

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	2026-2027

School's Mission/Vision

Fairfield Warde High School empowers all students to think critically, communicate effectively, and contribute meaningfully to their community through rigorous, engaging, and equitable learning experiences. Through high expectations, meaningful relationships, and engaging instruction, we prepare students to become lifelong learners, responsible citizens, and productive members of an ever-changing world.

Theory of Action

If teachers consistently design standards-aligned, cognitively engaging learning experiences that build on students' prior knowledge, provide appropriate scaffolds, and utilize assessment practices to monitor student progress, then all students will demonstrate increased achievement and college and career readiness.

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

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Name	Position	Name	Position
Steve Fekete	Townsend House Principal	Katie Lynn	Pequot House Principal

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	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	81% / 55%	72% / 38%	79% / 50%	71.3% / 40%	77% / 55%	70% / 53%

SAT - Math Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	60% / 32%	52% / 17%	54% / 16%	54% / 24%	46% / 24%	43% / 23%

NGSS - 11

NGSS % Proficient	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
11th	77% / 54%	59% / 30%	67% / 46%	66% / 48%	68% / 52%	67/50

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PSAT 9

PSAT (9) - ELA Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	71% / 59%	NA / NA	60% / 44%	71% / 24%	58% / 25%	72.% / 45.70%

PSAT (9) - Math Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	NA / NA	49% / 57%	48% / 47%	48% / 47%	38% / 15%	55% / 27.60%

PSAT 10

PSAT (10) - ELA Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	67% / 60%	62% / 54%	67% / 55%	76% / 56%	68% / 36%	74% / 47.10%

PSAT (10) - Math Growth %	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All/ HNS	2023-2024 All/ HNS	2024-2025 All/HNS	2025-2026 All / HNS
School	72% / 64%	65% / 46%	65% / 69%	52% / 43%	41% / 17%	48% / 20.20%

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Chronic Absenteeism

Attendance Chronic Abs.	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
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	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	97.6%	98.6%	97%	95%	96%	96%
High Needs	98.2%	96.7%	91%	86.5%	87%	89%

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SMART Goal 1

Root Cause Analysis - Based on School Performance

While Fairfield Warde High School continues to perform above state averages on the SAT Evidence-Based Reading and Writing assessment, performance gaps remain among student subgroups. Analysis of SAT, PSAT, and classroom assessment data indicates a need for greater emphasis on discipline-specific literacy, rigorous grade-level tasks, and instructional practices that promote critical thinking, reading comprehension, and written communication across all content areas.

The current Grade 10 cohort demonstrated growth from:

Grade 9 PSAT EBRW Benchmark: 69%

Grade 10 PSAT EBRW Benchmark: 74%

Continued implementation of curriculum revisions and strategic use of assessment data will support improved literacy outcomes for all students.

School's Goal	Increase literacy achievement and college and career readiness for all students.
SMART Goal	By Spring 2027, the percentage of Grade 11 students meeting the SAT Evidence-Based Reading and Writing benchmark will increase from 74% (Grade 10 PSAT benchmark) to 78%.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The high-needs subgroup will achieve 55% proficiency as measured by the Spring SAT EBRW.
District Improvement Plan Connection	Fairfield Warde High School will strengthen literacy achievement and college and career readiness by ensuring all students have access to rigorous, standards-aligned learning experiences that emphasize disciplinary literacy, authentic learning tasks, and cognitive engagement.

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	• Implement discipline-specific reading and writing strategies. • Integrate SAT-style questions and literacy tasks. • Utilize common assessments and calibration practices. • Design cognitively engaging instructional tasks. • Analyze PSAT, SAT, and common assessment data to inform instruction.
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 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.

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Timeline	Fall 2026 - Spring 2027
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 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	Building-based professional learning will focus on Domain 2: Planning for Active Learning, including standards-aligned instruction, building on students' prior knowledge, cognitive engagement, and assessment practices. Departments will review PSAT, SAT, and common assessment data and establish instructional priorities. The English Department will continue implementing common assessments, powerful learning tasks, discipline-specific literacy strategies, and the intentional use of SAT question stems. Teachers will establish professional goals	Professional Learning Teams and departments will continue implementing instructional task design tools and common assessments. Departments will collaboratively analyze student work and assessment data to identify students requiring intervention and enrichment. Classroom walkthroughs will focus on evidence of cognitive engagement, rigorous grade-level tasks, and disciplinary literacy practices. Teachers will continue integrating SAT-style questions and authentic learning experiences into instructional units.	Departments and PLTs will analyze SAT, PSAT, and common assessment results to evaluate the effectiveness of instructional practices and interventions. Teachers and administrators will reflect on curriculum implementation and determine priorities for the 2027-2028 school year. Instructional practices and student achievement data will be reviewed to ensure continued access to rigorous and equitable learning experiences for all students.

