

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	2025-2026

School's Mission/Vision

Fairfield Warde High School is dedicated to fostering a safe, inclusive, and dynamic learning environment that promotes academic excellence, respect, and integrity. In collaboration with families and the wider community, we are committed to honoring the dignity and worth of every individual. By supporting the diverse needs of our students, we strive to cultivate lifelong learners who are responsible, engaged members of society.

Theory of Action

By adopting an instructional model that fosters student agency, ownership, and visible thinking, supported by high-quality, student-centered instruction and a commitment to a growth mindset, our students will be equipped to demonstrate the skills and attributes defined 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

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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	2024-2025 All/ HNS
School	81% / 55%	72% / 38%	79% / 50%	71.3% / 40%	77% / 55%	77% / 55%

SAT - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/ HNS
School	60% / 32%	52% / 17%	54% / 16%	54% / 24%	46% / 24%	47% / 25%

NGSS - 11

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/ HNS
11th	77% / 54%	59% / 30%	67% / 46%	66% / 48%	68% / 52%	67% / 53%

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PSAT 9

PSAT (9) - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/ HNS
School	71% / 59%	NA / NA	60% / 44%	71% / 24%	58% / 25%	69% / 51%

PSAT (9) - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/ HNS
School	NA / NA	49% / 57%	48% / 47%	48% / 47%	38% / 15%	54% / 28%

PSAT 10

PSAT (10) - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/ HNS
School	67% / 60%	62% / 54%	67% / 55%	76% / 56%	68% / 36%	70% / 40 %

PSAT (10) - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/ HNS
School	72% / 64%	65% / 46%	65% / 69%	52% / 43%	41% / 17%	36% / 19%

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Chronic Absenteeism

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	7.1%	6.9%	11.3%	11.8%	10.8%	14.6%
High Needs	14.4%	10.5%	21.4%	20.5%	17.5%	18.6%

Graduation Rates

Graduation Rates	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
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

At Fairfield Warde High School, we recognize an opportunity to better support our high-needs students, who are currently performing at lower levels on standardized assessments. By increasing their access to rigorous coursework and maintaining high expectations, similar to those set for their non-high-needs peers, we are committed to closing achievement gaps and fostering academic growth for all learners.

School's Goal	To increase Literacy for all students at Fairfield Warde High School
SMART Goal	By the end of the 2025-26 school year, the percentage of grade 11 students meeting benchmarks on the SAT EBRW assessment will increase from 77% to 79%
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 the 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 adopt strategies that empower students to take ownership of their learning and make their thinking visible through purposeful activities. Grade-level tasks will be crafted to promote critical thinking and active participation. Collaborative structures, including regular content team meetings and professional learning communities, will be emphasized to support shared growth. As part of this work, teachers will also implement newly adopted curriculum aligned with state standards
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	and designed to promote deeper learning. Ongoing professional development will center on innovative instructional practices and tools that enhance student engagement and thinking.
MOY Results (Expectation/ Reality)	Performance on midyear assessments, common assessments, and the PSAT 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 by making student thinking visible through a variety of activities. Together, these data points will offer a comprehensive view of student performance and the effectiveness of instructional strategies.
EOY Results (Expectation/ Reality)	End-of-year results from common assessments, the PSAT, and the SAT will be closely analyzed to gauge overall student progress and achievement. Data from classroom walkthroughs and coaching cycles will also be examined to ensure that teaching practices effectively promote student agency and ownership by making student thinking visible through various activities. Together, these data points will provide a comprehensive view of student performance and the effectiveness of instructional strategies.
Responsible Individuals	The end-of-year assessment analysis and the implementation of strategies that promote student agency and ownership, critical thinking, and active participation are a shared responsibility among the Principal, House Principals, Director of Pupil Services, Coordinator of Special Education, teachers, and support staff. The Principal and House Principals will lead the process, ensuring alignment with school goals and overseeing data collection and analysis. The Director of Pupil Services and Coordinator of Special Education will provide targeted support and resources to address the diverse needs of all learners. Teachers will apply instructional strategies in their classrooms, while support staff will contribute by collecting data and supporting students' academic and social-emotional growth. This collaborative approach is designed to strengthen student achievement and improve instructional effectiveness.
Timeline	Fall 2025 - Spring 2026
Resources	Resources such as College Board assessment tools, dedicated professional learning time, building-based professional development, and the support of instructional

