

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	2025-2026

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	Principal	Ashley Hall	Math Teacher
Jodi Sacks	Assistant Principal	Ashley Harvey	Math Teacher
Maura Shields-Verna	Language Arts Specialist	Paige McCarthy	Language Arts Teacher
Zach Dunn	Social Studies Teacher	Patricia Wood	Data Assessment Coordinator
Meredith Kennedy	Art Teacher	Minnie Zacchia	Math Resource Teacher
Jennifer McVeigh	School Counselor	Erin Fasano	Math Teacher

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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	2023-2024 All / HNS	2024-2025 All / HNS
6th	69% / 43%	56% / 34%	62% / 40%	59% / 31%	62% / 41.43%	65% / 39%
7th	75% / 39%	58% / 29%	54% / 31%	65% / 41%	63% / 41.55%	65% / 42%
8th	70% / 46%	74% / 52%	57% / 34%	62% / 34%	61% / 33.8%	66% / 42%

SBA - ELA Growth %	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
School	71.3% / 39.4%	N / S	57.3% / 35.6%	58.9% / 30%	62.33% / 38.9%	65.33% /

SBA - Math % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
6th	64% / 36%	37% / 17%	63% / 37%	62% / 37%	70% / 52.18%	72% / 51%
7th	62% / 34%	41% / 15%	45% / 21%	53% / 24%	62% / 38.96%	69% / 53%
8th	64% / 36%	40% / 23%	45% / 16%	40% / 17%	52% / 25.76%	58% / 27%

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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	2024-2025 All / HNS
School	63.3% / 38.7%	NA	51% / 39.4%	41.1% / 31.4%	61.8% / 38.9%	66.3% /

NGSS % Proficient	2018-2019 All / HNS	2020-2021 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS
8th	74% /	71% /	49% /	56% /	59% /	58% / 32%

Attendance Chronic Abs.	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	6%	22.5%	12.3%	10.6%	8.3%	10%
High Needs	10%	37.9%	20.4%	15%	14.6%	14.9%

NWEA - Reading/Literacy % Proficient (Winter and Spring)	2023-2024 NWEA-Winter	2023-2024 NWEA- Spring	2024-2025 NWEA- Winter	2024-2025 NWEA- Spring
6th	73.78%	65.1%	63%	56%

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7th	71.98%	68.4%	55%	55%
8th	67.32%	60.4%	56%	57%

NWEA - Math % Proficient (Winter and Spring)	2023-2024 NWEA- Winter	2023-2024 NWEA- Spring	2024-2025 NWEA- Winter	2024-2025 NWEA- Spring
6th	78.18%	80%	63%	76%
7th	70.83%	75.9%	67%	73%
8th	50.48%	58.8%	69%	72%

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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 2024-2025 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 2025 baseline data.
SMART Goal	TMS will increase the 2026 ELA SBA Performance (% Proficient) score by 10 percentage points from 65% to 75% 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 41% to 61% on the ELA SBA by June 2026.
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 deliver high-quality instruction using targeted strategies—such as Flex Time supports—guided by research-based frameworks including the <i>Pre-Referral Intervention Manual</i> (McCarney & Cummins, 2006), <i>Bloom's Taxonomy</i> (Bloom, 2001), and <i>Universal Design for Learning</i> (CAST, 2024). These strategies aim to strengthen students' comprehension of texts (including vocabulary, structure, and content), increase reading stamina, and improve writing organization, correctness, and clarity
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	across various genres. Instruction will also incorporate practices from <i>Building Thinking Classrooms</i> (Liljedahl, 2020) to set high expectations and actively engage students in higher-order thinking tasks that can be applied to new situations. To ensure differentiation and accessibility, teachers will provide multiple entry points for diverse learners while incorporating scaffolds. Instruction will be designed to promote equity, inclusion, and meaningful access to grade-level content for all students.
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 2026 baseline data.
Responsible Individuals	All Teachers, Support Staff, Administrators/Program Directors, MTSS Coordinator, Language Arts Specialists, Math Resource Teachers, Student Attendance Counselor
Timeline	Fall 2025 - Spring 2026
Resources	CCSS, IABs, NWEA, Flex Time, CASEL, Common Assessments, data analysis, grade level/department time (PLC - planning implementation, review and revise). MTSS monthly meetings. Pre-Referral Intervention Manual (McCarney and Cummins, 2006), "The Education Hub," Building Thinking Classrooms (Liljedahl, 2020), Universal Design for Learning (Cast, 2024), Bloom's Taxonomy (Bloom, 2021).
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
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Implementation Milestones	• MTSS process grounded in literacy • Departmental data analysis • Departmental data • 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 • MTSS Meetings: Data Analysis	• MTSS 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 teacher efficacy continues • Teacher reflection regarding teaching with high expectations for all students • Revised teacher goal setting directly connected to target areas • Flex Time • MTSS Meetings: Data Analysis	• MTSS process grounded in literacy • Departmental data 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 • MTSS 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	• SBA score review	• IABs	• IABs

