

**New England Association of  
School and Colleges, Inc.**

**Commission on Public Schools**



**Commission on Public Schools**

**Fairfield Warde High School  
Self-Reflection Report**

Fairfield, CT

October 04, 2018 - October 05, 2018

David Ebling, Headmaster

# School and Community Summary

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## School and Community Summary

The town of Fairfield, Connecticut is a suburban community located on the shores of Long Island Sound in southern Fairfield County along the Interstate 95 corridor, less than 50 miles from New York City and sharing borders with Westport, Easton, Weston, and Bridgeport. A community rich in history, with many of its landmarks and oldest homes dating back to the pre-Revolutionary War period and a large number of streets and neighborhoods with names reflecting its Native American roots, Fairfield has grown into an affluent, family-oriented town with a nautical and arts influence that boasts five beaches, two public golf courses, two universities, and a vast array of restaurants and stores spread throughout the downtown area. With U.S. Route 1 and Black Rock Turnpike representing its primary economic thoroughfares, Fairfield is home to a blend of local business and national chains, with industry involving professional, scientific, and technical services; education (public/private universities); finance; healthcare; retail; and a mixture of manufacturing, the arts, information technology, public service, administration, and construction. The town's major employers in 2017 are General Electric, Sacred Heart University, Fairfield University and Bigelow Tea Corporation.

The current population of 61,016, a total that has grown over the last seven years, is well-educated, with 62% of residents age 25 or older holding a bachelor's degree or higher. Although an affluent community, with a median household income of \$122,306, a median and a median house value of \$578,900, Fairfield has 4.4% (2,689 people) of its residents living in poverty, which is 4.3% below the state average of 10.5%. Eighty-two percent of Fairfield residents own their properties, and some residents live in subsidized housing. Growing in its diversity, 86% of Fairfield residents are white, 5.7% Hispanic or Latino, 4.7% Asian, and 1.6% African American.

The Fairfield Public School System consists of seventeen schools: eleven elementary schools, an Early Childhood Center, three middle schools, and three high schools. The district additionally has a Community Partnership Program designed to meet the needs of our 18 - 21 population. The Town of Fairfield is also home to a variety of private and parochial schools including Assumption and St. Thomas Aquinas Elementary Schools, The Unquowa School, Fairfield Country Day, Fairfield College Preparatory, and Notre Dame Catholic High School.

In support of our public schools, the Fairfield community allocates significant resources with a per pupil expenditure in 2015-16 of \$17,063 in comparison to the state average of \$16,236. In the same year, Fairfield put forth a total education budget of \$169,171,830, which represents a significant portion of local taxation spent on schools.

Over the last five years, enrollment at Fairfield Warde has ranged from a low of 1,449 in 2013-4 to a high of 1,526 in 2015-6. In 2017-8, the school's total enrollment was 1,504 students, all of whom are supported by 138 teachers, of which 14 are special educators; 13.5 school counselors, social workers, and psychologists; 20 paraprofessionals; 2.5 school nurses; and 6 administrators. The student population identifies as 74% White, 13% Hispanic or Latino, 7% Asian, 3% two or more races, and <1% Black or African American. Female students represent 50.3% of the population with males being 49.7%. In addition, 12.3% of students are identified as special education students, 15.2% are eligible for free or reduced lunch, and 1.9% are English Learners.

Fairfield Warde's four year cohort graduation rate in 2015-16 was 97.1%. In 2016-17 the four year rate was reported at 97.5%. The average daily attendance rate for students is 94% and our teacher attendance rate is 93.4%.

The percentage of students from the class of 2018 that attended a four year college is 82%; two year college is 9%. A smaller percentage of students are joining the military, seeking employment, or attending a college prep school.

In addition to the public school system, students currently at Fairfield Warde can take advantage of programs and library services at the local universities, Sacred Heart, Fairfield, University of Bridgeport and the community colleges, Housatonic and Norwalk. Also, there are several museums in the area or a short train ride to New York City. Our school also has created various internship opportunities for our upper-class students. Students can

engage with local businesses in the spring through a job shadowing experience or week long internship program. In addition, our Business Department, teaches a semester elective, Internship and Career Exploration. This elective is open to all juniors and seniors.

Fairfield Warde is a part of the Early College Experience (ECE) with the University of Connecticut. Several of our Advanced Placement courses are approved in the ECE program and our students receive college credit and accompanying transcripts from the university upon successful completion of the course. Students are eligible to take enrichment courses at the universities or community colleges. Currently, these are not a part of the high school transcripts.

In addition to our National Honor Society, there are honor societies in the world language, math, music, science, English and social studies departments. Each year, several of our students are nominated by our faculty to receive the MVP (Mustang Values Personified) Award for best exemplifying our mission statement at the school. Annually, we present student awards at our Underclass Awards Assembly in June. Students are recognized by grade level and department in the areas of excellence, most improved and scholarship. This annual assembly and presentation is attended by all 9th, 10th, and 11th grade students and teachers. The Junior Book Awards from numerous colleges are also presented at this assembly. The Senior Awards Night is held before graduation for the numerous awards in the academic areas and the presentation of scholarships by the High School Scholarship Foundation of Fairfield. The foundation is a community organization responsible for awarding scholarships to our senior class. Finally, Fairfield Warde flies an Honor Flag to recognize groups or individuals who have made a significant contribution in our school or community aligned with our mission statement.

## **Core Values, Beliefs, and Vision of the Graduate**

[Core Values and Beliefs](#)

[Fairfield Public Schools: Vision of the Graduate](#)

# Standards & Principles

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## Part 1 - A Look Back

<b>A LOOK BACK</b>
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### Part I- Look Back

#### **What goals has the school prioritized over the past 3-5 year?**

The administration and faculty have spent more time working to improve the inclusion of all students with different backgrounds, identities and needs across all settings at Fairfield Warde. There have been professional developments on issues relating to gender identity and race and time has been dedicated during the advisory period to help students understand how to create a safe and inclusive environment that is accepting and understanding of all students and their differences. Along with this, there has been more emphasis in the school on finding ways to provide social and emotional support for students. This past fall there was professional development on Dialectical Behavior Therapy and during certain advisory periods students are encouraged to reflect upon academic and social areas that they have been struggling with and they are expected to set not only academic goals, but goals to improve inclusion and school culture.

Fairfield Warde has also prioritized increasing faculty involvement in both school and district committees. For example, there has been teacher participation in the creation and revision of the Academic, Social and Civic Expectations rubrics. Teachers have also been involved in the restructuring and redesign of the library into the Learning Commons. In addition, there has been teacher involvement in the Course Re-Naming/Weighting Committee and development of the Vision of the Graduate. This has resulted from recognition and desire by the superintendent and the administration in the value of having teachers in the decision-making process.

Through the Professional Learning Teams, the school has made time available within the schedule for teachers who teach the same subject and level to work collaboratively to develop performance based and other common assessments between classes. The PLTs have also provided an avenue for more meaningful professional development, as the administration has encouraged teachers to run professional development workshops and has provided opportunities for teachers to have choice in the workshops they would like to attend. Some teachers have run the professional development workshops with members of their PLTs. Those attending different workshops within the same PLT are able to report back to the group on what they learned. Some PLTs even all agree to attend the same teacher-led workshop to focus on specific skills on which they are working. These changes have been well received by the faculty.

#### **From a whole-school perspective, of what is the faculty/school most proud? About what are they most concerned?**

The faculty at Warde is most proud of the wide variety of academic offerings in the many and diverse electives available to students, as well as the range of levels available to all students. Because teachers choose to get involved with students beyond their academic setting, there are many clubs available both during the activity periods and after school. The clubs range from providing services to the school or community to promoting awareness of issues students face to general interests and career paths. Furthermore, the sports offered for students in all grades and the number of teachers who serve as coaches, provide an even greater array of ways students can be a part of the school community. Students have many avenues to connect with adults in the building, and thus the faculty is proud of the strong relationships formed with the students. These positive relationships are the result of the degree to which faculty provides ways for students to engage in the school community.

The faculty works hard to promote a positive school culture in building relationships and is proud to promote events for one another and for the students both in the school and in the community. Faculty members host breakfasts and lunches with members of their house or department. They organize faculty dress-up days and host an annual beach party for the entire staff. The staff is supportive and respectful of one another and the work that each department does.

An area of concern, that many members of the faculty have expressed, is finding ways to support each individual student both academically and emotionally. This is especially concerning as the student body here at Fairfield Warde is becoming more diverse, and also the range of skill sets students are coming in with is growing increasingly wider. There is a strong desire to have strategies in place that are more proactive in identifying and supporting students who are struggling, rather than in a reactive way. The SRBI program here at Warde has undergone revision and the faculty is hopeful that there will be some positive changes resulting.

Further areas of concern involve student accountability and engagement in and responsibility for one's own learning. Teachers have reflected concern over consistent employment of student behavior policies. There was also some indication of frustration over the extent to which students are allowed to do as they please. Whether it involved use of their cell phones in the classroom setting, turning in work or arriving to class late, congregating in places where they should not be or having little consequences for inappropriate behavior, some faculty felt that changes were needed to promote positive consistent behavior that is focused on learning.

Lastly, concern was raised at the number of initiatives put forth by school and district administration and the extent to which there was limited follow through on the changes being implemented. There is a perception that additional expectations are added without anything being removed. For instance, teachers are now expected to input scores related to the Academic Expectations, to create Performance Based Learning Assessments and to provide "timely feedback." Teachers are uncertain as to what will be expected of them going forth with regard to new initiatives.

### **What has changed or improved related to the Standards for Accreditation since the last Decennial Accreditation Visit?**

Since the last Decennial Accreditation Visit, Fairfield Warde has increased instructional time by moving from an eight period schedule to a block schedule. This change has resulted in a schedule that allows students more flexibility and has ensured that each student has a designated lunch period. Also through this change, time was set aside for Professional Learning Teams to meet on a weekly basis and the administration has taken great efforts to ensure that the PLTs are made up of teachers who teach the same subject and level, when possible.

Additionally, there has been greater emphasis in the school on the mastery of skills instead of exclusively content, and this has been reflected in the promotion of more Performance Based Learning Assessments over traditional ones. The completion of the Academic Expectations rubric has fostered conversations in faculty and department meetings, as well as during PLTs and the Expectations focus exclusively on skills. This has also brought about the development of common assessments across disciplines in most departments which emphasize skills.

### **What was recommended by the last visiting team that is still a priority?**

It was recommended by the last visiting team that all faculty members use the school-wide rubrics in connection with class activities and assessments. Last year each department developed performance based learning assessments within similar subject areas. These assessments were designed by teachers to ensure all indicators of the high school academic expectations were being assessed. Teachers used the school wide rubrics to assess student skill levels in critical thinking, collaboration, communication and creativity. While there was inconsistency in how teachers introduced both the academic expectations and the school wide rubrics and why these skills were being evaluated, it was an opportunity for the faculty to explore these with the students and become more familiar with them for their own instructional and assessment purposes. These conversations took place within departments and teachers discussed their experiences, both positive and negative, with the use of the PBAs as well as the use of the rubrics.

Based on the experience last year, it was decided that teachers should not be required to evaluate students on all indicators of the academic expectations in one assessment. This year, all teachers assessed all students on the three indicators in Critical and Creative Thinking from the Academic Expectations rubric. It was also not required that all teachers administer the same PBA at the same time, as occurred last year. As a result, teachers were given much more flexibility, and although they could use the PBAs that were administered last year, they could choose to use an assignment that they felt best provided the students with an opportunity to best demonstrate the specific skill being assessed. Teachers reported individual student scores for each indicator at the end of the year, through Infinite Campus for parent and student awareness.

While there has been some progress on the use of the school-wide rubrics in connection with class activities and assessments, this clearly is an area still in need of improvement as was reflected in many of the standard reports. In fact, it was selected as a potential priority of growth, but was not ranked in the top three by the faculty. It did, however, garner substantial support from the faculty as an area of need. Teachers need to consistently discuss and clarify for their students how specific classroom assignments relate to the relevant school-wide academic expectations so that students see and understand the value in them in all of their classes and thus strive to achieve their best.

An additional recommendation of the last visiting team was to quantify indicators identified as measures of both individual student success and school-wide success in meeting civic and social expectations and a process to regularly report to parents and the school community on the success of students in meeting these expectations. The social and civic rubrics have been designed and have gone through multiple revisions. These rubrics though are not being used on a regular basis and both students and faculty have had limited interaction with them. As a result, there has been little to report out on student social and civic progress and achievement.

# Foundational Element 1.1a - Learning Culture

The school community provides a safe environment.

## FOUNDATIONAL ELEMENT 1.1A

### Foundational Element 1.1a

The school community provides a safe environment.

#### Meets

Fairfield Warde High School meets all the criteria of the Foundational Element 1.1a as defined by NEASC's Foundational Elements Rubric. This conclusion is evidenced by NEASC's Student Survey in addition to the evidence outlined in the text below.

Student responses to the NEASC Student Survey statement, "do you feel safe?" indicated that 87% felt safe "all of the time" and "almost all of the time."

Fairfield Warde has a school community that has deliberately built and continues to maintain policies and processes to ensure the safety of learners and adults. All full-time staff on campus are dedicated to securing and monitoring the safety of our site and the safety of our student body. Additionally, Fairfield Warde has a School Safety Committee which ensures policies are reflective of our dedication to safety and security. In addition, there are multiple staff assigned to these tasks. Fairfield Warde has three deans working to maintain physically safe environs throughout the campus. In addition, the school has security cameras placed throughout campus, both interior and exterior. Deans and security personnel have access to all of these video recordings to monitor in real time as well as to reference when investigating any unsafe events. The school also has a lobby security receptionist who greets and processes all visitors to the campus. All visitors are required to buzz in at the main entrance and proceed to the security receptionist. The school also has a full-time campus security guard, a school resource officer, as well as Fairfield police officers assigned to the School Safety Division. In addition, Fairfield Warde has two after school campus supervisors who monitor the halls after school dismissal.

Fairfield Warde is a closed campus with a protocol for staff, students and members of the community to enter the building. All students must enter the building through three monitored doors each morning, which are locked after 7:40am. To ensure physical safety, staff are required to wear identification badges at all times and students are required to provide identification cards for access to certain areas of the building, e.g. the front entrance and the Learning Commons. Fairfield Warde has also implemented a consistent protocol for lockdown and fire drill procedures. These are practiced periodically throughout the school year in compliance with the recommendations by the town police and fire departments.

## RATING

Meets the Standard

## Foundational Element 1.2a - Learning Culture

The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

### FOUNDATIONAL ELEMENT 1.2A

#### FOUNDATIONAL ELEMENT 1.2a

The school has a written document describing its core values, beliefs about learning, and vision of the graduate.

#### Meets

The core values have evolved from the name of the high school. WARDE has come to represent the values of Welcoming, Academic, Respectful, Dynamic and Ethical. Faculty had opportunity to provide feedback as to the extent to which the acronym reflects the values. They overwhelmingly agreed that these five words do in fact reflect what drives teaching and learning. From the WARDE acronym, the faculty developed belief statements based on these five values.

The vision for the graduate was recently developed by a district committee made up of teachers and administrators from both high schools. The “working vision” is a combination of the WARDE acronym, Civil and Social Expectations, Academic Expectations and beliefs about learning.

### RATING

Meets the Standard



## Foundational Element 2.2a - Student Learning

There is a written curriculum in a consistent format for all courses in all departments across the school.

### NARRATIVE

#### Foundational Element 2.2a

There is a written curriculum in a consistent format for all courses in all departments.

#### Meets

Fairfield Warde High School's written curriculum is in a consistent format for all courses in all departments and includes units of study with guiding/essential questions, concepts, content, and skills, instructional strategies, and assessment practices. Instructional practices maximize the impact of learning for each student.

### RATING

Meets the Standard

## Foundational Element 3.1a - Professional Practices

The school has a current school improvement/growth plan.

### NARRATIVE

#### Foundational Element 3.1a

The School has a current school improvement/growth plan.