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	aligned to the District and School Improvement Plans.		
Leading Indicators	Professional learning plans and educator goals are aligned to Domain 2. Baseline PSAT, SAT, and common assessment data are analyzed and shared with staff. Initial classroom walkthrough data indicate implementation of instructional task design strategies and cognitively engaging learning experiences.	Common assessment data, Semester 1 grades, and classroom walkthrough data demonstrate increased implementation of disciplinary literacy practices, standards-aligned instruction, and cognitively engaging tasks. Student work and formative assessments indicate progress toward literacy goals.	End-of-year common assessment data, classroom walkthrough data, and student work demonstrate increased student engagement, critical thinking, and implementation of high-quality instructional practices.
Lagging Indicators	Baseline PSAT and SAT data establish performance targets and identify students requiring support and enrichment.	Midyear common assessment data and PSAT results demonstrate progress toward benchmark attainment and inform instructional adjustments.	SAT EBRW results, end-of-year common assessments, and final course grades demonstrate progress toward the school's literacy goal and identify future instructional priorities.
Equity Goals and Shared Responsibility	Building administrators, department leaders, counselors, special education staff, and teachers analyze subgroup performance data to identify achievement gaps and establish intervention plans.	Professional Learning Teams monitor the performance of high-needs students and implement targeted supports, interventions, and enrichment opportunities. Staff collaborate to ensure all students have access to rigorous, grade-level learning experiences and appropriate scaffolds.	End-of-year data are analyzed to determine the effectiveness of interventions and progress toward closing achievement gaps. Staff collaboratively identify next steps to improve equitable outcomes and support continued student growth.

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SMART Goal 2

Root Cause Analysis - Based on School Performance

Although Fairfield Warde High School continues to perform above state averages in mathematics achievement, SAT Math performance remains below desired levels and significant achievement gaps persist among student groups. Analysis of student performance data indicates a need for greater instructional consistency, increased emphasis on conceptual understanding and problem-solving, and stronger alignment between curriculum, classroom assessments, and SAT expectations.

The current Grade 10 cohort demonstrated the following performance trends:

- Grade 9 PSAT Math Benchmark: **54%**
- Grade 10 PSAT Math Benchmark: **48%**

This decline highlights the need to strengthen Tier I instruction and ensure successful implementation of the revised Algebra-Geometry-Algebra II curriculum and instructional resources.

The Mathematics Department has adopted new instructional materials, revised curriculum documents, developed implementation guides, and redesigned common assessments to better align instruction with state standards and SAT expectations. Continued implementation of these initiatives is expected to improve student outcomes and increase college and career readiness.

School's Goal	Increase mathematics achievement and college and career readiness for all students.
SMART Goal	By Spring 2027, the percentage of Grade 11 students meeting the SAT Mathematics benchmark will increase from 48% (Grade 10 PSAT benchmark) to 50%.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The percentage of Grade 11 students meeting the SAT Mathematics benchmark will increase from 48% to 50%. The percentage of high-needs students meeting the SAT Mathematics benchmark will increase from 25% to 30%. Common assessment and course performance data will demonstrate increased student proficiency and improved access to rigorous mathematics instruction for all students.

District Improvement Plan Connection	Fairfield Warde High School will improve mathematical achievement and college and career readiness by implementing high-quality instructional materials, providing equitable access to rigorous mathematics pathways, and strengthening Tier I instruction through data-informed decision making. The school will: • implement the revised Algebra-Geometry-Algebra II curriculum and new instructional resources; • provide additional opportunities for intervention and acceleration through newly developed course pathways; • utilize implementation guides and common assessments to ensure instructional consistency; • analyze student data to provide targeted support and enrichment opportunities; and • align instruction with college and career readiness expectations, including the SAT and future coursework.
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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 the revised Algebra-Geometry-Algebra II curriculum and utilize implementation guides that emphasize conceptual understanding, mathematical reasoning, and real-world problem solving. Teachers will use high-quality instructional strategies, common assessments, and student performance data to provide targeted intervention and enrichment opportunities and ensure all students have access to rigorous grade-level learning experiences.
MOY Results (Expectation/ Reality)	By January 2027: • Teachers will work to implement the revised curriculum and instructional

