

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	2026-2027

School's Mission/Vision

The mission of the Fairfield Public Schools, in partnership with families and the 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 a successful participant in an ever-changing global society through a comprehensive educational program.

Theory of Action

If teachers consistently design and effectively implement rigorous, knowledge-rich learning tasks that intentionally build executive functioning and provide equitable access to productive struggle, **then** students will become increasingly independent learners who think critically, persevere through challenges, apply learning across disciplines, and demonstrate improved academic achievement.

School Improvement Plan (SIP) Representatives

Name	Position	Name	Position
Anthony Formato	Principal	Rebecca Andujar	MTSS Coordinator
Jodi Sacks	Assistant Principal	Cate Brown	School Counselor
Maura Shields-Verna	Language Arts Specialist	Paige McCarthy	Language Arts Teacher
Brendan Eaker	Special Education Teacher	Minnie Zacchia	Math Resource Teacher

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Name	Position	Name	Position
Francesca Torrani	Reading Teacher	Jen Chirles	Program Director of Mathematics
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	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 All / HNS	2024-2025 All / HNS	2025-2026 All / HNS
6th	69% / 43%	62% / 40%	59% / 31%	62% / 41.43%	65% / 39%	59% / 47%
7th	75% / 39%	54% / 31%	65% / 41%	63% / 41.55%	65% / 42%	62% / 42%
8th	70% / 46%	57% / 34%	62% / 34%	61% / 33.8%	66% / 42%	63% / 40%

SBA - 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	71.3% / 39.4%	57.3% / 35.6%	58.9% / 30%	62.33% / 38.9%	65.33% / 50%	57%/50.9%

SBA - Math % 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
6th	64% / 36%	63% / 37%	62% / 37%	70% / 52.18%	72% / 51%	66% / 38%
7th	62% / 34%	45% / 21%	53% / 24%	62% / 38.96%	69% / 53%	61% / 35%
8th	64% / 36%	45% / 16%	40% / 17%	52% / 25.76%	58% / 27%	54% / 35%

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SBA - 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	63.3% / 38.7%	51% / 39.4%	41.1% / 31.4%	61.8% / 38.9%	66.3% / 52%	59.8%/51.3%

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
8th	74% /	49% /	56% /	59% /	58% / 32%	49% / 34%

Attendance Chronic Abs.	2018-2019	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	6%	12.3%	10.6%	8.3%	10%	9.2%
High Needs	10%	20.4%	15%	14.6%	14.9%	14.7%

STAR or NWEA - Literacy % Proficient (Spring)	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 All / HNS (Winter)
6th	N/A	N/A	N/A	65.1%	56%	33%
7th	N/A	N/A	N/A	68.4%	55%	36%

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8th	N/A	N/A	N/A	60.4%	57%	39%
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STAR or NWEA - Math % Proficient (Spring)	2018-2019 All / HNS	2021-2022 All / HNS	2022-2023 All / HNS	2023-2024 NWEA All / HNS	2024-2025 NWEA All / HNS	2025-2026 All / HNS (Winter)
6th	N/A	N/A	N/A	80%	76%	30%
7th	N/A	N/A	N/A	75.9%	73%	41%
8th	N/A	N/A	N/A	58.8%	72%	43%

