

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	2024-2025

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	Cate Brown	School Counselor
Meredith Kennedy	Art Teacher /SEL Teacher Leader	Natalie Gallucci	Special Education
Minnie Zacchia	Math Resource Teacher	Ashley Hall	Math Teacher
Patricia Wood	Data Assessment Coordinator		

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School Data Review (As of May 31, 2024)

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	2023-2024 All / HNS
6th	69% / 43%	56% / 34%	62% / 40%	59% / 31%	62% / 41.43%
7th	75% / 39%	58% / 29%	54% / 31%	65% / 41%	63% / 41.55%
8th	70% / 46%	74% / 52%	57% / 34%	62% / 34%	61% / 37.32%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	71.3% / 39.4%	N/A	57.3% / 35.6%	58.9% / 30%	62.33% / 38.9%

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
6th	64% / 36%	37% / 17%	63% / 37%	62% / 37%	70% / 52.18%
7th	62% / 34%	41% / 15%	45% / 21%	53% / 24%	62% / 38.96%
8th	64% / 36%	40% / 23%	45% / 16%	40% / 17%	52% / 25.76%

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SBA - Math Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
School	63.3% / 38.7%	N/A	51% / 39.4%	41.1% / 31.4	61.8% / 38.9%

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS
8th 74%	74% /	71% /	49% /	56% /	59% /

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
All Students	6%	22.5%	12.3%	10.6%	7.6%
High Needs	10%	37.9%	20.4%	15%	8%

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NWEA - Reading % Proficient (Spring)	2023-2024 NWEA- Fall All / HNS	2023-2024 NWEA- Winter All / HNS	2023-2024 NWEA- Spring All / HNS
6th	78.44%	73.78%	65.1%
7th	69.86%	71.98%	68.4%
8th	74.15%	67.32%	60.4%

STAR or NWEA - Language Usage % Proficient (Spring)	2023-2024 NWEA- Fall All / HNS	2023-2024 NWEA- Winter All / HNS	2023-2024 NWEA- Spring All / HNS
6th	77.84%	77.58%	77.1%
7th	69.71%	73.43%	70.7%
8th	78.33%	74.51%	72.8%

STAR or NWEA - Math % Proficient (Spring)	2023-2024 NWEA- Fall All / HNS	2023-2024 NWEA- Winter All / HNS	2023-2024 NWEA- Spring All / HNS
6th	59.88%	78.18%	80%
7th	70.26%	70.83%	75.9%
8th	51.11%	50.48%	58.8%

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SMART Goal 1

Root Cause Analysis - Based on School Performance

English Language Arts performance will improve by 10 percentage points. The 2023-2024 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 2024 baseline data.
SMART Goal	TMS will increase the 2025 ELA SBA Performance (% Proficient) score by 10 percentage points (from 62% to 72%) for all students and continue to close each subgroup's gap.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The High-Needs Student subgroup will increase by 20 percentage points (from 35 to 55%) on the ELA SBA by June 2025.
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 2021 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 utilize specific strategies, including Flex Time supports, as described in <i>the Pre-Referral Intervention Manual</i> (McCarney and Cummins, 2006) to improve comprehension of texts (words, structure, content) and overall reading stamina and writing organization, correctness, and clarity in different genres. Teachers will use instructional practices in <i>Building Thinking Classrooms</i> (Liljedahl, 2020) to set high
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	expectations, engage students in higher-level thinking tasks and apply them to novel situations.
MOY Results (Expectation/ Reality)	District assessment (universal benchmark screener) results in increased students meeting standards (meeting and exceeding). NWEA Data IABs Unit assessments LASW Protocol
EOY Results (Expectation/ Reality)	To close the gap between the high-needs subgroup and all student performances in Language Arts as measured by the SBA 2025 baseline data.
Responsible Individuals	All Teachers, Support Staff, Administrators/Program Directors, SRBI Coordinator, Language Arts Specialists, Student Attendance Counselor
Timeline	Fall 2024 - Spring 2025
Resources	CCSS, IABs, NWEA, Flex Time, CASEL, <i>Move this World</i> , Common Assessments, data analysis, grade level/department time (PLC - planning implementation, review and revise). SRBI monthly meetings. <i>Pre-Referral Intervention Manual</i> (McCarney and Cummins, 2006), "The Education Hub," <i>Building Thinking Classrooms</i> (Liljedahl, 2020).
Budget Implications	Professional development, necessary resources, and time are needed to develop and implement the new curriculum.

