# Fairfield Public Schools – School Improvement Plan

## School Information

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| **School's Name** | Tomlinson Middle School | **School District** | Fairfield Public Schools |
| **Principal's Name** | Anthony Formato | **School Year** | 2022-2023 |

## School's Mission/Vision

The mission of the Fairfield Public Schools, in partnership with families and community, 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 | Jodi Sacks | Assistant Principal |
| Minnie Zacchia | Math Resource Teacher | Cate Brown | School Counselor |
| Matt Narwold | Dean Of Students | | |

| Name | Position | Name | Position |
|------|----------|------|----------|
| Marcello Mancuso | World Language Teacher | Shawn Munday | World Language Teacher |
| Becky Andujar | SRBI Coordinator | Robin Purzycki | Science Teacher |
| Kyle Astle | Social Studies Teacher | Diana Cicero | English Language Arts Teacher |

## School Data Review

**2021-2022 TMS SIP**

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 |
|------------------------|---------------------|---------------------|---------------------|
| 6th | 69% | 56% | 61% |
| 7th | 75% | 58% | 54% |
| 8th | 70% | 74% | 57% |

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

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

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

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

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

| STAR - ELA<br>% Proficient (Spring) | 2018-2019<br>All / HNS | 2020-2021<br>All / HNS | 2021-2022<br>All / HNS |
|---|---|---|---|
| 6th | N/A | 48% | 50% |
| 7th | N/A | 48% | 42% |
| 8th | N/A | 45% | 34% |

| STAR - Math<br>% Proficient (Spring) | 2018-2019<br>All / HNS | 2020-2021<br>All / HNS | 2021-2022<br>All / HNS |
|---|---|---|---|
| 6th | N/A | 68% | 66% |
| 7th | N/A | 68% | 51% |
| 8th | N/A | 71% | 53% |

## SMART Goal 1

*Root Cause Analysis 1 - Based on School Performance*

English Language Arts performance will improve by 6 percentage points.
The 2021-2022 TMS Smarter Balanced Assessment (SBA) ELA data is not showing desired proficiency results.  The SBA data suggests that an increased focus on subgroups is necessary to improve student proficiency (meeting and exceeding benchmark) overall.

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| **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 2021 baseline data. |
| **SMART Goal** | TMS will increase the 2023 SBA ELA Performance (% Proficient) score by 6 percentage points (from 63% to 69%) for all students and begin to close each subgroup's gap. |
| **Evidence of Success** <br> 1 IAGDs *minimum* <br> Inclusive and Equitable | The Black/African American subgroup will increase in % Proficiency by 8 percentage points (from 27% to 35%) on the ELA SBA by June 2023. The Hispanic subgroup will increase in % Proficiency by 3 percentage points (from 50% to 53%) on the ELA SBA by June 2023. |
| **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. (72% 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)*

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| **Scientifically Research Based Strategy** | Teachers will utilize specific intervention strategies as described in *Pre-Referral Intervention Manua*l (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 |

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| | use inquiry-based learning, set high expectations, ask high level questions, incorporate academic conversations, offer opportunities for variety and choice, appropriate challenge based on skill level as written in *Differentiated Instructional Strategies for the Block Schedule* (Gregory and Herndon, 2010), provide actionable feedback and build academic vocabulary. |
| **MOY Results (Expectation/ Reality)** | STAR results % in meeting standards (meeting and exceeding)<br>IAB results<br>Unit assessments<br>LASW Protocol |
| **EOY Results (Expectation/ Reality)** | To close the gap between subgroups and all student performances in Language Arts as measured by the SBA 2021 baseline data. |
| **Responsible Individuals** | All Teachers, Support Staff, Administrators/Program Directors, SRBI Coordinator, Language Arts Specialists, Family Community Service Provider |
| **Timeline** | Fall 2022 - Spring 2023 |
| **Resources** | CCSS, IABs, STAR, Common Assessments, data analysis, grade level/department time (PLC - planning implementation, review and revise). *Pre-Referral Intervention Manual* (McCarney and Cummins, 2006)<br>*Differentiated Instructional Strategies for the Block Schedule* (Gregory and Herndon, 2010) |
| **Budget Implications** | Professional development, necessary resources and time to develop common assessments and adjust lessons for the new implementation of a block schedule. |

