

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Fairfield Warde High School	School District	Fairfield Public Schools
Principal's Name	Paul Cavanna	School Year	2023-2024

School's Mission/Vision

Mission Statement: Fairfield Warde High School provides a safe learning environment that is welcoming, academic, respectful, dynamic and ethical. Our school community, in collaboration with parents and other townspeople, fosters a democratic society that recognizes and promotes the dignity and worth of the individual. We believe that meeting the diverse needs of all students will encourage lifelong learning and responsible citizenship.

Theory of Action

If we cultivate and implement an instructional model that focuses on high-quality student centered instruction, a growth mindset, and mastery of the academic expectations, then students will demonstrate the skills and attributes articulated in the Fairfield Public Schools Vision of the Graduate.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Paul Cavanna	Head Principal	Charles Flynn	Social Studies Department Liaison
Dane Brown	Director of Pupil Services	Ross Novick	English Department Liaison

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Name	Position	Name	Position
Steve Fekete	Townsend House Principal	Sania Werner	Science Department Liaison
Heather O'Brien	Pequot House Principal	Sara Singer	Math Instruction Coach
Pete Shanazu	Chair of School Improvement Committee / Mathematics Teacher		
Jodie Shannon	Mathematics Department Liaison		

School Data Review

In the section below, indicate all historical indicators of school performance (SBA, NGSS, PSAT, SAT, PE, etc.) and other historical school indicators (attendance, course taking, participation, etc.) over the past three years.

SAT - 11

SAT - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	81% / 55%	72% / 38%	79% / 50%	71.3% / 40%

SAT - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	60% / 32%	52% / 17%	54% / 16%	54% / 24%

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NGSS - 11

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
11th	77% / 54%	59% / 30%	67% / 46%	64.8% / 45%

PSAT 9

PSAT (9) - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	71% / 69%	NA / NA	60% / 64%	69% / 64%

PSAT (9) - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	NA / NA	49% / 57%	48% / 47%	48% / 47%

PSAT 10

PSAT (10) - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS
School	67% / 60%	62% / 54%	67% / 55%	76% / 56%

PSAT (10) - Math	2018-2019	2020-2021	2021-2022	2022-2023
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Growth %	AII / HNS	AII / HNS	AII / HNS	AII/ HNS
School	72% / 64%	65% / 46%	65% / 69%	52% / 43%

Chronic Absenteeism

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	7.1%	6.9%	11.3%	11.8%
High Needs	14.4%	10.5%	21.4%	20.5%

Graduation Rates

Graduation Rates	2018-2019	2020-2021	2021-2022	2022-2023
All Students	97.6%	98.6%	97%	95%
High Needs	98.2%	96.7%	91%	86.5%

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SMART Goal 1

Root Cause Analysis - Based on School Performance

Fairfield Warde High School's high needs students are achieving at lower levels on standardized assessments as they need more exposure to the rigorous coursework and expectations at the same rate as their non high needs peers.

School's Goal	To increase Literacy for all students at Fairfield Warde High School
SMART Goal	By the end of the 2023-24 school year the percentage of grade 11 students meeting bench marks on the SAT EBRW assessment will increase from 72% to 77%.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The high needs subgroup will achieve 45% proficiency as measured by the SAT EBRW in March 2024.
District Improvement Plan Connection	Evidence Based Reading and Writing (ELA) performance, as measured by the SAT proficiency indicator (11), will close the gap between subgroup performances by 20% and raise the bar by 6% from baseline 2021 district performance in a positive direction

Goal 1 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Teachers use resources and strategies that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts. The choice of instructional resources and strategies promotes authentic learning experiences and student agency.
MOY Results (Expectation/ Reality)	Performance on academic expectations Performance on midyear assessments Performance on common assessments Data gleaned from classroom walkthroughs aligned to engaging students in cognitively

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	engaging, rigorous, and relevant learning
EOY Results (Expectation/ Reality)	Performance on academic expectations Grades on final assessments Grades on common assessments Data gleaned from classroom walkthroughs 2023-2024 SAT results
Responsible Individuals	Principal, House Principals, Director of Pupil Services, Coordinator of Special Education, all teachers, all support staff
Timeline	Fall 2023 - Spring 2024
Resources	CollegeBoard Assessment Resources Professional Learning Time & Building-based Professional Development Academic Expectations & Vision of the Graduate District Improvement Plan
Budget Implications	Professional Learning around SAT

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Building-based professional learning calendar will be designed to include both whole group and department-based professional learning delivered through utilizing effective instructional strategies focused on: - the implementation and alignment of the District Improvement Plan, the	Building-based, department-based, and PLT-based professional learning will continue to be delivered through utilizing effective instructional strategies focused on: - Classroom Environment - Instruction & Assessment - the effectiveness of the continued implementation of the new grading policy including	Building-based, department-based, and PLT-based professional learning will continue to be delivered through utilizing effective instructional strategies focused on: - Classroom Environment - Instruction &

