sup> Century Skills. In grades 9 through 11, students will be provided with short-term performance-based tasks that prepare them for the demands and rigor of the Capstone. Capstone experiences require students to be innovative and purposeful; to think broadly and deeply; and to use critical and creative thinking to solve complex problems. Attainment of these skills will be measured using the Academic Expectations Rubrics throughout a student's high school program.

# District Improvement Plan

## Section 3

# Specific Actions

One of the most difficult parts of planning is translating the lofty aspiration of the school system, as represented in its Mission and Goals, into actions that will make the Plan “come alive” and significantly impact student achievement. Most long-range plans fail not because the aspirations are not bold, but because of a school system’s inability to imbed the improvement efforts of the district into the “real world” of running a school system.

Figure 4 represents this dilemma as a continuum, with the lofty “Dreams” of the Mission and Goals on one side, and the reality of “Doing” on the other. To “bridge” this gap, and keep the improvement efforts from falling into the abyss between Dreaming and Doing, we create Specific Actions to implement over the five-year period. It is the enactment of these Specific Actions that will enable the school system to move toward achieving its Mission and Goals and reach its five-year targets on the Student Performance Indicators.

Figure 4



To be effective, Specific Actions must meet a set of criteria. These are listed on the next page. The inclusion of a Specific Action in this Plan commits the school system to undertaking this Action sometime during the life of the Plan. The list may appear daunting in the aggregate; however, there are two important points to keep in mind. First, this represents, in some cases, a continuation and deepening of existing work. These are not all new initiatives. Second, this is five years’ worth of work, not one.

For the past four years, at the start of each year, the administration has presented a list of improvement initiatives to be accomplished during that fiscal year. This list will continue to be published and used as the basis for our improvement efforts, as many of the items on the annual initiatives list will come directly from the District Improvement Plan. For each initiative, and for each Specific Action in a given year, a central office administrator will be given primary responsibility for ensuring its implementation, often with assistance from other staff in the central office and the schools. Assignments of responsibility are made on the basis of current position responsibilities, and that staff member is held accountable for implementation through the evaluation process. In that way, we have merged the operational work of the district leaders with the improvement work of this Plan, thereby minimizing the chances of improvement efforts falling into the abyss.

## Criteria for Specific Actions in the District Improvement Plan

### The Action:

- Will advance the District toward achieving its Mission and will improve one or more Student Performance Indicators
- Is aligned to the District Theory of Action
- Shows that the benefits of enacting this Action outweigh the costs (quantifiable and non-quantifiable)
- States a desired outcome that is either observable, demonstrable or measurable
- Is clear and understandable
- Requires a significant effort over at least a one-year period of time (may need to be several years) for full implementation
- Impacts the entire system or at least one complete level (elementary, middle, high school)

# Specific Actions

*Collectively, this set of Specific Actions is designed to help the school system achieve its Mission and Goals. Some of the Actions represent a continuation and deepening of existing change initiatives. Some represent new ideas worthy of implementation sometime over the next five years.*

*Specific Actions would be scheduled at some point in the five years of the Plan, with the goal of fully implementing all the Actions by the end of the Plan. Not all Specific Actions will commence in year 1 (2015-2016). Actions will be scheduled to balance the work over the five-year period. For those Actions that are anticipated to take more than one year to complete, the estimated number of years from initiation to full implementation is noted in parentheses.*

## 1. Instructional Program

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

### *Curriculum Development and Implementation*

- 1-1 Develop and implement a World Language program at the elementary school level that reflects the best research-based practices in the field. (2 years)
- 1-2 Implement a K-12 sequence of experiences supporting the development of skills leading to a successful capstone experience at the high school level. (3 years)
- 1-3 Develop a scope and sequence of technology skills PK-12 and embed in all subject areas. (2 years)
- 1-4 Implement the published curriculum renewal schedule, including status updates, as designed, each year. (5 years)
- 1-5 Develop and implement culturally competent curriculum PK-12 for social emotional learning and self-regulation that reflects the best research-based practices in the field and imbed in existing district structures (e.g., advisory, developmental guidance, health). (2 years)
- 1-6 For each curriculum revision, provide up-to-date instructional materials, including culturally relevant materials, to improve outcomes for our increasingly diverse population (including English Language Learners). (5 years)
- 1-7 Establish and implement a PK-12 scope and sequence for embedding executive functioning, study skills and independence into all curriculum areas. (2 years)
- 1-8 Improve the districtwide English Language Learners program and increase all teachers' capacity to serve this population of students.
- 1-9 Develop a comprehensive transition program from grade 5 to grade 6, and from grade 8 to grade 9 to increase student success at grades 6 and 9.

### *Assessment Development and Implementation*

- 1-10 Expand and standardize the use of academic rubrics, K-12. (3 years)
- 1-11 Develop and implement high school performance tasks in grades 9 and 10, linked to a capstone experience, and assess student performance using the academic expectations rubrics. (3 years)
- 1-12 Develop and implement performance tasks at the middle and elementary schools in Language Arts, Math, Social Studies and Science in grades 6-12. (4 years)
- 1-13 Analyze, align and revise the assessment calendar PK-12 and calibrate the scoring of common assessments.

### *Professional Learning*

- 1-14 Implement Professional Learning that will assist staff to analyze and use student performance data from district assessments.
- 1-15 Develop an annual Professional Learning calendar for all certified and non-certified staff based on improvement initiatives and state mandates.
- 1-16 Implement Professional Learning for all staff to improve our ability to address a diverse population of students and families.
- 1-17 Provide Professional Learning on how to implement academic rubrics. (2 years)
- 1-18 Implement Professional Learning on “Teaching in the Block” to all high school teachers. (3 years)
- 1-19 Implement a web-based curriculum platform to enhance consistent teacher communication and sharing of effective curriculum resources. (2 years)

### *Program Improvement*

- 1-20 Implement the improved gifted model as designed in 2011-2012 in the elementary and middle schools.
- 1-21 Revise high school graduation requirements.
- 1-22 Review high school learning expectations regarding technology to implement a mastery-based requirement rather than a credit requirement.
- 1-23 Review/revise district guidelines regarding homework to reflect the latest research.
- 1-24 Implement a revised middle school schedule.
- 1-25 Revise Unified Arts offerings at the middle school level to strengthen the link to high school courses.
- 1-26 Develop and implement a middle school advisory program.