#### Meets

Fairfield Warde High School meets all the criteria of the Foundational Element 3.1a. There is a School Improvement Plan, that is regularly updated by the School Improvement Team, consisting of representative teachers and staff from all departments and administrators, to meet needs of all stakeholders. The School Improvement Plan is aligned with the District Theory of Action and District Improvement Plan focusing on Instructional Program, Teams/School Improvement Plans, Leadership Capacity, and Resource with the expectation that all staff members, departments, teams, and schools regularly engage in reflective practice fostering a cycle of continuous improvement.

### RATING

Meets the Standard

## Foundational Elements - 4.1a - Learning Support

The school has intervention strategies designed to support learners.

<b>NARRATIVE</b>
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### Foundational Element 4.1a

The school has intervention strategies designed to support students.

#### Meets

Fairfield Warde High School meets all the criteria of the Foundational Element 4.1a. However, continued improvement is needed and restructuring SRBI is a targeted goal for the School Improvement Team.

<b>RATING</b>
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Meets the Standard

## Foundational Element 5.1a - Learning Resources

The school site and plant support the delivery of curriculum, programs, and services.

### NARRATIVE

#### Foundational Element 5.1a

**The community and district provide buildings and facilities that support the delivery of curriculum, programs, and services.**

#### Meets

Fairfield Warde High School meets this Foundational Element. The Fairfield community and district provide appropriate facilities for the delivery of curriculum, programs and services, which support the delivery of a wide variety of curriculum offerings (both traditional and non traditional), curricular and co-curricular programs, and services. The building and its facilities, including the grounds, are considered to be safe and can be easily secured. The building and facilities are regularly maintained, through daily cleaning, prompt repairs and regularly scheduled maintenance and improvements to facilities. The building and grounds are currently in compliance with all federal, state, and local fire, health and safety regulations.

### RATING

Meets the Standard

# Standard 1, Principle 1

**The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.**

## NARRATIVE

### Principle 1.1

**The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.**

#### Implementing

Because all elements of the principle are firmly in place and systems have been formed to support these practices, Fairfield Warde is in the implementation phase for this principle. This conclusion is evidenced by NEASC's Student Survey results. Fairfield Warde High School strives to provide a physically, emotionally, and intellectually safe environment for learners and adults. The school also implements and promotes a culture of learning focused on the strengths of both students and adults.

In the Student Survey administered in Fall 2017, a majority of students responded that they feel Warde is a safe environment. According to the survey, 76% responded "all the time" or "almost all the time" that they trusted the teachers in school, even if they did not know them. Additionally, when asked if teachers treated students with respect, 85% responded "all the time" or "almost all the time".

Fairfield Warde also provides an emotionally nurturing environment for the student body. Within the building there are 238 staff members, including custodians and food services members, that help students feel safe. The majority of the student body has adequate contact with the nine school counselors. These nine school counselors offer academic counseling when students register for courses annually. Additionally, they screen students for appointments with support staff. There are two full-time social workers, two full-time and one part-time psychologist, and a full-time student assistance counselor located in the school's Counseling Center. These individuals regularly run social/emotional groups, monitoring at-risk students and providing them with support and coping skills. The Counseling Center staff is also readily available for spontaneous consultations and interventions. There are two Title IX coordinators that deal with harassment (Student Handbook). In addition there is a district bullying policy as well as a TIPS Online Reporting in place. (Student Handbook)

In the Student Survey administered in Fall 2017, 80% of students responded "all the time" or "almost all the time" when answering the question, "people like me feel welcome." Additionally, when asked if people treated students from different backgrounds with respect, 74% responded "all the time" or "almost all the time."

For the entire student body, Fairfield Warde provides what is known as an Advisory Period. The purpose of Advisory is to foster a community of inclusion that develops positive, meaningful connections between the diverse individuals and groups and Warde. This stems from the Civic and Social Expectations Rubric and promotes intellectual safety amongst staff and students. Relationships that are safe and supportive lay the foundation for social emotional health and build a positive school climate where students are comfortable and perform better academically.

In addition to the Advisory Period, the entire school community strives to achieve the WARDE Acronym which stands for: Welcoming, Academic, Respectful, Dynamic, and Ethical. This acronym serves as a mission statement for the community to follow and from this, standards of safety, behavior, and overall well-being flow. This is reinforced by strategic placement of visuals in the building as well as constant refreshers during assemblies and other community events. One example of programming that supports the WARDE acronym is

Fairfield Warde's "Identity and Education Conference." A directive of the school's Achievement Gap Task Force, the conference works to improve relationships between students of color, the LGBTQ community, and other student interest groups on campus.

To foster a strong school community that is respectful, Fairfield Warde offers a diverse assortment of clubs and activities designed to promote individual expression, inclusion, acceptance, diversity, and positive peer-to-peer and peer-to-staff relationships. Fairfield Warde takes a proactive role in highlighting student achievement, intellectual growth, service, and citizenship.

<b>RATING</b>
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Implementing

## Standard 1, Principle 2

**The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.**

### NARRATIVE

#### Principle 1.2

**The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support and the provision and allocation of learning resources.**

#### Implementing

Because all elements of the principle are firmly in place and systems have been formed to support these practices, the faculty has rated Fairfield Warde to be implementing for this principle.

On their first day of ninth grade at Fairfield Warde High School, students hear the sound of the Headmaster reciting the WARDE Acronym: Welcoming, Academic, Respectful, Dynamic, Ethical. This is an encapsulation of the core values of the school. It can be found in various iterations from the wall outside of the main office to the school letterhead. Most students can recite these five words when asked and explain what these words mean. The acronym forms the basis of the school's Mission Statement.

The Mission Statement is further supported by the school's Core Values which include a series of belief statements and academic performance expectations. The data from each of three surveys (student, teacher, parent) demonstrate that the school community as a whole is aware of the school's core values, beliefs about learning, and vision of the graduate.

In the student survey administered in Fall 2017, 91% of students responded either "very familiar" or "familiar" with the school's core values and beliefs about learning. Additionally, when asked about their familiarity with the school's vision of the graduate, 74% of students replied that they were either "very familiar" or "familiar." Finally, when asked about the alignment of instruction with the school's core values, 84% responded "totally true" or "mostly true."

In the faculty survey administered in Fall 2017, 92% of teachers responded that they are either "very familiar" or "familiar" with the school's core values and beliefs about learning. In addition, 75% of teachers responded that they were "very familiar" or "familiar" with the school's vision of the graduate. Additionally, 79% of faculty believe it is "totally true" or "mostly true" that core values influence instruction. Moreover, 69% of faculty believe it is "totally true" or "mostly true" that core values influence professional development. Furthermore, 79% of faculty believe it is "totally true" or "mostly true" that leadership is consistent with core values.

In the parent survey administered in Fall 2017, 80% of parents responded that they are "very familiar" or "familiar" with the school's core values and beliefs about learning. In addition, 68% responded that they were "very familiar" or "familiar" with the school's vision of the graduate.

An example of evidence that supports core values driving student learning can be found in the Academic Integrity Policy. Students are clearly expected to work within the parameters of ethical academic behavior as is delineated in the policy above, e.g. misuse of online translators for World Language students.

Through the Fairfield Warde Internship Class, students have the opportunity to prepare for global citizenship, as many local establishments allow students to network and build resumes and experiences in the real world, while earning credit for school.

Evidence of core values and beliefs which drive professional practice can be found on page 12 of the District Improvement Plan. The Fairfield School District and Fairfield Warde High School are committed to continuous improvement, linking individual professional practice (teacher goals) with a delineated plan for improvement through the year 2020. The continuum connects teacher goals with department goals, school goals, then district goals. For the 2017-18 school year, Fairfield Warde school-wide goals include: elimination of achievement gap, improvement of graduation rate, and higher overall performance of all students.

The former Fairfield Warde Library Media Center underwent restructuring in the 2016-2017 school year, changing into the current Learning Commons. Core values and beliefs of both administrators and faculty drove this adjustment for academic and creative learning support. Using models from colleges and the input of a team of administrators, teachers, librarians and students, the committee developed and implemented a plan to redesign the space to offer more functionality to more students. The budget was minimal and the committee was volunteer. Included in the process was the redistribution of computer resources, the reorganization of the space itself, promotion of new programs (including student art exhibitions) and the writing of a grant to acquire a green screen and video equipment for student use.

The most significant example of evidence that supports core values and beliefs about learning driving provision and allocation of learning resources can be found in the budget for Fairfield Warde in the continued support for the “three house” plan. The house structure splits the school into three administratively distinct sections. Each house has a housemaster, a dean and three school counselors who help students to feel welcomed and supported in school. Students are assigned to a home room in one house and see that same teacher every day for 4 years of high school.

<b>RATING</b>
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Implementing



## Standard 1, Principle 3

**The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.**

### NARRATIVE

#### Principle 1.3

**The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.**

#### Implementing

Because all elements of the principle are firmly in place and systems have been formed to support these practices, the faculty has rated Fairfield Warde to be in the implementing phase for this principle.

The Fairfield Warde community takes responsibility for the well being of every student and has programs in place that support students intellectually, physically, socially and emotionally. Academics at Fairfield Warde span a wide assortment of subjects that meet the needs of a variety of learners as evidenced by the Program of Studies. The diversity in courses offered can attract and challenge students who are interested in working on car engines, constructing furniture, drafting three-dimensional models, working in a restaurant, analyzing vector operations or examining the American character through a combination of historical and literary texts.

Fairfield Warde High School utilizes a house system to organize the physical layout of the building, but the structure also ensures that each student feels they have adults that know them well. There are three houses at Fairfield Warde High School (Fitts, Townsend and Pequot) and each have their own house master, dean and school counseling staff. Students are assigned to a house through their homeroom placement, and they remain in that homeroom and house for all four years. As a result, those critical people in a student's life remain constant, allowing close relationships to form. An Advisory Program is built into the schedule and led by each student's homeroom teacher and another faculty member, lowering the student to staff ratio allowing closer relationships to be built (see Student and Parent Handbook for evidence).

While catering to student's intellectual needs is a cornerstone to all schools, the school community at Fairfield Warde takes the physical, social and emotional well being into account as well. Students at Fairfield Warde are put through a rigorous physical fitness program that aligns with the Connecticut Physical Fitness Assessment, one specific requirement revolving around the mile run. Socially, students can join a wide variety of clubs that meet regularly during the designated time in the Wednesday school day schedule. For example, students can form relationships while informing the community and student body about different cultures in Chinese Club or helping spread positivity through Random Acts of Kindness Club. The plethora of activities offered at Fairfield Warde provide the school community with opportunities for building community, whether it is cheering for a sports team, or participating in the winter Carillon Concert with the music program. The Activities Calendar lists the various athletic, cultural and social events throughout the month at Fairfield Warde. To honor an outstanding victory or achievement, the Fairfield Warde Honor Flag is flown out front and an announcement is made to celebrate.

Adolescence can be a challenging time for many students, however the Fairfield Warde community takes responsibility for the emotional well being of students by offering a wide variety of services through the Counseling Center. School psychologists and social workers meet with students one-on-one or in group settings that can help students adjust to being new to the school or for students whose families are going through a

difficult time.

Students appreciate that the school community takes responsibility for their well-being. According to student survey data, 93% of students at Fairfield Warde responded that they feel at least “somewhat” valued and connected to the school community. At the same time, 85% of students indicated that they feel it is at least “somewhat” true that teachers take responsibility for getting to know all students, not just the students they teach.

<b>RATING</b>
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Implementing

## Standard 1, Principle 4

**The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.**

### NARRATIVE

#### Principle 1.4

**The school community's professional culture demonstrates a commitment to continuous improvement throughout the use of research, collaborative learning, innovation, and reflection.**

#### Developing

The teachers at Fairfield Warde believe that some elements of the principle are in place and the school has developed plans and timelines for full implementation, therefore the teachers have rated Fairfield Warde to be in the developing phase for this principle.

Fairfield Warde demonstrates a commitment to continuous improvement. The school has implemented and is living the collaborative learning and reflection pieces of the element. Teachers at Fairfield Warde collaborate within their individual departments through Professional Learning Teams (PLTs) and at department meetings. There is also collaboration across the disciplines through co-taught classes and full staff professional development workshops. Teachers and administrators participate in a very well-developed Goal Plan that provides for frequent reflection on current practice and ways to improve. Fairfield Warde fell short on "living it" in regard to the research and innovation portions of the principle.

Research is an area Fairfield Warde can be considered "working on it." Research is done on an individual basis by teachers in their lesson planning to allow them to construct genuine unique learning experiences for all of the learners in their classroom. Many teachers use the Learning Commons, and the Library Media Specialists are resources for additional research opportunities. Currently there is no formal process of documenting research opportunities that are conducted by and provided for the staff.

Collaborative learning with colleagues is a model which Fairfield Warde has implemented and is utilizing on a regular basis. Every four days, teachers demonstrate their growth mindset by meeting in their PLTs to discuss teaching practices and strategies, track student progress, and to brainstorm innovative classroom ideas. Educators meet after school each week either as a faculty, a department, or in some other group (meeting schedule). During the course of the school year there have been opportunities to choose from different developmental workshops often run by other colleagues (workshop choices). There is also time scheduled each week for collaboration and planning time between special education and regular education teachers which allows for a more cohesive co-taught model classroom for the student learning experience. By working as a community and sharing knowledge across the disciplines, teachers are able to strengthen and innovate methodologies. Faculty has identified room for growth and improvement in this area, as evinced by responses to a question concerning how much on-site workshops or training have helped to improve student learning. The response to this faculty survey question reported that 27% of faculty responded "a great deal" or "quite a bit." In addition, 61% agreed "a great deal" or "quite a bit" that they had benefited from collaborative planning time with colleagues.

Innovation is an important area of growth that Warde is currently developing. Based on the faculty survey, 60% of teachers believe all or most of the teachers in the building are open to trying new ideas, but Fairfield Warde does not have all the necessary resources available for innovation and therefore is developing in this area. The school and district recognizes the importance of innovation, but there is, as of the writing of this document, no formal concrete plan to implement it. Some departments such as world language, have dedicated tablet carts. There is a plan in place to purchase Chromebooks for the social studies, English and science departments. There is a high

demand for technology and a shortage in the supply of those available. The district is working to make advances in these areas with ideas like BYOD (bring your own device) and increasing WiFi capabilities in addition to optimizing existing technology in the building.

Reflection is an important aspect of teaching and the school environment at Fairfield Warde. According to faculty survey results, over 80% of teachers evaluate their lessons on at least a weekly basis. From that reflection, the teachers then make adjustments to improve student learning. As stated above, this is accomplished through the scheduled PLT within teachers' schedules. In a more formal method, each year, the faculty at Fairfield Warde set goals they strive to achieve over the new school year through an annual Goal Plan. There are student learning goals, school wide goals, parent communication goals, and personal growth goals. Each faculty member uses growth indicators to measure how they are proceeding to work toward achieving the goals. There are periodic check in and reflections done throughout the school year. This entire evaluation process is designed to improve student learning, teaching methods, communication, and overall improve the environment at Fairfield Warde.

<b>RATING</b>
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Developing

## Standard 1, Principle 5

The school's culture promotes intellectual risk taking and personal and professional growth.

### NARRATIVE

#### Principle 1.5

The school's culture promotes intellectual risk taking and personal and professional growth.

#### Developing

The teachers at Fairfield Warde believe that some elements of the principle are in place and the school has developed plans and timelines for full implementation, therefore the teachers have rated Fairfield Warde to be in the developing phase for this principle.

Fairfield Warde honors itself as a welcoming and respectful community. Teachers believe that in order to have a successful learning environment teachers and students need to work together to achieve the best possible results. Throughout the building a shared sense of agency is evident in many ways. For example, the Student Forum, one of our clubs, is an instance of where students are charged to step up and speak for changes they deem necessary in the school community. In addition, students work alongside teachers on committees like the Achievement Gap Task Force, discovering the real problems that plague education and collectively looking for solutions.

Both teachers and students share a value for risk taking as part of the learning process. When surveyed, 94% of students feel that it is at least somewhat true that mistakes are part of the learning process in class, and 99% of teachers believe that it is at least somewhat true that they teach students that mistakes are part of the learning process.