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	coaches will be leveraged to strengthen instructional practices. In addition, strategies will be developed to make student thinking visible, enabling more personalized and targeted instruction. Through the integration of these elements, the school seeks to create a more engaging, student-centered learning environment that supports improved student achievement.
Budget Implications	None

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	The building-based professional learning calendar will include both whole-group and department-based sessions. These sessions will focus on implementing and aligning the District Improvement Plan, the School Improvement Plan, and the goal-setting process through effective instructional strategies. This work will be sustained throughout the year during designated Professional Learning Time (PLT). Professional learning provided by the district will be turnkeyed to staff on scheduled days within the professional learning calendar. House Principals will continue to build on the instructional	Building-based, department-based, and PLT-based professional learning will continue to focus on effective instructional strategies that promote student agency, ownership, and visible thinking in the classroom. Staff will be supported in meeting the instructional goal of designing grade-level tasks that emphasize student thinking and authentic engagement. House Principals will implement targeted professional learning that builds upon the foundational work of the past several years. This work will continue to cultivate classroom environments that empower students and make their thinking visible. They will guide and support teachers in developing grade-level tasks aligned to these goals while helping them strengthen their practice in areas	Building-based, department-based, and PLT-based instructional strategies continued to focus on creating classrooms that emphasize student agency, ownership, and visible thinking. Staff were supported in achieving the instructional goal of designing grade-level tasks that highlight student thinking and foster genuine engagement. House Principals led targeted professional learning aligned with the foundational work established over the past several years. They continued to promote classroom environments that support

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	foundations established over the past four years, with an emphasis on creating classrooms that promote student agency, ownership, and visible thinking. The instructional goal is for teachers to design grade-level tasks that foster critical thinking and genuine engagement. Through the goal-setting process, teachers will identify specific areas for focused study and improvement aligned with this theme. Instructional coaches will support staff by facilitating professional learning teams focused on analyzing PSAT, SAT, and other assessment data. They will also lead coaching cycles, model lessons, plan and deliver professional development sessions, analyze data to inform instruction, and collaborate closely with teachers, staff, and both building and district administrators. In addition, collaboration with the Data Assessment Coordinator and instructional coaches will ensure staff receive training and access to the College Board assessment suite. School counselors will	identified through the educator evaluation process. Instructional coaches will support staff by facilitating professional learning teams focused on PSAT, SAT, and other relevant assessment data. They will also lead coaching cycles, plan and deliver professional development sessions, model instructional strategies, analyze data to inform instruction, and collaborate closely with teachers, staff, and both building and district leadership. Furthermore, we administered the PSAT in October 2025 and will administer the SAT in March 2026. Data from these assessments will be carefully reviewed to inform instructional strategies and shape ongoing professional learning efforts.	student agency, ownership, and visible thinking. In doing so, they guided and supported teachers in developing grade-level tasks that promote student thinking and engagement, while also helping staff build capacity in areas identified through the educator evaluation process. Ongoing support was provided to reinforce these instructional goals across content areas. The Instructional Coach supported staff by facilitating professional learning teams focused on PSAT, SAT, and other relevant assessment data. Additionally, the coach conducted coaching cycles, planned and led professional development sessions, modeled effective instructional strategies, analyzed data to inform instruction, and collaborated closely with teachers, high school staff, and both building and district administration.
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	review PSAT and SAT results with students on their caseloads, while members of the special education department will analyze assessment data and instructional resources to support student learning and growth. the students on their caseloads.		
Leading Indicators	PSAT and SAT results for all students, including the high-needs subgroup, will be analyzed and shared with staff to inform instructional planning and support. 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. Additionally, data from the first round of classroom walkthroughs and Term 1 grades will be collected, analyzed, and communicated to staff to support ongoing instructional improvement.	PSAT and SAT results for all students, including the high-needs subgroup, will be analyzed and presented to staff to inform instruction and support student growth. Building-based administrators will hold mid-year meetings with all certified staff to review progress toward their instructional focus areas, ensuring alignment with the District and School Improvement Plans. Additionally, information from recent rounds of classroom walkthroughs and Semester 1 grades will be collected, analyzed, and shared with staff to guide ongoing instructional improvement.	PSAT and SAT results for all students, including the high-needs subgroup, will be analyzed and presented to staff to inform instructional planning and student support. 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. Additionally, information from the most recent round of classroom walkthroughs and Semester 2 grades will be collected, analyzed, and shared with staff to support reflection and continuous improvement.

