

Fairfield Public Schools – School Improvement Plan

School Information

School's Name Walter Fitzgerald Campus	High School	School District	Fairfield Public Schools
Principal's Name Dr. Karen Baldwin		School Year	2026-2027

School's Mission/Vision

The Walter Fitzgerald Campus School community is committed to ensuring that all of our students meet our common academic, civic, and social 21st century expectations. In this pursuit, we believe our environment fosters:

- **Wisdom** in decision-making and academics,
- **Fortitude** in overcoming challenges, and
- **Character** in actions and relationships.
 Together, we prepare students for a successful future in school, work, and life."

Theory of Action

Chronic absenteeism theory of action

If we establish proactive and personalized outreach systems (e.g., daily check-ins, daily phone calls, scheduled letters, empathy interviews, LEAP training home visits, parent education, positive acknowledgement of improvement), and if we make school feel safe, welcoming, and purposeful, then students' sense of belonging will increase as they will feel more seen, valued, and motivated to attend school consistently.

Fairfield Public Schools – School Improvement Plan

Student engagement theory of action

If we co-create learning experiences that are relevant, hands-on, and aligned with student interests and future goals, and if we embed grade-level content, clear academic structures, and routines that promote self-advocacy and monitoring, then students will be more motivated to participate actively, take ownership of their learning, and build habits of independence.

Parent Engagement theory of action

If we develop consistent communication practices with parents regarding student performance, and implement structured opportunities for parent involvement including in-person programs and activities, and utilize digital communication tools to keep parents informed, then we will empower families to actively support their children's education, leading to improved student outcomes such as increased attendance, better academic performance, and a more cohesive school community.

Teaching and Learning theory of action

If we implement teaching and learning pedagogy that is responsive to the individual needs of our students, using curriculum content and assessment tasks that are rigorous, relevant, and standards-based, then our students will excel as critical thinkers and creative innovators and be better positioned for success in college and career.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Dr. Karen Baldwin	Principal		
Ingrid Baron	Special Education teacher		
Ben Neumann	Special Education teacher		
Nancy Oporto-Brown	School Social Worker		
Laura O'Shaughnessy	English teacher		

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	11.11%	16.67%	22.22%	40.%/ 40%	37.5% / 28.6%	

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	0%	11.1%	10%	0%	0%	

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					17.6%	50%

Fairfield Public Schools – School Improvement Plan

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						

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						

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						

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						

Fairfield Public Schools – School Improvement Plan

Chronic Absenteeism

Attendance Chronic Abs.	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students			79.1	72.5	63.5	52.4
High Needs			79.5	70.8	65.3	52.5

Graduation Rates

Graduation Rates	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students					56,25%	52.3%
High Needs					18.75%	52.3%

SMART Goal 1

Root Cause Analysis - Based on School Performance

During the 2025-26 school year 52.4% of all WFC students were chronically absent, and the same percentage of “High Needs” students were chronically absent.

School’s Goal	Increase WFC student attendance rates through implementation of Learner Engagement and Parent Education grant program (pending- submitted to CSDE 7/8/26) tiered interventions as outlined in FPS multi-tiered system of supports staff handbook, incentives for daily attendance, and strengthened strategies to promote student engagement and sense of belonging.
SMART Goal	By June 2027, the WFC student attendance rates will improve and student chronic absenteeism will be reduced by 12.5%.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Quarterly analysis of student attendance rates will demonstrate trend data of reduced rates of chronic absenteeism for all WFC students inclusive of students who are “High Needs”.
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027.

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	Combat chronic absenteeism through LEAP home visiting strategy (pending CSDE grant approval) and cultivating a culture of student attendance.
MOY Results (Expectation/ Reality)	Rates of chronic absenteeism for all WFC students will decrease by 5% from BOY to MOY.

Fairfield Public Schools – School Improvement Plan

EOY Results (Expectation/ Reality)	The EOY Chronic Absenteeism rate will be decreased by 12.5% from BOY rates.
Responsible Individuals	General education teachers, school counselor, social workers, special educators, restorative practices facilitator, and school administrator.
Timeline	September 2026-June 2027
Resources	WFC “Kid Talk” Team, CSDE (pending grant approval), FPS MTSS Staff Handbook tiered interventions, WayFinder SEL curriculum, ParentSquare digital communication platforms
Budget Implications	Challenges if LEAP grant and home visitation opportunities are not funded.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Opening of School faculty meeting review of SIP Plan Review of School Climate survey data 30 Day Attendance Challenge Review Chronic Absenteeism data Overview of LEAP Grant application and pending approval and training PD on Attendance Interventions by Tier	Ongoing data review by Attendance Team and monitoring of intervention and incentive strategies Check-ins and morning circles % of students meeting 1st 30 day challenge (10-15-26) Monitoring of Student/Parent/Family meetings for Attendance Regular quarterly celebrations of growth and improvement Examine, monitor and celebrate growth in attendance rates	- Data analysis of chronic absenteeism rates for all students and students identified as “High Needs”.