**Goal 1 - Implementation and Milestones**

| | Beginning of the Year | Middle of the Year | End of the Year |
|---|---|---|---|
| **Implementation Milestones** | <ul><li>SRBI process grounded in literacy and numeracy</li><li>Departmental data analysis</li><li>Community meetings</li><li>Grade level planning in PLC meetings</li><li>Common assessment creation and implementation</li><li>Student reflection</li><li>PD around teaching standards-based content in a block schedule</li><li>Teacher goal setting directly connected to target areas</li><li>Identify student candidates for the Tomlinson After School Thunderbird Club</li></ul> | <ul><li>SRBI process grounded in literacy and numeracy</li><li>Departmental data analysis</li><li>Community meetings</li><li>Grade level planning in PLC meetings</li><li>Common assessment creation and implementation</li><li>Student reflection</li><li>PD around teaching standards-based content in a block schedule</li><li>Teacher goal setting directly connected to target areas</li><li>Evaluate current students' performance and need for the Tomlinson After School Thunderbird Club</li><li>Identify new students in need of attending the Tomlinson After School Thunderbird Club</li></ul> | <ul><li>SRBI process grounded in literacy and numeracy</li><li>Departmental data analysis</li><li>Community meetings</li><li>Grade level planning in PLC meetings</li><li>Common assessment creation and implementation</li><li>Student reflection</li><li>PD around teaching standards-based content in a block schedule</li><li>Teacher goal setting directly connected to target areas</li><li>Evaluate current students' performance and need for the Tomlinson After School Thunderbird Club</li><li>Identify students in need of attending the Tomlinson After School Thunderbird Club for the following school year</li></ul> |

| Leading Indicators | • STAR ELA performance baseline at approximately % proficient.<br>• Star Assessments<br>• IABs<br>• Unit Assessments as aligned to ELA standards.<br>• Student work<br>• Universal screeners/data analysis<br>• SRBI process<br>• Diagnostic pre-tests | • Star Assessments<br>• IABs<br>• LASW Protocol<br>• Unit Assessments as aligned to ELA standards. | • Star Assessments<br>• IABs<br>• LASW Protocol<br>• Unit Assessments as aligned to ELA standards.<br>• SBA scores |
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| Lagging Indicators | • SBA score review | • IABs | • SBA score review |
| Equity Goals and Shared Responsibility | • Subgroup performance on indicator<br>• Baseline (SBA 2021):<br>Black/African American: 27%<br>Hispanic: 50%<br>• STAR - spring 2022 - % Proficient<br>Black/African American: 40.9 %<br>Hispanic/Latino: 35.2%<br>• Professional texts, PD, monthly SRBI meetings and specific connections to subgroups<br>• Staff collaborates to create possible cross-curricular opportunities for the implementation of the school-wide goals. | • STAR results % in meeting standards<br>• IAB results<br>• Unit assessments<br>• LASW Protocol<br><br>• Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups<br><br>• Staff reflects on created / completed cross-curricular opportunities for the implementation of the school-wide goals. | • Subgroup Performance on indicators:<br>• EOY(SBA):<br>• Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups<br>• Staff reflects on completed cross-curricular opportunities for the implementation of the school-wide goals. |

## SMART Goal 2

*Root Cause Analysis 1 - Based on School Performance*

Math performance will improve by 4 percentage points.
The 2021-2022 TMS Smarter Balanced Assessment (SBA) Math data is not showing desired proficiency results.  The SBA data suggests that an increased focus on subgroups is necessary to improve student proficiency (meeting and exceeding benchmark) overall.

