**FAIRFIELD PUBLIC SCHOOLS**

**SCHOOL IMPROVEMENT PLAN**

2013-15

School Fairfield Ludlowe High School

Principal/Headmaster Greg Hatzis

Date 2013-15

Team Members Lisa Tunucci, Katie Egan, Eileen Frankel, Vicki Hastings, Carol Samuelson, Jami DeSantis, Megan Lugo, Barbara Bennett, David Craven, Monica Struzik, Bob Esposito, John Antonello, Anthony Formato, Joanna Giddings

1. Narrative Analysis of Student Data [Student Data in Appendix]

Celebrations

* AP scores and participation in AP testing – 89% of students scored 3 or higher in 2011
* CAPT writing above district target (88% in 2012)
* 96% graduation rate and 95.9% attendance rate in 2009-10 Strategic School Profile
* Acceptance at post-secondary institutions: 91.7% at 2/4 year colleges – 60% enrolling in top 3 tiers
* For the class of 2012, 89.8% of students scored at the proficiency level or higher on CAPT
* Closing gap between males and females at goal in reading (21 percentage points to 7 percentage points) from 2010 to 2013.
* Students scoring at all levels above proficiency is increasing in Writing from 2007-13
* Percentage at goal for Hispanic students has increased 40% since 2007
* Since 2010 we have increased percentage at goal every year in math (total 9 points total)
* 100% of free/reduced students met proficiency in writing in 2013

Challenges (identify needs)

* Achievement gaps for various subgroup including:
  + Special Education (gap of 45 points in reading 2013 – in reading; 54 points in writing 2013; 62 points in math)
  + Free/Reduced Lunch (gap of 38 points in reading 2013 – in reading; 11 points in writing 2013; 25 points in math
  + Certain ethnic groups – Hispanic (13 point gap in reading 2013; 9 point gap in writing; 20 points in math)
* Males 7 percentage points below Females in Reading at Goal
* Males 13 percentage points below Females at Goal level in writing

1. By level student achievement targets for June 2015
2. Maintain Cohort Graduation Rate
3. Increase average total credits earned of low expectancy students
4. School achievement targets for June 2013:
   1. Increase student achievement of all classroom learners in department-identified critical skills for each subject area as measured by department common assessments.
   2. Identify, support, and increase the achievement of all struggling learners (including low-expectancy learners\*)in department-identified critical skills as measured by department common assessments.

\* Low-expectancy learners may include (but is not limited to) those who belong to a cohort that traditionally has scored significantly below the school average on standardized tests, including: students receiving special education services, minority students, students receiving free/reduced lunch support, a gender group for a specific content area, and ELL students.

Theory of Action Underlying This Plan

If we work to create goals that lead us to the creation and implementation of common assessments in all curricular areas, then teachers will have consistent student performance data to craft student learning goals and then analyze the data and determine best practices to improve student achievement.

If teachers use formative assessment as part of their regular classroom practice, and use the results of the assessment to make purposeful and effective instructional choices to address areas of strength and weakness, then all students will be appropriately challenged to maximize their learning.

If we explore and provide feedback to teachers on effective instructional strategies that address routine classroom events, content, engagement, relationships, and planning, then students will be more invested in their work and will improve their performance on tasks and assessments.

If we create a positive school climate that accepts individual differences, honors the commitment of staff to each student’s academic and personal growth, and values the collaboration among and between staff, students, and parents, then students will feel safe, committed to learning, and successful.

Problem of Practice

In all subject areas, students who are identified as struggling students (below proficiency level) at the beginning of the year tend to stay below proficiency level at the end of the year even though class averages may rise. This is especially true of students who belong to cohorts that have traditionally scored significantly below the school average on standardized testing, including (but not limited to) students receiving special education, minority students, students receiving free/reduced lunch support, ELL students, and some gender specific areas such as boys in reading and girls in science.

What strategies are we using to keep all students engaged, especially struggling students?

How are we tracking the progress of students to help better inform instructional choices?