Teachers and students agree that there is an emphasis on personal growth in the Fairfield Warde community. On the Student Survey, 95% of students stated that it is at least somewhat true that they are encouraged to try new things or experiment. Similarly, on the Faculty Survey, 99% of teachers believe that they are supporting students in this way. Students are encouraged to start student clubs and organizations based on their own interests. Student personal growth is supported through activities that require experimentation and reflection. For example, Technology Education has focused on the Universal Systems Model and the importance of feedback for learning from mistakes.

Across different disciplines, learning through mistakes takes on different forms. For example, in World Language classes, students are expected to speak aloud to peers and their teacher in a new study of a world language. In English classes, the writing process is built around "drafting" and then "reviewing" which often involves students openly sharing their writing with each other as part of peer review processes, before revision of their writing. In the Physics 40 course, students are invited to design and conduct an experiment to offer information about a sprinter's acceleration. A student's hypothesis might be compared to the hypotheses of other students.

A significant area of pride in the Fairfield Warde professional community comes from teacher-initiated enrichment. The administrative team at Fairfield Warde consistently encourages teachers to branch out and learn new delivery methods for teaching and to take risks presenting uncommon pedagogies before their peers. For example, in a school-based professional development session, one teacher offered strategies for introducing mindfulness in the classroom.

Some teachers take risks by implementing innovative and uncommon instructional strategies. For example, an English teacher who uses the "Reading Revolution" protocol for allowing students to engage in independent

reading as part of an English class takes a risk in the classroom by relinquishing control of the text and giving it over to students.

Beyond academic risks at Fairfield Warde, there are also social emotional risks that students and teachers encounter. For example in the Advisory period, students are invited to discuss sensitive topics and current events. In such discussions, students and teachers might feel vulnerable and less willing to participate in a topic when, for example, a particular student or teacher is the only person in the room sharing a particular viewpoint.

However, there are limits to the amounts of risks in which students are allowed to engage. Some systemic structures limit risk taking. For example, grades are hindrances to risk in many ways. In many classrooms, good grades are the true goal. Students are encouraged to strive for the correct answers and reject being wrong. Also, teachers often use a grade system that distorts the notion of formative feedback. In many gradebooks across multiple disciplines, formative assessments are 30% of a final grade and summative assessments are 70% of a final grade. In such ways, formative assessment is divorced from the feedback that is its primary role and becomes more a percentage of a grade. The increased use of live grading through Infinite Campus tends to convey better whether an assignment is done and less about the learning taking place. As such, task completion may be valued over learning.

<b>RATING</b>
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Developing

# Standard 1, Principle 6

The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.

## NARRATIVE

### Principle 1.6

The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.

### Implementing

Because all elements of the principle are firmly in place and systems have been formed to support these practices, the faculty has rated Fairfield Warde to be in the implementing phase for this principle.

Fairfield Warde High School ensures the principal (headmaster), working with other building leaders, provides instructional leadership that sets high standards for student achievement. Administrators from the Fairfield School District meet monthly with the superintendent to discuss the District Improvement Plan, academic expectations, and district policies. Administrators from Fairfield Warde High School meet on a weekly basis to discuss the School Improvement Plan and its alignment with the district improvement plan. In addition, curriculum leaders meet with Housemasters to implement district initiatives and address curricular concerns. Weekly staffings that include administrators, school counselors, social workers, school psychologists, and deans also help to articulate to this goal.

According to the NEASC faculty survey, approximately 85% of the faculty believes at least somewhat that school administrators incorporate faculty input when making school improvements. Also, approximately 94% of the faculty at least somewhat believes that the administrative team lead in ways that are consistent with the school's core values, beliefs about learning, and vision for graduates. According to the student survey, 97% of the student body is at least somewhat familiar with the school's core values and beliefs about learning, and 92% were at least somewhat familiar with the school's vision of the graduate.

Fairfield Warde High School involves educators, students, and families in meaningful and defined roles in decision-making that promote responsibility and ownership. Fairfield Warde accomplishes this by forming committees such as the Achievement Gap Task Force which has educator, parent, and student representatives. According to the student survey, 65% of students mostly or totally feel they are given important leadership opportunities. Specific to the curriculum, focus groups every seven years, including parents and teachers, are given the opportunity to review and revise curricula through questionnaires and active communication with Board of Education members.

According to the faculty survey, 60% of the school's faculty mostly or totally believes they are given leadership opportunities essential to the improvement of the school and to increase students' engagement in learning. However, only 6% of faculty feel like they have a great deal of influence on the content of in-service professional development days. In an interview with several curriculum leaders, it was stated that there is a lack of consistency in incorporating teacher initiative, innovation, and leadership during department meetings. This data is statistically significant, as this has an impact on the faculty morale, school climate, and trust in leadership.

To ensure the Board of Education, Superintendent, and Headmaster are collaborative, reflective, and constructive, there are monthly Board of Education meetings. There are also joint leadership meetings monthly that are comprised of administrators from the two high schools and directors of curriculum. While joint leadership between the high schools could benefit them in terms of collaboration, this process could potentially slow down

decision-making. If both schools were able to make decisions independently, the schools could perhaps work more efficiently.

During an interview on January 22, 2018, with Fairfield Warde High School's Headmaster, David Ebling, he mentioned that the Superintendent of Fairfield Public Schools, Dr. Toni Jones, gives him the appropriate level of decision-making authority to effectively lead the school. He does not feel that he is being micro-managed but that Dr. Jones is always there as a resource if there is a situation that needs additional attention. To reflect on his decision-making, Mr. Ebling starts by collaboratively reflecting with the other administrators in the building. He then builds a consensus to decide if he needs to reverse a decision and is not opposed to making a change.

Once a month, Fairfield Warde High School's School Council (comprised of faculty, administrators, students, counseling center staff, deans, and activities directors) meetsto discuss ways to improve school climate and functionality. The Headmaster takes into consideration topics and issues discussed in School Council to make decisions on behalf of the Warde community.

<b>RATING</b>
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Implementing



## Standard 1, Principle 7

**The school culture fosters civic engagement and social and personal responsibility.**

### NARRATIVE

#### Principle 1.7

**The school culture fosters civic engagement and social and personal responsibility.**

#### Implementing

Because all elements of the principle are in place and programs and documents have been formed to support these practices, the faculty has rated Fairfield Warde to be in the implementing phase for this principle.

According to the Student and Faculty surveys, many members of the school community feel that they have been successful in fostering civic engagement and social and personal responsibility. While 87% of students at least somewhat believe they make contributions to the school community, it can be furthermore noted that 86% of teachers at least somewhat believe they help students to make contributions to the school community.

Students at Fairfield Warde High School have the opportunity to engage in activities and clubs that reach out to their peers and to their community during activity periods roughly three times a month. Numerous clubs are in existence with the opportunity for students to create new ones as well. For example, in Key Club members have opportunities to serve, build character, and develop leadership through various school and community events.

In addition, the Achievement Gap Task Force, a committee of students and staff that was created in 2016, has been addressing this principle in a number of ways. Student members taught lessons on social responsibility to the faculty at two different faculty meetings by sharing some of their experiences from backgrounds different from the majority of the faculty. Civic engagement was also achieved through an Achievement Gap Task Force Forum, held on April 27, 2017. Students and staff members from Fairfield Warde High School, Fairfield Ludlowe High School, and Bassick High School in Bridgeport convened at Warde for three hours. The students, most of whom are from minority backgrounds, shared differences and similarities in their educational opportunities and experiences. In 2017-18, the committee expanded the forum to be regional, held at Southern Connecticut State University for a full day. The overarching theme is to brainstorm how to close the achievement gap among all the diverse students in the school system, region, state, and even nation.

Civic engagement is also successfully fostered in many classrooms. Two English teachers have engaged ninth grade students in discussions about artifacts designed to introduce and explore institutional racism in order to front load for thematic issues in *To Kill A Mockingbird*. In Fairfield Warde's contemporary Global Literature class, students write a culminating response to Nobel prize winning economist, Angus Deaton, supporting or refuting his idea that global aid hurts more than it helps. The World Language Department's Modern Language curriculum also fosters civic engagement. As written in the description of their program: "The primary goal. . . is to prepare students to be lifelong learners in an ever changing global society by developing the ability to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world" (National Standards in Foreign Language Education Project, p.11). And finally, the social studies curriculum "provides students with the knowledge, skills and attitude necessary to make reasoned decisions as productive participants in a democratic nation and a culturally diverse interconnected world."

Through the Advisory program that members of the faculty and staff have implemented, students have multiple opportunities throughout the year to engage in discussions and activities regarding their social and personal responsibility. Once every three weeks, for 35 minutes, students meet with their homeroom teacher and another faculty advisor. These advisors present lessons to help students reflect on their own social and personal

responsibilities within the school.

The school deans, with faculty input, developed a Civic and Social Expectations Rubric. The Deans presented the rubric to the student body during an assembly at the beginning of the school year. This set the tone of the school culture as it helped the students put these ideas into action. Fairfield Warde teachers have also reviewed the Civic and Social Expectations Rubric with their students. An advisory lesson was used on November 18, 2017, outlining the new Civic and Social Expectations. The focus was on Showing Respect, Demonstrating Responsibility, and Exhibiting Positive Citizenship. After watching an inspirational TedTalk video about a touching act of kindness, the follow-up activity asked students in each homeroom to identify how they might exhibit how Warde students exemplify the best aspects of the Civic and Social Expectation Rubric.

<b>RATING</b>
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Implementing

# Standard 1 Strengths

**STRENGTH**

Emotional and Physical Safety

**STRENGTH**

Core Values

**STRENGTH**

Fostering Civic Engagement

# Standard 1 Areas of Growth

**AREA OF GROWTH**

Staff influence on content of Professional Development

**AREA OF GROWTH**

Ensuring equity for all students

**AREA OF GROWTH**

Intellectual risk-taking/fostering a growth mindset

## Standard 2, Principle 1

The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

### NARRATIVE

#### Principle 2.1

The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understanding, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

#### Developing

The teachers determined that Fairfield Warde is developing because only some of the elements of the principle are in place and the development of the vision of the graduate document is ongoing.

The teachers determined that Fairfield Warde is developing because only some elements of the principles are in place. The Vision of the Graduate was developed over the past eighteen months and was approved this past June by the faculty and the Board of Education.

The Vision of the Graduate is an identified goal of the School Improvement Plan that includes the attainment of transferable skills, knowledge, and understandings, and dispositions necessary for future success; but, while the document has been finalized, its implementation and its impacts and outcomes (including the resulting embedment of that document into curriculum, instruction, and assessment practices) that will result are not yet known. Each grade and discipline (K-12) has curriculum based on national, state, and district standards [[www.fairfieldschools.org/curriculum-instructionandhttp://fairfieldschools.org/curriculum-instruction/subjects/](http://www.fairfieldschools.org/curriculum-instructionandhttp://fairfieldschools.org/curriculum-instruction/subjects/)].

Until recently, Fairfield Public Schools did not possess a quantitative way of determining if its curriculum and courses were leading to success in college and beyond. Starting in 2016, Fairfield Public Schools secured a contract with Futuristics Research Inc. to obtain "the most accurate and most current information on exactly how well current high schools are serving the needs of high school students." This alumni study could potentially be utilized to make needed adjustments to serve current and future students. And while the inaugural 2017 study did receive some participants, the sample size was too small to draw any conclusive results. Only a small number of current college students and post-graduates were made aware of the survey's arrival and importance to the Fairfield Public Schools. Additionally, faculty knowledge of the survey results is presently too restricted to be of value in curriculum development and implementation.

Fairfield Warde High School seeks to increase the involvement of alumni by building a culture of participation before current students graduate. The use of social media, continual updates, and verbal contact would further the success and participation of alumni, increasing the likelihood of better data in future alumni surveys to make better informed decisions and modifications to current curricula.

Fairfield Warde has created a rubric for Civic and Social Expectations though it has not yet been determined how this will be implemented. The dispositions quantified by this rubric are "respect, responsibility, and citizenship." School wide Academic Expectation rubrics developed in the 2016-17 school year quantify student attainment of "transferable skills, knowledge, and understandings," but are in the early phases of implementation.

According to the Fall 2016-17 Faculty survey, while 61% did feel the statement "In my department/grade, we make sure that the curriculum is aligned well across different grade levels" was totally or mostly true, there is a

need for more explicit documentation aligning skills within and across grade levels and departments. In addition, 84% of faculty feel that the statement “this school has adopted criteria for student success, such as school-wide rubrics, that define learning expectations” is totally or mostly true. Regarding the statement “This school has adopted criteria for student success, such as school-wide rubrics, that define learning expectations,” 84% of the faculty found it to be totally or mostly true. During the 2016-2017 school year, all teachers participated in the development of project based assessments aligned with the Academic Expectations rubric. Afterwards, teachers worked within their departments to evaluate the work done to implement the rubric. As a result, changes were made to the rubric language to be more student friendly and specific. During the last marking period of the 2017-18 school year, all teachers were required to assess each student in the three categories (Exploring and Understanding, Synthesizing and Evaluating, and Creating and Constructing) within the Critical and Creative Thinking portion of the Academic Expectations rubric. It was at the teachers' discretion as to which assignments would serve as the basis for the rating. Teachers were asked to introduce the rubrics to their students, explain their purpose and how and why the rubrics will be used to assess them. Some teachers had their students reflect on their performance on the specific assessment using the rubrics but this was not done consistently in all classes. Teachers continue to learn how to best implement these rubrics and students are still becoming familiar with their purpose and use.

<b>RATING</b>
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Developing

## Standard 2, Principle 2

**There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.**

### NARRATIVE

#### Principle 2.2

**There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.**

#### Developing

The faculty of Fairfield Warde have rated this principle as developing. It is evident that only some of the elements have been fully implemented. While there is a written curriculum in a consistent format for all courses that include units of study with guiding/essential questions, concepts, content, and skills, the curriculum has not yet integrated the Vision of the Graduate.

Each curriculum guide has a format that includes an overview of the course and its focus with guiding questions and content specific standards and skills. For example, English and social studies courses follow this standard formatting and contain unit objectives, essential questions and skills.

The results from the teacher survey further support evidence of the use of common curricula. Regarding the statement, "we use a consistent curriculum," 73% of the faculty rated it as totally or mostly true, and 72% of faculty rated as totally or mostly true that the curriculum "includes transferable skills and dispositions," which are defined in the school-wide Academic Expectations rubric and school mission statement. While 64% of faculty report the statement "there is a consistent curriculum that embeds the school's vision of the graduate" as being totally or mostly true, this results from a lack of familiarity with the vision of the graduate document since it has just recently been approved.

The faculty survey indicates that 85% of teachers feel that "lessons are aligned with written curriculum" is totally or mostly true. All core courses and most elective courses have implementation guides that can be accessed by teachers through the curriculum leaders, the Fairfield Warde High School home page, and, in some disciplines, on the universal school drive. These will all eventually be aligned with the school's Vision of the Graduate. The implementation guides provide instructional strategies which include assessments focused on higher order thinking and other transferable skills. Some of these documents have recently been updated, including math and world language, while others are in the process of being updated (e.g., science and physical education). A curriculum renewal calendar (updated on 12/21/16) allows for all curriculum revision to occur within a seven year cycle between 2015-2016 and 2021-2022. For example, the Library Media curriculum was revised and approved in the 2014-2015 school year, the Computer Applications and the Social Studies curricula was revised and approved in the 2015-2016 school year and the Family Consumer Science curriculum in 2016-2017. The Science curricula was revised and approved in 2017-2018, Music (6-12) will be revised and approved in 2018-2019, and Art, Health and Physical Education in 2019-2020.

An area in development at Fairfield Warde High School is implementing the school's Vision of the Graduate into the curricula. Fairfield Warde is transitioning from a focus on 21st century skills to the newly adopted school's Vision of the Graduate. A public forum which sought community input on the development of the Vision of the Graduate document took place on March 17, 2018 and the faculty and Board of Education approved the final document this past June. Different academic departments are at various stages in implementing the Vision of the

Graduate into the curricula. One discipline that has incorporated the Vision of the Graduate into the curricula is the Science department.