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Indicators	• IABs • LAS Links score review	• NWEA	• SBA score review • NWEA scores
Equity Goals and Shared Responsibility	• Subgroup performance on the indicator • Professional texts, professional development, monthly MTSS meetings, and specific connections to subgroups • Staff collaborates to identify opportunities for cross-curricular learning for the implementation of the school-wide goals	• IAB results • Unit assessments • LASW Protocol • Professional texts, professional development, monthly MTSS meetings and specific connections to 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 MTSS 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 2024-2025 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 2025 baseline data.
SMART Goal	TMS will increase the 2026 SBA Math Performance (% Proficient) score by 10 percentage points from 66% to 76% 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 43.6% to 63.6% 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 deliver high-quality instruction using targeted strategies—such as Flex Time supports—guided by research-based frameworks including the <i>Pre-Referral Intervention Manual</i> (McCarney & Cummins, 2006), <i>Bloom's Taxonomy</i> (Bloom, 2001), and <i>Universal Design for Learning</i> (CAST, 2024). These strategies aim to strengthen students' comprehension of mathematical concepts and word problems, build problem-solving stamina, and improve mathematical communication—including the
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	organization, accuracy, and clarity of written explanations across various types of math tasks. Instruction will also incorporate practices from <i>Building Thinking Classrooms</i> (Liljedahl, 2020) to set high expectations and actively engage students in higher-order thinking tasks that can be applied to new situations. To ensure differentiation and accessibility, teachers will provide multiple entry points for diverse learners while incorporating scaffolds. Instruction will be designed to promote equity, inclusion, and meaningful access to grade-level content for all students.
MOY Results (Expectation/ Reality)	District assessment (universal benchmark screener) results in an increase in students meeting standards (meeting and exceeding). Unit assessments, common 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, MTSS Coordinator, Math Resource Teachers, Language Arts Specialists, Student Attendance Counselor
Timeline	Fall 2025 - Spring 2026
Resources	CCSS, IABs, NWEA, Flex Time, CASEL, Common Assessments, data analysis, grade level/department time (PLC - planning implementation, review and revise). MTSS monthly meetings. Pre-Referral Intervention Manual (McCarney and Cummins, 2006), "The Education Hub," Building Thinking Classrooms (Liljedahl, 2020), Universal Design for Learning (Cast, 2024), Bloom's Taxonomy (Bloom, 2021).
Budget Implications	Professional development, IXL, necessary resources and time to develop/revise common assessments and adjust lessons.

Goal 2 - Implementation and Milestones

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	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• MTSS 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 • Flex Time • MTSS Meetings: Data Analysis and baseline data • Staff collaborates to identify opportunities for cross-curricular learning for the implementation of the school-wide goals	• MTSS process grounded in literacy and numeracy • Departmental 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 • MTSS Meetings: Data Analysis • Staff collaborates to identify opportunities for cross-curricular learning for the implementation of the school-wide goals	• MTSS 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 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 • MTSS Meetings: Data Analysis
Leading Indicators	• Universal screeners/data analysis • Unit assessments as	• Universal screeners/data analysis • IABs	• Universal screeners/data analysis • IABs