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Lagging Indicators	Assessment results from the PSAT and SAT have identified students who met benchmarks, both overall and within the high-needs subgroup. This information will be compared to final course grades and other end-of-year assessment data to evaluate progress.	PSAT results have been used to identify students who met benchmarks during the first half of the year. These findings will be compared to Semester 1 grades and midyear assessments to help guide instructional adjustments.	End-of-year PSAT and SAT data will continue to inform analysis of student performance, with comparisons made to Semester 2 grades and other year-end assessment measures to assess growth and instructional effectiveness..
Equity Goals and Shared Responsibility	High-needs subgroup performance on the PSAT and SAT will be analyzed to identify trends and areas for growth.	Performance data for the high-needs subgroup on the PSAT will be reviewed to inform instructional planning and support.	High-needs subgroup results on the PSAT and SAT will continue to guide efforts to close achievement gaps and enhance student outcomes.

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SMART Goal 2

Root Cause Analysis - Based on School Performance

At Fairfield Warde High School, we recognize an opportunity to better support our high-needs students, who are currently performing at lower levels on standardized assessments. By increasing their access to rigorous coursework and maintaining high expectations, similar to those set for their non-high-needs peers, we are committed to closing achievement gaps and fostering academic growth for all learners.

School's Goal	To Increase Numeracy for all students at FWHS.
SMART Goal	By the end of the 2025-26 school year, the percentage of grade 11 students meeting benchmarks on the SAT Math assessment will increase from 47% 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 2026.
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 adopt strategies that empower students to take ownership of their learning and make their thinking visible through purposeful activities. Grade-level tasks will be crafted to promote critical thinking and active participation. Collaborative structures, including regular content team meetings and professional learning communities, will be emphasized to support shared growth. As part of this work, teachers will also implement newly adopted curriculum aligned with state standards and designed to promote deeper learning. Ongoing professional development will
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	center on innovative instructional practices and tools that enhance student engagement and thinking.
MOY Results (Expectation/ Reality)	Performance on midyear assessments, common assessments, and the PSAT 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 by making student thinking visible through a variety of activities. Together, these data points will offer a comprehensive view of student performance and the effectiveness of instructional strategies.
EOY Results (Expectation/ Reality)	End-of-year results from common assessments, the PSAT, and the SAT will be closely analyzed to gauge overall student progress and achievement. Data from classroom walkthroughs and coaching cycles will also be examined to ensure that teaching practices effectively promote student agency and ownership by making student thinking visible through various activities. Together, these data points will provide a comprehensive view of student performance and the effectiveness of instructional strategies.
Responsible Individuals	The end-of-year assessment analysis and the implementation of strategies that promote student agency and ownership, critical thinking, and active participation are a shared responsibility among the Principal, House Principals, Director of Pupil Services, Coordinator of Special Education, teachers, and support staff. The Principal and House Principals will lead the process, ensuring alignment with school goals and overseeing data collection and analysis. The Director of Pupil Services and Coordinator of Special Education will provide targeted support and resources to address the diverse needs of all learners. Teachers will apply instructional strategies in their classrooms, while support staff will contribute by collecting data and supporting students' academic and social-emotional growth. This collaborative approach is designed to strengthen student achievement and improve instructional effectiveness.
Timeline	Fall 2025 - Spring 2026
Resources	Resources such as College Board assessment tools, dedicated professional learning time, building-based professional development, and the support of instructional coaches will be leveraged to strengthen instructional practices. In addition, strategies

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	will be developed to make student thinking visible, enabling more personalized and targeted instruction. Through the integration of these elements, the school seeks to create a more engaging, student-centered learning environment that supports improved student achievement.
Budget Implications	None

