

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	2024-2025

School's Mission/Vision

Fairfield Warde High School strives to provide a safe, welcoming, and dynamic learning environment that values academic excellence, respect, and ethical behavior. Our school community, in partnership with parents and residents, is dedicated to fostering a democratic society that recognizes and promotes the dignity and worth of every individual. By addressing the diverse needs of all students, we aim to inspire lifelong learning and cultivate responsible, engaged citizens.

Theory of Action

By developing and implementing an instructional model that emphasizes student agency, ownership, and visible thinking while focusing on high-quality, student-centered instruction and a growth mindset, our 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	Kurt Simonsen	Fitts House Principal
Dane Brown	Director of Pupil Services	Lauren Lukasz	Program Director, Special Education
Steve Fekete	Townsend House Principal	Katie Lynn	Pequot House Principal

School Data Review

In the section below, indicate all historical school performance indicators (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	2023-2024 All/ HNS
School	81% / 55%	72% / 38%	79% / 50%	71.3% / 40%	77% / 55%

SAT - Math Proficient %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
School	60% / 32%	52% / 17%	54% / 16%	54% / 24%	46% / 24%

NGSS - 11

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
11th	77% / 54%	59% / 30%	67% / 46%	66% / 48%	68% / 52%

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PSAT 9

PSAT (9) - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
School	71% / 59%	NA / NA	60% / 44%	71% / 24%	58% / 25%

PSAT (9) - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
School	NA / NA	49% / 57%	48% / 47%	48% / 47%	38% / 15%

PSAT 10

PSAT (10) - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
School	67% / 60%	62% / 54%	67% / 55%	76% / 56%	68% / 36%

PSAT (10) - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS
School	72% / 64%	65% / 46%	65% / 69%	52% / 43%	41% / 17%

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Chronic Absenteeism

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	7.1%	6.9%	11.3%	11.8%	10.4%
High Needs	14.4%	10.5%	21.4%	20.5%	17.5%

Graduation Rates

Graduation Rates	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
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 due to their need for increased exposure to rigorous coursework and high expectations, similar to 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 2024-25 school year, the percentage of grade 11 students meeting benchmarks on the SAT EBRW assessment will increase from 77% to 80%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The high-needs subgroup will achieve 55% proficiency as measured by the SAT EBRW in March 2025.
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 2022 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 will implement strategies that promote student agency and ownership, making student thinking visible through various activities. Grade-level tasks will be designed to foster critical thinking and active engagement. Opportunities for teacher collaboration, such as regular team meetings and professional learning communities, will be prioritized. Ongoing professional development will focus on the latest educational strategies and tools to enhance student engagement and thinking.
MOY Results (Expectation/ Reality)	Performance on midyear assessments, common assessments, the PSAT, and the

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	<p>NWEA assessment will be closely monitored to gauge student progress and achievement. Additionally, data from classroom walkthroughs and coaching cycles will be analyzed to ensure that teaching practices promote student agency and ownership, making student thinking visible through various activities. These combined data points will provide a comprehensive view of student performance and the effectiveness of instructional strategies.</p>
<p>EOY Results (Expectation/ Reality)</p>	<p>End-of-year results from common assessments, the PSAT, and the NWEA assessment will be closely analyzed to gauge overall student progress and achievement. Data from classroom walkthroughs and coaching cycles will also be examined to ensure teaching practices effectively promote student agency and ownership, making student thinking visible through various activities. These combined data points will provide a comprehensive view of student performance and the effectiveness of instructional strategies.</p>
<p>Responsible Individuals</p>	<p>The end-of-year assessment analysis and the implementation of strategies to promote student agency and ownership are the collective responsibility of the Principal, House Principals, Director of Pupil Services, Coordinator of Special Education, all teachers, and all support staff. The Principal and House Principals will oversee the overall process, ensuring alignment with school goals and facilitating data collection and analysis. The Director of Pupil Services and the Coordinator of Special Education will provide targeted support and resources to meet the diverse needs of all students. Teachers will implement the instructional strategies in their classrooms, while support staff will assist in gathering data and supporting students' academic and social-emotional development. This collaborative effort aims to enhance student performance and the effectiveness of instructional practices.</p>
<p>Timeline</p>	<p>Fall 2024 - Spring 2025</p>
<p>Resources</p>	<p>The resources include College Board Assessment Resources, Professional Learning Time, and Building-based Professional Development, all of which aim to enhance instructional practices. Strategies and practices will also be developed to make student thinking visible, allowing for more personalized and practical instruction. By integrating these components, the school aims to foster a more engaging and student-centered</p>

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	learning environment, ultimately improving student achievement.
Budget Implications	None