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	resources. • Common assessment data and Semester 1 performance data will demonstrate increased student proficiency and progress toward benchmark attainment. • Classroom walkthroughs will provide evidence of rigorous instructional tasks, student engagement, and effective Tier I instructional practices. • Professional Learning Teams will use assessment data to identify students requiring intervention and enrichment and adjust instruction accordingly.
EOY Results (Expectation/ Reality)	By June 2027: • SAT and common assessment data will demonstrate increased student proficiency and progress toward the school's mathematics goal. • Departments will evaluate the effectiveness of curriculum implementation, instructional strategies, and intervention supports. • Student achievement data will inform instructional priorities and curriculum revisions for the 2027-2028 school year.
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 2026 - Spring 2027
Resources	College Board Assessment Suite, Revised Algebra-Geometry-Algebra II Curriculum, New Mathematics Instructional Resources and Textbooks, Implementation Guides Common Assessments, Grade 8 Smarter Balanced Data, PSAT and SAT Data, Professional Learning Team Time

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	Professional Learning Opportunities District Curriculum Documents
Budget Implications	None

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Building-based professional learning will focus on high-quality Tier I instructional practices that promote mathematical reasoning, problem-solving, and conceptual understanding. The Mathematics Department will implement the revised Algebra-Geometry-Algebra II curriculum, new instructional resources, and implementation guides. Staff will review Grade 8 Smarter Balanced, PSAT, SAT, and common assessment data to establish instructional priorities and identify students requiring support and enrichment.	Professional Learning Teams and department teams will continue implementing the new curriculum, instructional resources, and common assessments. Teachers will analyze student work and assessment data to monitor progress and adjust instruction. The department will continue developing implementation guides and instructional tasks that align with SAT expectations and promote student engagement and mathematical discourse.	Departments and PLTs will analyze SAT, PSAT, and common assessment results to evaluate the effectiveness of curriculum implementation and instructional practices. Staff will reflect on student performance data and identify areas for continued growth and refinement of curriculum resources and instructional strategies for the 2027-2028 school year.
Leading Indicators	Professional learning plans and educator goals are aligned to Tier I instructional practices and curriculum implementation.	Common assessment data, Semester 1 grades, and classroom walkthrough data demonstrate increased implementation of rigorous instructional tasks,	End-of-year common assessment data, classroom walkthrough data, and student work demonstrate increased

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	Baseline assessment data are analyzed and instructional priorities are established. Initial walkthrough data indicate implementation of high-quality instructional strategies and mathematical discourse.	conceptual understanding, and student engagement in mathematical reasoning. Student work and formative assessments indicate progress toward mathematics goals.	student proficiency, engagement, and implementation of high-quality mathematics instruction.
Lagging Indicators	Baseline PSAT and SAT data establish performance targets and identify students requiring intervention and enrichment.	Midyear common assessment data and PSAT results demonstrate progress toward benchmark attainment and inform instructional adjustments.	SAT Math results, end-of-year common assessments, and final course grades demonstrate progress toward the school's mathematics goal and identify future instructional priorities.
Equity Goals and Shared Responsibility	Building administrators, department leaders, counselors, special education staff, and teachers analyze subgroup performance data and establish intervention plans for students requiring additional support.	Professional Learning Teams monitor the progress of high-needs students and implement targeted interventions and enrichment opportunities. Staff collaborate to ensure all students have access to rigorous mathematics instruction and appropriate supports.	End-of-year data are analyzed to determine the effectiveness of interventions and progress toward closing achievement gaps. Staff collaboratively identify next steps to improve equitable outcomes and support continued student growth.

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SMART Goal 3

Root Cause Analysis - Based on School Performance

Although Fairfield Warde High School significantly reduced chronic absenteeism from 193 students in June 2025 to 144 students in June 2026, representing a reduction of 49 students, or 25.4%, attendance continues to impact student achievement and access to rigorous instruction.

The school's chronic absenteeism rate also decreased from 14.6% during the 2025-2026 school year to 11.6% during the 2026-2027 school year.

Analysis of attendance data indicates that barriers such as anxiety, social-emotional concerns, disengagement from school, and inconsistent attendance habits continue to affect some students. While the significant reduction in chronic absenteeism demonstrates that the school's attendance initiatives are having a positive impact, continued implementation of proactive attendance monitoring, targeted interventions, and family engagement strategies will be necessary to sustain and accelerate this improvement.