## 2. Teams/Improvement Plans

If we work effectively in teams across all levels of the organization to examine system, 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 Align all school improvement plans with the District Improvement Plan.
- 2-2 Use vertical teams to develop curriculum, Department Improvement Plans, department-based Problems of Practice and Instructional Rounds in each content area.
- 2-3 Implement mixed-level observations of professional practice and peer conferences to improve vertical alignment.
- 2-4 Use data team meetings to analyze student performance and make instructional adjustments to improve learning of all students in all content areas.
- 2-5 Use technology to facilitate the effective use of student performance data into district, school, department and grade-level data teams.
- 2-6 Use best-practice models to improve the ~~create an~~ alternative high school program ~~that~~ to engages every student in a challenging and rigorous program. (2 years)
- 2-7 Use the District Data Team to analyze district performance data and model effective Data Team practices. (2 years)
- 2-8 All schools will engage in Instructional Rounds at least twice per year as part of the School Improvement Plan implementation.

## 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 Use the Marzano teacher evaluation protocols and rubrics to improve and calibrate instructional practices. (2 years)
- 3-2 Develop and implement a peer coaching model for teachers and administrators. (3 years)
- 3-3 Identify and train at least one teacher in each school to serve as a “Teacher Leader” for each district/school initiative (Rounds, Data Teams, etc.).

- 3-4 Align teacher goals in the Teacher Professional Growth Plan to goals in the School Improvement Plan and/or Department Improvement Plan. (2 years)
- 3-5 Implement an Administrators Academy to continually update the professional knowledge and skills for all school and district leaders.

## 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.

### *Talent Development*

- 4-1 Implement a plan to recruit more broadly to deepen the pool of highly qualified applicants for vacant positions.
- 4-2 Implement a research-based common protocol to select the most qualified applicant for vacant positions.
- 4-3 Develop and implement a New Teacher Academy to build capacity of all non-tenured teachers. (2 years)
- 4-4 Implement an elementary schedule which provides teachers more common planning time.
- 4-5 Implement common planning time for high school teachers.
- 4-6 Implement a research-based common protocol for the use of common planning time across all levels.

### *Technology*

- 4-7 Implement the 3-year Technology Plan as designed each year. (3 years)
- 4-8 Implement a consistent “Bring Your Own Device” program throughout the school system that makes most effective use of the technology.
- 4-9 Expand the use of on-line learning throughout the system for enrichment, remediation, and low-enrollment courses. (3 years)
- 4-10 Develop and implement consistent practices in the proper use of technology by teachers and students outside of the school day.
- 4-11 Use technology to enhance professional learning for all staff members. (3 years)

### *Enhanced Services to Students*

- 4-12 Develop a plan to minimize the impact of teacher absences on student learning.
- 4-13 Identify profiles of non-graduating high school students and develop a preventative intervention plan to increase the graduation rate.
- 4-14 Increase student access to assistance for emotional and mental health needs. (2 years)

- 4-15 Expand the continuum of services, using evidence-based practices, for academic and behavioral interventions with consistent processes and communication strategies. (2 years)
- 4-16 Increase instructional support beyond the school day for all struggling students to improve student achievement. (3 years)
- 4-17 Expand academic and non-academic enrichment opportunities to more K- 8 students. (2 years)

#### *Parents*

- 4-18 Research and develop an enhanced school-family partnership at each school as part of its School Improvement Plan.
- 4-19 Expand Family Resource Center resources to all Pre-K to 5 families.
- 4-20 Enhance communication efforts [with parents through Infinite Campus, with a focus at the elementary level on the use of the teacher gradebook and parent portal for common assessments \(similar to the middle and high school practice\).](#)  
~~4-20 with Parents through Infinite Campus, district and school websites and other technology, at each school and district-wide.~~

#### *Communication*

- 4-21 Enhance communication efforts using district and school websites and other technology, at each school and district-wide
- ~~4-21~~ 4-22 Communicate changes in the instructional program to all stakeholders in the community.
- ~~4-23~~ 2 In partnership with the Fairfield Police Department, strengthen communication with all stakeholders on matters of school safety and security.

District  
Improvement  
Plan

Section 4

# Baseline Data and Targets

Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
1	Post HS Student Survey	Post HS	Success Post-HS	TBD	Summer 2016	
2	Graduation Rates			4-Year Graduation Rate	93.8%	96%
2	Graduation Rates			4-Year Graduation Rate and FR	82.7%	90%
2	Graduation Rates			6-Year Graduation Rate	Summer 2015	
2	Graduation Rates			6-Year Graduation Rate and FR	Summer 2015	
3	AP Scores	Grades 9-12	Various	Pct at 3 and above	89.3%	93%
3	AP Scores	Grades 9-12	Various	Pct at 3 and above and FR	90.5%	93%
3	AP Scores	Grades 9-12	Various	Pct at 4 and above	61.8%	70%
3	AP Scores	Grades 9-12	Various	Pct at 4 and above and FR	63.6%	70%
4	AP Participation by Graduation	Grades 9-12	Various	Pct successfully complete 1 course by graduation	93.4%	96%
4	AP Participation by Graduation	Grades 9-12	Various	Pct successfully complete 1 course by graduation and FR	84.0%	90%
5	Career/Tech Ed	Grades 9-12	Various	Pct enrolled	61.9%	75%
5	Career/Tech Ed	Grades 9-12	Various	Pct of non-traditional enrolled	9.4%	15%
6	Academic Expectations Rubrics	11	Creative and Critical Thinking	Pct at 3 and above	Summer 2016	
6	Academic Expectations Rubrics	11	Creative and Critical Thinking	Pct at 3 and above and FR	Summer 2016	
6	Academic Expectations Rubrics	11	Creative and Critical Thinking	Pct at 4	Summer 2016	
6	Academic Expectations Rubrics	11	Creative and Critical Thinking	Pct at 4 and FR	Summer 2016	
6	Academic Expectations Rubrics	12	Creative and Critical Thinking	Pct at 3 and above	Summer 2016	
6	Academic Expectations Rubrics	12	Creative and Critical Thinking	Pct at 3 and above and FR	Summer 2016	
6	Academic Expectations Rubrics	12	Creative and Critical Thinking	Pct at 4	Summer 2016	

Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
6	Academic Expectations Rubrics	12	Creative and Critical Thinking	Pct at 4 and FR	Summer 2016	
6	Academic Expectations Rubrics	11	Communication and Collaboration	Pct at 3 and above	Summer 2016	
6	Academic Expectations Rubrics	11	Communication and Collaboration	Pct at 3 and above and FR	Summer 2016	
6	Academic Expectations Rubrics	11	Communication and Collaboration	Pct at 4	Summer 2016	
6	Academic Expectations Rubrics	11	Communication and Collaboration	Pct at 4 and FR	Summer 2016	
6	Academic Expectations Rubrics	12	Communication and Collaboration	Pct at 3 and above	Summer 2016	
6	Academic Expectations Rubrics	12	Communication and Collaboration	Pct at 3 and above and FR	Summer 2016	
6	Academic Expectations Rubrics	12	Communication and Collaboration	Pct at 4	Summer 2016	
6	Academic Expectations Rubrics	12	Communication and Collaboration	Pct at 4 and FR	Summer 2016	
7	ACTFL	Level 20	French	Pct at/above Proficient	Summer 2016	
7	ACTFL	Level 20	French	Pct at Advanced	Summer 2016	
7	ACTFL	Level 20	Spanish	Pct at /above Proficient	Summer 2016	
7	ACTFL	Level 20	Spanish	Pct at Advanced	Summer 2016	
7	ACTFL	Level 20	Chinese	Pct at/above Proficient	Summer 2016	
7	ACTFL	Level 20	Chinese	Pct at Advanced	Summer 2016	
8	ALIRA	Level 20	Latin	Pct at/above Proficient	Summer 2016	
8	ALIRA	Level 20	Latin	Pct at Advanced	Summer 2016	
9	WL Credits by Graduation	12	World Languages	Pct of graduates with 4+ credits, 2 years	88.6%	93%
9	WL Credits by Graduation	12	World Languages	Pct of graduates with 8+ credits, 4 years	43.1%	50%
10	Calculus and Multivariable Participation	12	Mathematics	Pct Successfully Completed Course	13.26%	20%
11	PSAT	10	Language Arts	Pct at/above Goal		

Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
11	PSAT	10	Language Arts	Pct at/above Goal and FR		
11	PSAT	10	Language Arts	Pct at Advanced		
11	PSAT	10	Language Arts	Pct at Advanced and FR		
11	PSAT	10	Math	Pct at/above Goal		
11	PSAT	10	Math	Pct at/above Goal and FR		
11	PSAT	10	Math	Pct at Advanced		
11	PSAT	10	Math	Pct at Advanced and FR		
11	PSAT	11	Language Arts	Pct at/above Goal		
11	PSAT	11	Language Arts	Pct at/above Goal and FR		
11	PSAT	11	Language Arts	Pct at Advanced		
11	PSAT	11	Language Arts	Pct at Advanced and FR		
11	PSAT	11	Math	Pct at/above Goal		
11	PSAT	11	Math	Pct at/above Goal and FR		
11	PSAT	11	Math	Pct at Advanced		
11	PSAT	11	Math	Pct at Advanced and FR		
12	SBAC	3-8		Pct at/above Meeting Achievement		
12	SBAC	3-8		Pct at/above Meeting Achievement and FR		
12	SBAC	3-8		Pct Exceeding Achievement		
12	SBAC	3-8		Pct Exceeding Achievement and FR		
13	SBAC or SAT	11	Language Arts	Pct at/above Meeting Achievement		
13	SBAC or SAT	11	Language Arts	Pct at/above Meeting Achievement and FR		
13	SBAC or SAT	11	Language Arts	Pct Exceeding Achievement		
13	SBAC or SAT	11	Language Arts	Pct Exceeding Achievement and FR		
13	SBAC or SAT	11	Math	Pct at/above Meeting Achievement		
13	SBAC or SAT	11	Math	Pct at/above Meeting Achievement and FR		
13	SBAC or SAT	11	Math	Pct Exceeding Achievement		

Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
13	SBAC or SAT	11	Math	Pct Exceeding Achievement and FR		
14	Extra Curricular Participation	6-8	Extra Curricular	Pct in at least one activity overall	Summer 2015	
14	Extra Curricular Participation	6-8	Clubs	Pct in at least one Club activity	Summer 2015	
14	Extra Curricular Participation	6-8	Sports	Pct in at least one Sports activity	Summer 2015	
14	Extra Curricular Participation	6-8	Arts	Pct in at least one Arts activity	Summer 2015	
14	Extra Curricular Participation	9-12	Extra Curricular	Pct in at least one activity overall	Summer 2015	
14	Extra Curricular Participation	9-12	Clubs	Pct in at least one Club activity	Summer 2015	
14	Extra Curricular Participation	9-12	Sports	Pct in at least one Sports activity	Summer 2015	
14	Extra Curricular Participation	9-12	Arts	Pct in at least one Arts activity	Summer 2015	
15	CMT	5	Science	Pct at/above Goal	80.1%	90%
15	CMT	5	Science	Pct at/above Goal and FR	46.6%	70%
15	CMT	5	Science	Pct at Advanced	33.4%	45%
15	CMT	5	Science	Pct at Advanced and FR	6.9%	20%
15	CMT	8	Science	Pct at/above Goal	81.4%	90%
15	CMT	8	Science	Pct at/above Goal and FR	57.6%	75%
15	CMT	8	Science	Pct at Advanced	28.6%	50%
15	CMT	8	Science	Pct at Advanced and FR	15.3%	40%
15	CAPT	10	Science	Pct at/above Goal	73.5%	90%
15	CAPT	10	Science	Pct at/above Goal and FR	50.7%	75%
15	CAPT	10	Science	Pct at Advanced	47.7%	55%
15	CAPT	10	Science	Pct at Advanced and FR	25.4%	40%
16	CT Physical Fitness Test	4	Fitness	Pct Passing 4 Tests	67.0%	70%



Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
16	CT Physical Fitness Test	8	Fitness	Pct Passing 4 Tests	69.0%	70%
16	CT Physical Fitness Test	10	Fitness	Pct Passing 4 Tests	57.0%	70%
17	District Common Assessments	K	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	K	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	K	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	K	Writing	Pct at Advanced and FR	Summer 2015	
17	District Common Assessments	1	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	1	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	1	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	1	Writing	Pct at Advanced and FR	Summer 2015	
17	District Common Assessments	2	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	2	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	2	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	2	Writing	Pct at Advanced and FR	Summer 2015	
17	District Common Assessments	3	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	3	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	3	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	3	Writing	Pct at Advanced and FR	Summer 2015	
17	District Common Assessments	4	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	4	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	4	Writing	Pct at Advanced	Summer 2015	

Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
17	District Common Assessments	4	Writing	Pct at Advanced and FR	Summer 2015	
17	District Common Assessments	5	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	5	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	5	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	5	Writing	Pct at Advanced and FR	Summer 2015	
17	District Common Assessments	6	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	6	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	6	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	6	Writing	Pct at Advanced and FR	Summer 2015	
17	District Common Assessments	7	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	7	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	7	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	7	Writing	Pct at Advanced and FR	Summer 2015	
17	District Common Assessments	8	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	8	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	8	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	8	Writing	Pct at Advanced and FR	Summer 2015	
17	District Common Assessments	9	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	9	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	9	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	9	Writing	Pct at Advanced and FR	Summer 2015	

Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
17	District Common Assessments	10	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	10	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	10	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	10	Writing	Pct at Advanced and FR	Summer 2015	
17	District Common Assessments	11	Writing	Pct at/above Goal	Summer 2015	
17	District Common Assessments	11	Writing	Pct at/above Goal and FR	Summer 2015	
17	District Common Assessments	11	Writing	Pct at Advanced	Summer 2015	
17	District Common Assessments	11	Writing	Pct at Advanced and FR	Summer 2015	
18	School Climate Survey	3-5	Climate	Avg of all Student Responses about Safety, Social-Emotional Well-Being and Citizenship (Community Service)	3.2 (1-4 scale)	3.5 (1-4 scale)
18	School Climate Survey	6-12	Climate	Avg of all Student Responses about Safety, Social-Emotional Well-Being and Citizenship (Community Service)	2.8 (1-4 scale)	3.2 (1-4 scale)
19	STAR	K	Reading	Pct at/above Goal	Summer 2016	
19	STAR	K	Reading	Pct at/above Goal and FR	Summer 2016	
19	STAR	K	Reading	Pct at Advanced	Summer 2016	
19	STAR	K	Reading	Pct at Advanced and FR	Summer 2016	
19	STAR	1	Reading	Pct at/above Goal	Summer 2016	
19	STAR	1	Reading	Pct at/above Goal and FR	Summer 2016	
19	STAR	1	Reading	Pct at Advanced	Summer 2016	
19	STAR	1	Reading	Pct at Advanced and FR	Summer 2016	

Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
19	STAR	2	Reading	Pct at/above Goal	Summer 2016	
19	STAR	2	Reading	Pct at/above Goal and FR	Summer 2016	
19	STAR	2	Reading	Pct at Advanced	Summer 2016	
19	STAR	2	Reading	Pct at Advanced and FR	Summer 2016	
19	STAR	3	Reading	Pct at/above Goal	Summer 2016	
19	STAR	3	Reading	Pct at/above Goal and FR	Summer 2016	
19	STAR	3	Reading	Pct at Advanced	Summer 2016	
19	STAR	3	Reading	Pct at Advanced and FR	Summer 2016	
19	STAR	4	Reading	Pct at/above Goal	Summer 2016	
19	STAR	4	Reading	Pct at/above Goal and FR	Summer 2016	
19	STAR	4	Reading	Pct at Advanced	Summer 2016	
19	STAR	4	Reading	Pct at Advanced and FR	Summer 2016	
19	STAR	5	Reading	Pct at/above Goal	Summer 2016	
19	STAR	5	Reading	Pct at/above Goal and FR	Summer 2016	
19	STAR	5	Reading	Pct at Advanced	Summer 2016	
19	STAR	5	Reading	Pct at Advanced and FR	Summer 2016	
19	STAR	6	Reading	Pct at/above Goal	Summer 2016	
19	STAR	6	Reading	Pct at/above Goal and FR	Summer 2016	
19	STAR	6	Reading	Pct at Advanced	Summer 2016	
19	STAR	6	Reading	Pct at Advanced and FR	Summer 2016	
19	STAR	7	Reading	Pct at/above Goal	Summer 2016	

Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
19	STAR	7	Reading	Pct at/above Goal and FR	Summer 2016	
19	STAR	7	Reading	Pct at Advanced	Summer 2016	
19	STAR	7	Reading	Pct at Advanced and FR	Summer 2016	
19	STAR	8	Reading	Pct at/above Goal	Summer 2016	
19	STAR	8	Reading	Pct at/above Goal and FR	Summer 2016	
19	STAR	8	Reading	Pct at Advanced	Summer 2016	
19	STAR	8	Reading	Pct at Advanced and FR	Summer 2016	
20	iReady	K	Math	Pct at/above Goal	79.7%	83%
20	iReady	K	Math	Pct at/above Goal and FR	51.9%	58%
20	iReady	K	Math	Pct at Advanced	47.8%	50%
20	iReady	K	Math	Pct at Advanced and FR	35.2%	40%
20	iReady	1	Math	Pct at/above Goal	83.4%	88%
20	iReady	1	Math	Pct at/above Goal and FR	65.6%	72%
20	iReady	1	Math	Pct at Advanced	47.6%	54%
20	iReady	1	Math	Pct at Advanced and FR	26.2%	40%
20	iReady	2	Math	Pct at/above Goal	85.4%	90%
20	iReady	2	Math	Pct at/above Goal and FR	68.8%	75%
20	iReady	2	Math	Pct at Advanced	45.7%	54%
20	iReady	2	Math	Pct at Advanced and FR	20.3%	40%
20	iReady	3	Math	Pct at/above Goal	83.7%	90%
20	iReady	3	Math	Pct at/above Goal and FR	51.1%	75%

Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
20	iReady	3	Math	Pct at Advanced	43.4%	54%
20	iReady	3	Math	Pct at Advanced and FR	11.4%	40%
20	iReady	4	Math	Pct at/above Goal	86.1%	90%
20	iReady	4	Math	Pct at/above Goal and FR	56.9%	80%
20	iReady	4	Math	Pct at Advanced	55.0%	60%
20	iReady	4	Math	Pct at Advanced and FR	20.8%	45%
20	iReady	5	Math	Pct at/above Goal	86.3%	90%
20	iReady	5	Math	Pct at/above Goal and FR	60.8%	80%
20	iReady	5	Math	Pct at Advanced	41.8%	60%
20	iReady	5	Math	Pct at Advanced and FR	21.5%	45%
20	iReady	6	Math	Pct at/above Goal	83.5%	90%
20	iReady	6	Math	Pct at/above Goal and FR	44.3%	80%
20	iReady	6	Math	Pct at Advanced	47.3%	60%
20	iReady	6	Math	Pct at Advanced and FR	15.7%	45%
20	iReady	7	Math	Pct at/above Goal	86.5%	90%
20	iReady	7	Math	Pct at/above Goal and FR	68.4%	80%
20	iReady	7	Math	Pct at Advanced	55.0%	60%
20	iReady	7	Math	Pct at Advanced and FR	25.3%	45%
20	iReady	8	Math	Pct at/above Goal	86.1%	90%
20	iReady	8	Math	Pct at/above Goal and FR	63.6%	80%
20	iReady	8	Math	Pct at Advanced	59.0%	70%

Student Performance Indicators with Baseline Data and Targets

#	Assessment	Grade Level or Course	Subjects	Measure	Baseline Data	2020 Target
20	iReady	8	Math	Pct at Advanced and FR	27.3%	45%
21	Attendance	K-5		Attendance Rate	96.2%	98%
21	Attendance	K-5		Attendance Rate and FR	95.6%	98%
21	Attendance	6-8		Attendance Rate	96.1%	98%
21	Attendance	6-8		Attendance Rate and FR	94.9%	98%
21	Attendance	9-12		Attendance Rate	96.6%	98%
21	Attendance	9-12		Attendance Rate and FR	95%	98%
22	CELF	PK	Vocabulary and Language	Pct Approaching Benchmark	Summer 2015	
22	CELF	PK	Vocabulary and Language	Pct Exceeding Benchmark	Summer 2015	

**Special Meeting Notes  
Fairfield BoE; June 23, 2015**

**Call to order and Roll Call**

Chairman Philip Dwyer called the Regular meeting to order at 6:09PM. Present were members Eileen Liu-McCormack (arrived 6:11PM), John Llewellyn (arrived 6:11PM), John Convertito, Jessica Gerber, Jennifer Maxon-Kennelly, Philip Dwyer, Donna Karnal and Paul Fattibene. Marc Patten was absent. Also present was Dr. David Title.

**Board Discussion Regarding Superintendent Employment and Performance**

Mrs. Maxon-Kennelly moved/Mrs. Gerber seconded the recommended motion: "that the Board of Education hereby moves into Executive Session to discuss superintendent employment and performance in accordance with Connecticut General Statute CGS 1-200(6)(A)."

Motion passed 6-0 (Mr. Llewellyn and Mrs. Liu-McCormack were not present for this vote).

The Board came out of Executive session at 7:28PM

**Adjournment**

Ms. Karnal moved/Mr. Fattibene seconded "that this Special Meeting of the Board of Education adjourn" Motion passed 8-0. Meeting adjourned at 7:29PM.



**Regular Meeting Minutes  
Fairfield BoE, June 23, 2015**

**NOTICE:** A full meeting recording can be obtained from Fairfield Public Schools. Please call 203-255-8371 for more information and/or see the FPS website (under Board Meeting Minutes) for a link to FAIRTV.

*Call to Order of the Regular Meeting of the Board of Education and Roll Call*

Chairman Philip Dwyer called the Regular meeting to order at 7:37PM. Present were members Eileen Liu-McCormack, Donna Karnal, Jessica Gerber, Philip Dwyer, John Convertito, Paul Fattibene, Jennifer Maxon-Kennelly and John Llewellyn. Marc Patten was absent. Others present were Deputy Superintendent Karen Parks, members of the Central Office Leadership Team, and approximately 25 members of the public.

Mr. Dwyer noted that a Special Meeting is planned for July 9 to address additional discussion on the District Improvement Plan, if needed, as well as any outstanding items from tonight's meeting.

*Public Comment*

Sara White, Wilton Road: Support of Holland Hill renovation.

A member of the public who did not address the Board at the microphone, requested from his seat, to speak about the May 19 minutes. Mr. Dwyer ruled that per past practice, public comment is disallowed on administrative matters. Board discussion ensued.

Mr. Fattibene challenged the Chair's ruling per the By-Laws and said there is no distinction on which agenda items can have public comment. Mr. Llewellyn and Ms. Karnal supported Mr. Fattibene.

Mrs. Maxon-Kennelly respected the past practice of the Board; the sitting Board has not taken public comment on the minutes in the last 2 years.

Mr. Convertito read from the By-Laws and stated that while public comment on the minutes was not disallowed, it was not the correct time, procedurally, to address the issue.

Mrs. Liu-McCormack felt the Chair's ruling and the subsequent discussion resulting from it created inefficiency.

Mr. Dwyer ruled that the Board can change past practice by overruling the Chair when the minutes are addressed later in the meeting. Mr. Fattibene agreed to move on and address this point later in the meeting.

Kelly Jacobson, Fairfield Resident: Concerns about public comment at BoE meetings.

*Presentations*

*Update on FLHS*

Mrs. Gerber introduced Mr. Donald, Chairman of the Fairfield Ludlowe High School Building Committee. Mr. Donald handed out an executive summary with milestones and issues. The project is on schedule to complete the roof, classroom, and cafeteria expansion by September. Discussion is ongoing with the EPA regarding the windows. Mr. Hatzis and the team are preparing contingency plans should the need arise.

Mr. Llewellyn asked if the 6 day work week will cost extra and was told there is allowance for that in the construction budget or within the contingencies. Mr. Llewellyn asked about the project budget and whether leftover funds will go towards the windows. Mr. Donald said there won't be enough contingency funds to begin the abatement of the windows without going back to the Town bodies; the hope is that encapsulation will be accepted.

Mrs. Maxon-Kennelly asked if any additional change orders were likely and was told that nothing major was expected.

Mr. Convertito asked for an explanation of owner and construction manager (CM) contingencies; he also asked about door hardware and which contingency that was. Mr. Donald said the construction manager contingencies are within the scope of what they can control, and the owner contingencies fall under design and unforeseen issues; door hardware is an owner contingency as it falls under design.