Documents, with the exception of American Studies, lack guidance on interdisciplinary connections. The teacher survey indicates that 37% totally or mostly agree with the statement "students have opportunities to learn in ways that combine different subjects." For these reasons, as well as a need to fully implement the Vision of the Graduate into all the curricula, Fairfield Warde is developing.

<b>RATING</b>
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Developing



## Standard 2, Principle 3

**Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.**

### NARRATIVE

#### Principle 2.3

**Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.**

#### Implementing

Because most of the elements of the principle are in place and systems are continuously being improved, the faculty has rated Fairfield Warde to be implementing. The student survey indicates that 77% of learners totally or mostly agreed with the statement, “in this class my teacher emphasizes deep thinking rather than just learning facts,” and 71% of students totally or mostly agree with the statement, “in this class my teacher emphasizes problem-solving.” Results from the faculty survey support the student results. In the faculty survey, teachers indicate that 95% totally or mostly agree with the statement, “I emphasize teaching higher order thinking, not just learning facts,” while 87% totally or mostly agree with the statement, “I emphasize problem-solving.”

With regards to the element that the curriculum “makes connections to prior knowledge across disciplines,” the faculty survey indicates that they are implementing content curricula; 71% totally or mostly agree with the statement, “at this school, there is a consistent curriculum that includes transferable skills and dispositions” and 79% of students totally or mostly agree with the statement, “At this school, my learning often combines different subjects.” Specific examples can be found in the health and child development unit on fetal development and fetal alcohol syndrome. Furthermore, research skills are introduced in both 9th and 10th grade English and social studies classes. Students explore interdisciplinary topics such as human rights and social justice issues in depth in English and social studies classes at all grade levels (though instruction is not explicitly coordinated). Still, 37% of faculty totally or mostly agreed with the statement, “At this school, students have opportunities to learn in ways that combine different subjects (math, ELA, social studies, art, etc.), indicating that formal cross curricular connections are limited.

Another key element is that curriculum “places an emphasis on learner application of knowledge and skills.” The faculty survey indicates that 91% of teachers totally or mostly agreed with the statement, “In my class, I help students apply their knowledge to real life situations.” What’s more, 71% of students totally or mostly agree that their teachers do so. While many teachers on their own have consistently been implementing performance based assessments (PBAs) such as role-plays in both the social studies and the world language departments, it was not until the 2015-16 school year, when each department developed and implemented PBAs. This provided an opportunity for all teachers to gauge learner application of content knowledge and the skills indicated in the Academic Expectations rubric. All departments continue to work on developing PBAs. For example in the world language department, students complete four to five PBAs each year. In health, students create brochures to educate the community on where to locate AEDs and how to properly implement CPR. Students in social studies classes write mock grants to the United Nations requesting aid for an assigned developing country and in English classes, students create works of artistic expression in response to an iconic work of literature. These experiences promote learner application of knowledge and skills.

A review of the curriculum documents and anecdotal conversations with teachers across disciplines reveals that Fairfield Warde High School promotes deep understanding through interdisciplinary learning, project-based learning, and authentic learning experiences. This is supported by the faculty survey which indicates that 69% of teachers totally or mostly agree with the statement, “In my class, I use project-based approaches to help students learn course materials deeply.” This is further supported by 72% of students who totally or mostly agree with the statement, “In this class, my teacher uses projects to help us learn course material deeply.” In social studies

classrooms, students are often tasked with demonstrating their mastery of content through the completion of projects that highlight student choice. Students are asked to work collaboratively to produce a unique product, including, but not limited to, videos, presentations, and children's books. The student survey reports that 82% of learners totally or mostly agree with the statement, "My teacher wants us to use our thinking skills, not just memorize things." The staff also supports out-of-building learning experiences including, but not limited to, field trips to historical parks and sites in Gettysburg, Newport and Washington D.C., and to countries like Italy, China, and Canada.

In regard to the curricula including ". . . discipline-specific, higher order thinking and transferable skills and dispositions," the faculty survey reports that 71% of teachers totally or mostly agree with the statement, "At this school, there is a consistent curriculum that includes transferable skills and dispositions." The Fairfield Public School curricula are sequential and focus on promoting year-to-year progress in skills and the development of high order thinking. For instance, members of the social studies department use a common writing rubric with identified and targeted goals for success in each grade and course level. In the English department, student portfolios promote reflection and revision on the development of their reading, writing, and thinking.

The final element reads, "The curriculum embeds skills and competencies necessary to attain the school's vision of the graduate." This strand is difficult to fully support since the completed vision of the graduate document was just recently approved. This is, however, supported in the surveys. With regards to the statement, "students receive feedback on the progress they are making in achieving the skills and knowledge needed to be successful in life," 77% of students and 70% of teachers totally or mostly agree.

<b>RATING</b>
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Implementing

## Standard 2, Principle 4

**Instructional practices are designed to meet the learning needs of each student.**

### NARRATIVE

#### Principle 2.4

**Instructional practices are designed to meet the learning needs of each student.**

#### Developing

Because some of the elements of the principle are in place and systems are being formed to develop these practices, but others, such as Scientific Research Based Intervention (SRBI) are currently being redesigned, the faculty has rated Fairfield Warde to be in the developing phase for this principle.

On the student survey, 71% of students totally or mostly agreed with the statement “this class meets my learning needs,” while 20% of students said this statement was only somewhat true. Although student response on this particular survey question was overall positive, the faculty felt that since the principle addresses the learning needs of *each* student, that 71% was an inadequate response. With regard to using formative assessment to adjust instruction, all teachers utilize formative assessments to gauge the extent to which a student is progressing toward a unit goal/objective. The feedback teachers receive based on formative student performance allows teachers to adjust instruction to meet the needs of all students. According to the faculty survey, 76% of teachers report that they “examine student work to make instructional decisions” almost daily or one or two times per week. In world language, formative assessments do not count toward students' overall grades, but students recognize that the completion of these types of assessments will result in better performance on their summative grades, which count for 90% of their final grade. Formative feedback is also used to enable teachers to create purposeful and flexible grouping. For instance, by using the national STAR reading and math assessment data, 9th and 10th grade English and math teachers can create homogenous or heterogenous groups to target specific needs for close reading strategies or math skill sets. This strategy is also used in social studies courses where students' written responses on formative assessments guide division into groups based on either writing skills or differing viewpoints.

Despite success with formative assessments and flexible grouping, the faculty still struggles with tiered intervention strategies to meet the needs of each learner within the regular classroom. There are systems in place, such as SRBI, the collaborative teaching model with a special education teacher, and support systems outside of the regular education classroom, such as writing conferences, the afterschool Homework Help program, Math Workshop and Reading Strategies. However, the ability to meet the needs, particularly of non-identified students, on a daily basis in the regular education classroom needs improvement and many teachers request more professional development in this area.

Another key element to principle 2.4 is “strategically differentiating, individualizing, and/or personalizing based on student learning needs.” While the survey data reported out by students are generally positive, the statistics do suggest that a portion of learners' academic and emotional/social needs are not being met. According to survey data, 74% of students believe the statement, “my teacher has several good ways to explain the topics covered in class,” and 76% believe the statement “if you don't understand something, my teacher explains it in another way” is totally true or mostly true. In addition, 68% of students agree that the statement, “my teacher in this class makes me feel that s/he really cares about me” is totally or mostly true. Faculty expresses concern over the percentage of students who believe their needs are not being met.

Finally, 72.1% of teachers believe the statement, “I allow students to make choices about their learning” is totally or mostly true. The faculty actively seek to provide structure and support for rigorous learning opportunities for all

students. For instance, students participate in role plays in American studies, skits that demonstrate the difference between collectivist and individualist communities when studying Ayn Rand's *Anthem*, and mock trials in Social Studies. However, the level of rigor is the same for all students, meaning the task is not individualized to meet each student at their present level of performance.

Based on the myriad lessons, processes, and products examined across all disciplines, it has been determined that Fairfield Warde is in the process of developing systems to create instructional practices that are designed to meet the needs of each student.

<b>RATING</b>
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Developing

## Standard 2, Principle 5

**Students are active learners who have opportunities to lead their own learning.**

### NARRATIVE

#### Principle 2.5

**Students are active learners who have opportunities to lead their own learning.**

#### Implementing

A significant number of elements of principle 2.5 are firmly in place in the school, therefore the faculty rates Fairfield Warde to be in the implementing phase.

Students at Fairfield Warde High School are active learners who have opportunities to lead their own learning. Evidence from the faculty survey affirms this claim, since 72% of teachers believe the statement, "I allow students to make choices about their learning" is totally or mostly true. From the student survey, 86% of students think the statement, "my teacher allows student choices about my learning" is at least somewhat true. Also, 49% of students believe the statement, "In this class, I can suggest ideas about how my teacher can assess what we have learned" is totally or mostly true. What's more, 59% of students report they "work with other students on a project during class" very often or often.

As a comprehensive high school, Fairfield Warde offers student choice in the classroom and through a wide array of available courses. Students have the opportunity to explore a variety of career paths as they elect to take courses in their particular area of interest. Barlow's Restaurant, the musical production Carillon, the child development preschool, the fashion show, international trips in world language, multiple art department exhibits, mock trials in civics, youth and law, quarter research projects in history, and Warde TV are all examples of personalized active learning found throughout the courses.

Project-based learning, creative expression, and choice of text are apparent across disciplines. The student survey demonstrates that 74% of students believe that the statement, "In this class, I can suggest ideas about what or how we learn" is at least somewhat true. In the English department, specific examples include YPAR (Youth Participatory Action Research) and the Summer Reading Symposium. Both of these activities have opportunities for student-led discussions and allow for student choice. Additionally, the freshman earth science classes require all ninth graders to create a biome; in the activity students choose their own materials to develop a biome and record the extent to which it flourishes. As final projects in the American studies courses, students develop documentaries on issues of their own choosing and are required to conduct interviews of people they consider relevant to their topic. Each of these student learning opportunities are project-based, allowing for creative expression student choice.

Active learning is promoted throughout Fairfield Warde High School as there is consistent evidence of students being active in their learning and engaging in creative activities. Examples of this occur in the business department, when students are required to write a business plan or use pumpkins as a promotional vehicle to market a particular business of their choosing. This also occurs in the tech department when students build and program a robot. Additionally, all psychology students perform skits which address the impact stress has on them and the coping strategies one can engage in to reduce stress. The student survey reports that 73% of students say they are engaged in active learning such as role playing and debates in their history and language courses, demonstrations in their science classes, etc. often or very often.

The technology education department requires students to plan, design, collaborate, and construct physical and conceptual products. Examples include designing three-dimensional

models of a flood barrier at the request of the town to aid in their study. Students can choose an electronics project in which they create a customized robot to fulfill automated tasks. This department also offers classes in graphics, wood/manufacturing, transportation technology, architecture, animation, and pre-engineering.

<b>RATING</b>
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Implementing

## Standard 2, Principle 6

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

### NARRATIVE

#### Principle 2.6

Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.

#### Implementing

Because all elements of the principle are firmly in place and systems have been formed to support these practices, the faculty has rated Fairfield Warde to be in the implementing phase for this principle.

The survey data highlights the regularity with which students are being asked to engage in critical and higher order thinking. In the faculty survey, 87% of teachers believe the statement, "I emphasize problem solving" is totally or mostly true, while 95% believe the statement, "I emphasize teaching higher order thinking, not just learning facts" is totally or mostly true. 69% say the statement, "I use project-based approaches to help students learn course material deeply" is totally or mostly true.

The student survey results validate these faculty beliefs. Student responses reveal that learning at Warde champions values consistent with the mission statement and academic expectations rubrics such as, independence, flexible thinking, and persistence. This is evident when 82% of students indicated that the statement "at this school I am encouraged to try new things and experiment" is totally or mostly true. Additionally, 67% of students report the statement, "At this school, teachers seem open to trying new ideas" is totally true or mostly true. Students say that the statement, "In this class, my teacher accepts nothing less than our full effort" is 81% true or mostly true, and 77% say the statement, "At this school, I learn that mistakes are part of my learning process" is totally true or mostly true. Finally, 77% say the statement, "At this school, my teacher emphasizes deep thinking rather than just learning facts" is totally true or mostly true.

By and large, the district curricula include tasks that encourage students to engage in inquiry as well as problem-solving and higher order thinking skills. For example, one English assessment provides students the opportunity to write an editorial that proposes some change or improvement to a contemporary issue in American culture to promote a more "utopian" society. Additionally, in social studies, performance based assessments vary from activities simulating the flow of trade along the Silk Road to researching a current human rights issue in the world. Similar processes are in place within the STEM curricula. In business, students lead a project called "Be an Entrepreneur" and are required to develop an original business concept and conduct real-time market research to explore the concept's viability in the marketplace. Likewise, students in one math course create a formal presentation that provides a real-world estimate for the re-sodding of a local homeowner's front lawn.

While higher order thinking skills are promoted in all classes, approximately 24% of the student body select one or more of the 25 AP courses offered and/or the eight ECE (Early College Experience) courses offered through the University of Connecticut. These students are well prepared to succeed on the AP exams. Additionally, this reveals the extent to which the faculty promotes higher order thinking. In the 2017 administration of the Advanced Placement exams, 339 Warde students took a total of 683 exams and 565 of the students scored a three or higher.

The academic language used both in and out of the classroom at Warde reflects the school culture's focus on inquiry, problem-solving, and higher order thinking. The terminology of the typical classroom includes: questioning, analysis, interpretation, and exploration, with students readily able to define the process of engaging with these concepts. Additionally, teachers have consistently reported that the process of inquiry and

independent problem-solving is integral to students' success in their courses.

<b>RATING</b>
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Implementing



## Standard 2, Principle 7

**Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.**

### NARRATIVE

#### Principle 2.7

**Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.**

#### Developing

After analyzing the elements under principle 2.7, the faculty rated Fairfield Warde as developing. Within each element, departments are at a range of levels when it comes to the use of assessments. There is a need for consistent baseline data, within all departments, that informs instruction and curriculum implementation and a clear understanding of how both the school's vision of the graduate and the use of the school wide Academic Expectation rubrics will impact instruction and curriculum.

Within many of the departments, three forms of assessments: summative, formative and behavioral are utilized on a regular basis. Summative assessments include but are not limited to, creative authentic tasks (e.g PBA Evidence - Geometry), portfolios (art, writing), projects where students create presentations while using a wide variety of technology (PowerPoint, videos, new Learning Commons features) (Evidence: English Podcast; Skit), and student reflection pieces. Formative assessments include but are not limited to, the use of Kahoot, short written responses, tickets to leave, homework, completion of short answer and multiple choice questions. Behavioral assessments include but are not limited to, completion of homework, class participation, working in collaborative groups and completion of in-class tasks. Using both behavioral and formative assessments, teachers adjust their instruction and communicate information to parents, special education teachers and guidance counselors to help students improve their learning.

In regards to current individual curriculum expectations, students show evidence of their understanding throughout units of material. Through constant feedback, formative assignments, writing conferences, the math center and other extra help sessions, teachers consistently implement techniques to demonstrate regular and consistent ways to check for understanding. Using various ways, teachers try to engage every learner to think about different concepts, skills, and information being learned. The faculty survey results support this: approximately 84% of the staff totally or mostly agree that they use a variety of assessments to understand student learning, while 86% totally or mostly agree that they allow their students to show what they have learned in different ways, not just tests. In the faculty survey, 46% of the staff totally or mostly agree with the statement, "I allow students to suggest ideas about how they have learned."

School wide academic rubrics have been developed, but their use has not been consistent across disciplines, although this is the ultimate goal. While many teachers individually have been utilizing performance based assessments (PBAs), for the first time last year, all departments and their members were required to develop, use and evaluate student performance on a PBA. Following this experience, department members worked to calibrate the scoring of the PBAs using the school wide Academic Expectation Rubrics. Some departments are still using the PBA's they designed while others have not.