Fairfield Public Schools – School Improvement Plan



	Develop Activity period schedule in 4 period block to provide high-interest activities for students. Enhance Pathways to Career program to connect students toward their future. Regular planned celebrations of growth and improvement Welcome Back Parent breakfast 9/2/26 Overview of upcoming PD in MTSS and interventions	Implementation of activity period and data collection on student attendance during activity period days. Implementation of MTSS SEL interventions for behavior (attendance) and parent education programs of the same	
Leading Indicators	Fidelity of Implementation of attendance interventions by Tier Chronic Absenteeism data Average Daily Attendance	Chronic absenteeism data Average Daily Attendance Intervention data Incentives data Celebration data	District Chronic Absenteeism data WFC Intervention and Incentives data (1st 30 days of school challenge)
Lagging Indicators	N/A	N/A	Chronic Absenteeism data Graduate rates Credit appeals data Student “on-track” performance data

Fairfield Public Schools – School Improvement Plan



Equity Goals and Shared Responsibility	Subgroup of High Needs students Subgroup of students with disabilities	Subgroup of High Needs students Subgroup of students with disabilities	Subgroup of High Needs students Subgroup of students with disabilities
---	--	---	---

Fairfield Public Schools – School Improvement Plan

SMART Goal 2

Root Cause Analysis - Based on School Performance

The FPS District leadership team has engaged in professional learning around implementing high quality instruction in every classroom. Throughout the 2024-2026 school years, WFC dedicated every other faculty meeting to learning elements of HQI including challenging tasks, high expectations, teacher as warm demander, grade level standards, and classroom environment. HQI requires teachers to utilize evidence of student learning, promote diverse perspectives, ensure equal access for all students, and to reflect and engage in professional growth. High quality instruction also provides students with opportunities to engage cognitively, reflect, problem-solve, communicate, and collaborate. The WFC School Improvement Team draws a parallel to the inconsistent delivery of HQI and a lack of student engagement in learning and school.

School's Goal	To engage all teachers in implementing high quality instruction.
SMART Goal	By June of 2027, 100% of WFC teachers will be implementing HQI.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Teachers will: • Deliver grade level content to students • Structure daily lessons with an Agenda posted on the Board, and target(s) for learning • Identify the standard(s) they are teaching and assessing • Design challenging tasks • Develop Whole School agreed upon shared expectations for student engagement in learning (Academic, Behavioral and Engagement) • Participate in monthly PD w/ 9-12 ELA Program Director on implementing literacy plan to embed reading and writing across all content areas
District Improvement Plan Connection	All FPS graduates will demonstrate proficiency on the district's Academic Expectations and fulfillment of the Vision of the Graduate All FPS graduates will meet mastery requirements as defined in the Fairfield Public Schools Graduation Requirements policy

Fairfield Public Schools – School Improvement Plan

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	Standards-based teaching that includes explicit instruction with guided practice and modeling in structured settings, challenging tasks, and growth mindset interventions.
MOY Results (Expectation/ Reality)	Staff will have shown progress through evidence generally collected through classroom observations as part of the Educator Evaluation Plan.
EOY Results (Expectation/ Reality)	Staff will demonstrate progress with evidence collected through classroom observations as part of the Educator Evaluation Plan and in their final reflection and EOY conference discussions with the supervisor.
Responsible Individuals	All certified staff and the principal
Timeline	September 2026-June 2027
Resources	Understanding by Design, WayFinder SEL, ELA Program Director, 9-12, FPS Leader and Educator Evaluation and Support Plan
Budget Implications	Substitute teacher account to allow for inter-classroom teacher visits

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	PD on Domains 2&3 of CCT as foundation for HQI - core standards and Standards for Mathematical Practice	MOY Goal conferences centered on evidence of implementation of HQI Examples of Unit and lesson plans	EOY Goal conferences

Fairfield Public Schools – School Improvement Plan

	Weekly collection of teacher lesson plans w/feedback loop PD on Peer Intervisitation practices and HQI “Look for” PD on Shared Student expectations (Academic, Behavioral, Engagement)	Cycles of Peer Intervisitation Semester-.courses credit appeals data	
Leading Indicators	CCT Single Point Competencies Lesson plan alignment Use of evidence-based strategies Use of learning objectives Implementation of Peer Intervisitation Student engagement in lessons Use of formative assessments Use of tiered interventions and “KidTalk” protocol data	CCT Single Point Competencies Lesson plan alignment Use of evidence-based strategies Use of learning objectives Implementation of Peer Intervisitation Student engagement in lessons Use of formative assessments Use of tiered interventions and “KidTalk” protocol data	Credit appeals data Student “on-track” performance data
Lagging Indicators	Educator Evaluation Plan implemented with fidelity PD on Evaluation Plan BOY goal forms completed Shared Academic, Behavioral and Engagement Expectations for students	Educator Evaluation Plan implemented with fidelity MOY goal forms completed	Educator Evaluation Plan implemented with fidelity MOY goal forms completed Student “on-track” performance data Graduation rates