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>The building-based professional learning calendar will include both whole-group and department-based sessions. Effective instructional strategies will be used to focus on implementing and aligning the District Improvement Plan, the School Improvement Plan, and the goal-setting process. This work will continue throughout the year in Professional Learning Time (PLT).</p> <p>The House Principals will build on the professional learning foundations established over the past two years, emphasizing creating classrooms that promote student agency, ownership, and visible thinking. The instructional goal is for teachers to design grade-level tasks that foster student thinking and genuine engagement. Teachers will identify specific areas to study and</p>	<p>Building-based, department-based, and PLT-based professional learning will continue utilizing effective instructional strategies focused on creating classrooms emphasizing student agency, ownership, and visible thinking. Staff will be supported in achieving the instructional goal of designing grade-level tasks that highlight student thinking and genuine engagement.</p> <p>The House Principals will implement targeted professional learning based on the foundational work from the past two years. This work will continue to foster student agency, ownership, and visible thinking in the classroom. They will guide and support staff in creating grade-level tasks that promote student thinking and genuine engagement while helping teachers build their capacity in the specific areas identified through the educator evaluation plan. Additionally, we will continue supporting staff in designing grade-level tasks that highlight</p>	<p>Building-based, department-based, and PLT-based instructional strategies designed to create classrooms that emphasize student agency, ownership, and visible thinking. Staff supported in achieving the instructional goal of designing grade-level tasks, highlighting student thinking and genuine engagement.</p> <p>The House Principals targeted professional learning based on the foundational work from the past two years. They continued to foster student agency, ownership, and visible thinking in the classroom. They guided and supported staff in creating grade-level tasks that promote student thinking and genuine engagement while helping</p>

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	<p>improve through the goal-setting process, aligning with this theme.</p> <p>The Instructional Coach will support staff by facilitating professional learning teams focused on NWEA, PSAT, SAT, and other assessment data. Additionally, they will conduct coaching cycles, plan and lead professional development sessions, model lessons, analyze data for instructional implications, and collaborate with high school staff, teachers, and district and building administration.</p> <p>Collaboration with the Data Assessment Coordinator and instructional coaches will provide training and access to the NWEA and College Board assessment suite. This includes School counselors who will review NWEA, PSAT, and SAT data results with the students on their caseloads and members of the special education department who will review PSAT and SAT data results and instructional resources with the students on their caseloads.</p>	<p>student thinking and genuine engagement.</p> <p>The Instructional Coach will support staff by facilitating professional learning teams focused on NWEA, PSAT, SAT, and other assessment data. Additionally, they will conduct coaching cycles, plan and lead professional development sessions, model lessons, analyze data for instructional implications, and collaborate with high school staff, teachers, and district and building administration.</p> <p>Furthermore, we will administer the PSAT in October 2024 and the SAT in March 2025. We will examine the data from these assessments to inform our instructional strategies and professional learning initiatives.</p>	<p>teachers build their capacity in the specific areas identified through the educator evaluation plan. Additionally, staff was provided ongoing support in designing grade-level tasks highlighting student thinking and genuine engagement.</p> <p>The Instructional Coach supported staff by facilitating professional learning teams focused on NWEA, PSAT, SAT, and other assessment data. Additionally, they will conduct coaching cycles, plan and lead professional development sessions, model lessons, analyze data for instructional implications, and collaborate with high school staff, teachers, and district and building administration.</p>
<p>Leading Indicators</p>	<p>The 2023-2024 NWEA, PSAT, and SAT results for all students,</p>	<p>The 2023-2024 NWEA, PSAT, and SAT results for all students, including the</p>	<p>The 2024-2025 NWEA, PSAT, and SAT results for all</p>