SMART Goal 1

Root Cause Analysis - Based on School Performance

English Language Arts performance will improve to 70% proficient. The 2025-2026 TMS Smarter Balanced Assessment (SBA) ELA data is not showing growth and is not moving towards the desired target of proficiency. 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 2026 baseline data.
SMART Goal	TMS will increase the 2027 ELA SBA Performance (% Proficient) score from 61% to 70% for all students and continue to close each subgroup's gap.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Evidence of success for current 2026-2027 TMS students: The number of students (35%) who achieved Level 1 and 2 SBA 2026 scores will decrease on ELA SBA by June 2027. The percentage of students who will be proficient: 2026-2027 Grade 6 (73%) students meet or exceed 75% or more proficient 2026-2027 Grade 7 (59%) students meet or exceed 70% or more proficient 2026-2027 Grade 8 (62%) students meet or exceed 70% or more proficient The number of students who achieved Level 3 and Level 4 on SBA 2026 will maintain or exceed their previous score.
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	To increase students' cultural literacy, enhance world knowledge, and provide a routine vehicle for vocabulary acquisition. • Specific core instructional strategies (e.g., summarization using a GIST statement) • Lesson delivery that maintains cognitive demand and does not lower expectations • Scaffolding “just in time” rather than “just in case” • Formative assessment (e.g., active monitoring during task, exit tickets) • Standards work: unpacking to determine if task is on grade level • Use of common vocabulary across content areas • Data analysis cycle and decision making: IABs, NWEA, Common Summative Assessments, data analysis, grade level/department time (planning, implementation, review, and revise) • Metacognition - individual reflection activities and reflection opportunities through student-led collaborative discussion • Teachers will use the strategy of reading an “Article of the Week” to increase the amount of reading students are doing throughout their whole day across all academic disciplines • Students will have increased opportunities to read in all their classes and increase their knowledge base, fluency, stamina, and academic engagement.
MOY Results (Expectation/ Reality)	District assessment (NWEA) results for increased students meeting standards (meeting and exceeding). AimsWeb Plus IABs Common assessments LASW Protocol
EOY Results (Expectation/ Reality)	To close the gap between the non-proficient subgroup and proficient student

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	performances in Language Arts as measured by the SBA 2027 data.
Responsible Individuals	All Teachers, Support Staff, Administrators/Program Directors, MTSS Coordinator, Language Arts Specialists, Math Resource Teachers, Student Attendance Counselor, Students & Families.
Timeline	Fall 2026 - Spring 2027
Resources	CCSS, IABs, NWEA, Flex Time, CASEL, Common Assessments, data analysis, grade level/department time (PLC - planning, implementation, review, and revise) MTSS monthly meetings. <i>Pre-Referral Intervention Manual</i> (McCarney and Cummins, 2006) “The Education Hub” <i>Building Thinking Classrooms</i> (Liljedahl, 2020) <i>Universal Design for Learning</i> (Cast, 2024) <i>Bloom’s Taxonomy</i> (Bloom, 2021) Articles of the Week Literacy How consultation The Hill for Literacy workshops FPS Literacy Decision Trees Task Design Checklist
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	• MTSS process grounded in Literacy • Departmental data analysis • Community meetings	• MTSS process grounded in Literacy • Departmental data analysis • Community meetings	• MTSS process grounded in Literacy • Departmental data analysis • Community meetings

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	• Grade-level planning meetings • Common assessment implementation and analysis • Student goal setting and reflection • PD around teacher efficacy in disciplinary literacy and Tier I instructional strategies • Teacher goal setting directly connected to target areas • Additional, targeted support and instruction during Flex Time • MTSS Meetings: Data Analysis • Article of the Week strategies	• Grade-level planning meetings • Common assessment implementation and analysis • 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 • Additional, targeted support and instruction during Flex Time • MTSS Meetings: Data Analysis • Article of the Week strategies	• Grade-level planning meetings • Common assessment implementation and analysis • 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 • Teacher reflection on Article of the Week instruction and student growth
Leading Indicators	• Universal screeners/data analysis; NWEA/AimsWeb Plus • Common Assessments as aligned to ELA standards • Student work • MTSS process • SBA score review • Diagnostic pre-tests	• Universal screeners/data analysis: NWEA/AimsWeb Plus • IABs • LASW Protocol • Common Assessments as aligned to ELA standards	• Universal screeners/data analysis; SBA/AimsWeb Plus • IABs • LASW Protocol • Common Assessments as aligned to ELA standards
Lagging Indicators	• IABs • LAS Links score review	• IABs • NWEA and AimsWeb Plus • LAS Links score review	• IABs • SBA score review • AimsWeb Plus

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Equity Goals and Shared Responsibility	● Review SBA 2026 results and individual scores with community ● Subgroup performance on the indicator (SBA) ● Professional texts, professional development, monthly MTSS meetings, and specific connections to subgroups ● Staff collaborate to identify opportunities for cross-curricular learning for the implementation of the school-wide goals ● All staff responsible for teaching disciplinary literacy	● IAB results ● Common assessments ● LASW Protocol ● Professional texts, professional development, monthly MTSS meetings and specific connections to subgroups ● Staff collaborate to identify opportunities for cross-curricular learning for the implementation of the school-wide goals ● All staff responsible for teaching disciplinary literacy	● 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