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	aligned to Math standards • Student work • MTSS process • Diagnostic pre-tests • NWEA • SBA score review • IABs • LAS Links score review	• LASW Protocol • Unit assessments as aligned to Math standards • NWEA	• LASW Protocol • Unit assessments as aligned to Math standards • NWEA • Anecdotal feedback
Lagging Indicators	• SBA score review • IABs • LAS Links score review • NWEA	• NWEA • IABs	• SBA score review • NWEA scores • IABs
Equity Goals and Shared Responsibility	• Subgroup performance on indicators • Professional texts, professional development, monthly MTSS 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 MTSS 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 MTSS 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

Qualitative and quantitative data from the 2024-2025 school year indicates a need for continued growth in the area of productive struggle, increased cognitive demand, and sustained effort.

School's Goal	To increase student ownership of learning and academic stamina when engaging in complex learning tasks.
SMART Goal	Increase the percentage of positive responses in a TMS-designed climate survey related to productive struggle and ownership of learning.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Survey baseline questions include: Yes/No 1. <i>I stay focused and put in effort even when the work is challenging.</i> → (Measures stamina) 2. <i>I try to figure things out on my own before asking for help.</i> → (Measures independence) 3. <i>When struggling with independent work I know at least two tools or strategies I can use before asking for help.</i> → (Measures productive struggle with appropriate support). 4. <i>I take responsibility for my own learning in my classes.</i> → (Measures ownership) 5. <i>I feel safe to take academic risks and learn from my mistakes in my classes.</i> → (Measures positive classroom community)
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 engage in reflection on their teaching practices related to communicating high expectations using Bloom's Taxonomy. Teachers will engage in professional development in using growth mindset and restorative language to maintain and strengthen relationships and improve classroom climate. Teachers will provide high-quality instruction and purposeful scaffolding—offering guidance that supports student growth without removing the struggle essential to learning. Providing opportunity for consistent practice for reading and math in weekly FLEX.
MOY Results (Expectation/ Reality)	TMS-designed climate survey related to productive struggle and ownership of learning.
EOY Results (Expectation/ Reality)	TMS-designed climate survey related to productive struggle and ownership of learning.
Responsible Individuals	All Teachers, Support Staff, Administrators, Program Directors, MTSS Coordinator, Math Resource Teachers, Language Arts Specialists, Student Attendance Counselor
Timeline	Fall 2025 - Spring 2026
Resources	Building Thinking Classrooms, Education Hub, International Institute for Restorative Practices, Bloom's Taxonomy, Pre-Referral Intervention Manual (McCarney and Cummins, 2006), The Learning Pit graphic (TheLearning Pit.org)
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 • Implement an Advisory period for the entire school. • Dean/admin/community to review behavioral expectations, concerns, and celebrate successes with all students • Monthly MTSS meetings • Continue the Advisory period for the entire school • Professional development on productive struggle, increased cognitive demand, and sustained effort	• TMS designed climate survey to be administered in the winter • Continue the Advisory period for the entire school • Teachers revise goal setting directly connected to target areas and continue action research • Professional development on productive struggle, increased cognitive demand, and sustained effort • Monthly MTSS meetings	• Students complete the TMS designed 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 development on productive struggle, increased cognitive demand, and sustained effort • Student and Teacher reflection on the Advisory period • Monthly MTSS meetings
Leading Indicators	• Qualitative and quantitative data from the 2024-2025 school year • Student surveys - Fall 2025 • FLEX/Advisory lessons • Teacher observations of student behavior	• Student surveys - Fall 2025 • FLEX Advisory lessons • Teacher observations of student behavior	• Student surveys - Fall 2025 • FLEX/Advisory lessons • Teacher observations of student behavior

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Lagging Indicators	• Attendance data • Student school climate data	• Attendance data • Student school climate data	• Attendance data • Student school climate data
Equity Goals and Shared Responsibility	• Professional texts, professional development, monthly MTSS meetings, and weekly counseling meetings	• Professional texts, professional development, monthly MTSS meetings, and weekly counseling meetings	• Staff reflects on the Advisory schedule • End of Year Meetings • Professional texts, professional development, monthly MTSS meetings, and weekly counseling meetings