The use of common assessments that serve to ensure consistent and equitable learning opportunities across grades and courses vary by department. In some content areas, such as math, social studies, science and world language, common midterms and finals are implemented. Math, reading, and English (9-10) departments implement STAR Testing. All sophomore and juniors take the PSAT's in school in October and juniors take the

SAT's in school in March each year. The school as a whole is in the process of implementing Common District Goals. The World Language department is implementing common unit assessments across all languages. The psychology courses all have common unit assessments. However, in most departments and specific courses, such as health and English there are minimal common assessments. Many teachers in the English department regularly use the Fairfield 9-12 Writing Rubric, the department's common rubric for many expository and analytical essay assignments but these are not based off of the same text or writing assignment. School wide academic rubrics have been revised but their use is still not widespread. Both students and faculty are unfamiliar with the specific expectations outlined on the rubrics. The results of the schoolwide survey support this. Only 61% of the faculty totally or mostly agreed with the statement that "in my department/grade, teachers use common assessments across classrooms."

Fairfield Warde needs to improve in having specific and measurable criteria for success provided to learners prior to the completion of assessments. Extensive curriculum content limits the time frame necessary for baseline testing. As a result, the faculty does not always use student baseline knowledge to adjust curriculum content. Some departments, such as math and social studies, provide baseline/pre-tests to determine and adjust the implementation of the curriculum. But most of the departments do not effectively outline the unit-specific learning goals to be assessed prior to each unit of study. Also, additional baseline information is needed to direct curriculum changes throughout disciplines. According to the teacher survey, 35% of faculty agreed with the statement that they have a great deal of influence in developing curriculum, while 40% reported that they have some influence in developing curriculum.

<b>RATING</b>
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Developing

## Standard 2, Principle 8

**Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.**

### NARRATIVE

#### Principle 2.8

**Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.**

#### Implementing

Because some elements of the principle are in place and the school is in the process of developing plans and timelines for full implementation of others, this principle is rated implementing. By and large, the district curricula encourage multiple opportunities to demonstrate learning through corrective feedback. Most disciplines offer opportunities to revise writing and retake tests to allow students to support their learning.

Survey data and classroom evidence shows that a large majority of both students and teachers perceive these opportunities to be available and accessible. For example, 83% of students believe the statement, "In this class, I am given multiple opportunities to revise my assignments to improve my grade" is at least somewhat true. Also, 90% of students believe that statement, "In this class, I am given multiple opportunities to show what I know about the themes we are learning" is at least somewhat true. Regarding the statement, "In this class, the teacher provides me with timely and useful feedback on my assignments," 72% of students report this is totally or mostly true.

Teacher survey data reveals 88% of teachers totally or mostly agree with the statement, "I use assessments to adjust instruction and meet student learning needs," while 84% of teachers say the statement, "I use a variety of assessments to understand student learning" is totally or mostly true. In addition, 86% say the statement, "I allow my students to show what they have learned in different ways, not just tests" is totally or mostly true.

In the Art and the Technology Departments, teachers assign long term projects and consistently provide their own feedback and allow opportunities for peer feedback. Social studies, English and world language departments assign process pieces that involve continual revision through the use of formative assessment. Google Classroom, with its sharing component, allows comments and questions between teachers and students and has been an effective aid in this process. During instruction of specific athletic skills in physical education, teachers provide specific suggestions to improve execution and model ideal movements to complete an assigned drill. In social studies and world language classes, peer feedback is provided following oral presentations in which both praise and suggestions for improvement are made.

Multiple forms of communication with parents provides feedback on work habits and/or academic development in specific skill areas, such as PPTs, parent-student-teacher meetings, or teacher contact through phone, email, or meetings. The Special Education teachers are encouraging students to regularly attend their own PPTs with the goal, through use of feedback, of them eventually being able to be actively participant in the decision making. Google Classroom and Infinite Campus are other consistent ways in which both parents and students receive continual feedback. Teacher evaluations also include a Parent Feedback goal which makes up 10% of the teacher's overall performance rating and teachers are required to set communication goals with parents.

**RATING**

Implementing

## Standard 2, Principle 9

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

### NARRATIVE

#### Principle 2.9

Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

#### Developing

Because of a wide spectrum of technology implementation practices, the faculty has rated Fairfield Warde to be in the developing phase of this principle.

Evidence suggests that policies and procedures exist to help learners use technology in informed, effective, and ethical ways. The promotion of ethical use can be found in the *Student Parent Handbook*, including the school's Academic Integrity Policy and its Computer Network Code of Conduct. Homeroom advisory activities have on occasion served to troubleshoot technology misuse issues, but these are infrequent and limited. Furthermore, numerous teachers use turnitin.com to cross check student work for originality, but World Language teachers are plagued by student misuse of Google Translate. Additional evidence of the promotion of ethical use is included on the Learning Commons page where students have access to directions for MLA format and EasyBib citation makers.

Students have many opportunities to use technology to personalize and supplement their learning. The student survey reveals 63% of students say the statement, "technology allows them to learn at my own pace" is totally or mostly true. Another example comes from US History 31, where students can do formative online text reading responses until they earn 100% comprehension, encouraging students to re-engage with text where necessary. Students also are able to take online courses (Plato) and prepare for standardized testing using Khan Academy.

According to the student survey, 68% of students totally or mostly agree that they use technology to work together with other students. Learners collaborate digitally to support their learning using tools such as Turnitin, Flipgrid, Adobe Spark, iMovies, Google classroom for peer reviews and feedbacks, online discussions, debates, foreign languages dialogues, and presentational assessments.

From the faculty survey, 53% of staff totally or mostly agree that they use technology to individualize the pace of learning. Many teachers in all disciplines use Google Classroom, teacher websites, wikis, and quizlets to provide students with extra support and resources to supplement learning. Additionally, 64% of teachers totally or mostly believe they have access to the technology needed to support student learning. The Outlook computer calendars provide evidence that teachers and students are using technology in all subjects. Computer labs, computer classrooms in the Learning Commons, and tablet carts enjoy heavy use. In the 2018-2019, a District Initiative has set aside funding so that all English, social studies, and science classrooms will be supplied with Chromebooks. According to the student survey, 71% of students use technology to learn about things they are interested in.

Learners have some opportunities to use technology to share work with an audience beyond the school community and broaden their perspective locally and globally. However, due to privacy laws, sharing of works beyond the classroom and school is limited. Warde TV, *Focus*, the student newspaper, Red Ribbon Week, and Warde Day allow students to share work beyond the classroom. According to the student survey, 53% of students agree that they use technology to share work with audiences beyond the classroom and school. For example, World Language students create and post video projects on YouTube. However, 32% of teachers indicated totally or mostly true for the statement that they believe students use technology to share their work

with audiences beyond their classroom and school.

<b>RATING</b>
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Developing

## Standard 2 Strengths

### STRENGTH

Common curricular formats and Summative, Formative, Behavioral methods allow teachers to provide timely feedback for instructional adjustment and student growth

### STRENGTH

Teachers offer a wide range of assessment types and utilize a variety of teaching strategies to set high expectations for all students in all classes

### STRENGTH

Students have multiple opportunities and ways to demonstrate learning

### STRENGTH

Students have opportunities to develop inquiry and problem solving skills in order to make real-life connections

## Standard 2 Areas of Growth

**AREA OF GROWTH**

Written Vision of the Graduate needs to be fully implemented

**AREA OF GROWTH**

Implementation of academic expectations and social and civic rubrics. PBA work continues.

**AREA OF GROWTH**

Increase student investment and ownership of their learning

**AREA OF GROWTH**

More instruction-based PD opportunities

**AREA OF GROWTH**

Ability to change curriculum within the cycle of revision and a need for greater teacher involvement

**AREA OF GROWTH**

Technology: Collaboration between students, sharing work with authentic audiences, and thoughtful uses



# Standard 3, Principle 1

The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.

<b>NARRATIVE</b>
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## Principle 3.1

The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.

### Implementing

Fairfield Warde routinely uses climate surveys and student data to guide the design, revision, and implementation of the School Improvement Plan. Teachers play a role in determining needed revisions of the school improvement plan. The Faculty Survey supports this claim as 68% of teachers at least somewhat feel as though their voice is heard with regards to the development of the school improvement plan. Additionally, 86% of faculty at least somewhat agree they have opportunities to provide input on improving the school.

The School Improvement Plan (SIP) is informed by the perspectives of the school community and current research. This is evident by the school climate surveys for parents and students. Teachers also have additional input through the Marzano-based teacher evaluation/goal setting process. The SIP is aligned with the District Improvement Plan and NEASC Standards for Accreditation. An example within the SIP with regard to learning culture is that "individual teacher goals will be focused on increasing student achievement of all classroom learners in department-identified curriculum standards as measured by department-common/identical assessments." Additionally, Fairfield Warde is continuing to revise the monthly advisory program in order to foster meaningful relationships. From the SIP, the advisory program "will enhance student connectedness to the core values of the school and to the faculty and staff."

Fairfield Warde promotes the creation of a better school community through student/staff involvement in clubs with embedded time during the school day each week. Students also have direct input by participating in the School Council, which includes students, teachers, and school leadership. The NEASC Student Survey indicates that 82% of students at least somewhat believe they have a voice in improving the school. The emotional/social well-being of students is supported through the use of Behavioral and Emotional Screening System (BESS) and subsequent follow-up by support staff with students and families. This further engages multiple stakeholders in the holistic educational process.

The school's core values and vision of the graduate are clearly articulated in the Academic and Expectations Rubric and the Civic and Social Rubric. The SIP aligns with both sets of expectations and will be continually revised to expand their functionality and buy-in for all students.

<b>RATING</b>
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Implementing

## Standard 3, Principle 2

**Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.**

<b>NARRATIVE</b>
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### Principle 3.2

**Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.**

#### Implementing

Educators at Fairfield Warde High School, individually and collaboratively, have the opportunity to engage in both formal and informal collaboration and professional development to improve student learning and well-being.

This standard is reached by departmental meetings (designated or otherwise) and teacher-led professional development/workshops. It is also present through intentional grouping during Professional Development, Professional Learning Teams, Team meetings, 504/PPTs, and Guidance staff meetings for at risk students. Additionally, staff work informally together in the faculty lunchroom, workrooms, shared common spaces, and common prep rooms as well as during club advisor partnerships, homeroom advisory partnerships, and coaching partnerships. Finally, shared classroom and teacher duties with other colleagues contribute to collaboration and reflection. Teachers also directly interact with students during Student Council meetings and student group presentations at staff meetings.

Educators engage in supervision and evaluation using effective and timely feedback to improve practices in order to increase student learning. Teachers engage with supervisors through formal and informal pre/post observation conferences, instructional rounds, and use of meetings, including Planning Placement Team (PPT) meetings, as a review of practice. The district's use of PROTRAXX provides mid-year, end-of-year evaluations and feedback to all educators. Additionally, counseling departments meet weekly with supervisors, peers, and administrators for discussions and feedback for best practices.

The teacher evaluation process in the Fairfield Public Schools allows for frequent feedback between administrators and teachers through PROTRAXX online system starting with initial proposals, number of goals related to whole school learning and practice, as well as communication with other stakeholders, such as parents/caregivers. This feedback is both through online communication as well as face-to-face interactions with school administrators. Educators meet with their administrators at least three times per year to discuss goals related to student achievement and professional development in order to engage in reflection of student learning and well-being. Specifically, the formal observation process is holistic from start to finish in that teachers are required to present a plan ahead of time, meet with their administrator for feedback, exhibiting proficiency during the actual observation, and then meeting with the administrator to engage in reflection and timely feedback.

An integral part of the education process at FWHS is that educators use and share resources outside of school to maintain best practices. Teachers at FWHS engage in STEM training, teacher conventions, CEUs off site, as well as educators pursuing masters, 6th year and doctoral degrees. Fairfield Public Schools has a tuition reimbursement program that enables faculty to pursue further education, and this information is shared with colleagues via the meetings with colleagues built into daily schedules.

**RATING**

Implementing

## Standard 3, Principle 3

**Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.**

### NARRATIVE

#### Principle 3.3

**Educators examine evidence of student learning and well-being to improve curriculum instruction, assessment practices, and programs and services.**

#### Implementing

Because all elements of the principle are firmly in place and systems have been formed to support these practices, the faculty considers Fairfield Warde to be in the implementing phase for this principle.

Fairfield Warde demonstrates a range of evidence of student learning and well-being based on the use of common assessments, such as SAT scores and STAR Math and STAR Reading assessments. The STAR system is a standardized assessment that the English and Math teachers administer to all freshmen and sophomores quarterly.

To assess student well-being, Fairfield Warde administers a School Climate Survey to all students that administration takes into account when developing schoolwide goals and initiatives. The Fairfield Warde counseling staff administers the Behavior and Emotional Screening System (BESS) survey to assess student emotional well-being.

To improve curriculum and instruction practices Fairfield Warde and Fairfield Ludlowe High Schools created Academic Expectations Rubrics. The Academic Expectations Rubrics measure student capacity in Critical and Creative Thinking as well as Communicating and Collaborating.

Since 2014, when Fairfield Warde established its current School Improvement Plan, focus has been placed on four core areas: Instructional Program, Teams/School Improvement Plans, Leadership Capacity, and Resources.

In addition to these resources, Fairfield Warde uses a variety of information to analyze data and identify and respond to inequities in student learning according to the Academic Expectations Rubric. For students who have been identified to be struggling in math class based on the STAR scores and classroom performance, there is Math Center time built into schedules as an academic intervention. Likewise, students needing interventions in reading are provided with a Reading Strategies course, utilizing programs such as Language Live. English teachers regularly schedule writing conferences with each of their students at least once per quarter in order to reflect individually with students and further develop writing skills.

As a result of reflection on survey and testing results, in order to improve student well-being on campus, Fairfield Warde has engaged in revamping specific student services, including the 2016-2017 redesigning of the Library as an active Learning Commons with flexible classrooms and computer labs. Fairfield Warde continues to develop Activity (club) and Advisory (extended homeroom) periods based on student need and interest following a monthly cycle. Students attend Activity Periods at minimum two Wednesdays (25 minute period) per month, then spend a third Wednesday time block with their homeroom Advisory to discuss issues that touch student life, such as net neutrality and anti-bullying issues.

<b>RATING</b>
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Implementing

## Standard 3, Principle 4

**Collaborative structures and processes support coordination and implementation of curriculum.**

### NARRATIVE

#### Principle 3.4

**Collaborative structures and processes support coordination and implementation of curriculum.**

#### Developing

According to the NEASC student survey, at least 93% of students responded that it is at least somewhat true that there is an interdisciplinary intent in delivery of the curriculum. Teachers, on the other hand, do not recognize this in the same way with 74% of faculty responding that it is somewhat true. What is clear is that there is better vertical integration than horizontal, with 93% of faculty agreeing that it is somewhat true that curriculum is aligned across grade levels.

To achieve effective curricular coordination within and among each academic area, department, and program in school, there are well-articulated plans of study between grade levels created by departments and Curriculum Leaders. Each department has curricular maps that indicate the progression of development and of the choices students can make with clear prerequisites. The scope and sequence of courses are available in the Program of Studies.

Professional Learning Teams (PLTs) and department meetings are used as collaborative structures and processes that support coordination and implementation of the curriculum.

The interdisciplinary, or horizontal, collaborative structures and processes to support the coordination among departments are more informal and less structured at Fairfield Warde because of scheduling and the logistics of finding time to meet to plan. When teachers or House Masters realize that opportunities among courses exist for collaboration, the collaboration does occur, but it is incidental. Much more potential exists for collaboration than is currently implemented. For example, the three-house system was initially designed to encourage interdisciplinary efforts. The three houses are currently grouped by department.

Incidental examples that have occurred across the curriculum include work collaboration between Family and Consumer Science, Chemistry, and Technology with Business Education. Sometimes teachers within a specific department plan an activity together between classes and then separate to debrief.

### RATING

Developing

## Standard 3, Principle 5

**School-wide organizational practices are designed to meet the learning needs of each student.**

### NARRATIVE

#### Principle 3.5

**School-wide organizational practices are designed to meet the learning needs of each student.**

#### Implementing

Due to the supports in place, efforts, attention and general work of the school's faculty, staff, and administration, Fairfield Warde is currently implementing this principle.