SMART Goal 2

Root Cause Analysis - Based on School Performance

Math performance will improve to 70% proficiency. The 2025-2026 TMS Smarter Balanced Assessment (SBA) Math data is not showing growth and is not moving towards the desired target of proficiency. 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 Math as measured by the SBA 2026 baseline data.
SMART Goal	TMS will increase the 2027 Math SBA Performance (% Proficient) score from 60% to 70% for all students and continue to close each subgroup's gap.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Evidence of success for current 2026-2027 TMS students: The number of students (37%) who achieved Level 1 and Level 2 on SBA 2026 will decrease as measured on the Math SBA by June 2027. The percentage of students who will be proficient: Grade 6 (63%) students meet or exceed 70% or more proficient Grade 7 (66%) students meet or exceed 70% or more proficient Grade 8 (61%) students meet or exceed 70% or more proficient The number of students who achieved Level 3 and Level 4 SBA 2026 scores will maintain or exceed their previous scores.
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	To increase students' numeracy and procedural fluency • Lesson delivery that maintains the cognitive demand and does not lower expectations • Numeracy developed through mental math, hand calculations, and fluency routines • Scaffolding just in time rather than just in case • Formative assessment (e.g., active monitoring during task, exit tickets) with timely feedback either teacher to student or peer to peer. • Assessing student learning, providing feedback to students, and adjusting instruction for student support and enrichment • Collaborative planning for Math teachers, special education teachers, and MRTs on high-quality instruction strategies and task implementation (e.g., without lowering the demand) • Data analysis cycle and decision making: IABs, NWEA, IXL, Common Summative Assessments, formative assessment, data analysis, grade level/department time (planning, implementation, review, and revise), LASW • Metacognition - individual reflection activities and reflection opportunities through student-led collaborative discussion and written work • Specific core instructional strategies • Making thinking visible, communicating reasoning, modeling, and problem solving • Use of common vocabulary across content areas • Close reading of mathematical texts
MOY Results (Expectation/ Reality)	District assessment (NWEA) results for increased students meeting standards (meeting and exceeding) AimsWeb Plus IABs

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	Common assessments IXL LASW
EOY Results (Expectation/ Reality)	To close the gap between the non-proficient subgroup and proficient student performances in Math as measured by the SBA 2027 data.
Responsible Individuals	All Teachers, Support Staff, Administrators/Program Directors, MTSS Coordinator, Language Arts Specialists, Math Resource Teachers, Student Attendance Counselor, Students & Families.
Timeline	Fall 2026 - Spring 2027
Resources	CCSS, IABs, NWEA, Flex Time, CASEL, Common Assessments, data analysis, grade level/department time (PLC - planning, implementation, review, and revision). MTSS monthly meetings. Pre-Referral Intervention Manual (McCarney and Cummins, 2006), “The Education Hub,” Building Thinking Classrooms (Liljedahl, 2020, 2026), Universal Design for Learning (Cast, 2024), Bloom’s Taxonomy (Bloom, 2021), Visible Learning (Hattie, 2023), Equity and Access (NCTM), What Works Clearinghouse, https://ies.ed.gov/ncee/wwc/docs/practiceguide/rti_math_pg_042109.pdf Task design checklist
Budget Implications	Professional development, IXL, necessary resources, and time to develop/revise common assessments and adjust implementation guides.

