

Fairfield Public Schools – School Improvement Plan

School Information

School's Name	Tomlinson Middle School	School District	Fairfield Public Schools
Principal's Name	Anthony Formato	School Year	2023-2024

School's Mission/Vision

The mission of the Fairfield Public Schools, in partnership with families and community and in alignment with the Vision of a Graduate, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever-changing global society through a comprehensive educational program.

Theory of Action

If we identify actionable goals with targeted key performance indicators and action steps for success then we will increase student achievement.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Anthony Formato	TMS Principal	Zach Dunn	Social Studies Teacher
Jodi Sacks	TMS Assistant Principal	Jennifer McVeigh	School Counselor
Maura Shields-Verna	Language Arts Specialist	Natalie Gallucci	Special Education
Minnie Zacchia	Math Resource Teacher	Marcello Mancuso	Spanish Teacher

Fairfield Public Schools – School Improvement Plan

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.

SBA - ELA % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
6th	69%	56%	61%	60%
7th	75%	58%	54%	67%
8th	70%	74%	57%	64%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	71.3%	N/A	57.3%	

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
6th	64%	37%	63%	62%
7th	62%	41%	45%	53%
8th	64%	40%	45%	40%

Fairfield Public Schools – School Improvement Plan

SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
School	63.3%	N/A	51%	

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS
8th	74%	71%	49%	56%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023
All Students	6%	22.5%	12.3%	10.6%
High Needs	10%	37.9%	20.4%	15%

SMART Goal 1

Root Cause Analysis - Based on School Performance

English Language Arts performance will improve by 6 percentage points. The 2022-2023 TMS Smarter Balanced Assessment (SBA) ELA data is showing incremental growth, and though moving towards the desired target, it has not yet been reached. The SBA data suggests that a sustained focus on subgroups is necessary to improve student proficiency (meeting and exceeding benchmark) overall.

School's Goal	To close the achievement gap between subgroups and all student performance areas in English Language Arts (ELA) as measured by the SBA 2023 baseline data.
SMART Goal	TMS will increase the 2024 ELA SBA Performance (% Proficient) score by 6 percentage points (from 64% to 70%) for all students and continue to close each subgroup's gap.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The Black/African American subgroup will increase by 8 percentage points (from 38% to 46%) on the ELA SBA by June 2024. The Hispanic subgroup will increase by 3 percentage points (from 42% to 45%) on the ELA SBA by June 2024.
District Improvement Plan Connection	English Language Arts performance, as measured by SBA proficiency indicator (3-8) will close the gap between subgroup performance by 20% and raise the bar by 10% from 2023 district performance in a positive direction (74% baseline).

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 utilize specific intervention strategies, including Flex Time supports, as described in <i>Pre-Referral Intervention Manual</i> (McCarney and Cummins, 2006) in order to: improve comprehension of texts (words, structure, content) and overall reading stamina; improve writing organization, correctness, and clarity in different genres. Teachers will use inquiry-based learning, set high expectations, ask high-level
---	---

Fairfield Public Schools – School Improvement Plan



	questions, incorporate academic conversations, offer opportunities for variety and choice, appropriate challenge based on skill level as written in <i>Differentiated Instructional Strategies for the Block Schedule</i> (Gregory and Herndon, 2010), provide actionable feedback and build academic vocabulary.
MOY Results (Expectation/Reality)	District assessment (universal benchmark screener) results in an increase in students meeting standards (meeting and exceeding). Unit assessments LASW Protocol
EOY Results (Expectation/Reality)	To close the gap between subgroups and all student performances in Language Arts as measured by the SBA 2023 baseline data.
Responsible Individuals	All Teachers, Support Staff, Administrators/Program Directors, SRBI Coordinator, Language Arts Specialists, Student Attendance Counselor
Timeline	Fall 2023 - Spring 2024
Resources	CCSS, IABs, Flex Time, Common Assessments, data analysis, grade level/department time (PLC - planning implementation, review and revise). <i>Pre-Referral Intervention Manual</i> (McCarney and Cummins, 2006), <i>Differentiated Instructional Strategies for the Block Schedule</i> (Gregory and Herndon, 2010), <i>HMH Into Literature</i> .
Budget Implications	Professional development, increase in FTE of a Reading and a MLL teacher, necessary resources and time to develop common assessments and adjust lessons for the implementation of a new block schedule, which includes Flex Time.