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| **School's Goal** | To close the achievement gap between subgroups and all student performance areas in Mathematics as measured by the SBA 2021 baseline data. |
| **SMART Goal** | TMS will increase the 2023 SBA Math Performance (% Proficient) score by 4 percentage points (from 40 % to 44 %) for all students and begin to close each subgroup's gap. |
| **Evidence of Success** <br> 1 IAGDs *minimum* <br> Inclusive and Equitable | The Black/African American race subgroup will increase in % Proficiency by 4 percentage points (from 27% to 31%) on the SBA Math by June 2023. <br><br> The Hispanic race subgroup will increase in % Proficiency by 3 percentage points (from 28% to 31%) on the SBA Math by June 2023. |
| **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 2021-2022 district performance in a positive direction. (62% 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)*

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| **Scientifically Research Based Strategy** | Teachers will use inquiry based learning, use spiraling practice, set standard-based goals, set high expectations, utilize higher level questions, 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 *Differentiated Instructional Strategies for the Block Schedule* (Gregory and Herndon, 2010) and will utilize appropriate intervention strategies from *Pre-Referral Intervention Manual* (McCarney and Cummins 2006). |
| **MOY Results (Expectation/ Reality)** | STAR results % *in meeting standards* (meeting and exceeding) <br> IAB results <br> Unit Assessments <br> LASW Protocol |
| **EOY Results (Expectation/ Reality)** | To close the gap between subgroups and all student performances in Mathematics as measured by the SBA 2021 baseline data. |
| **Responsible Individuals** | All teachers, support staff, family community service provider, administrators, program directors, SRBI coordinator, Math Resource Teachers |
| **Timeline** | Fall 2022 - Spring 2023 |
| **Resources** | New math textbooks and resources, IAB's, STAR, Common Assessments, data analysis, grade level/department time (PLC - planning, implementation, review and revise) |
| **Budget Implications** | Professional development, necessary resources and time to develop common assessments and adjust <br> lessons for the new implementation of a block schedule with new textbooks and resources. |

**Goal 2 - Implementation and Milestones**

| | Beginning of the Year | Middle of the Year | End of the Year |
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| **Implementation Milestones** | <ul><li>SRBI process grounded in literacy and numeracy</li><li>Departmental data analysis</li><li>Community meetings</li><li>Grade level planning in PLC meetings</li><li>Common assessment creation and implementation</li><li>Student reflection</li><li>PD around teaching standards-based content in a block schedule</li><li>Teacher goal setting directly connected to target areas</li><li>Identify student candidates for the Tomlinson After School Thunderbird Club</li></ul> | <ul><li>SRBI process grounded in literacy and numeracy</li><li>Departmental data analysis</li><li>Community meetings</li><li>Grade level planning in PLC meetings</li><li>Common assessment creation and implementation</li><li>Student reflection</li><li>PD around teaching standards-based content in a block schedule</li><li>Teacher goal setting directly connected to target areas</li><li>Evaluate current students' performance and need for the Tomlinson After School Thunderbird Club</li><li>Identify new students in need of attending the Tomlinson After School Thunderbird Club</li></ul> | <ul><li>SRBI process grounded in literacy and numeracy</li><li>Departmental data analysis</li><li>Community meetings</li><li>Grade level planning in PLC meetings</li><li>Common assessment creation and implementation</li><li>Student reflection</li><li>PD around teaching standards-based content in a block schedule</li><li>Teacher goal setting directly connected to target areas</li><li>Evaluate current students' performance and need for the Tomlinson After School Thunderbird Club</li><li>Identify students in need of attending the Tomlinson After School Thunderbird Club for the following school year</li></ul> |
| **Leading** | <ul><li>STAR Math performance</li></ul> | <ul><li>Star Assessments</li></ul> | <ul><li>Star Assessments</li></ul> |

| Indicators | baseline at approximately % proficient.<br>● Star Assessments<br>● IABs<br>● Unit Assessments as aligned to Math standards<br>● Student work<br>● Universal screeners/data analysis<br>● SRBI process<br>● Diagnostic pre-tests | ● IABs<br>● LASW Protocol<br>● Unit Assessments as aligned to Math standards | ● IABs<br>● LASW Protocol<br>● Unit Assessments as aligned to Math standards<br>● SBA scores |
|---|---|---|---|
| **Lagging Indicators** | ● SBA score review | ● IABs | ● SBA score review |
| **Equity Goals and Shared Responsibility** | ● Subgroup performance on indicator<br>● Baseline (SBA 2021):<br><br>Black/African American: 12%<br>Hispanic: 28%<br><br>● STAR - Spring 2022 - % Proficient<br>Black/African American: 27.3%<br><br>Hispanic/Latino: 25.4%<br><br>● Professional texts, professional development, monthly SRBI meetings | ● STAR results % in meeting standards<br>● IAB results<br>● Unit assessments<br>● LASW Protocol<br><br>● Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups<br><br>● Staff reflects on created / completed cross-curricular opportunities for the implementation of the school-wide goals. | ● Subgroup Performance on indicators:<br><br>● EOY(SBA):<br><br><br>● Professional texts, professional development, monthly SRBI meetings and specific connections to subgroups<br><br>● Staff reflects on completed cross-curricular opportunities for the implementation of the |