FWHS provides access to challenging academic experiences for all learners. The FWHS Program of Studies outlines the vast number of courses to which students have access. This selection includes 22 Advanced Placement (AP) courses, multiple electives within core content areas, as well as a variety of electives in Art, Business, Family and Consumer Science, Music, Technology Education, Theatre Arts, and Video/News Production. AP courses are open enrollment, which encourages more student participation in these upper level courses. However, there have been identified problems with scheduling conflicts in terms of students being able to take both AP courses and the higher level technology education courses. Each year, students participate in the course selection process. This allows for individual conversations between students and their teachers and school counselors regarding the following year's course load and ways that the student can self challenge. According to the NEASC study survey, 72% of students responded that their classes are at least somewhat challenging.

There are many courses throughout the curriculum that are populated with learners reflecting the diversity of the student body. According to the NEASC Faculty Survey, 92% of teachers responded that the classes that they teach are at least somewhat as diverse as the school's student body. About 93% of teachers also at least somewhat agreed that their classes include students from all ability levels. In the NEASC Student Survey, 86% of students responded that it was at least somewhat true that their classes reflect the diversity of the school population. In responding to a statement about classes generally including students of all ability levels, 86% of students responded that these classes at least somewhat did include students of mixed abilities.

There are courses that are more diverse than others. For example, courses that are de-leveled (i.e., elective areas, earth science, senior English electives, social studies electives, etc.) are populated with diverse learners. However, honors and AP level courses do not always reflect the diversity of the study body. FWHS has created an Achievement Gap Taskforce that has been working on identifying ways to increase diversity in upper level classes. In addition, students in elective courses receive honors credit, which provides an incentive to enroll in these courses. In the Parent Survey, 92% of parents responded that it was at least somewhat true that their child's classmates are as diverse as the students in the school. 79% of parents also responded that it was at least somewhat true that classes include students from all ability levels.

The Fairfield school district works to provide learning environments and practices that are inclusive for all students. Each department rewrites its curricula per subject area every 7 years. The district created a schedule for when each subject area will be rewritten. Teachers within the subject area and curriculum leaders can adjust the implementation of the curriculum on a yearly basis, if needed. When re-writing curricula, teachers and curriculum leaders pay close attention to aspects of the curriculum that ensure access for a diverse student population. An example of this is the text offerings in English courses: students are required to choose independent reading books, which broadens the variety of texts students can read. Another example is in the math curriculum: within the implementation guides, there are leveled questions that provide teachers with an idea

of problems that they should expect a high achieving student to be able to solve versus those for a struggling math learner.

In order to ensure all learners have access to the curricula, Fairfield Warde provides a wide range of services through special education such as co-teaching, small group instruction, and one-on-one instruction. There is also a program for the most complex learners (Complex Learner Cohort) that provides academic and behavioral instruction to our severely autistic and disabled students. Fairfield Warde also offers an array of support services by designated counseling center staff, comprised of two clinical social worker, two certified school psychologists, and a licensed substance abuse counselor. Counseling center staff offer counseling, both individual and group, for all students who are in need of emotional support services. All staff in the Counseling Center provide assessment and evaluations for students referred for special education and 504. Other services provided by the counseling staff include consultation for classroom instructions, referrals to community and private providers, community based agencies, such as DCF, courts, social services, and judicial system. Additionally, Fairfield Warde offers programming for students who need intensive behavioral and emotional support.

The faculty at Fairfield Warde support all levels of learners through their lessons each day. According to the Faculty Survey, 99% of teachers responded that it is at least somewhat true that they design lessons to challenge students of all ability levels. Furthermore, parents agree that FWHS supports all levels of learners. According to the Parent Survey, 96% of parents responded that it was at least somewhat true that classes their child takes at this school are challenging. 96% of parents also responded that it is at least somewhat true that the classes students take at this school meet his/her/their learning needs.

In the 2016-2017 school year, Fairfield Warde transitioned to a Learning Commons from a traditional Library Media Center. This space now includes multiple flexible classrooms for teachers to utilize as well as a Makerspace and a recording studio. Multiple forms of technology are available for students to access. There is also an Academic Center where students can go for organization and learning support, as well as a Math Center where students can work with a math teacher for extra help. This transition has allowed for a more inclusive environment where students and teachers can work and receive support.

Finally, activities (clubs), advisory, school wide events support students in their ability to learn from each other, and people of different backgrounds. The Fairfield Warde schedule offers the opportunity for student groups to meet on a regular basis and share experiences through common interest, or focus. There are currently 84 different clubs that meet on a rotating schedule so that students have the opportunity to be involved in multiple student-led organizations, or even form their own. Within the school community there are also small group counseling opportunities for students to talk to their peers about what is going on in their lives, and serves as a positive channel to express emotions and thoughts. Fairfield Warde also offers a "WARDE" day which serves multiple purposes. It provides a platform for students to share experiences, goals, and skills, as well as enabling them to learn from each other. The Warde day committee determines the focus of the day each year.

<b>RATING</b>
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Implementing



## Standard 3, Principle 6

**Educators develop productive student, family, community, business, and higher education partnerships that support learning.**

### NARRATIVE

#### Principle 3.6

**Educators develop productive student, family, community, business, and higher education partnerships that support learning.**

#### Implementing

Because every department within the school connects with community resources and creates opportunities for student learning and support, Warde High School is in the implementing category for this principle.

All teachers in all departments use Infinite Campus to dynamically update families on student grades and attendance. All teachers are required, as part of their annual teacher evaluation, within the Fairfield Public Schools, to focus on parent communication as 10% of their annual rating. Many teachers at Fairfield Warde use Google Classroom as an additional tool to communicate with students and collect student work while some are using the Remind app as yet another way to foster communication with students. As another example, the Music Department has adopted the use of Charms Office as an efficient solution for communicating with parents and students and the Guidance Department regularly updates their portion of the school website to share information and upcoming events with students, parents, and the community. Parents are able to connect with the guidance department and counseling center resources through the school website. In addition, Fairfield Warde school psychologists, social workers, and school counselors communicate with outside agencies in which Fairfield students have been outplaced for various reasons. They also communicate with independent psychologists and therapists.

In addition to what is done within the school, many departments create partnerships and relationships with various outside agencies. For instance, the Guidance Department works with the Department of Children and Families, and the Fairfield Cares Task Force to help the support the well-being of students and their families.

In addition to academic connections, Fairfield Warde has strong connections with various parent-run organizations. The Athletic Parents' Association is very active in the school community. The Association often partners with coaches and other community organizations. Another example of community collaboration is with the music parents. The MPA (Music Parents' Association) has an integral role with Music Department teachers and students. Finally, the partnership with the PTA enables monthly programming for parents such as instruction on Naviance, support for the college application process, information sessions on scholarships, and an annual program addressing underage drinking.

The Science Department organizes several community field trips throughout the year, including one to the Audubon Society (SOAR program), Riverlab, where students learn how to act as guides for younger students, and the Anatomy and AP-Biology classes have gone to the "Bodies" Exhibit. School resource and canine officers have come into school to speak to forensics classes and guest speakers from Boehringer-Ingelheim have presented to the AP biology class. Future plans in the science department include a dual enrollment program with the University of Bridgeport.

The Music Department annually brings in professional musicians and clinicians, including, but not limited to professors from local universities. Some select students perform in the Region music ensembles that hire conductors from all over the country. Music department faculty periodically bring ensembles to various festivals to

perform and gain feedback from industry leaders. Many of the performing groups have relationships with various community organizations which result in performance opportunities throughout the town.

The English Department takes many field trips throughout the year, such as the Call of the Wild overnight trip (into the woods) and the junior American literature classes regularly visit Salem, Massachusetts and Walden. There have been skype sessions with various authors related to their curricular study. In addition, the Math Department occasionally brings in guest speakers related to specific curriculum, as well.

Multiple departments participate in University of Connecticut's ECE (Early College Experience) program through which high school students can apply for UCONN credit after successfully completing applicable courses. For example, Fairfield Warde offers ECE courses in AP literature and composition, AP Latin and AP Spanish, AP environmental science, and AP modern european history.

Other notable events and connections to the community at large include the Town-wide Art Show, which displays K-12 student work at the Pequot Library, and the display of student work at the town's train stations. In addition, the World Language Department has been very active with its international trips. In recent school years there were student trips from Fairfield Warde to Canada, China, Spain, France, and Italy.

<b>RATING</b>
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Implementing

## Standard 3 Strengths

**STRENGTH**

Communication

**STRENGTH**

Partnerships within and outside of school district

**STRENGTH**

Learning Commons and Support

**STRENGTH**

Common assessments across disciplines

**STRENGTH**

Course choice (electives and core)

**STRENGTH**

Student opportunities for learning

**STRENGTH**

School Improvement Plan

## Standard 3 Areas of Growth

**AREA OF GROWTH**

Professional Development - outside of school, reimbursement, teacher-led

**AREA OF GROWTH**

Interdisciplinary collaboration

**AREA OF GROWTH**

Diversity within all courses

**AREA OF GROWTH**

Curriculum revision schedule

## Standard 4, Principle 1

All students receive appropriate intervention strategies to support their academic, social, and emotional success.

### NARRATIVE

#### Principle 4.1

All students receive appropriate intervention strategies to support their academic, social, and emotional success.

#### Developing

Because some elements of the principle are not yet fully established, Fairfield Warde High School is developing for this principle.

There are multiple intervention strategies to support students' social and emotional wellbeing. There is a fully staffed school counseling department comprised of 9 school counselors, and a counseling center staffed by 2.5 school psychologists, two social workers and one student assistance counselor. The counseling department supports students by offering individual and group counseling, including Dialectical Behavior Therapy (DBT) groups. Students with social and emotional concerns can be referred for counseling in multiple ways: students can self-refer, they may be referred through their house staffing teams where a Counseling Center referral form is completed, and teachers or parents can make referrals. Fairfield Warde uses a universal screening tool, the Behavioral and Emotional Screening System (BESS), to identify students with elevated levels of depression and/or anxiety. Students who are elevated are seen by counselors either individually or in a group, and a determination is made if it is necessary to administer the follow up rating scale (BASC). Fairfield Warde has used Effective School Solutions (ESS) program to support the most at-risk population. This program provides both an individual and a group counseling component, learning skills/support, and there is a parent/family program. Student survey results show that students feel they are supported academically, socially, and emotionally. From the student survey, 70% of students reported that it is totally true and mostly true that at this school, adults do something when someone needs help. In response to the student survey question, "I know who to go to in this school if I need social or emotional help," 75% of students reported that this was totally true or mostly true. Furthermore, 80% of students reported on the student survey that it was totally true or mostly true that they know who to go to if they need academic help.

Students with academic as well as social/emotional concerns can also be referred to a Planning and Placement Team (PPT) either by the parent or the school based team. There is a Request for Evaluation PPT form that can be filled out by a parent and/or school staff, after which a meeting will be held to determine whether there is need to move forward with comprehensive school based assessments.

Fairfield Warde has multiple intervention strategies designed to support students in the areas of reading, mathematics, ELL, special education, and social/emotional well-being. The academic intervention strategies include after school homework support, reading strategies classes, math workshop classes, math and academic centers, English writing conferences, and extra help offered by teachers outside of class time. When these interventions are not successful, students can be referred to the SRBI team. There is also an alternative high school program, the Walter Fitzgerald Campus. This smaller setting provides students a more individualized learning environment where educational and social emotional needs are supported through small class size and daily progress monitoring.

While there is a SRBI system in place, Fairfield Warde is currently restructuring to make it more effective. The SRBI committee consists of a reading specialist, math specialist, house dean, housemaster, director of pupil

services, school counselor, school psychologist and a special education teacher. The committee meets weekly and has been working with an outside consultant. One goal of the current Fairfield Warde School Improvement Plan outlines the process needed to develop and implement a revised SRBI system in order to positively impact student achievement. Fairfield Warde will need to create Pyramid Intervention Strategies for Tier I, Tier II, and Tier III; create a protocol so teachers know when and how to implement SRBI; implement professional learning to support staff addressing SRBI.

<b>RATING</b>
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Developing

## Standard 4, Principle 2

All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

### NARRATIVE

#### Principle 4.2

All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.

#### Implementing

Because all elements of the principle are firmly in place and systems have been formed to support these practices, Fairfield Warde is in the implementing phase for this principle.

By and large, the district encourages support services to enhance student learning, as illustrated by the student to school counselor ratio of 171:1. This is supported with evidence from the student survey, where 83% of students responded that it was totally true and mostly true that a counselor is available at this school when they are needed. Fairfield Warde High School counseling services have adequate, certified/licensed personnel and support staff to deliver effective services to all students. Currently, the counseling/support services team consists of 9 school counselors and the Counseling Center personnel: 2.5 school psychologists, 2 social workers, 1 student assistance counselor, 1 school psychology intern. The counseling personnel are overseen by the Director of Pupil Services and Guidance. School counselors address course selection and post-high school planning. School social workers work with family dynamics and collaborating with community providers. School psychologists provide psychoeducational testing, and the student assistance counselor specializes in supporting students struggling with drug and/or alcohol issues. All providers collaborate with other faculty, with students, families and community based personnel.

The school counseling department utilizes a written comprehensive developmental guidance program according to grade level. Activities for each grade level support post-high school planning, including the implementation of career and personality assessments which support students in gathering information about their individual strengths, blind-spots and interests. The faculty survey reports that 80% of faculty believe it is totally true or mostly true that the Fairfield Warde counseling services meet students' academic needs. Staff communicate regularly with students through individual and group meetings, in grade level presentations, and one-on-one course selection meetings. The College and Career Center brings in presenters, holds information sessions and also provides one-on-one support for students. School counselors distribute information to students through various means including Infinite campus, Google Classroom, PTA Blasts and Naviance, and others. For students who choose an alternative plan to college, school counselors discuss post-secondary settings including trade schools, gap years, employment, military and transition plans for students receiving special education services. For students needing additional support from Fairfield Public Schools, the Community Partnership Program is discussed.



All students take the PSAT at FWHS their Sophomore and Junior years, unless otherwise advised. School Counselors meet with students once PSAT scores are released in order to help them access their scores through a College Board account, and establish and link to aKhan Academy account, through which students can access academic support resources as well as individualized SAT preparation support. To further support college planning, school counselors provide a Post High School Planning “kickoff” presentation in junior year to review all relevant information. Parents are invited to attend workshops and presentations offered by the school counselors, in addition to individual meetings with each junior student and school counselor.

Students in need of more intensive counseling services, beyond general counseling with their school counselors, are identified via PPT meetings, 504 meetings, SRBI, staffings, parent referrals, teacher referrals and students seeking their own support. Annually, the counseling center staff administer the BESS (Behavior and Emotional Screening System) to all students. This measure provides data on students in need of more intensive services, and students are referred to the counseling center school social worker, school psychologist or student assistant counselor as appropriate. If a family wishes to pursue support services within the community, counseling personnel are able to provide names of providers or community centers for therapy, medication management, social services and other supports. If emergency supports are indicated, 211 or DCF is contacted by school personnel. The parent survey reports 70% of parents believing that at this school, the counseling services meet my child's academic needs. Additionally, 62% of parents responded that Fairfield Warde meets their child's social and emotional needs.

<b>RATING</b>
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Implementing

## Standard 4, Principle 3

All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

### NARRATIVE

#### Principle 4.3

All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

#### Implementing

Because all elements of the principle are firmly in place and systems have been formed to support these practices, Fairfield Warde is in the implementing phase for this principle.

Sufficient certified/licensed personnel and support staff provide effective counseling, health, and special education services. As of February 2018, the school counseling staff includes 1 student assistance counselor, 2.5 school psychologists, 2 school social workers, 9 school counselors and 4 administrative assistants. The counselor-to-student ratio for the 2017-2018 school year is 1:171 students. Health services are provided by 2 full time registered nurses.