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	- SRBI process grounded in literacy - Departmental data analysis	- SRBI process grounded in literacy - Departmental data

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	- Community meetings - Grade-level planning in PLC meetings - Common assessment creation and implementation - Student goal setting and reflection - PD around teacher efficacy - Teacher goal setting directly connected to target areas - Flex Time - SRBI Meetings: Data Analysis	- Community meetings - Grade-level planning in PLC meetings - Common assessment creation and implementation - Student goal setting and reflection - PD around teacher efficacy continues - Teacher reflection regarding teaching with high expectations for all students - Revised teacher goal setting directly connected to target areas - Flex Time - SRBI Meetings: Data Analysis	- analysis - Community meetings - Grade-level planning in PLC meetings - Common assessment creation and implementation - Student reflection - Teacher and student reflection on the use of Flex Time - Teacher reflection regarding teaching with high expectations for all students - Teacher reflection on goal setting directly connected to target areas and student growth
Leading Indicators	- Universal screeners/data analysis - Unit Assessments as aligned to ELA standards - Student work - SRBI process - Diagnostic pre-tests - NWEA	- 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 - SBA score review - NWEA scores
Equity Goals	Subgroup performance on	IAB results	Subgroup Performance

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and Shared Responsibility	the indicator - Professional texts, professional development, monthly SRBI meetings, and specific connections to subgroups - Staff collaborates to identify opportunities for cross-curricular learning for the implementation of the school-wide goals	- Unit assessments - LASW Protocol - Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups - Staff collaborates to identify opportunities for cross-curricular learning for the implementation of the school-wide goals	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 collaboration re: cross-curricular learning
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SMART Goal 2

Root Cause Analysis - Based on School Performance

Math performance will improve by 10 percentage points. The 2023-2024 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 2024 baseline data.
SMART Goal	TMS will increase the 2025 SBA Math Performance (% Proficient) score by 10 percentage points (from 61% to 71%) for all students and continue to close each subgroup's gap.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	The High-Needs Student subgroup will increase by 20 percentage points (from 26% to 46%) on the Math SBA by June 2025.
District Improvement Plan Connection	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 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 utilize specific strategies, including Flex Time supports, as described in <i>the Pre-Referral Intervention Manual</i> (McCarney and Cummins, 2006). Teachers will also use instructional practices in <i>Building Thinking Classrooms</i> (Liljedahl, 2020) to set high expectations, engage students in higher-level thinking tasks, and apply these skills to novel situations.
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MOY Results (Expectation/ Reality)	District assessment (universal benchmark screener) results in an increase in students meeting standards (meeting and exceeding). Unit assessments LASW Protocol NWEA
EOY Results (Expectation/ Reality)	To close the gap between the high-needs subgroup and all student performances in Mathematics as measured by the SBA 2024 baseline data.
Responsible Individuals	All Teachers, Support Staff, Administrators, Program Directors, SRBI Coordinator, Math Resource Teachers, Student Attendance Counselor
Timeline	Fall 2024 - Spring 2025
Resources	Flex Time, 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), IXL, "The Education Hub," <i>Building Thinking Classrooms</i> (Liljedahl, 2020).
Budget Implications	Professional development, IXL, necessary resources and time to develop common assessments and adjust lessons

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	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Community meetings • Grade-level planning in PLC meetings	• SRBI process grounded in literacy and numeracy • Departmental data analysis • Community meetings • Grade-level planning in

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	- 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 - Flex Time - SRBI Meetings: Data Analysis - Staff collaborates to identify opportunities for cross-curricular learning for the implementation of the school-wide goals	- Common assessment creation and implementation - Student goal setting and reflection - PD around teacher efficacy continues - Teacher reflection regarding teaching with high expectations for all students - Revised teacher goal setting directly connected to target areas - Flex Time - SRBI Meetings: Data Analysis - Staff collaborates to identify opportunities for cross-curricular learning for the implementation of the school-wide goals	- PLC meetings - Common assessment creation and implementation - Student reflection - Teacher and student reflection on the use of Flex Time - Teacher reflection regarding teaching with high expectations for all students - Teacher reflection on goal setting directly connected to target areas and student growth - Flex Time - SRBI Meetings: Data Analysis
Leading Indicators	- Universal screeners/data analysis - Unit assessments as aligned to Math standards - Student work - SRBI process - Diagnostic pre-tests - NWEA	- Universal screeners/data analysis - IABs - LASW Protocol - Unit assessments as aligned to Math standards - NWEA	- Universal screeners/data analysis - IABs - LASW Protocol - Unit assessments as aligned to Math standards - NWEA
Lagging Indicators	- SBA score review - IABs		