School's Goal	Improve student attendance and increase student engagement by reducing chronic absenteeism and strengthening student connectedness to school.
SMART Goal	By June 2027, Fairfield Warde High School will reduce the percentage of students identified as chronically absent from 11.6% to 9.5%.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	• The percentage of students identified as chronically absent will decrease from 11.6% to 9.5% by June 2027. • The number of students identified as chronically absent will decrease below the 144 students identified in June 2026. • The percentage of chronically absent students within identified high-needs groups will decrease through targeted interventions, individualized attendance plans, and increased family engagement.
District Improvement Plan Connection	Fairfield Warde High School is committed to fostering a safe, inclusive, and engaging learning environment that promotes student connectedness, belonging, and academic

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	success. Recognizing the strong relationship between attendance and achievement, the school will continue to implement proactive systems and interventions that reduce barriers to attendance and ensure students remain connected to school and engaged in learning. The reduction in chronic absenteeism during the 2025-2026 school year demonstrates the positive impact of the school's attendance initiatives and establishes a strong foundation for continued progress during the 2026-2027 school year.
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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	Fairfield Warde High School will implement a multi-tiered attendance intervention system that includes: • Early identification of students approaching chronic absenteeism; • Monthly attendance monitoring and data review; • Student support meetings and individualized attendance improvement plans; • Increased communication and partnership with families; • Counseling and social-emotional supports; • Collaboration among administrators, counselors, deans, teachers, and support staff; and • Opportunities to strengthen student connectedness and engagement in the school community.
MOY Results (Expectation/ Reality)	By January 2027, Fairfield Warde High School will reduce the percentage of students identified as chronically absent from 11.6% to 10.5% or lower. Attendance teams will review attendance data monthly, monitor intervention plans, and adjust supports based on individual student needs and attendance trends.
EOY Results (Expectation/ Reality)	By June 2027, Fairfield Warde High School will achieve a chronic absenteeism rate of 9.5% or lower and reduce the number of chronically absent students below the 144

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	students identified in June 2026. End-of-year attendance data will demonstrate improved student engagement and increased access to learning opportunities while helping identify priorities for continued improvement during the 2027-2028 school year.
Responsible Individuals	Principal, House Principals, Director of Pupil Services, Coordinator of Special Education, House Deans, all teachers, all support staff
Timeline	Fall 2026 - Spring 2027
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	None

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Attendance teams will review chronic absenteeism data and identify students requiring intervention and support. School counselors, deans, social workers, and administrators will establish	Attendance teams will meet regularly to review attendance trends and monitor the effectiveness of interventions. Student support meetings, counseling services, and family outreach efforts will continue throughout the year. Staff will	Attendance data and intervention outcomes will be reviewed to determine the effectiveness of supports and identify priorities for the 2027-2028 school year. The

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	attendance monitoring procedures and individualized support plans for at-risk students. Family outreach and communication regarding attendance expectations and available supports will begin at the start of the school year.	implement targeted interventions for students approaching chronic absenteeism and work collaboratively to remove barriers to attendance and improve student engagement and connectedness.	school will evaluate the impact of attendance initiatives and continue to strengthen systems that promote student engagement, connectedness, and regular attendance.
Leading Indicators	Attendance reports identify students approaching chronic absenteeism. Family communication logs, student support meetings, and attendance intervention plans are established and monitored.	Midyear attendance reports demonstrate a reduction in the number of students approaching chronic absenteeism. Student participation in interventions and family engagement efforts increase.	End-of-year attendance data demonstrate improved student engagement and reduced chronic absenteeism rates.
Lagging Indicators	Baseline attendance data establish performance targets and identify students requiring intervention and support.	Midyear attendance data demonstrate progress toward the school goal and inform adjustments to intervention strategies.	End-of-year chronic absenteeism rates demonstrate progress toward reducing chronic absenteeism from 11.6% to 9.5% and inform future attendance initiatives.
Equity Goals and Shared Responsibility	Building administrators, counselors, social workers, deans, and teachers collaborate to identify students and student groups disproportionately impacted by chronic absenteeism and establish intervention plans.	Student support teams monitor attendance data and implement targeted interventions for high-needs students and students experiencing barriers to regular attendance. Staff work collaboratively with families and community resources to improve student engagement and connectedness.	End-of-year attendance data are analyzed to evaluate the effectiveness of interventions and progress toward reducing attendance disparities among student groups. Staff identify next steps to improve equitable outcomes and ensure all students have access to meaningful learning opportunities.

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