Student records, including health and immunization records are maintained in a confidential and secure manner consistent with federal and state law. Health and immunization records are stored in locked file cabinets in the nurse's office. Health and immunization records are also stored in Infinite Campus, where faculty are able to identify students with health concerns on their class roster. Records for graduated students are stored in the Fairfield Public Schools Central Office in locked file cabinets. Substitute teachers are provided with vital information regarding classroom modifications, health alerts, and emergency response plans.

The school's health services provide representative health services and direct intervention services, appropriate referrals, mandated services, emergency response mechanisms and ongoing student health assessments. FWHS complies with all federal and state directives for students grades 9-12. Preventative health and direct intervention services consist of available on-demand mental and physical health services provided during the school day. Ongoing student health assessments are performed on all new FWHS students. Scoliosis, hearing, and vision testing is conducted for all students as well as health assessments for athletes. Sports fitness qualification evaluation records are maintained in cooperation with local medical professionals and FWHS trainers. Ongoing wellness and health education needs are provided throughout the school year. Although the present caseload of six hundred students per nurse meets national standards, it occasionally slows delivery of services. From student survey results, 81% of students reported that it is totally true and mostly true that the nurse is available when they need help. Also, 75% of parents responded on the parent survey that it is totally true or mostly true that health staff support their child's social and emotional well-being. Additionally, 80% of parents responded to the parent survey that it is totally true and mostly true that the health staff effectively support their child's physical well-being.

The Emergency Response Team involves nursing, administrative, teacher and security personnel. Response time and treatment delivery is under 5 minutes. The team is trained in the use of two defibrillators that are strategically placed in the building for rapid availability. There are clear guidelines delineated on the Fairfield Public Schools website for protocols in case of the deployment of the Emergency Response Team.

The health services personnel take an active role in promoting the health and well being of students. In addition, information is provided to the community about support services that are available. They connect families with

financial need to available resources such as free physicals, immunizations, and dental services. A health alert list is distributed to inform staff of students' life-threatening medical conditions or those that would affect students' performance within a class. Training for teachers in using EpiPens or responding to student health concerns is instituted in preparation for field trips and as needed. Finally, the Health curriculum at Fairfield Warde supports this principle in that it not only informs students about behaviors and habits that pose risk to their health, but also teaches students strategies for avoiding these behaviors and habits.

<b>RATING</b>
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Implementing

## Standard 4, Principle 4

All students receive library/information services that support their learning from adequate, certified/licensed personnel.

### NARRATIVE

#### Principle 4.4

All students receive library/information services that support their learning from adequate, certified/licensed personnel.

#### Implementing

Because of the operating hours of the Learning Commons, availability of the certified/licensed library personnel and abundant resources, Fairfield Warde High School is in the implementing phase for this principle.

The Learning Commons is staffed during the school day by 2.5 certified library media specialists, a full time paraprofessional, a part-time secretary and an after-school facilitator of programming. These staff members are engaged, both directly and indirectly, in a variety of opportunities for implementing and supporting the school's curricula. Library media staff are responsible for purchasing the many resources related to independent reading, teaching research strategies, as well as presentation of curriculum (databases, video listing, online book search, Overdrive). Staff support students using these resources and directly teach research strategies to many classes using a Board of Education approved Library Media Department curriculum. In the student survey, 73% of students responded that it was totally true and mostly true that they use the library/information services to support their learning. The Learning Commons budget continues to grow each year, demonstrating the commitment to teaching and learning. Learning Commons staff also implement the media curricula, focusing on video production and broadcast journalism.

Content specific instruction offered through the Learning Commons includes support of the English department through Book Talks and Freshman Orientation. In the faculty survey, 69% of faculty at Fairfield Warde High School stated that the Learning Commons services are integrated into the curriculum most or all of the time. A plethora of materials are offered through the Learning Commons, including books (hard copies and e-books), databases, computers, movies, Overdrive and a comprehensive website. All of these resources can be used during the normal operating hours of Monday – Friday from 7:30 AM until 4:00 PM and on Fridays from 7:30 AM until 3:30 PM, with a twenty-four hour virtual presence. Underclassman can access the Learning Commons during study hall with a pass, upperclassman can access it during free periods, and all students have access during lunch. The student survey reveals 85% of students feel it is totally true and mostly true that they can use the Learning Commons when they want most or all of the time.

In addition to the varied offerings within the Learning Commons, staff members continually monitor students to ensure a responsiveness to students' needs. Learning Commons staff launched an independent reading initiative, which has required the purchasing of new books at the request of students and staff. Much of the responsiveness of the Learning Commons is evident in the 2017 redesign of the physical space, which gave Fairfield Warde a recording studio for students, study rooms, a Flexible Classroom that can be reconfigured to suit a variety of instructional designs, a Creative Classroom where classes can use materials to create learning experiences beyond a traditional classroom, quiet reading area, a Makerspace station with a variety of challenges throughout the year, various computer stations both for sitting and standing work, as well as a centralized "pop-up" classroom with a projector. The membership of the National Honor Society has also been given space within the Learning Commons, within the Math and Academic Centers, to tutor other students. There is also a teacher workroom with computers and various professional resources. An aspect of these physical changes worth noting is the new teacher staffing position in the study area, which is allowing more faculty

members to assist in the construction of the Learning Commons environment. Evidence of program evaluation include a monthly newsletter highlighting Learning Commons events, online suggestion submission, availability of Learning Common staff via email and evaluation of survey results from students, parents and faculty.

<b>RATING</b>
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Implementing

## Standard 4, Principle 5

**Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.**

### NARRATIVE

#### Principle 4.5

**Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.**

#### Implementing

Fairfield Warde has many supports in place from adequate, certified/licensed personnel to meet the needs of English Learners (EL), students with special needs, and student with 504 plans. Therefore, Fairfield Warde is at the level of implementing for this principle.

Fairfield Warde has an appropriate program in place for each Special Education and EL students. There are adequate, certified/licensed personnel for identified students. There are currently 13.7 special education teachers, 2.5 speech and language pathologists, 1 part-time occupational therapist, 13 paraprofessionals, .2 physical therapist, 4 educational trainers, a transition specialist, 3 remedial reading and remedial language arts teachers, 2 social workers, 1 student assistance counselor, 2.5 school psychologists, and as of 2/15/2018, 1.4 EL teachers. On average, the student to special education teacher ratio is 16:1, and the Complex Learner Cohort (CLC) is 5:1. For EL teachers, the student to teacher ratio is currently 25:1 teacher. However, programming may not always allow staff to be utilized in the best manner to support all students. Currently, the reconstruction of programming is in the making, to best enhance the quality of services, and make best use of personnel and supports for students in the upcoming school year.

To better meet the needs of EL students, some of the programming changes anticipated for next school year include adding Newcomer Academies. This will redistrict level 1 and 2 English learners, with the intention of concentrating resources into newcomer programs at "magnet" buildings rather than having them spread across the district. This change will allow students to receive a more appropriate number of services hours and level of support commensurate with their language and academic skill level.

Also, Fairfield Warde is eliminating the Effective School Solutions (ESS) program in which outside providers were contracted, and in place, will be implementing a novel intensive therapy program that has been designed in-district. This new program will allow students to receive adequate social and emotional supports, from Fairfield Public Schools professionals within the building and remove the outside counseling contracted services. With the implementation of this new program, additional support personnel will be hired.

Lastly, school counselors, social workers and psychologists are currently participating in training to learn and implement Dialectical Behavior Therapy (DBT). The implementation of DBT will be used to best support students' behavioral and social/emotional needs. Special education teachers and speech pathologists are also participating in professional development to understand basic DBT strategies that can be utilized with all students. DBT training will be provided for faculty and will concentrate on students identified for the program formerly known as ESS.

Inclusive learning is provided through both collaborative and push-in instructional models to support students' learning needs. Speech and language pathologists, as well as other related services providers, such as occupational therapists, push-in to academic classes to support language and communication needs in whole group settings. In addition, English learners are provided with access to an academic support in-class. More

professional development could be provided to staff to help with inclusive learning strategies within the content area classrooms to help make input comprehensible for students learning English.

In addition to the services discussed above, there are clubs and extra-curricular activities that specifically provide access to inclusive socialization and extra curricular activities for students. For example, La Vida Latina, Arabic Club, and Brazilian Club offer avenues for students to express and navigate their experiences through cultural lenses. These and other opportunities can be explored in club descriptions. In addition, the Best Buddies Club, Unified Sports, Interscholastic sports, and Intramural athletics provide equal access to sports and socialization opportunities and are inclusive of students of all abilities.

<b>RATING</b>
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Implementing

## Standard 4 Strengths

### STRENGTH

Many supports are available to students: Academically: homework support, reading strategies & math workshop classes, math and academic centers, writing conferences, and extra help offered by teachers outside of class time. Socially/Emotionally: Comprehensive Developmental Guidance program & individual and group counseling services provided by adequate certified/licensed personnel.

### STRENGTH

The library budget continues to grow each year, demonstrating a commitment to teaching and learning. Also, the 2017 redesign of the physical space.

### STRENGTH

In addition to current counseling services, the implementation of DBT will be used to better support the behavioral and social/emotional needs of students.



## Standard 4 Areas of Growth

<b>AREA OF GROWTH</b>
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Restructuring SRBI, which is a targeted goal for our SIP.

<b>AREA OF GROWTH</b>
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Restructuring services for EL students, i.e “Newcomer Academies”, which is currently being planned.

# Standard 5, Principle 1

The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

<b>NARRATIVE</b>
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## Principle 5.1

The community and district provide school buildings and facilities that support the delivery of high quality curriculum, programs, and services.

### Implementing

Because all elements of the principle are firmly in place, the faculty has rated Fairfield Warde High School to be in the implementing phase for this principle.

Fairfield Warde provides a school building and facilities that support the delivery of high quality curriculum, programs, and services. The building and facilities ensure a safe, secure, and healthy environment. The school's main building is built on the "House Model" that subdivides what would be a large and impersonal institutional building into three separate "Houses" built around open courtyards and joined by breezeways. Off the main cafeteria, a large, central courtyard accommodates 2150 students, teachers, and family members at Commencement. The building's "footprint" covers almost seven acres and is surrounded by an additional thirty-three acres of playing and practice fields, including eight tennis courts and an artificial turf field.

Besides the standard academic facilities, the school has multiple music practice rooms, a dedicated music wing, and a technology education wing housing the schools childhood learning lab, culinary lab and restaurant, wood and engine shop, CAD and graphic design rooms, and a "black box" theater. An Alternative Educational Setting campus, Walter Fitzgerald, is located off-site. Cafeteria services are outsourced to Whitsons, a private food-service company.

The building is maintained by an 11-person crew of custodial staff, led by a head custodian and a night supervisor. The staff, responsible for the cleanliness of the entire school building, operates on a predetermined cleaning schedule.

The custodial staff at Fairfield Warde High School ensures a healthy environment within the facilities and grounds. The entire school and grounds are addressed and tended to on a regular basis. Certain areas are taken care of daily, others weekly, some monthly or they might be addressed on an as-needed basis. They follow a strict and regimented schedule daily for all high traffic areas. For example, all bathroom facilities are cleaned thoroughly by a night staff. The custodial/maintenance staff is also responsible for maintenance and repairs reported through an online program (School Dude).

If there are issues regarding the safety of the facility, the head custodian is able to report that information out immediately. Using School Dude, the head custodian inputs work orders in a timely fashion to ensure that repairs are made. When putting in a work order, the head custodian selects a priority level, ranging from LOW to EMERGENCY, to indicate the necessity for the work to be complete. The work order is sent to the district's maintenance supervisor who assigns the repair/maintenance to a staff member. The priority level first placed when the work order is submitted will often determine the timeliness of its completion. If necessary, the work can be completed by a district contractor or other staff. For example, the district staff include two plumbers, two electricians, 4 carpenters, one mechanic, and one mason. Another example of the outsourced work include the lawn care and snow removal contracts, which are bid on annually.

As evidenced above, the custodial and maintenance staff at Fairfield Warde High School maintain a school building and facilities that support the delivery of the curriculum and services where the students have access to a safe, secure, and healthy environment.

<b>RATING</b>
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Implementing

## Standard 5, Principle 2

**The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.**

### NARRATIVE

#### Principle 5.2

**The school/district provides time and financial resources to enable researched-based instruction, professional growth and the development, implementation, and improvement of school programs and services.**

#### Implementing

Because all elements of the principle are firmly in place and systems have been formed to support these practices, the faculty has rated Fairfield Warde to be in the implementing phase for this principle.

Since the 2015-16 school year, Fairfield Warde High School now organizes its school day around a four period day, alternating day schedule to accommodate eight, 85 minute periods. The previous eight period daily rotation fragmented teacher and student learning and the longer blocks of time serve the performance based assessment model.

In fact, the new schedule brings a 10% increase in class time per subject, from 927 to 1019 hours. The new schedule also allows for built in teacher collaboration, one forty minute session every four days, for Professional Learning Teams (PLTs) that operate with significant success in many subject areas. This planning time allows for grade-level alignment of the Academic Expectations Rubric in the areas of Critical and Creative Thinking.

The new schedule also creates an extended Homeroom Period of twenty-five minutes once per week on Wednesdays for the Advisory and Activity programs. An A club, B club and Advisory rotate weekly allowing at least one meeting of each program per month. Activity growth has grown to 1000 students in over 90 clubs, from Anime to Yoga.

In the 2017-2018 school year, Fairfield Public Schools dedicated six early dismissals and three full days to professional development, doubling previous time for professional development.

Teacher-led professional development opportunities provide for faculty to offer sessions in an "open-choice" model that has improved teacher choice and satisfaction within partnership with fellow educators, a change implemented in response to prior dissatisfaction when staff were previously surveyed about the quality of professional development.

These positive directions are validated by 73% of faculty rating the statement, "At this school, an appropriate amount of time is provided for professional development," is at least somewhat true. Professional development money is set aside by building for "building use." Additional money is provided in the district budget for curriculum development. Teachers have opportunities for both district sponsored and non-district funded development through these funds.

Special education services have increased with the new schedule. Two types of special education courses (collaborative and push in model) are now offered depending on the needs of the course. The push in model allows for flexibility for the special education teacher to join the classroom and provide needed services. This has allowed for increased contact time between students and special education services. With the two new models,

collaborative planning time between a special education teacher and the content teacher has been provided 40 minutes every four days. Although the additional time has been successful in some courses, there are still many struggles. Special education teachers are often pulled out of their assigned classes or collaborative planning to attend PPTs.

Beyond the special education program there are various intervention programs offered to the students. The school offers a Reading Strategies course and a math workshop course to help students identified with deficits in those areas. All students have access to an Academic Center and Math Center during the school day to help with curricular work; these centers are staffed by the faculty. There is also a homework help center staffed by two teachers after school three days a week.

<b>RATING</b>
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Implementing

## Standard 5, Principle 3

The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.

### NARRATIVE

#### Principle 5.3

#### The Community and the District's Governing Body Provide Adequate and Dependable Funding to Fully Implement the Curriculum, Including Co-Curricular Programs and Other Learning Opportunities

##### Implementing

Because all elements of the principle are firmly in place and systems have been formed to support these practices, the faculty has rated Fairfield Warde to be in the implementing phase for this principle.

The district provides a comprehensive range of school programs to enrich student learning. This is evidenced by numerous course offerings within the Program of Studies. This document encompasses 16 different course disciplines representing 300 distinct courses. Students who have specific interests in an area that is not supported in the curricular offerings can design an independent study for a school year in concert with a faculty member. Students also have access to a number of regional programs, such as the Aquaculture program and the Regional Center for the Arts.

In addition to the Program of Studies, the school offers numerous extra-curricular opportunities including over 90 different club activities covering a great variety of interests of the student body. (Student/Parent Handbook). Fairfield Warde also offers 32 varsity sports, 17 of which have sub-varsity opportunities for participation. Almost 60% of the student body participates in these athletic programs. Furthermore, the school offers seven intramural activities and 5 extra-curricular music groups. Funding for extracurricular athletic programs is adequate to meet the basic needs of the programs, such as transportation, officials, adults supervising games, supplies, and fees.