Goal 2 - Implementation and Milestones

	Beginning of the Year	Middle of the Year	End of the Year
Implementation Milestones	• MTSS process grounded in literacy and numeracy • Departmental data analysis	• MTSS process grounded in literacy and numeracy • Departmental data analysis	• MTSS process grounded in literacy and numeracy • Departmental data analysis

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	• Community meetings • Grade-level planning in PLC meetings • Common assessment Implementation and analysis • Student reflection • Teacher goal setting directly connected to target areas and building goals • Additional, targeted support and instruction during Flex Time • PD around: Modeling, Discourse, Feedback, Building Math schema, Note making, Small Group Instruction • MTSS Meetings: Data Analysis and baseline data • Staff collaborates to identify opportunities for cross-curricular learning for the implementation of the school-wide goals • Establishing fluency routines	• Community meetings • Grade-level planning in PLC meetings • Common assessment implementation and analysis • Student goal setting and reflection • PD around teacher efficacy continues • Teacher reflection regarding high-quality instruction • Revised teacher goal setting directly connected to the target areas • Additional, targeted support and instruction during Flex Time • MTSS Meetings: Data Analysis • Staff collaborate to identify opportunities for cross-curricular learning for the implementation of the school-wide goals • PD around: Modeling, Discourse, Feedback, Building Math schema, Note making, Small Group Instruction • Reflection and adjustment of fluency routines	• Community meetings • Grade-level planning in PLC meetings • Common assessment Implementation and analysis • Student reflection • Teacher and student reflection on the use of Flex Time • Teacher reflection regarding high-quality instruction • Teacher reflection on goal setting directly connected to target areas and students growth • Additional, targeted support and instruction during Flex Time • MTSS Meetings: Data Analysis • PD around: Modeling, Discourse, Feedback, Building Math schema, Note making, Small Group Instruction • Reflection of fluency routines
Leading Indicators	• Universal screeners/data analysis: NWEA/AimsWeb Plus • Common assessments as aligned to Math standards and Smarter Balanced Assessment • Student work	• Universal screeners/data analysis: NWEA/AimsWeb Plus • IABs • LASW Protocol • Common assessments as aligned to Math standards and Smarter	• Universal screeners/data analysis: NWEA/AimsWeb Plus • IABs • LASW Protocol • Common assessments as aligned to Math standards and

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	• MTSS process • Diagnostic pre-tests • SBA score review • IABs • LAS Links score review	Balanced Assessment	Smarter Balanced Assessment • Anecdotal feedback • AimsWeb Plus score review
Lagging Indicators	• SBA score review • IABs • LAS Links score review • NWEA • AimsWeb Plus • Common assessments as aligned to Math standards	• NWEA • IABs • AimsWeb Plus • LAS Links score review • Common assessments as aligned to Math standards	• SBA score review • IABs • AimsWeb Plus • Common assessments as aligned to Math standards
Equity Goals and Shared Responsibility	• Review SBA 2026 results and individual scores with community • Subgroup performance on the indicator (SBA) • Professional texts, professional development, monthly MTSS meetings, and specific connections to subgroups • Staff collaborate to identify opportunities for cross-curricular learning for the implementation of the school-wide goals • All staff responsible for teaching disciplinary literacy • Planning for the implementation guide	• IAB results • Common assessments • LASW Protocol • Professional texts, professional development, monthly MTSS meetings and specific connections to subgroups • Staff collaborate to identify opportunities for cross-curricular learning for the implementation of the school-wide goals • All staff responsible for teaching disciplinary literacy • Reflect and revise for the implementation guide	• 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 • Reflection of the implementation guide

SMART Goal 3

Root Cause Analysis - Based on School Performance

The 25-26 School Climate Survey indicated that 55% of students felt that they were able to manage the amount of schoolwork that they were expected to complete. Based on school climate survey results indicating that students do not consistently feel they can manage the amount of schoolwork assigned at TMS, the school will improve students' perception of workload manageability through coordinated assignment planning, explicit instruction in organizational and time-management skills, and ongoing student feedback opportunities.