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| **SCHOOL-WIDE STRATEGIES**  **FOCUSED STRATEGY 1: (Student Outcomes – ties to Category 3 on Teacher Evaluation Plan)**  We will set student performance goals and track student progress on common assessments to better inform instruction for all learners, with a particular focus on struggling learners. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline. | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| 1. Teachers and administrators will work collaboratively to craft student learning objectives (SLO’s) and choose indicators of growth/ development (IAGD’s) based on departmental baseline assessments. One SLO will specifically focus on struggling learners. | - Teachers will have goal meetings with administrators to craft their SLO’s and IAGD’s based on initial assessment results.  -Objectives and Indicators will be entered into Protraxx and approved by supervisors.  -Large departments will meet in course specific groupings to design appropriate SLO’s.  -Small departments will meet to design common skill targets to apply to multiple courses.  -Teachers will individualize IAGD’s based on their own students’ performance on initial assessments. | Students successfully meet learning objectives and IAGD’s are met by the final administration of the common assessment. | Completion of common assessments and strategies to meet the needs of struggling students. |
| 2. Teachers will implement multiple common assessments to track student progress. | -Common departmental assessments and/or rubrics will be developed.  -The assessments will be implemented – one at the start of the instructional period, one in the middle, and one toward the completion of the course.  -Results will be analyzed through the use of the FLHS data protocol in a departmental grouping or data team.  -Instructional strategies will be designed or chosen to address the needs brought forth in the data. | Effective data team behaviors are exhibited.  Instructional strategies are delivered and observed that specifically address the needs of learners below proficiency.  The percentage of students not meeting proficiency decreases with each implementation of the assessment. | Data protocol  Data team training  Resources tied to chosen instructional strategies. |
| **SCHOOL-WIDE STRATEGIES**  **FOCUSED STRATEGY 2: (Teacher Practice –ties to Category 1 on the Teacher Evaluation Plan)**  We will implement proven, research-based, and successful instructional strategies. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline. | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| 1. Teachers will craft and implement SMART goals from Domain 1 (Classroom Strategies and Behaviors) or Domain 2 (Planning and Preparing) based on the contents of the *Marzano Casual Teacher Evaluation Model*. | - Teachers will have goal meetings with administrators to craft their teacher practice goals based on prior feedback or current interests.  - Teachers will use the scales and lists of evidence provided in the Marzano protocols as a resource to implement strategies.  -Instructional rounds will be conducted to gather evidence of strategies and pose next level of work. | Teacher reflection on Protraxx will include evidence gathered to highlight the “measurable” aspect of the SMART goal.  Administrator feedback will specifically address goal area. | Marzano protocols  Professional learning sessions specific to design questions and elements |

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| **SCHOOL-WIDE STRATEGIES**  **FOCUSED STRATEGY 3: (School Climate/Parent Feedback –ties to Category 2 on the Teacher Evaluation Plan and the School Climate Plan)**  We will implement measures to create a learning environment in which students and adults feel socially, emotionally intellectually and physically safe. | | | |
| **Adult Action:  What are we going to do?**  (Include persons responsible and the timeline. | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** (Include specific actions taken to monitor the adult actions for implementation) | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** (identify student achievement measures and timeline) | **Support Needed:  What resources do we need to make it happen?** |
| 1. Teachers will create a classroom culture where students feel comfortable expressing their level of understanding. | -Teachers will craft goals that contribute to the school wide goal of helping students feel comfortable saying they are confused.  -Creation and implementation of scales used in classroom allowing students to identify their level of understanding. | School Climate Survey data will show an increase in the percentage of parents and student agreeing/strongly agreeing with the statement: “If I (my child) am (is) feeling confused about something in class, I (my child) feel(s) comfortable saying so.” | Professional learning support on classroom scales and rubrics |
| 1. School staff will celebrate the successes of students and staff members. | -Implementing recognition process acknowledging student success utilizing school cultural icons: FALCON of the month, “ring the FALCON bell, “ etc.  -Sharing of stories of student and staff success on the public address system, on message boards, through email and newsletters. | Increased performance on School Climate Survey regarding “Support for Learning” | PTA funding for message boards  Communication system/protocols |
| 1. Establishment of advisory program for all students | -Staff will be assigned to homerooms to serve as advisors for all students  - A committee will create a calendar and series of lessons to be taught during monthly advisory meetings  -Feedback will be gathered to assess program in an ongoing basis | Feedback indicates that students are receptive to the lessons and find them useful.  Increased performance on School Climate Survey regarding “Social/Emotional Security” and “Social and Civic Learning.” | Morningside Center training sessions for advisory and social/emotional issues facing students today |
| 1. Clarify/define student and teacher relationships | -Promotion of positive interactions  -Establishing appropriate boundaries  -Investigating issues around social media | Students fully understand reporting system if issues arise. Increased performance on School Climate Survey regarding “Social/Emotional Security.” | P.L. on boundaries and reporting. |