Ms. Karnal asked about the hardware change order and keys. Mr. Morabito said the hardware is both a CM and owner contingency as the door hardware accommodates the location as a polling place. The keys are not an unusual change order. This ensures the doors are keyed in an appropriate manner and have the correct function for the intended purpose.

Mr. Dwyer said eventually all the keys will be master keyed. The windows are still part of the ed specs that allows for state reimbursement. He asked Mr. Donald about the timing of revisiting the funding request to complete the windows. Mr. Donald said he had discussed this with the BOS and thinks early fall is ambitious due to the ongoing discussions with the EPA; he has kept Town bodies aware of this.

Mr. Llewellyn said he thought the windows were moved from the ed specs as a separate project. Mr. Donald clarified that the verbiage allows for the windows to be done if funding permitted.

<i>Old Business</i>
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Board of Education Handbook

Mrs. Maxon-Kennelly moved, Mrs. Gerber seconded the recommended motion that the Board of Education approve the Board of Education Handbook as revised May 7, 2015.

Mr. Dwyer said he incorporated some changes as requested

Mrs. Maxon-Kennelly said the handbook is a useful tool particularly for new Board members.

Mrs. Gerber supports the motion and said the new Handbook is simply a revision.

Mr. Fattibene moved, Mr. Llewellyn seconded to delete the last 7 lines from the bottom of page 17 beginning with 'the essence...'

Mr. Fattibene and Mr. Llewellyn felt this was interpretive language.

Mr. Dwyer said this language was approved by a prior Board and he believed it is part of state law and is not subjective. The idea for the manual came from a CABE conference.

Mrs. Gerber further clarified that this was original language and was not added.

Mr. Convertito said he does approve of either motion and feels the handbook is duplicative.

Mrs. Liu-McCormack agreed with Mr. Convertito and felt some of the language was leading.

Mr. Llewellyn supports striking the language, and also supports doing away with the document in its entirety, instead perhaps doing an index.

Mrs. Maxon-Kennelly said the purpose was meant to be a helpful reference tool for new Board members.

Public Comment on the amendment: None

**Motion (Amendment) Fails: 4-4**

Favor: Mrs. Liu-McCormack, Ms. Karnal, Mr. Fattibene, Mr. Llewellyn

Oppose: Mrs. Gerber, Mr. Dwyer, Mr. Convertito, Mrs. Maxon-Kennelly

Mr. Llewellyn referred to pages 7 and 8 regarding the master calendar, and moved to change item 2, which is February, item 3 which is March, item 11 which is November, and item 12 which is December to read '2 Regular Meetings are scheduled.'

Mr. Convertito first asked for a sense of the body in going forward with the handbook before making any changes.

Mr. Llewellyn withdrew his motion until a sense of the Body was obtained.

Mr. Dwyer clarified that if the main motion fails, the handbook will be voted down.

Mr. Convertito said he has never referred to this document, he always goes to the individual source.

Mr. Fattibene felt it is a handy document but that interpretive elements should be expunged. He questioned whether the Board has to approve it.

Mr. Dwyer felt that it is a handy guide for new Board members, candidates and the public. He suggested postponing the topic to a separate meeting so that Board members could say which sentences should be struck.

Mrs. Liu-McCormack suggested an index by topic, and Mr. Llewellyn agreed.

Mr. Convertito moved, Mr. Fattibene seconded to send the Handbook to the Policy Committee.

**Motion Passed: 5-3**

Favor: Mr. Fattibene, Mrs. Gerber, Mr. Dwyer, Mr. Convertito, Mrs. Maxon-Kennelly

Oppose: Mrs. Liu-McCormack, Ms. Karnal, Mr. Llewellyn

Mr. Dwyer said Policy Committee Chair will make sure this doesn't take precedence over other more pressing matters.

*Discussion and Possible Action on the District Improvement Plan (DIP)*

Mr. Dwyer received unanimous consent from the Board to not put forth a motion at this time and to first have a discussion regarding the DIP. He suggested the public be allowed to comment after half an hour of Board discussion.

Mrs. Parks mentioned that Dr. Title sent the Board a memo that explained why some suggestions were not incorporated into the DIP. She also reviewed each suggestion that was incorporated into the DIP; a timeline was created on page 4; Mr. Fattibene's comments were included on page 9; nationally normed tests were included on page 19; category language was updated; and Mr. Llewellyn's comments were incorporated on page 29.

Mrs. Liu-McCormack, addressed Strategic Actions (SA) 2-4 and 2-6; they overlap and should be joined for the benefit of 'all students'; best practice models should be applicable to everybody; if the Walter Fitzgerald Campus (WFC) is highlighted, then all areas needing improvement should be highlighted. Mrs. Parks said that SA 2-6 addresses specific work to be done at the WFC.

Mr. Llewellyn said he believes the WFC needs to be improved but the statement should be removed until an analysis is done; he reminded the Board that he has been asking for this.

Mr. Dwyer said the statement should be left in to show a commitment to do better by our students; the statement does not include a mention of opening it up to other districts.

Mr. Fattibene asked to change the language on page 29, section 2-6 so that it now reads, "Use best-practice models to improve the alternative high school program to engage every student in a challenging and rigorous program." The Board approved this by unanimous consent after several comments:

Ms. Karnal wanted to ensure that only students within district are the subject of 2-6 and felt that language stating that specifically should be included.

Mrs. Maxon Kennelly felt that would be redundant since the entire Plan is only for students within district.

Mr. Dwyer reminded the Board that per policy, non-FPS students may not pay tuition to attend FPS.

Mr. Llewellyn said previous language in an earlier draft included attracting students from other districts and he wanted to add explicit language to ensure this was not part of the Plan; Mr. Convertito said the administration was already responsive to the changes that were requested. Mr. Llewellyn asked that the minutes reflect that this item regarding WFC, if changed, would have to come back to the Board. Mr. Dwyer said he would do that.

Mrs. Maxon-Kennelly said the bullet point is needed based on compelling evidence that this school needs focus.

Ms. Karnal said the statement should reflect that every school in the district needs improvement.

Mrs. Liu-McCormack said SA 2-6 is too broad and ambiguous.

Mr. Convertito said the data points cover all students; the Student Indicators are for all students.