School's Goal	Student Workload Management: By May 2027, the percentage of students responding favorably to the statement, "I can manage the amount of schoolwork I am expected to complete," will increase from 55% (baseline) to 65% (baseline + 10 percentage points) as measured by the annual school climate survey.
SMART Goal	To increase favorable responses to the climate survey statement "I can manage the amount of schoolwork I am expected to complete" by 10 percentage points over the 2026 baseline.
Evidence of Success 1 IAGDs <i>minimum</i> Inclusive and Equitable	Survey question (based on State of Connecticut School Climate Survey 26-27) - <i>Question 26 - I feel that I can manage the amount of schoolwork I have.</i> A student workload survey would be administered quarterly. The goal is to increase the percentage for all students by 10% by June 2027. Survey baseline questions include: Yes/No <i>I feel that I can manage the amount of schoolwork I have.</i> → (Measures well-being) <i>I try to figure things out on my own before asking for help.</i> → (Measures independence) <i>When struggling with independent work, I know at least two tools or strategies I</i>

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	can use before asking for help. → (Measures productive struggle/metacognition). 4. <i>I use a system to help me track and complete my assignments.</i> → (Measures ownership/organization) 5. <i>I feel safe to take academic risks and learn from my mistakes in my classes.</i> → (Measures positive classroom community/reflection)
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	Schoolwide Executive Functioning Strategy: Plan. Do. Check
MOY Results (Expectation/ Reality)	TMS-designed climate survey related to the management of workload to be administered quarterly
EOY Results (Expectation/ Reality)	TMS-designed climate survey related to the management of workload and FPS School Climate survey
Responsible Individuals	All Teachers, Support Staff, Administrators/Program Directors, MTSS Coordinator, Language Arts Specialists, Math Resource Teachers, Student Attendance Counselor, Students & Families
Timeline	Fall 2026 - Spring 2027
Resources	• <i>Visible Learning Research on Metacognitive Strategies</i> (Hattie, 2023) • <i>Cognitive Connection</i> (Ward, Sarah, and Jacobsen, Kristen, 2025) • <i>Behavioral Intervention Manual, 2nd Edition</i> (House, Samm, 2020) • <i>The ADHD Book of Lists: A Practical Guide for Helping Children and Teens with Attention Deficit Disorders, Second Edition</i> (Rief, Sandra F., 2003)

	FPS Task Design Checklist
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	- Complete baseline student workload survey. - Grade-level teams establish a process for coordinating major assessments. - Establish grade-level expectations for assignment calendars, major assessments, and long-term projects. - Teach organizational and time-management strategies during Flex periods. - Conduct quarterly student surveys to identify concerns and trends. - Review student workload data during team meetings and adjust practices as needed. - Monthly MTSS meetings - Continue the Advisory period for the entire school - Professional development on productive struggle, high	- Complete student workload survey. - Teach organizational and time-management strategies during advisory/Flex periods. - Review student workload data during team meetings and adjust practices as needed. - Intervention supports are documented for students identified as needing assistance with organization and workload management. - Student/data conferences during advisory - Student focus groups identify at least one successful strategy being used schoolwide.	Target: Increase favorable responses to the climate survey statement "I can manage the amount of schoolwork I am expected to complete" by 10 percentage points over the 2026 baseline.

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	expectations, increased cognitive demand, and sustained effort		
Leading Indicators	• Student workload survey • Community meeting assessment calendar • Provide targeted support for students reporting difficulty managing workload. • Student support folders	• Midyear survey results • Focus group summaries • Student support logs, intervention records	• Survey results • Focus group summaries • Student support logs, intervention records
Lagging Indicators	• Student school climate data • Team meeting agendas, shared calendars • Student support folders • Student support logs, intervention records • Attendance reports	• Midyear survey results • Focus group summaries • Student support logs, intervention records • D/F Report, missing assignment reports • Attendance reports	• Survey results • Focus group summaries • Student support logs, intervention records • D/F Report, missing assignment reports • Attendance reports
Equity Goals and Shared Responsibility	• Review TMS Student survey data with whole staff • Use Liaisons to consult and collaborate to review School Climate data with teachers, administrators, counselors, and students. • Consult and collaborate with Administration, school counselors/Dean, MTSS Team, and whole staff to identify specific strategies to target	• Use Liaisons to consult and collaborate to review School Climate data with teachers, administrators, counselors, and students. • Consult and collaborate with Administration, school counselors/Dean, MTSS Team, and whole staff to identify specific strategies to target students in need of workload management support.	• End-of-the-year meeting with appropriate stakeholders to review data, support, and plan for revisions and/or change focus of climate goals specific to data analysis.

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	students in need of workload management support.		
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