Fairfield Public Schools – School Improvement Plan



			Credit appeals data
Equity Goals and Shared Responsibility	High Quality Instruction increases accessibility for all students.	All students will have access to challenging grade level content with support provided through a push-in model of special educators.	By the end of the school year, 100% of students, including English learners and students with disabilities, will have regular access to grade-level content through scaffolded instruction and differentiation, as measured by classroom observations and lesson plans.

SMART Goal 3

Root Cause Analysis - Based on School Performance

If we establish clear, consistent expectations for student behavior and academic performance, implement structured opportunities for parent involvement, and utilize digital communication tools to keep parents informed, then we will empower families to actively support their children's education, leading to improved student outcomes such as increased attendance, better academic performance, and a more cohesive school community.

School's Goal	Improve Parent and family engagement through increased communication, sponsoring of low-stake family activities and parent education workshops.
SMART Goal	By June of 2027, a WFC Parent Advisory Council will be established, and at least 4 monthly parent-teacher meetings/workshops will have occurred.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Reinforcement of Expectations: 85% of parents actively reinforce academic and behavioral expectations 80% of parents of juniors and seniors attend post-secondary counseling and planning sessions 80% of parents attend student-led “on-track performance” conferences Digital Engagement: 80% of parents regularly use digital tools (ParentSquare) to stay informed and engaged. Parental Understanding: 80% of parents report a clear understanding of school expectations and their role in supporting students. Communication Improvement: Increase in parent-school communication frequency, with 90% of parents reporting regular updates. Parent Confidence: 75% of parents express increased confidence in participating in school activities.
District Improvement Plan Connection	Build community through a defined communication program to support accountability for student success. Without a planned strategic communication effort, trust, credibility,

	and accountability are at risk at a time when they are needed more than ever.
--	---

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	Establish consistent 2-way respectful communication between schools and families, create family-friendly school culture, and increase parent capacity to support learning.
MOY Results (Expectation/ Reality)	Parent Advisory Council has met twice, weekly communication updates from administration in place; newsletter in development process, website updated.
EOY Results (Expectation/ Reality)	Parent Advisory Council will complete self-reflection tools and provide feedback on focus areas for continuous improvement.
Responsible Individuals	Certified staff and administration
Timeline	September 2026- June 2027.
Resources	Time and workshop presenters
Budget Implications	Funding may be needed for specific presenters

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	Welcome back letter to families, students, and staff. Welcome back breakfast 9-2-26 Open House - Weekly update in place for parents School Climate Committee formed with 2 parent members and 2	Focus areas identified and plans in process for improved parent engagement. Bureau of Rehabilitation Services - Level Up in place for students and families BRS parent presentation	Feedback from parents on programming and impact. Data on students supported by Level Up and in job placement

Fairfield Public Schools – School Improvement Plan



	students		
Leading Indicators	Parent attendance at open house and other events Response rate to communications via ParentSquare Use of Schoolapps/portals Early intervention participation in meetings for attendance, behavior, engagement	% of parents attending Open House Email/parentsquare response rates in the first 2 quarters Participation in Level Up programming	% of parents who attended multiple events across the year Sustained response rates over the full year
Lagging Indicators	Student academic performance Student attendance Reduction in disciplinary actions Parent satisfaction in programming and outcomes	Interim grades, course completion rates Trends in attendance up to mid-year Anecdotal feedback through team meetings and PPT's	Final grades, test scores, graduation rates Chronic absenteeism rate across the full year Parent response on comprehensive school climate survey
Equity Goals and Shared Responsibility	Track leading and lagging indicators by subgroup Target outreach for underrepresented groups	Attendance disaggregated by race/language/income Parent response rates by demographic group	Examine whether parent engagement correlates with gains for historically underserved groups Parent satisfaction reports identify whether any group feels less heard

Fairfield Public Schools – School Improvement Plan



--	--	--	--

Fairfield Public Schools – School Improvement Plan

SMART Goal 4

Root Cause Analysis - Based on School Performance

School's Goal	
SMART Goal	
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	
District Improvement Plan Connection	

Goal 4 (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	
MOY Results (Expectation/ Reality)	
EOY Results (Expectation/ Reality)	
Responsible Individuals	
Timeline	
Resources	
Budget Implications	

Goal 4 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones			
Leading Indicators			
Lagging Indicators			
Equity Goals and Shared Responsibility			