Based on the student survey, students overwhelmingly feel there are adequate resources available to provide them with a rich and comprehensive education. For example, 66% of students said the statement "At this school, we have enough money and resources for extracurricular activities" was totally or mostly true. 78% of the faculty responded with it was at least somewhat true that "...we have enough money for co-curricular learning programs (e.g. field trips, after school, and educational events, etc)."

Based on the Faculty and Student surveys, the Fairfield Warde community feels there is adequate funding for instructional materials, supplies, equipment and technology in order to implement the curriculum and meet the learning needs of students. There is also a technology replacement plan in place to insure ongoing technology sufficiency.

Based on the budget there is sufficient funding to support library services and information technology (BOE Budget). Technology support is provided by two full time IT support staff in the building and a central office ticketing system, Kaysea.

<b>RATING</b>
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Implementing

## Standard 5, Principle 4

The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.

### NARRATIVE

#### Principle 5.4

The school district has short and long term plans to address capital and maintenance needs of its buildings and facilities.

#### Implementing

Because all elements of the principle are firmly in place and there are short-term and long-term plans to address the capital and maintenance needs of the buildings and facilities, the faculty has rated Fairfield Warde to be in the implementing phase for this principle.

The short term capital and maintenance needs are attended to regularly. The day to day maintenance plan of the building and facilities is handled by maintenance and custodial staff. This includes daily cleaning of the building and timely repairs made throughout the building. Custodial staff ensures the maintenance of some of the outside grounds but both lawn care and snow removal are completed by outside contractors. Contractors bid annually for the responsibility. In addition to day to day responsibilities, when deemed appropriate some repairs are delayed until periods of time when the building is less occupied, such as the summer.

The capital needs of the district are based on the number of students it currently serves, and the reliable projections of the students it expects to serve in the future. The district uses projected - enrollment data to assist in projecting future student enrollment to calculate the numbers of full time educators in the building as well as the dollars allocated to each building for both curricular and co-curricular use. The district has an established three year technology plan. This plan allocates for existing technology such as software and subscription services, replacing equipment and upgrading the infrastructure.

The district addresses its capital improvement needs through various protocols. The operating budget outlines all the accounts for the maintenance and grounds for the whole district. The information being proposed comes from the director of operations office where a list of priorities is used to build the budget. Highest priority items are added to the budget and typically include, safety, security, hazardous materials, curriculum driven and special education. Some proposed capital projects have been part of the long term plan for many years without implementation. There are also Capital Non-Recurring Projects that are addressed. These projects are part of short term bonding program for the Town of Fairfield and are comprised of projects that are a one-time purchase, yield 20 years or more before replacement again or are too large for the BOE operating budget. The Capital Requests Projects requires the Town of Fairfield to assign a building committee of town volunteers to oversee these because they can be submitted to the State of Connecticut for school education reimbursement for the Town of Fairfield.



<b>RATING</b>
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Implementing

## Standard 5, Principle 5

The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

### NARRATIVE

#### Principle 5.5

**What protocols, including infrastructure are in place to insure the safety of students, staff and visitors in the event of an emergency?**

#### Implementing

Because Fairfield Warde High School has infrastructures and protocols in place to ensure effective responses in crisis situations, the faculty has rated Fairfield Warde High School to be implementing in this particular standard.

Fairfield Warde High School has lockdown procedures established and each staff member has a manual for the following situations; lockdown, interior threat, exterior threat, and shelter in place. Fairfield Warde also has procedures for the following emergencies, chemical, medical, and fire. Lastly, there are guidelines and a crisis team for crisis situations, such as suicide, attempted suicide, death of a member of the FWHS community, a grave national event, or other serious situation. Due to confidentiality, all documents are available upon request.

The building is made secure in a variety of ways on a daily basis. There are both exterior and interior security cameras throughout the campus. The outside doors to the building are all locked each morning, after that point, access to the building is limited to an employee card reader system or through the security guard at the main entrance. Visitors to the building must sign in and provide photo identification. All classrooms and staff have lockdown keys, all classrooms have phones (with the ability to call 911 or any other location in the building equipped with a phone), lockdown toilet kits and survival backpacks, and door magnets. In addition, perimeter classrooms all have window coverings. The deans, housemasters, physical education staff, main office personnel, security staff and nurse's office all have walkie talkies to communicate with each other in the event of an emergency. There is also a parent and staff notification system through Infinite Campus. There is a public announcement system and a back-up to that system that can be used to communicate to any part of the building inside and outside.

There is an established working relationship between the school and emergency services personnel. On a monthly basis, the school staff meets with the school resource liaison, Lt. Eddie Weihe, the Division Commander for the School Safety Division, in order to review the school's protocols. A full-time police officer, who acts a liaison to the Fairfield Police department, is stationed at the school. There is also a full time school security guard who patrols the building. Additional security measures are being planned such as the installation of bollards in front of exterior doors of the school.

### RATING

Implementing

## Standard 5 Strengths

### STRENGTH

Our building and facilities complement the diverse and broad instructional offerings

### STRENGTH

We have a wide range of curricular, co-curricular and extra-curricular programs accessible to all students

### STRENGTH

Time to collaborate with our colleagues has been increased over the past two years

### STRENGTH

Overall student instructional time has increased with the block schedule

## Standard 5 Areas of Growth

**AREA OF GROWTH**

Having consistent and meaningful professional development

**AREA OF GROWTH**

Improving protocols to secure the entire building in the case of an emergency

**AREA OF GROWTH**

Continue to address the growing needs of our special education program

**AREA OF GROWTH**

Although there is a strong plan for long term capital improvements, many of those have been delayed due to budget constraints.

## Part 3 - Capacity for Continuous Growth as a Learning Organization

### PART 3 NARRATIVE

#### Part 3- Capacity for Continuous Growth

##### Is there a shared definition of learning among educators in the school?

Fairfield Warde has a shared definition of learning as evidenced by the Vision of the Graduate and the Academic, Social and Civic Expectation rubrics, and Belief Statements. The Vision of the Graduate was developed over the past year and was approved by the faculty this past June. The Vision of the Graduate identifies the knowledge, skills and dispositions that all students will be expected to have attained by the time they graduate from the Fairfield Public School system. According to the Vision of the Graduate, learning is not only academic in nature, but also encompasses social and civic components. In order to measure student attainment of learning, rubrics were designed to assess students in each of four essential areas. The targeted areas in the Academic Expectations include skills such as critical thinking, collaboration, communication and creativity. While the Academic Expectations measure primarily the learning occurring in the classrooms, the social and civic expectations emphasize the student's role as a citizen, not just in the classroom, but in the school and the community. These rubrics emphasize respect for people, ideas and property, responsibility in decision making and behavior and lastly the demonstration of positive citizenship in the school community. Like the Vision of the Graduate, each of these rubrics had input from and approval by the entire faculty. In conclusion, there is clearly defined definition of learning that is shared by educators here at Fairfield Warde.

##### What structures are in place in the school to support the school's organizational learning and continuous growth?

In order to support learning throughout the school and continuous growth, a School Improvement Team made up of representatives from each of the departments meets on a monthly basis. Using the School Improvement Plan, this team determines areas of growth for the faculty to focus on, and, in addition to other activities, determines the objectives of professional development and how best to reach those objectives. The School Improvement Team seeks and implements faculty input in their decision making and this is used to support teacher learning and growth.

Another structure in place which was set up within the block schedule are the Professional Learning Teams to meet on a weekly basis. These teams are typically made up of approximately 2-5 teachers from the same department. Efforts are made to schedule teachers of the same discipline, grade level or course level so that collaborative instructional planning can occur. The PLTs may choose an area that they wish to focus on during the semester or school year and oftentimes their focus area aligns directly with their professional development goals. Members of PLTs conduct research and share ideas on assessments, behavioral concerns and instructional methods. Housemasters visit the PLTs in the beginning of the year to provide feedback as to their focus areas and efforts are made to meet with the teams on a regular basis.

The Fairfield Public Schools Educator Evaluation Plan allows for all certified staff to establish yearly goals focused on student learning outcomes. Staff and administrators collaborate on the development of individual areas of growth and development in support of each individual goal plan. The district has also adopted the Marzano Art and Science of Teaching Framework to guide best practices with teacher observation.

As a result of faculty feedback, time has been set aside to allow for faculty-run professional development opportunities. These have occurred during regularly scheduled faculty meeting times and on designated professional development days. On some occasions, the professional development activity is run by teachers

from the same PLT or they are run by individual teachers. Additional opportunities for professional development occur when groups of teachers are sent to conferences or outside speakers or groups present to the entire faculty within the building. Teachers are also granted individual requests to attend workshops or classes.

This past year, instructional rounds were completed at the administrative level to promote vertical alignment between grade levels from the elementary, the middle and the high schools. Although faculty were not included in these particular rounds, in the past they have been and these rounds were used to determine problems of practice, validate conclusions drawn and gain feedback on ways to improve.

### **How does the culture of the school promote continuous growth and learning for both adults and students?**

In order to promote a culture of continuous growth and learning for both adults and students, the Library Media Center was reorganized last year into a Learning Commons to allow for more purposeful use of the space and to maximize use of the available resources. Students are frequently seen engaging in individual or collaborative learning outside of class time, such as organizing a study session in the Learning Commons, or meeting with group members for long-term project completion. Every year adults and students participate in a Summer Symposium in which they choose either a book to read or a topic to engage in over the summer. Upon returning to school, students are expected to engage in dialogue led either by students or faculty about the book read or the topic chosen. Less formally, teachers and administrators regularly share journal articles with one another relating to teaching and learning which promote dialogue between faculty members and between faculty and administration.

Fairfield Warde also promotes continuous growth and learning for the students through the use of data. Data is acquired on student academic performance with the use of both standardized tests and common district assessments. Standardized assessments include the STAR reading and math assessments, the Next Generation Science Standards assessment, the PSAT and the SAT. Information from these assessments is used by the curriculum leaders to determine targeted areas of improvement and teachers use data on an individual basis to address the learning needs of students within their classes. Common district assessments are used by teachers in the beginning of the year to determine the skill level of their current students and for some departments student improvement on these assessments is supported through teacher professional development goals. In the district teacher evaluation plan, teacher's are required to develop one Student Learning Outcome and two Individual Areas of Growth and Development. Through this the school culture promotes continuous growth and development for both teachers and students.

### **Is there sufficient time, resources, and funding to implement professional development and improvement plans?**

The district has made it a priority to increase the amount of time dedicated to professional development. Last year, there were three professional development days in the calendar and this year there has been an increase to six. These days are half-days for students and the remaining time is dedicated to professional development. In addition, there are multiple examples of times when teachers are pulled out of the classroom to work collaboratively on district and school initiatives in the areas of curriculum, assessment and instruction.

Funding is provided for professional development at both the district and the building level. At the building level, administrators within Warde have some degree of autonomy over how they choose to spend the money made available to them for professional development. Resources to support professional development include a professional library, access to building substitutes, appropriate space and materials.

### **In what types of regular reflection and ongoing assessment does the school engage?**

On a yearly basis the district, through the Board of Education, reviews the District Improvement Plan. This plan guides and supports the School Improvement Plan which is reviewed and established by the School Improvement Team. In the fall of each year, the team reviews progress from the previous year and sets new targets or additional areas of growth. This year, much of the work was focused on completing the self reflection report for NEASC. On a school level several areas are under constant assessment such as graduation rates, attendance, discipline, and standardized test performance. Furthermore, performance of students from diverse backgrounds is analyzed to guide necessary support for student achievement on Vision of the Graduate. With the

recent approval of the Vision of the Graduate and the Academic Expectations there will now be more emphasis placed on skill versus exclusively content-based assessments.

In addition, each department through their leadership develops a department improvement plan to guide instruction and student performance on assessments. This has included work on common assessments, midterms and final exams. The district has established a curriculum revision cycle, which requires that all curriculum areas undergo a thorough review according to the schedule.

The Fairfield Public Schools Educator Evaluation Plan requires all certified staff to engage in periodic reflection with their supervisor.

### **How do educators get feedback on their practice?**

Teachers at Fairfield Warde High School get feedback and are evaluated on performance using the FPS Educator Evaluation Plan. Each certified staff member is supervised by an administrator. Each fall, all certified staff members set goals for the year in the areas of student growth and development, parent feedback, and teacher performance and practice. Within the category of student growth and development, teachers set goals for student performance on district-wide screens and common assessments with the development of SLOs (Student Learning Outcomes) and IAGDs (Individual Areas of Growth and Development). Teachers additionally meet with supervisors for support and approval of these goals, which are aligned with school and district initiatives. The Marzano Art and Science of Teaching Framework provides a common vocabulary and best practice rubric for teachers to achieve goals.

Staff is observed one or three times a year (depending on cycle of review) and given objective feedback as well as praise for effective best practices in addition to suggestions for improvement from the supervisor.

At mid-year, all certified staff meet formally with supervisors to review goal plans, update progress, and garner support for further progress on goals for the year. Also at mid-year, teachers are asked to choose from a list of questions to ask students for feedback to help guide instruction for the remainder of the school year.

Near the end of the year, a final meeting allows for the teacher to show progress and achievement on each category of goals and hear feedback from the supervisor/housemaster on progress. A final evaluation report is provided to each certified staff member by their supervisor.

## Part 4 - Goals and Vision for the Future

### PART 4 - NARRATIVE

#### Part 4- Goals and Vision for the Future

##### What goals does the school have for the next three to five years?

In preparation for NEASC 2020, the faculty at Fairfield Warde High School have engaged in a comprehensive Self-Study. After reviewing all of the standards, we also identified three priority areas of growth to focus our work for the next two years before the full visit by the team in the fall of 2020. The Self Reflection committee proposed two other areas for growth for our school. It is important to recognize that these also will continue to be addressed by our school community.

In determining our three priority areas, the full faculty engaged in an activity to discuss, review, and vote on our work for the next three to five years. The faculty's determinations were:

- Improvement of teaching and learning through interdisciplinary, departmental collaboration and research
- Deepening and broadening teaching and learning through innovative use of technology across curricular areas
- Interventions and instruction to support the academic, social and emotional success of all students

In addition to these three priority areas, the Self Reflection Committee also proposed two other areas which were endorsed by faculty:

- Implementation of the Academic, Social and Civic Expectations to fulfill the Vision of the Graduate
- Personalization of learning to meet the needs of each student

##### What teaching and learning initiatives are being implemented?

Our teaching and learning initiatives are related to our identified areas of growth. Over the next several years we will be working on implementing and assessing the Academic Expectations rubrics to measure student growth. Also, our Professional Learning Teams will be examining student data on assessments and finding ways to create interdisciplinary opportunities for students. The Chromebook initiative will have an impact on teaching and learning for both students and staff.

##### Using the Standards as a guide, what does the faculty/school/district want to accomplish?

The NEASC Standards have been thoroughly reviewed by our faculty during the self-study. We believe the faculty will use the identified priority areas of growth to set goals. The implementation and assessment of the recently approved Vision of the Graduate will guide the work of the faculty with our students. We also hope to create a more personalized learning environment for all students to achieve those skills identified by our faculty and the district.

##### How do the school's priorities impact the learning and well-being outcomes for students?



These identified priorities have a direct impact on the learning and well-being of each student at Fairfield Warde. An outcome of improved instruction, curriculum and assessment will be growth in student learning. As the school district launches the Chromebook initiative we are confident teachers and students will have a deeper understanding of the skills measured in our Vision of the Graduate. The success of each individual student is important to each faculty member as indicated in the five areas of growth.

**What district priorities/initiatives is the school responsible for?**

The major initiative by the district that all schools in Fairfield are responsible to implement focuses on the SRBI model. This past school year, the district hired a consultant to work with both high school teams to develop a consistent model of interventions. The next steps are implementation of the model and assessing student growth and performance. Other initiatives by the district include; a social/emotional learning program for identified students, distribution of Chromebooks, vertical alignment, and specific curricula areas such as NGSS. Special education continues to remain a focus for the building and the district.

The full faculty at Warde has worked hard this school year to review the NEASC standards and participate in the Self Reflection. Most importantly, it has guided us in developing a focus for the next several years. We look forward to the work and challenges in front of us to improve student learning.