Goal 1 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• SRBI process grounded in literacy • Departmental data analysis • Community meetings • Grade level planning in PLC meetings • Common assessment creation and implementation • Student goal setting and reflection • PD around teaching standards-based content in a block schedule • Teacher goal setting directly connected to target areas • Identify student candidates for the Tomlinson After School Thunderbird Club • Flex Time • SRBI Meetings: Data Analysis	• SRBI process grounded in literacy • Departmental data analysis • Community meetings • Grade level planning in PLC meetings • Common assessment creation and implementation • Student goal setting and reflection • PD around teaching standards-based content in a block schedule • Teacher goal setting directly connected to target areas • Evaluate current students' performance and need for the Tomlinson After School Thunderbird Club • Identify new students in need of attending the Tomlinson After School Thunderbird Club • Flex Time • SRBI Meetings: Data Analysis	• SRBI process grounded in literacy • Departmental data analysis • Community meetings • Grade level planning in PLC meetings • Common assessment creation and implementation • Student reflection • Teacher reflection regarding teaching standards-based content in a block schedule • Teacher reflection on goal setting directly connected to target areas and student growth • Evaluate current students' performance and need for the Tomlinson After School Thunderbird Club to identify students in need of attending for the following school year

Fairfield Public Schools – School Improvement Plan

			• Flex Time • SRBI Meetings: Data Analysis
Leading Indicators	• Universal screeners/data analysis • Unit Assessments as aligned to ELA standards • Student work • SRBI process • Diagnostic pre-tests	• Universal screeners/data analysis • IABs • LASW Protocol • Unit Assessments as aligned to ELA standards	• Universal screeners/data analysis • IABs • LASW Protocol • Unit Assessments as aligned to ELA standards
Lagging Indicators	• SBA score review • IABs • LAS Links score review	• IABs • LAS Links Scores	• IABs • SBA score review
Equity Goals and Shared Responsibility	• Subgroup performance on indicator • Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups • Staff collaborates to create cross-curricular opportunities for the implementation of the school-wide goals	• IAB results • Unit assessments • LASW Protocol • Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups • Staff collaborates and reflects on created / completed cross-curricular opportunities for the implementation of the school-wide goals	• Subgroup Performance on indicators: • End of Year meetings to review SBA results • Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups • Staff reflects on completed cross-curricular opportunities for the implementation of the school-wide goals

Fairfield Public Schools – School Improvement Plan

SMART Goal 2

Root Cause Analysis - Based on School Performance

Math performance will improve by 4 percentage points.

The 2022-2023 TMS Smarter Balanced Assessment (SBA) Math data is showing incremental growth, and though moving towards the desired target, it has not yet been reached. The SBA data suggests that a sustained focus on subgroups is necessary to improve student proficiency (meeting and exceeding benchmark) overall.

School's Goal	To close the achievement gap between subgroups and all student performance areas in Mathematics as measured by the SBA 2023 baseline data.
SMART Goal	TMS will increase the 2024 SBA Math Performance (% Proficient) score by 4 percentage points (from 52% to 56%) for all students and continue to close each subgroup's gap.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The Black/African American race subgroup will increase by 4 percentage points (from 25% to 29%) on the SBA Math by June 2024. The Hispanic race subgroup will increase by 3 percentage points (from 36% to 39%) on the SBA Math by June 2024.
District Improvement Plan Connection	Direct link to Key Performance Indicator 4 - Mathematics performance, as measured by the SBA proficiency indicator (3-8), will close the gap between subgroup performances by 20% and raise the bar by 10% from baseline 2023-2024 district performance in a positive direction. (68% baseline)

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)