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	<p>including the high-needs subgroup, will be analyzed and presented to the staff.</p> <p>Building-based administrators will conduct goal-setting meetings with all certified staff to review their proposed instructional focus areas and ensure alignment with the District and School Improvement Plans.</p> <p>Additionally, data from the first round of walkthroughs and Term 1 grades will be collected, analyzed, and communicated to the staff.</p>	<p>high-needs subgroup, will be analyzed and presented to the staff.</p> <p>Building-based administrators will hold mid-year meetings with all certified staff to review their progress toward the instructional focus area, ensuring alignment with the District and School Improvement Plans.</p> <p>Additionally, data from the second and third rounds of walkthroughs and Semester 1 grades will be collected, analyzed, and communicated to the staff.</p>	<p>students, including the high-needs subgroup, will be analyzed and presented to the staff.</p> <p>Building-based administrators will hold end-of-year meetings with all certified staff to review their progress toward their instructional focus and ensure alignment with the District and School Improvement Plans.</p> <p>Additionally, data from the fourth round of walkthroughs and Semester 2 grades will be collected, analyzed, and presented to the staff.</p>
<p>Lagging Indicators</p>	<p>Data from the 2023-24 NWEA, PSAT, and SAT identified students who met benchmarks both overall and within the high-needs subgroup. This information will then be compared to the final marks from the 2023-24 school year.</p>	<p>Data from the 2024-25 NWEA and PSAT identified students who met benchmarks overall and within the high-needs subgroup. This information will then be compared to Semester 1 grades and midyear assessment data from the 2024-25 school year.</p>	<p>Data from the 2024-25 NWEA, PSAT, and SAT identifying students who met benchmarks both overall and within the high-needs subgroup. This information will be compared to Semester 2 grades and final 2024-25 school year assessment data.</p>
<p>Equity Goals and Shared Responsibility</p>	<p>High needs subgroup performance for NWEA, PSAT, and SAT from the 2023-24 school year.</p>	<p>High needs subgroup performance for NWEA, PSAT, and from the 2024-25 school year.</p>	<p>High needs subgroup performance for NWEA, PSAT, and SAT from the 2024-25 school year.</p>

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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 due to their need for increased exposure to rigorous coursework and high expectations, similar to their non-high-needs peers.

School's Goal	To Increase Numeracy for all students at FWHS.
SMART Goal	By the end of the 2024-25 school year, the percentage of grade 11 students meeting benchmarks on the SAT Math assessment will increase from 46% to 50%
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The high-needs subgroup will achieve 30% proficiency as measured by the SAT Math in March 2025.
District Improvement Plan Connection	As measured by the SAT proficiency indicator (11), mathematics performance 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 will implement strategies that promote student agency and ownership, making student thinking visible through various activities. Grade-level tasks will be designed to foster critical thinking and active engagement. Opportunities for teacher collaboration, such as regular team meetings and professional learning communities, will be prioritized. Ongoing professional development will focus on the latest educational strategies and tools to enhance student engagement and thinking.
MOY Results (Expectation/ Reality)	Performance on midyear assessments, common assessments, the PSAT, and the NWEA assessment will be closely monitored to gauge student progress and

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	<p>achievement. Additionally, data from classroom walkthroughs and coaching cycles will be analyzed to ensure that teaching practices promote student agency and ownership, making student thinking visible through various activities. These combined data points will provide a comprehensive view of student performance and the effectiveness of instructional strategies.</p>
<p>EOY Results (Expectation/ Reality)</p>	<p>End-of-year results from common assessments, the PSAT, and the NWEA assessment will be closely analyzed to gauge overall student progress and achievement. Data from classroom walkthroughs and coaching cycles will also be examined to ensure teaching practices effectively promote student agency and ownership, making student thinking visible through various activities. These combined data points will provide a comprehensive view of student performance and the effectiveness of instructional strategies.</p>
<p>Responsible Individuals</p>	<p>The end-of-year assessment analysis and the implementation of strategies to promote student agency and ownership are the collective responsibility of the Principal, House Principals, Director of Pupil Services, Coordinator of Special Education, all teachers, and all support staff. The Principal and House Principals will oversee the overall process, ensuring alignment with school goals and facilitating data collection and analysis. The Director of Pupil Services and the Coordinator of Special Education will provide targeted support and resources to meet the diverse needs of all students. Teachers will implement the instructional strategies in their classrooms, while support staff will assist in gathering data and supporting students' academic and social-emotional development. This collaborative effort aims to enhance student performance and the effectiveness of instructional practices.</p>
<p>Timeline</p>	<p>Fall 2024 - Spring 2025</p>
<p>Resources</p>	<p>The resources include College Board Assessment Resources, Professional Learning Time, and Building-based Professional Development, all of which aim to enhance instructional practices. Strategies and practices will also be developed to make student thinking visible, allowing for more personalized and practical instruction. By integrating these components, the school aims to foster a more engaging and student-centered learning environment, ultimately improving student achievement.</p>