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	School Improvement Plan, and the goal-setting process. This work will also continue in Professional Learning Time (PLT) throughout the year. - the continued implementation of a new grading policy which encompasses new assessment practices including retakes	reassessments The administration of the PSAT in October 2023 The administration of the SAT in March 2024	Assessment - the effectiveness of the continued implementation of the new grading policy including reassessments
Leading Indicators	2022-2023 PSAT/SAT results for all students and high-needs subgroup will be analyzed and presented to staff. Building-based administrators will hold goal-setting meetings with all certified staff to review their proposed SLOs and IAGDs and ensure that said goals are aligned to the District and School Improvement Plans. Data from first round walkthroughs will be collected, analyzed, and presented to staff. Data from Term 1 grades and the implementation of reassessments will be collected, analyzed, and presented to staff.	2022-2023 PSAT/SAT results for all students and high-needs subgroup will be analyzed and presented to staff. Building-based administrators will hold mid-year meetings with all certified staff to review their progress towards SLOs and IAGDs and ensure that said goals are aligned to the District and School Improvement Plans. Data from second/third round of walkthroughs will be collected, analyzed, and presented to staff. Data from Semester 1 grades and the implementation of reassessments will be collected, analyzed, and presented to staff.	2022-2023 PSAT results for all students and high-needs subgroup will be analyzed and presented to staff. Building-based administrators will hold end-of-year meetings with all certified staff to review their progress towards SLOs and IAGDs and ensure that said goals are aligned to the District and School Improvement Plans. Data from fourth round of walkthroughs will be collected, analyzed, and presented to staff. Data from Semester 2 grades and the implementation of

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			reassessments will be collected, analyzed, and presented to staff.
Lagging Indicators	2022-2023 PSAT/SAT results: - 72% met benchmark - 40% high needs subgroup made benchmark 2022-2023 final marks	Midyear review of literacy grades	End-of-year PSAT/SAT results.
Equity Goals and Shared Responsibility	Subgroup performance on indicators: High Needs: 40%	Subgroup performance on indicators: High Needs: 43%	Subgroup performance on indicators: High Needs: 45%

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SMART Goal 2

Root Cause Analysis - Based on School Performance

Fairfield Warde High School's high needs students are achieving at lower levels on standardized assessments as they need more exposure to the rigorous coursework and expectations at the same rate as their non high needs peers.

School's Goal	To Increase Numeracy for all students at FWHS
SMART Goal	By the end of the 2023-24 school year the percentage of grade 11 student meeting bench marks on the SAT math assessment will increase from 54% to 59%.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The high needs subgroup will achieve 29% proficiency as measured by the SAT Math in March 2023.
District Improvement Plan Connection	Mathematics performance, as measured by the SAT proficiency indicator (11), will close the gap between subgroup performances by 20% and raise the bar by 10% from baseline 2021 district performance in a positive direction.

Goal 2 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Teachers use differentiated instructional practices and resources that are responsive to learners' background knowledge, strengths, needs, and interests that advance learning.
MOY Results (Expectation/ Reality)	Performance on academic expectations Performance on midyear assessments Performance on common assessments Data gleaned from classroom walkthroughs

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EOY Results (Expectation/ Reality)	Performance on academic expectations Grades on final assessments Grades on common assessments Data gleaned from classroom walkthroughs 2023-2024 SAT results
Responsible Individuals	Principal, House Principals, Director of Pupil Services, Coordinator of Special Education, all teachers, all support staff
Timeline	Fall 2023 - Spring 2024
Resources	CollegeBoard Assessment Resources Professional Learning Time & Building-based Professional Development Academic Expectations & Vision of the Graduate District Improvement Plan
Budget Implications	Professional Learning around SAT

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Building-based professional learning calendar will be designed to include both whole group and department-based professional learning delivered through utilizing effective instructional strategies focused on: - the implementation and alignment of the District	Building-based, department-based, and PLT-based professional learning will continue to be delivered through utilizing effective instructional strategies focused on: - Classroom Environment - Instruction & Assessment - the effectiveness of the continued implementation of the new	Building-based, department-based, and PLT-based professional learning will continue to be delivered through utilizing effective instructional strategies focused on: - Classroom Environment