Mr. Dwyer asked Mrs. Parks to comment on the discussion. Mrs. Parks said the first step in the process is to ensure the Board supports the Plan. Specific Actions all have associated costs and affect staff. The Board will be asked to prioritize the SA's. Each year, the data that is available will be reviewed.

Mr. Llewellyn asked about setting intermediary targets.

Mr. Dwyer said if Board members submit priorities by July 9, those could become part of the District Initiatives for that year. Mrs. Parks said the 5-year target is not always reached via a straight line. Priorities are needed to build the budget.

Mr. Fattibene asked to change the language on page 9, Part 3 to read, "District improvement is necessarily a continuous process. As such this District Improvement Plan must be reviewed by the Board of Education periodically, and at least annually. No later than the first BoE meeting in October of each year the superintendent shall present the implementation status of the District Improvement Plan together with any recommended modifications for consideration and affirmance of the Board of Education. The administration will prepare a public update each fall on the progress of the Student Performance Indicators and the Specific Actions completed during the previous year."

Approved by unanimous consent with seven members present (Ms. Karnal was out of the room at this time).

Mrs. Maxon-Kennelly reiterated that the Board is being asked to submit SA priorities by July 9.

*Public Comment:*

Suzanne Miska, Ryegate Road: DIP vote should be postponed until the Superintendent is in attendance.

Tricia Donovan, Fairfield Resident: Strategic Plan vs. Long-Range Plan; Plan priorities.

Tricia Pytko, Castle Avenue: Number of assessments and over-testing; rubrics.

Jan Reber, Beaumont Street: Right to public comment; data dissemination to parents.

Dawn Llewellyn, Fairfield Resident: High school survey; honors class enrollment.

Kelly Jacobson, Fairfield Resident: Dissemination of information to parents.

Kelly McWhinnie, Church Hill Road: Support for WFC.

Mr. Dwyer asked the Board if the vote on the DIP should be postponed.

Mr. Llewellyn said test results should be provided to parents and rubrics should be standardized.

Mr. Convertito asked why IReady is not being disseminated. Mrs. Parks said her understanding is that scores are shared at conferences so that teachers may offer an explanation of the confusing reports.

Mrs. Liu-McCormack said some parents, herself included, aren't getting any results shared, even at conferences. Mrs. Parks said one of her concerns is the disparity between secondary and elementary levels regarding Infinite Campus dissemination of information; this is an initiative that is being worked on.

Mr. Dwyer said the District Initiatives List will continue next year.

Mr. Llewellyn expressed concern that there is a feeling that parents couldn't understand IReady reports. He asked that the Board get copies of these reports before the next meeting.

Mrs. Maxon-Kennelly will follow up with Mrs. Parks regarding the addition of Performance Indicators 11, 12, and 13, as she might disagree with the SAT being included in the DIP.

Mr. Dwyer mentioned recent legislative action regarding the SAT and PSAT. Mrs. Parks explained that the PSAT is aligned with the common core and Khan Academy and will now only be offered during school hours. The new commissioner is supportive to substitute the SBAC with the SAT; the legislature did pass a bill about this, Connecticut has requested a waiver.

Mrs. Maxon-Kennelly asked if mandated PSAT testing would impact the budget and was told yes, but not in the coming year.

Mr. Llewellyn requested that the climate survey on page 39, #18, be broken down to the 6 major domains. He is concerned with the outliers. Mrs. Parks said that each school has a School Improvement Plan where the weakest areas are identified.

Mrs. Maxon-Kennelly moved, Mrs. Gerber seconded a motion to postpone approval of the District Improvement Plan to the July 9 Special Meeting.

*Public Comment: None*

Mr. Fattibene asked if the Board will receive a new document for discussion and was told yes.

Mr. Dwyer said there were 2 changes by unanimous consent and there may be other changes by the staff based on the discussion.

Mr. Convertito made a point of order, there is no motion on the table, so there should be no motion to postpone.

Mrs. Liu-McCormack asked if changes will still be possible at the July 9 meeting. Mr. Dwyer said Board members may submit amendments to the document via motion at the next meeting. It would be appreciated if substantive changes were received in writing so the Board may review the request more fully.

Mr. Llewellyn asked why the Board priorities are needed by July 9 and felt the staff should recommend priorities to the Board first.

Mr. Dwyer said the staff needs time to organize the priorities of the Board and he encouraged the Board to send in their top ten priorities.

Mrs. Liu-McCormack asked if the district is doing a Long-Range Strategic Plan and Mr. Dwyer said the only document that is currently being worked in is the DIP; there is no requirement in the By-Laws for a Strategic Plan.

Motion to postpone withdrawn with unanimous consent from the Board.

#### Approval of Long-Range Facilities Plan

Mrs. Maxon-Kennelly moved, Mrs. Gerber seconded the recommended motion that the Board of Education approve the Long-Range Facilities Plan per Enclosure No. 2.

Mr. Cullen said he provided the list of deficiencies that generated so much discussion last time and put the capacity numbers at the top.

Mr. Convertito asked why there is an urgency to approve this; the plan may be useless for financial planning if redistricting is discussed and ed-specs are changed. Mr. Cullen said approval will ensure the Town is aware of the Board's priorities for the upcoming financial summit.

Mr. Dwyer said the Plan includes other projects and the Town does ask the district what the long-range Plan is in order to mix the BOE projects with the Town projects; the last plan is several years old. Not adding classrooms saves \$5 million. He said if Mrs. Liu-McCormack, Mr. Patten and Mr. Convertito were willing to join an ad-hoc committee on redistricting he would appoint one.

Mr. Convertito referenced the reduction of classroom space noted in the June 17 memo and based on that, the waterfall placeholders appear to be inaccurate.

Mr. Dwyer suggested that part 1 of the memo would not require redistricting, but Part 2 would.

Mr. Llewellyn asked that current occupancy rates and enrollment numbers be used; he felt that including ECC enrollment understated capacity by 6 or 7 classrooms. He requested an analysis on redistricting to understand where to

invest the dollars. Mr. Cullen said the 2010 occupancy rate number was used since that was when the deficiency report was completed.

Mr. Dwyer said MGT uses 23 students per classroom for planning and FPS uses 21 students per classroom. This document is not asking the Board to make a multi-million dollar investment, it is intended to set out a broad planning proposal. Mrs. Parks confirmed that the district is recommending Holland Hill before Mill Hill.