ENGLISH

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| **DEPARTMENT STRATEGIES**  **FOCUSED STRATEGY 1: (Student Outcomes – ties to Category 3 on Teacher Evaluation Plan)**  We will set student performance goals and track student progress on common assessments to better inform instruction for all learners, with a particular focus on struggling learners | | | |
| **Adult Action:  What are we going to do?** | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** | **Support Needed:  What resources do we need to make it happen?** |
| English teachers will use targeted instructional strategies to improve student performance in:   * Argumentative writing as measured by the Common Core State Standards. * Informational Writing as measured by the Common Core State Standards * Narrative Writing as measured by the Common Core State Standards   . | Using formative and Summative assessments, English teachers will identify student writing achievement utilizing common rubrics for specific writing genres (argumentative, informational, narrative). This process will formally occur at the end of each marking period. This will measure student growth throughout the school year on targeted writing skills. Data will be collected, shared, and discussed by teachers to make instructional decisions. | Data throughout the school year will show improvement in skills aligned with CCSS for all students.  Classroom observations, reviews of practice, and teacher mid-year and end-of-year conferences will highlight and summarize student growth.  Teachers will also share exemplars of student work aligned to the common rubrics | Time to score assessments, analyze data, and collaborate to develop instructional strategies.  PD and resources to train teachers on CCSS assessed skills, including argumentative writing. |

Math

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| * Teachers will use data to determine learning strengths and weaknesses to provide instructional interventions to students. | * Math teachers will implement skill-based pre-assessments and multiple post-assessments based on the department identified essential skills in each grade level/major course. These will be used to gather data regarding student progress for Teacher Evaluation. * Student performance data on assessments will be collected and discussed by teachers to make instructional decisions. | * Data on student progress (throughout the school year) will show improvement for all students * Teacher mid-year and end of year conferences will summarize improvement in student performance. | * Formative assessment training through Marzano (DQ1) * Time to score and analyze assessments and to develop/review instructional strategies used to help students progress. |

SOCIAL STUDIES

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| **Adult Action:  What are we going to do?** | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** | **Support Needed:  What resources do we need to make it happen?** |
| Social Studies teachers will use targeted instructional strategies to improve student performance in:   * Argumentative writing as measured by the Common Core State Standards Argumentative Writing Rubric. * Providing sufficient data and evidence from varied sources (primary and secondary) to support claims and effectively address counterclaims. | Social Studies teachers will implement a pre-assessment and multiple post assessments (including formative and summative) in argumentative writing and related skills in all required courses, utilizing discipline-specific content. These will be used to measure student growth throughout the school year on targeted skills. Data will be collected and discussed by teachers to make instructional decisions. | Data throughout the school year will show improvement in skills aligned with CCSS for all students.  Classroom observations, reviews of practice, and teacher mid-year and end-of-year conferences will highlight and summarize student growth. | Time to score assessments, analyze data, and collaborate to develop instructional strategies.  PD and resources to train teachers on CCSS assessed skills, including argumentative writing. |

Science

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| **Adult Action:  What are we going to do?** | **Implementation Measure:   How are we doing this work? What have we put in place to observe our work?** | **Evidence of successful implementation: How is our work impacting student learning: How do we know?** | **Support Needed:  What resources do we need to make it happen?** |
| * Science teachers will utilize targeted instructional strategies to improve student performance in scientific inquiry, literacy and numeracy | * Science teachers will implement a pre-assessment and multiple post-assessments based on the Connecticut Science Inquiry Skills in each grade level/major course. These will be used to gather data regarding student progress for Teacher Evaluation. * Student performance data on assessments will be collected and discussed by teachers to make instructional decisions | * Data on student progress (throughout the school year) will show improvement for all students * Teacher mid-year and end of year conferences will summarize improvement in student performance | * Time to score and analyze assessments and to develop/review instructional strategies used to help students progress. |