Goal 2 - Implementation and Milestones

Implementation Milestones	The building-based professional learning calendar will include both whole-group and department-based sessions. These sessions will focus on implementing and aligning the District Improvement Plan, the School Improvement Plan, and the goal-setting process through effective instructional strategies. This work will be sustained throughout the year during designated Professional Learning Time (PLT). Professional learning provided by the district will be turnkeyed to staff on scheduled days within the professional learning calendar. House Principals will continue to build on the instructional foundations established over the	Building-based, department-based, and PLT-based professional learning will continue to focus on effective instructional strategies that promote student agency, ownership, and visible thinking in the classroom. Staff will be supported in meeting the instructional goal of designing grade-level tasks that emphasize student thinking and authentic engagement. House Principals will implement targeted professional learning that builds upon the foundational work of the past several years. This work will continue to cultivate classroom environments that empower students and make their thinking visible. They will guide and support teachers in developing grade-level tasks aligned to these goals while helping them strengthen their practice in areas identified through the educator	Building-based, department-based, and PLT-based instructional strategies continued to focus on creating classrooms that emphasize student agency, ownership, and visible thinking. Staff were supported in achieving the instructional goal of designing grade-level tasks that highlight student thinking and foster genuine engagement. House Principals led targeted professional learning aligned with the foundational work established over the past several years. They continued to promote classroom environments that support
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	past four years, with an emphasis on creating classrooms that promote student agency, ownership, and visible thinking. The instructional goal is for teachers to design grade-level tasks that foster critical thinking and genuine engagement. Through the goal-setting process, teachers will identify specific areas for focused study and improvement aligned with this theme. Instructional coaches will support staff by facilitating professional learning teams focused on analyzing PSAT, SAT, and other assessment data. They will also lead coaching cycles, model lessons, plan and deliver professional development sessions, analyze data to inform instruction, and collaborate closely with teachers, staff, and both building and district administrators. In addition, collaboration with the Data Assessment Coordinator and instructional coaches will ensure staff receive training and access to the College Board assessment suite. School counselors will review PSAT and SAT results with	evaluation process. Instructional coaches will support staff by facilitating professional learning teams focused on PSAT, SAT, and other relevant assessment data. They will also lead coaching cycles, plan and deliver professional development sessions, model instructional strategies, analyze data to inform instruction, and collaborate closely with teachers, staff, and both building and district leadership. Furthermore, we administered the PSAT in October 2025 and will administer the SAT in March 2026. Data from these assessments will be carefully reviewed to inform instructional strategies and shape ongoing professional learning efforts.	student agency, ownership, and visible thinking. In doing so, they guided and supported teachers in developing grade-level tasks that promote student thinking and engagement, while also helping staff build capacity in areas identified through the educator evaluation process. Ongoing support was provided to reinforce these instructional goals across content areas. The Instructional Coach supported staff by facilitating professional learning teams focused on PSAT, SAT, and other relevant assessment data. Additionally, the coach conducted coaching cycles, planned and led professional development sessions, modeled effective instructional strategies, analyzed data to inform instruction, and collaborated closely with teachers, high school staff, and both building and district administration.
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	students on their caseloads, while members of the special education department will analyze assessment data and instructional resources to support student learning and growth. the students on their caseloads.		
Leading Indicators	PSAT and SAT results for all students, including the high-needs subgroup, will be analyzed and shared with staff to inform instructional planning and support. 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. Additionally, data from the first round of classroom walkthroughs and Term 1 grades will be collected, analyzed, and communicated to staff to support ongoing instructional improvement.	PSAT and SAT results for all students, including the high-needs subgroup, will be analyzed and presented to staff to inform instruction and support student growth. Building-based administrators will hold mid-year meetings with all certified staff to review progress toward their instructional focus areas, ensuring alignment with the District and School Improvement Plans. Additionally, information from recent rounds of classroom walkthroughs and Semester 1 grades will be collected, analyzed, and shared with staff to guide ongoing instructional improvement.	PSAT and SAT results for all students, including the high-needs subgroup, will be analyzed and presented to staff to inform instructional planning and student support. 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. Additionally, information from the most recent round of classroom walkthroughs and Semester 2 grades will be collected, analyzed, and shared with staff to support reflection and continuous improvement.
Lagging	Assessment results from the	PSAT results have been used to identify	End-of-year PSAT and SAT

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Indicators	PSAT and SAT have identified students who met benchmarks, both overall and within the high-needs subgroup. This information will be compared to final course grades and other end-of-year assessment data to evaluate progress.	students who met benchmarks during the first half of the year. These findings will be compared to Semester 1 grades and midyear assessments to help guide instructional adjustments.	data will continue to inform analysis of student performance, with comparisons made to Semester 2 grades and other year-end assessment measures to assess growth and instructional effectiveness..
Equity Goals and Shared Responsibility	High-needs subgroup performance on the PSAT and SAT will be analyzed to identify trends and areas for growth.	Performance data for the high-needs subgroup on the PSAT will be reviewed to inform instructional planning and support.	High-needs subgroup results on the PSAT and SAT will continue to guide efforts to close achievement gaps and enhance student outcomes.

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Fairfield Warde High School continues to address chronic absenteeism, which affects students across the entire school community. While it is more prevalent among high-needs students, it remains a challenge for all student groups and is influenced by a variety of factors.