Fairfield Public Schools – School Improvement Plan



Scientifically Research Based Strategy	Teachers will use inquiry based learning, utilize spiraling practice, set standard-based goals, set high expectations, utilize higher level questioning, incorporate academic conversations, build academic vocabulary, utilize frequent data analysis and interpretation, utilize cooperative learning, offer opportunities for variety and choice, and utilize appropriate challenge based on skill level as described in <i>Differentiated Instructional Strategies for the Block Schedule</i> (Gregory and Herndon, 2010) and will utilize appropriate intervention strategies, including Flex Time supports from <i>Pre-Referral Intervention Manual</i> (McCarney and Cummins 2006).
MOY Results (Expectation/ Reality)	District assessment (universal benchmark screener) results in an increase in students meeting standards (meeting and exceeding). Unit assessments LASW Protocol
EOY Results (Expectation/ Reality)	To close the gap between subgroups and all student performances in Mathematics as measured by the SBA 2023 baseline data.
Responsible Individuals	All Teachers, Support Staff, Administrators, Program Directors, SRBI Coordinator, Math Resource Teachers, Math Tutors, Student Attendance Counselor
Timeline	Fall 2023 - Spring 2024
Resources	Flex Time, Math Tutors, Ed Gems textbooks and online resources, CCSS, IAB's, Common Assessments, data analysis, grade level/department time (PLC - planning, implementation, review and revise), IM and Pre AP for Algebra and Geometry courses, <i>Pre-Referral Intervention Manual</i> (McCarney and Cummins, 2006), <i>Differentiated Instructional Strategies for the Block Schedule</i> (Gregory and Herndon, 2010).
Budget Implications	Professional development, increase in FTE of a Reading, MLL teacher and math tutors, necessary resources and time to develop common assessments and adjust lessons for the implementation of a new block schedule including Flex Time, with the Ed Gems, IM and Pre AP online textbooks/ resources.

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Community meetings • Grade level planning in PLC meetings • Common assessment creation and implementation • Student reflection • PD around teaching standards-based content in a block schedule • Teacher goal setting directly connected to target areas • Identify student candidates for the Tomlinson After School Thunderbird Club • Flex Time • SRBI Meetings: Data Analysis • Math Tutor Support	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Community meetings • Grade level planning in PLC meetings • Common assessment creation and implementation • Student reflection • PD around teaching standards-based content in a block schedule • Teacher goal setting directly connected to target areas • Evaluate current students' performance and need for the Tomlinson After School Thunderbird Club • Identify new students in need of attending the Tomlinson After School Thunderbird Club • Flex Time • SRBI Meetings: Data Analysis • Math Tutor Support	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Community meetings • Grade level planning in PLC meetings • Common assessment creation and implementation • Student reflection • Teacher reflection around teaching standards-based content in a block schedule • Teacher reflection on goal setting directly connected to target areas • Evaluate current students' performance in the Tomlinson After School Thunderbird Club to identify students in need for the following school year • Flex Time • SRBI Meetings: Data Analysis • Math Tutor Support
Leading Indicators	• Universal screeners/data analysis • Unit assessments as	• Universal screeners/data analysis • IABs	• Universal screeners/data analysis • IABs

Fairfield Public Schools – School Improvement Plan

	- aligned to Math standards - Student work - SRBI process - Diagnostic pre-tests	- LASW Protocol - Unit assessments as aligned to Math standards	- LASW Protocol - Unit assessments as aligned to Math standards
Lagging Indicators	- SBA score review - IABs - LAS Links score review	- IABs - LAS Links Scores	- IABs - SBA score review
Equity Goals and Shared Responsibility	- Subgroup performance on indicators - Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups - Staff collaborates to create cross-curricular opportunities for the implementation of the school-wide goals	- IAB results - Unit assessments - LASW Protocol - Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups - Staff collaborates and reflects on created / completed cross-curricular opportunities for the implementation of the school-wide goals	- Subgroup performance on indicators - End of Year meetings to review SBA results - Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups - Staff reflects on completed cross-curricular opportunities for the implementation of the school-wide goals

SMART Goal 3

Root Cause Analysis - Based on School Performance

Absenteeism has decreased from 12.3% to 10.6% for all students and from 20.4 % to 14.9% for High Needs Students over the past year of attendance data. Although moving towards the desired attendance target, it has not yet been reached. In order to increase student engagement and participation, students must be present during the entire school day.

School's Goal	By decreasing chronic absenteeism, student engagement and participation will increase.
SMART Goal	TMS will decrease chronic absenteeism by 10% for all groups of students by June 2024.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	In the 2023 to 2024 school year, all students' absenteeism will decrease from 10.6% to 8.6% and High Needs absenteeism will decrease from 14.9% to 12.8% as measured by Infinite Campus data visualization of chronic absenteeism.
District Improvement Plan Connection	District Chronic Absenteeism rates will consistently be at 5% for all groups of students by 2027 (16.5% baseline).