Mr. Convertito said both facilities need core renovations and he is comfortable moving ahead with placeholders with the caveat that we are looking at redistricting.

Mrs. Maxon-Kennelly agreed; a clear commitment is needed and she is looking forward to hearing from the ad hoc committee.

Mr. Fattibene said all are in agreement with the needed core renovations and upgrades, the concern is that one school goes first. He suggested overlapping Holland Hill and Mill Hill, if feasible, to try and deal with both in a timely manner.

Mr. Dwyer said the Town would weigh in on that. The plan currently shows Mill Hill beginning its project just as Holland Hill is finishing its project.

Mr. Convertito suggested there are unknowns; he believed that the timing of the Mill Hill project might slide up with redistricting.

Mr. Dwyer said he will put together an ad hoc committee for redistricting and asked Mr. Fattibene if he was prepared to move this forward with placeholders.

Mr. Fattibene said no, he would prefer to use the old plan and maintain that path.

Mr. Dwyer interrupted the meeting to ask the staff about essential voting items due to the late hour.

Mrs. Maxon-Kennelly moved, Mr. Convertito seconded to suspend the rules and extend the meeting to 11:20PM.

**Motion Failed 5-3**

Favor: Mrs. Gerber, Mr. Dwyer, Mr. Convertito, Mr. Fattibene, Mrs. Maxon-Kennelly

Oppose: Mrs. Liu-McCormack, Ms. Karnal, Mr. Llewellyn

Mr. Llewellyn moved, Mrs. Liu-McCormack seconded to suspend the rules and extend the meeting to 11:45PM.

Mrs. Maxon-Kennelly confirmed that the meeting extension is limited to topics 5c and 6b.

Mrs. Liu-McCormack asked if the minutes may also be addressed.

Mr. Dwyer said the motion is currently at 11:45pm, the minutes can be addressed if time permits.

**Motion Passed: 7-1**

Favor: Mrs. Liu-McCormack, Ms. Karnal, Mrs. Gerber, Mr. Convertito, Mr. Fattibene, Mrs. Maxon-Kennelly, Mr. Llewellyn

Oppose: Mr. Dwyer

Mrs. Liu-McCormack asked which facility was more deteriorated. Mr. Cullen said they were comparable.

Mrs. Maxon-Kennelly and Mr. Convertito felt very strongly that after seeing both facilities, Holland Hill was decades behind Mill Hill.

Mr. Llewellyn asked how racial imbalance factors in. Mrs. Parks said this has not been addressed yet, many questions remain.

Mr. Dwyer said that Dr. Title inferred that the state might give more time than the 120 days if the Board makes a statement regarding the possibility of redistricting. Dr. Title will report the racial imbalance plan to the Board.

Mr. Convertito, from a legal point of view, is reluctant to look at redistricting as a way to solve racial imbalance.

Mr. Fattibene said Mill Hill has a higher space deficiency than Holland Hill.

Mrs. Gerber has also seen both facilities and said Holland Hill is in serious need; she disagreed with Mr. Fattibene saying those space deficiency numbers are from 2010; Holland Hill's have gone up while Mill Hill's have gone down.

Mrs. Liu-McCormack recommended leaving the current placeholder and returning to this plan after the redistricting has been assessed.

Mrs. Maxon-Kennelly said one of the Mill Hill portables is used for storage and one is used as a computer lab. Holland Hill is on the cusp of increasing by 1 or 2 sections next year. The Town needs and expects direction and the school community deserves a message from this Board.

Mr. Dwyer said the motion on the table is to approve the Long-Range Plan as it exists.

Ms. Karnal asked why portables still have costs listed on page 25. Mr. Cullen said those costs are for portable maintenance, there are currently 11 portables and they have to be maintained until removed.

*Public Comment:*

Trudi Durrell, Woodcrest Road: Implored Board to vote tonight.

Kelly Dunn, Tuckahoe Lane: Support of Holland Hill.

Christine Vitale, Verna Hill Road: Support of Holland Hill.

Mr. Llewellyn said there are 2 different issues, which school goes first and whether to approve the plan in front of us; he can't support the plan without a proper analysis.

Mr. Convertito said other changes are included in the waterfall including the FLHS windows and he urged the Board to approve it; changes can be made after an analysis is done.

Mr. Llewellyn commented that the windows project is also a placeholder.

Mr. Dwyer clarified that the FLHS windows number is a placeholder but the project is not.

**Motion Passed: 7-1**

Favor: Mrs. Liu-McCormack, Ms. Karnal, Mrs. Gerber, Mr. Dwyer, Mr. Convertito, Mr. Fattibene, Mrs. Maxon-Kennelly

Oppose: Mr. Llewellyn

Mr. Llewellyn asked for a corrected memo from Mr. Cullen with updated numbers on occupancy rates based on more recent enrollment numbers.

<i>New Business</i>
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*Financial Report and Approval of Budget Transfers for the 2014-2015 Fiscal Year*

Mr. Convertito moved, Mrs. Gerber seconded the recommended motion that the Board of Education approve line-item transfers for the 2014-2015 fiscal year as detailed in the Financial Statement per Enclosure No 4.

Mrs. Munsell gave a brief overview and said the financial status as of June 18 is included with a 1 page budget transfer sheet including a projection for June 30.

Ms Karnal asked if the amount in school substitutes seems high and Mrs. Munsell said it is consistent with what has been reported within the last few years. Ms. Karnal asked if school equipment amount was entirely for cafeteria tables and was told it was.

Mr. Fattibene asked about the higher electric number and Mrs. Munsell said market prices were paid for the first two months after a change in provider. He also asked what caused the school substitute projections to be off by such a large amount. Mrs. Leffert said there is always a negative number in the substitute line, it is impossible to predict when staff will have a leave of absence; the substitute line is offset by the certified salary line.

Mr. Convertito confirmed with Mrs. Munsell that the Town negotiates with the electric company.

**DRAFT**

Mrs. Liu-McCormack asked about the high number of retirees. Mrs. Leffert said there were more retirees than expected this year.

Mr. Dwyer asked for a vote due to the approaching 11:45 time and said additional questions on the budget transfers can be continued at the July 9 meeting.

**Motion Passed: 8-0**

<i>Adjournment</i>
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The meeting ended at 11:45PM.

*Respectfully Submitted,*

*Jessica Gerber  
Fairfield Board of Education  
Secretary*