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	Improvement Plan, the School Improvement Plan, and the goal-setting process. This work will also continue in Professional Learning Time (PLT) throughout the year. - the continued implementation of a new grading policy which encompasses new assessment practices including retakes	grading policy including reassessments The administration of the PSAT in October 2023 The administration of the SAT in March 2024	- Instruction & Assessment - the effectiveness of the continued implementation of the new grading policy including reassessments
Leading Indicators	2022-2023 PSAT/SAT results for all students and high-needs subgroup will be analyzed and presented to staff. Building-based administrators will hold goal-setting meetings with all certified staff to review their proposed SLOs and IAGDs and ensure that said goals are aligned to the District and School Improvement Plans. Data from first round walkthroughs will be collected, analyzed, and presented to staff. Data from Term 1 grades and the implementation of reassessments will be collected, analyzed, and	2022-2023 PSAT/SAT results for all students and high-needs subgroup will be analyzed and presented to staff. Building-based administrators will hold mid-year meetings with all certified staff to review their progress towards SLOs and IAGDs and ensure that said goals are aligned to the District and School Improvement Plans. Data from second/third round of walkthroughs will be collected, analyzed, and presented to staff. Data from Semester 1 grades and the implementation of reassessments will be collected, analyzed, and presented to staff.	2022-2023 PSAT results for all students and high-needs subgroup will be analyzed and presented to staff. Building-based administrators will hold end-of-year meetings with all certified staff to review their progress towards SLOs and IAGDs and ensure that said goals are aligned to the District and School Improvement Plans. Data from fourth round of walkthroughs will be collected, analyzed, and presented to staff. Data from Semester 2 grades

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	presented to staff.		and the implementation of reassessments will be collected, analyzed, and presented to staff.
Lagging Indicators	2022-2023 PSAT/SAT results: - 54% met benchmark - 24% high needs subgroup made benchmark 2022-2023 final marks	Midyear review of numeracy grades	End-of-year PSAT/SAT results.
Equity Goals and Shared Responsibility	Subgroup performance on indicators: High Needs: 24%	Subgroup performance on indicators: High Needs: 27%	Subgroup performance on indicators: High Needs: 29%

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Fairfield Warde High School's high needs students are more chronically absent than their non-high needs peers due to an array of factors.

School's Goal	To decrease the number of students who are chronically absent
SMART Goal	In the Spring of 2023, the chronic absenteeism rate for all Fairfield Warde High School's students was 11.8%. By the Spring of 2024, the chronic absenteeism rate will decrease to 10.8%.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The high needs subgroup will improve their chronic absenteeism rate from 20.5% to 15.5%.
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027.

Goal 3 (a) - Strategic Plan

Copy the below table for each SRBS that is included in the plan and change the letter accordingly (e.g.: a, b, c)

Scientifically Research Based Strategy	Utilize the CASEL Framework, specifically School Culture, Practice and Policies, to refine and consistently implement our multi-tiered system of support (MTSS) to reduce chronic absenteeism.
MOY Results (Expectation/ Reality)	At the end of each term, an attendance review will be conducted identifying students who are chronically absent. This information will drive MTSS protocols.
EOY Results (Expectation/ Reality)	The chronic absenteeism rate will be reduced to 10.8%.

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Responsible Individuals	Principal, House Principals, Director of Pupil Services, Coordinator of Special Education, all teachers, all support staff
Timeline	Fall 2023 - Spring 2024
Resources	Infinite Campus House Deans School Counselors Counseling Center
Budget Implications	N/A

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Staff meeting dedicated to reviewing 2022-2023 attendance data in order to create an attendance goal aligned to DIP, SIP, and the teacher goal-setting process. Communication with students, staff, and families regarding the attendance policy and expectations, including resources for support. Create and implement attendance intervention protocol for chronically absent students. Monthly meetings with Principal,	Communication with students, staff, and families regarding the attendance policy and expectations, including resources for support. Monthly meetings with Principal, Director of Student Services, and House Deans to review attendance trends for 2023-2024 school year and implement interventions. Weekly House Team staffings to identify chronically absent students and devise intervention plans. Examine Level 1 referral data to determine how many referrals are also chronically absent students.	Communication with students, staff, and families regarding the attendance policy and expectations, including resources for support. Monthly meetings with Principal, Director of Student Services, and House Deans to review attendance trends for 2023-2024 school year and implement interventions. Weekly House Team staffings to identify chronically absent students and devise intervention plans.

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	Director of Student Services, and House Deans to review attendance trends for 2023-2024 school year and implement interventions. Weekly House Team staffings to identify chronically absent students and devise intervention plans. Administer the DESSA to identify at-risk students.	Administer the DESSA to identify at-risk students.	Administer the DESSA to identify at-risk students.
Leading Indicators	2022-2023 attendance data viz focusing on the current number of chronically absent students. At present, 11.8% of all students are chronically absent and 20.5% of our high needs students are chronically absent.	2023-2024 attendance data viz report indicating that no more than 10% of full student body and 18.5% of the high needs subgroup as chronically absent.	2023-2024 attendance data viz report indicating that no more than 9% of the full student body and 15.5% of high needs subgroups are chronically absent.
Lagging Indicators	On average, our student chronic absenteeism rate has been 6% and increased to 11% in 2022-2023 In 2021-2022, our high needs chronic absenteeism rate was 21.4% and decreased to 20.5% in 2022-2023.		Final review of attendance
Equity Goals and Shared Responsibility	Subgroup performance on indicators: High Needs: 20.5%	Subgroup performance on indicators: High Needs: 18.5%	Subgroup performance on indicators: High Needs: 15.5%

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