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	Implementation of a consistent social emotional SRBI structure (<i>Move This World</i>) and process to ensure consistency of intervention services. All stakeholders will communicate chronic absenteeism through utilizing Infinite Campus attendance reports, counseling, community, SRBI and administrative/guidance meetings.
---	---

Fairfield Public Schools – School Improvement Plan

MOY Results (Expectation/ Reality)	January 2024 - All chronically tardy and absent students will be identified and individualized implementation of support plan.
EOY Results (Expectation/ Reality)	June 2024 - to decrease chronic absenteeism by 10% for all groups of students
Responsible Individuals	All Staff (administration, counseling staff, teachers)
Timeline	Fall of 2023 - Spring of 2024
Resources	Infinite Campus attendance data, Flex Time interventions and supports, student attendance counselor, admin/counseling meetings, dean of students and attendance secretary communication, <i>Move This World</i> curriculum, explore family engagement supports.
Budget Implications	TMS has been provided SBDI grant funds to offset some costs, so there will be minimal cost for certificates, prizes, rewards and student incentives, staff to explore family engagement supports.

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	- Review students prior year attendance data and monitor students with chronic absenteeism over 18% - Design targeted interventions for families of students who have demonstrated chronic absenteeism in the past - Leverage Flex Time to	- Monitor student attendance through the utilization of Infinite Campus and counseling meetings - Adjust supports to student plans when required, such as adding tiered interventions, counseling, parent contact, consulting with family community service providers, or level 1 or review/revise PPT or 504 plan	- Continue to implement SEL screener to all students supported by DESSA - Continue SEL/<i>Move This World</i> and communities activities - End of the year community awards and activities - Analyze attendance

Fairfield Public Schools – School Improvement Plan

	prioritize student/teacher relationships early in the school year • Communication with students and families of attendance policy and expectations, including resources for support • Communication at counseling meetings regarding tardiness and absences • Continue to implement SEL screener to all students supported by DESSA Mini results. • Create opportunities for students during Flex Time (Student council, work with Dean, morning announcements, student leaders) • Continue SEL/<i>Move This World</i> and communities activities • Student field trips • SEL opportunities for students during grade level lunch waves (trivia, ping pong, Friday music) • Reboot after school opportunities for all students by developing and delivering a needs	• Continue to implement SEL screener to all students supported by DESSA • Continue SEL/<i>Move This World</i> and communities activities • Explore motivation and rewards for attendance and respect of each other, staff, and school building • Review Flex Time supports and strategies and revise as necessary	data (whole school/ high needs) to discern impact of attendance support system • At the end of the year transition meetings, attendance data and support plans will be shared with appropriate staff
--	---	--	---

Fairfield Public Schools – School Improvement Plan



	assessment to survey interest for after school activities • Formalizing and implementing behavioral sequences and supports for staff and tiered students, including restorative practices where appropriate • Increased communication to parents via ParentSquare and translation features		
Leading Indicators	• Review of absence data in counseling, and admin meetings • Quarterly state reports • Identification of and intervention for students with anxiety/ school avoidance issues	• Review of absence data in counseling, and admin meetings • Quarterly state reports • Identification of and intervention for students with anxiety/ school avoidance issues	• TMS will see a decrease of student absenteeism with an increase of student engagement and participation measured by Infinite Campus and end of the year school survey
Lagging Indicators	• Infinite Campus chronic absenteeism report	• Data analysis of chronic absenteeism of high needs and all students to ensure appropriate students are identified and supports are in place. Through this data analysis, TMS will breakdown the high needs students to target subgroups for intervention	• At the end of the year transition meetings, attendance data for and support plans for chronically absent students will be shared with appropriate staff

Fairfield Public Schools – School Improvement Plan



Equity Goals and Shared Responsibility	• Consultation and collaboration with the student attendance counselor • Review TMS students prior year attendance data and monitor students with chronic absenteeism over 18% • Consult and collaboration with case manager and support staff for identified students	• Consult and collaboration with the student attendance counselor • Consult and collaboration with case manager and support staff for identified students • Using the mid-year data analysis, TMS will provide targeted interventions for the chronically absent high needs students and breakdown sub-groups for intervention as necessary	• Attendance data review • End of the year meeting with the student attendance counselor and appropriate stakeholders to review data, consider specific supports and plan for the upcoming school year
---	--	---	--