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	• LAS Links score review • NWEA		
Equity Goals and Shared Responsibility	• Subgroup performance on indicators • Professional texts, professional development, monthly SRBI meetings and specific connections to high-needs 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 high-needs subgroups • Staff collaborates to identify opportunities for cross-curricular learning 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

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SMART Goal 3

Root Cause Analysis - Based on School Performance

The 2023-2024 school climate student survey data indicated a need for growth in the area of communicating and holding all students to high expectations.

School's Goal	To increase student engagement, independence, and interdependence in learning and facilitate a positive learning community.
SMART Goal	Increase the percentage of positive responses in school climate surveys related to creating a positive learning environment.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Survey baseline questions include: Q13—There are high expectations for learning at my school. <i>The goal is to decrease the neither/disagree/strongly disagree by 10 percentage points from 33% to 23%.</i> Q23 - My teachers challenge me to do my personal best. <i>The goal is to increase the “all of my teachers and most of my teachers” responses by 10 percentage points, from 66% to 76%.</i>
District Improvement Plan Connection	All FPS graduates will meet mastery requirements as defined in the Fairfield Public Schools Graduation Requirements policy.

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	Teachers will identify their implicit biases, as identified in “ Checking Your Biases ” (McRay & Sisk-Hilton, 2024), to create self-awareness and generate new high-expectation practices. Teachers will engage in reflection on their teaching practices related to communicating high expectations using the “ High expectations self-assessment checklist ” Teachers will engage in professional development in using growth mindset and restorative language to maintain and strengthen relationships and
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	improve classroom climate. Adjusting Language to Strengthen Relationships
MOY Results (Expectation/ Reality)	TMS student survey
EOY Results (Expectation/ Reality)	Student responses on Student School Climate Survey from 2025.
Responsible Individuals	All Teachers, Support Staff, Administrators, Program Directors, SRBI Coordinator, Math Resource Teachers, Language Arts Specialists, Student Attendance Counselor
Timeline	Fall 2024 - Spring 2025
Resources	<i>Building Thinking Classrooms</i> , Education Hub, International Institute for Restorative Practices
Budget Implications	Professional development, necessary resources, and time to develop common practices

Goal 3 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	- Teacher goal setting is directly connected to target areas and action research. - TMS designed climate survey to be administered in the fall. The survey connects to the Q13 and Q23 themes. - Implement an Advisory period for the entire school. - Dean/admin/community to	- TMS designed climate survey to be administered in the winter. The survey connects to the Q13 and Q23 themes. - Continue the Advisory period for the entire school. - Teachers revise goal setting directly connected to target areas and continue action research. - Professional development to help build a positive school	- Students complete the Student Climate Survey - Continue the Advisory period for the entire school. - Teachers revise goal setting directly connected to target areas and continue action research. - Professional

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	review behavioral expectations, concerns, and celebrate successes with all students. - Professional development to help build a positive school environment - Monthly SRBI meetings	environment Monthly SRBI meetings	development to help build a positive school environment - Student and Teacher reflection on the Advisory period - Monthly SRBI meetings
Leading Indicators	- Student responses on School Climate Survey from Spring 2024 - Student surveys - fall - FLEX/Advisory lessons - Teacher observations	- Student responses on School Climate Survey from Spring 2024 - FLEX/Advisory lessons - Teacher observations	- Student responses on School Climate Survey from Spring 2024 - Student surveys - fall - FLEX/Advisory lessons - Teacher observations
Lagging Indicators	- Student school climate data - Student and Teacher reflection on the Advisory period		- Attendance data - Student school climate data
Equity Goals and Shared Responsibility	- Professional texts, professional development, monthly SRBI meetings, and weekly counseling meetings 90 Day Plan	90 Day Plan - Professional texts, professional development, monthly SRBI meetings, and weekly counseling meetings	- Staff reflects on the Advisory schedule - End of Year Meetings - Professional texts, professional development, monthly SRBI meetings, and weekly counseling meetings 90 Day Plan