Budget Implications	None
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Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>The building-based professional learning calendar will include both whole-group and department-based sessions. Effective instructional strategies will be used to focus on implementing and aligning the District Improvement Plan, the School Improvement Plan, and the goal-setting process. This work will continue throughout the year in Professional Learning Time (PLT).</p> <p>The House Principals will build on the professional learning foundations established over the past two years, emphasizing creating classrooms that promote student agency, ownership, and visible thinking. The instructional goal is for teachers to design grade-level tasks that foster student thinking and genuine engagement. Teachers will identify specific areas to study and improve through the goal-setting</p>	<p>Building-based, department-based, and PLT-based professional learning will continue utilizing effective instructional strategies focused on creating classrooms emphasizing student agency, ownership, and visible thinking. Staff will be supported in achieving the instructional goal of designing grade-level tasks that highlight student thinking and genuine engagement.</p> <p>The House Principals will implement targeted professional learning based on the foundational work from the past two years. This work will continue to foster student agency, ownership, and visible thinking in the classroom. They will guide and support staff in creating grade-level tasks that promote student thinking and genuine engagement while helping teachers build their capacity in the specific areas identified through the educator evaluation plan. Additionally, we will continue supporting staff in designing grade-level tasks that highlight student thinking and genuine engagement.</p>	<p>Building-based, department-based, and PLT-based instructional strategies designed to create classrooms that emphasize student agency, ownership, and visible thinking. Staff supported in achieving the instructional goal of designing grade-level tasks, highlighting student thinking and genuine engagement.</p> <p>The House Principals targeted professional learning based on the foundational work from the past two years. They continued to foster student agency, ownership, and visible thinking in the classroom. They guided and supported staff in creating grade-level tasks that promote student thinking and genuine engagement while helping teachers build their capacity in the specific areas identified</p>

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	<p>process, aligning with this theme.</p> <p>The Instructional Coach will support staff by facilitating professional learning teams focused on NWEA, PSAT, SAT, and other assessment data. Additionally, they will conduct coaching cycles, plan and lead professional development sessions, model lessons, analyze data for instructional implications, and collaborate with high school staff, teachers, and district and building administration.</p> <p>Collaboration with the Data Assessment Coordinator and instructional coaches will provide training and access to the NWEA and College Board assessment suite. This includes School counselors who will review NWEA, PSAT, and SAT data results with the students on their caseloads and members of the special education department who will review PSAT and SAT data results and instructional resources with the students on their caseloads.</p>	<p>The Instructional Coach will support staff by facilitating professional learning teams focused on NWEA, PSAT, SAT, and other assessment data. Additionally, they will conduct coaching cycles, plan and lead professional development sessions, model lessons, analyze data for instructional implications, and collaborate with high school staff, teachers, and district and building administration.</p> <p>Furthermore, we will administer the PSAT in October 2024 and the SAT in March 2025. We will examine the data from these assessments to inform our instructional strategies and professional learning initiatives.</p>	<p>through the educator evaluation plan. Additionally, staff was provided ongoing support in designing grade-level tasks highlighting student thinking and genuine engagement.</p> <p>The Instructional Coach supported staff by facilitating professional learning teams focused on NWEA, PSAT, SAT, and other assessment data. Additionally, they will conduct coaching cycles, plan and lead professional development sessions, model lessons, analyze data for instructional implications, and collaborate with high school staff, teachers, and district and building administration.</p>
<p>Leading Indicators</p>	<p>The 2023-2024 NWEA, PSAT, and SAT results for all students, including the high-needs</p>	<p>The 2023-2024 NWEA, PSAT, and SAT results for all students, including the high-needs subgroup, will be analyzed</p>	<p>The 2024-2025 NWEA, PSAT, and SAT results for all students, including the</p>

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	<p>subgroup, will be analyzed and presented to the staff.</p> <p>Building-based administrators will conduct goal-setting meetings with all certified staff to review their proposed instructional focus areas and ensure alignment with the District and School Improvement Plans.</p> <p>Additionally, data from the first round of walkthroughs and Term 1 grades will be collected, analyzed, and communicated to the staff.</p>	<p>and presented to the staff.</p> <p>Building-based administrators will hold mid-year meetings with all certified staff to review their progress toward the instructional focus area, ensuring alignment with the District and School Improvement Plans.</p> <p>Additionally, data from the second and third rounds of walkthroughs and Semester 1 grades will be collected, analyzed, and communicated to the staff.</p>	<p>high-needs subgroup, will be analyzed and presented to the staff.</p> <p>Building-based administrators will hold end-of-year meetings with all certified staff to review their progress toward their instructional focus and ensure alignment with the District and School Improvement Plans.</p> <p>Additionally, data from the fourth round of walkthroughs and Semester 2 grades will be collected, analyzed, and presented to the staff.</p>
Lagging Indicators	<p>Data from the 2023-24 NWEA, PSAT, and SAT identified students who met benchmarks both overall and within the high-needs subgroup. This information will then be compared to the final marks from the 2023-24 school year.</p>	<p>Data from the 2024-25 NWEA and PSAT identified students who met benchmarks overall and within the high-needs subgroup. This information will then be compared to Semester 1 grades and midyear assessment data from the 2024-25 school year.</p>	<p>Data from the 2024-25 NWEA, PSAT, and SAT identifying students who met benchmarks both overall and within the high-needs subgroup. This information will be compared to Semester 2 grades and final 2024-25 school year assessment data.</p>
Equity Goals and Shared Responsibility	<p>High needs subgroup performance for NWEA, PSAT, and SAT from the 2023-24 school year.</p>	<p>High needs subgroup performance for NWEA, PSAT, and from the 2024-25 school year.</p>	<p>High needs subgroup performance for NWEA, PSAT, and SAT from the 2024-25 school year.</p>

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Fairfield Warde High School's high-needs students face higher rates of chronic absenteeism compared to their non-high-needs peers due to various factors.