School's Goal	To decrease the number of chronically absent students.
SMART Goal	By the Spring of 2025, the chronic absenteeism rate for all Fairfield Warde High School students was 14.6%. The goal is to reduce this rate to 10.6% by Spring 2026.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The high-needs subgroup's chronic absenteeism rate will reduce from 18.6% to 15.6%.
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	The House Attendance Teams will include the House Principal, Dean, School Counselors, Social Worker, and the Director of Student Services. These teams will review attendance data weekly and address concerns through targeted interventions such as family contact, meetings, and warnings of potential loss of credit. This collaborative approach aims to establish a supportive school culture by providing individualized interventions for students with frequent absences. By identifying patterns of absenteeism and responding proactively, we strive to foster greater student engagement and improve attendance school-wide.
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MOY Results (Expectation/ Reality)	At the end of each term, an attendance review will be conducted to identify chronically absent students and guide the implementation of Multi-Tiered System of Support (MTSS) protocols. Weekly, House Attendance Teams, comprising the House Principal, Dean, School Counselors, Social Worker, and Director of Student Services, will review attendance data and implement targeted interventions, such as family outreach, scheduled meetings, and warnings regarding potential loss of credit. An attendance appeal process will also be in place for students at risk of losing credit due to excessive absences. A committee comprising House Team members and staff will conduct these appeal meetings during the midterm exam period to review individual cases and determine appropriate outcomes.
EOY Results (Expectation/ Reality)	The chronic absenteeism rate is expected to decrease to 10.8%.
Responsible Individuals	Principal, House Principals, Director of Pupil Services, Coordinator of Special Education, House Deans, all teachers, all support staff
Timeline	Fall 2025 - Spring 2026
Resources	To address chronic absenteeism, Fairfield Warde High School takes a collaborative, team-based approach. House Attendance Teams, comprising the House Principal, Dean, School Counselors, Social Worker, and Director of Student Services, meet weekly to review attendance data and implement targeted interventions. The school utilizes Infinite Campus and the district's data dashboard to monitor attendance patterns and identify students who require support. The Director of Student Services oversees intervention strategies, House Deans provide direct support and follow-up, and School Counselors offer individualized guidance. The Counseling Center further assists students and families by connecting them with resources to promote consistent attendance.
Budget Implications	N/A

Goal 3 - Implementation and Milestones

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	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	To address chronic absenteeism, Fairfield Warde High School employs a coordinated, school-wide approach focused on early intervention, clear communication, and consistent monitoring. Attendance data is regularly reviewed using Infinite Campus and the district's data dashboard to identify students who may require support. House Attendance Teams, comprised of the House Principal, Dean, School Counselors, Social Worker, and Director of Student Services, meet weekly to analyze data and implement targeted strategies, such as family outreach, student meetings, and loss-of-credit warnings. These teams also participate in weekly staffings to discuss specific cases and develop individualized intervention plans. An attendance intervention protocol will be implemented to ensure consistent support for chronically absent students. Communication with students, families, and staff about	House Attendance Teams, comprised of the House Principal, Dean, School Counselors, Social Worker, and Director of Student Services, will continue to meet weekly to analyze data and implement targeted strategies, such as family outreach, student meetings, and loss-of-credit warnings. These teams also participate in weekly staffings to discuss specific cases and develop individualized intervention plans. During the midterm exam period, an Attendance Appeal Board, comprised of the corresponding House Team and additional staff, will convene to hear appeals from students with excessive absences in the first semester. The board will review each case and render a decision on whether credit will remain lost or be conditionally restored based on specific expectations moving forward.	During the final exam period, an Attendance Appeal Board, composed of the corresponding House Team and selected staff members, will meet to review appeals from students who lost credit in the first semester due to excessive absences. The board will evaluate each case individually and determine whether credit will remain forfeited or be conditionally restored, based on clearly defined expectations and future attendance commitments. For students who do not regain credit, the board will work with them to develop a plan for the following school year to address credit recovery and improve attendance.

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	attendance expectations and available resources will remain a priority.		
Leading Indicators	2025-2026 attendance data focusing on the current number of chronically absent students, both overall and in the high-needs subgroup.	2025-2026 attendance data focusing on the current number of chronically absent students, both overall and in the high-needs subgroup.	2025-2026 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 increased compared to the last school year.	The percentage of students identified as chronically absent has increased compared to the last school year.	Final review of attendance data.
Equity Goals and Shared Responsibility	Attendance performance of the high-needs subgroup after Term 1.	Attendance performance of the high-needs subgroup after Term 2.	Attendance performance of the high-needs subgroup after Term 4.