School's Goal	To decrease the number of chronically absent students.
SMART Goal	By the Spring of 2024, the chronic absenteeism rate for all Fairfield Warde High School students was 10.4%. The goal is to reduce this rate to 9.4% by Spring 2025.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The high-needs subgroup chronic absenteeism rate will reduce from 17.5% 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	Establishes a supportive school culture by reinforcing positive behaviors and providing targeted interventions for frequently absent students. Identify patterns of absenteeism through data analysis and customize interventions to meet individual student needs, resulting in a more engaged student body.
MOY Results (Expectation/ Reality)	At the end of each term, an attendance review will identify chronically absent students, driving the implementation of Multi-Tiered System of Support (MTSS) protocols. Monthly attendance meetings will be held with House Deans and the administration to review attendance data and trends, ensuring continuous monitoring and timely interventions.

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EOY Results (Expectation/ Reality)	The chronic absenteeism rate will be reduced to 10.8%.
Responsible Individuals	Principal, House Principals, Director of Pupil Services, Coordinator of Special Education, all teachers, all support staff
Timeline	Fall 2024 - Spring 2025
Resources	To address chronic absenteeism, Fairfield Warde High School utilizes various resources, including Infinite Campus for tracking attendance data, the Director of Student Services for overseeing intervention strategies, House Deans for monitoring and supporting student attendance, School Counselors for providing individualized support, and the Counseling Center for offering additional guidance and resources to students and families.
Budget Implications	N/A

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	<p>Staff meetings will be dedicated to reviewing the 2023-2024 attendance data to establish an attendance goal aligned with the District Improvement Plan (DIP), School Improvement Plan (SIP), and the teacher goal-setting process.</p> <p>Clear communication with students, staff, and families regarding the attendance policy and expectations, including available support resources, will</p>	<p>Communication with students, staff, and families regarding the attendance policy and expectations, including available support resources, will be prioritized.</p> <p>Monthly meetings with the Principal, Director of Student Services, and House Deans will review attendance trends and implement necessary interventions.</p> <p>Weekly House Team staffings will identify chronically absent students and devise intervention plans. Additionally, Level 1 referral data will be examined to</p>	<p>Communication with students, staff, and families regarding the attendance policy and expectations, including available support resources, will be prioritized.</p> <p>Final meetings with the Principal, Director of Student Services, and House Deans will review attendance trends and implement necessary interventions.</p>

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	<p>be prioritized. An attendance intervention protocol will be created and implemented to support chronically absent students.</p> <p>Monthly meetings will be held with the Principal, Director of Student Services, and House Deans to review attendance trends and implement necessary interventions. Weekly House Team staffings will be conducted to identify chronically absent students and devise intervention plans.</p> <p>The DESSA will be administered to identify at-risk students and provide targeted support.</p>	<p>determine how many referrals involve chronically absent students, and the DESSA will be administered to identify at-risk students and provide targeted support.</p>	<p>Final House Team staffings will identify chronically absent students and devise intervention plans.</p> <p>Level 1 referral data will be examined to determine how many referrals involve chronically absent students, and the DESSA will be administered to identify at-risk students and provide targeted support.</p>
Leading Indicators	2024-2025 attendance data focusing on the current number of chronically absent students both overall and in the high-needs subgroup.	2024-2025 attendance data focusing on the current number of chronically absent students both overall and in the high-needs subgroup.	2024-2025 attendance data focusing on the current number of chronically absent students both overall and in the high-needs subgroup.
Lagging Indicators	The percentage of students identified as chronically absent has decreased compared to the last school year but has shown an overall increase over the past five years.	The percentage of students identified as chronically absent has decreased compared to the last school year but has shown an overall increase over the past five years.	Final review of attendance data.
Equity Goals	Attendance performance of the	Attendance performance of the	Attendance performance of the

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and Shared Responsibility	high-needs subgroup after Term 1.	high-needs subgroup after Term 2.	high-needs subgroup after Term 4.
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