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| | and specific connections to subgroups.<br><br>● Staff collaborates to create possible cross-curricular opportunities for the implementation of the school-wide goals | school-wide goals. |

## SMART Goal 3

*Root Cause Analysis 1 - Based on School Performance*

Absenteeism has increased from 6.0% to 12.3% for all students and from 10% to 20.4% for High Needs Students over the past three years of attendance data. In order to increase student engagement and participation, students must be present during the entire school day.

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| **School's Goal** | By decreasing chronic absenteeism, there will be increased student engagement and participation |
| **SMART Goal** | To decrease chronic absenteeism by 10% for all groups of students by June 2023 |
| **Evidence of Success**<br>1 IAGDs *minimum*<br>Inclusive and Equitable | In the 2022 to 2023 school year, all students' absenteeism will decrease from 12.3% to 9.3% and High Needs absenteeism will decrease from 20.4% to 17.4% 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)*

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| **Scientifically Research Based Strategy** | Implementation of a consistent social emotional MTSS structure and process to ensure consistency of intervention services<br><br>All stakeholders will communicate chronic absenteeism through utilizing Infinite Campus attendance reports, counseling meetings, and administrative/guidance meetings. |
| **MOY Results (Expectation/ Reality)** | January 2023 - All chronically tardy and absent students will be identified and individualized implementation of support plan. |
| **EOY Results (Expectation/ Reality)** | June 2023 - to decrease chronic absenteeism by 10% for all groups of students |
| **Responsible Individuals** | All Staff (administration, counseling staff, teachers) |
| **Timeline** | Fall of 2022 - Spring of 2023 |
| **Resources** | Infinite Campus attendance data, family community service provider, admin/counseling meetings, dean of students and attendance secretary communication. |
| **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 |

## 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 | Monitor student attendance through the utilization of Infinite Campus and counseling meetings | Continue to implement SEL screener to all students supported by DESSA. |

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| | over 18%.<br><br>Communication with students and families of attendance policy and expectations, including resources for support.<br><br>Communication at counseling meetings regarding tardiness and absences.<br><br>Continue to implement SEL screener to all students supported by DESSA Mini.<br><br>Consistent expectations for all student homeroom/Flex time (if student is not working directly with a teacher, specialist, and/or counseling staff, student will be silently reading).<br><br>Create opportunities for students during homeroom/Flex time (Student counsel, work with Dean, morning announcements, homeroom helpers).<br><br>Continue SEL/NEST and communities activities<br><br>Student field trips<br><br>SEL opportunities for students | Adjust supports to student plans when required, such as adding tiered interventions, counseling, parent contact, consulting with family community service provider, or level 1 PPT.<br><br>Continue to implement SEL screener to all students supported by DESSA.<br><br>Continue SEL/NEST and communities activities | Continue SEL/NEST and communities activities<br><br>End of the year community awards and activities<br><br>Analyze attendance data (whole school/ high needs) to discern impact of attendance support system<br><br>At the end of the year transition meetings, attendance data and support plans will be shared with appropriate staff. |

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| | during grade level lunch waves (trivia, ping pong, Friday music)  Reboot after school opportunities for all students  Formalizing and implementing behavioral sequences and supports for staff and tiered students | | |
| **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** | On average our all student chronic absenteeism rate has been 6% and increased to 13% in 2021-2022  On average our high needs chronic absenteeism rate has been 10% and increased to 21% in 2021-2022. | 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 |
| **Equity Goals and Shared Responsibility** | Consult and collaboration with the family community service provider  Review TMS students prior year attendance data and monitor | Consult and collaboration with the family community service provider  Consult and collaboration with case manager and support staff for identified | Attendance data review  End of the year meeting with the family community service provider and appropriate |

| | students with chronic absenteeism over 18%.<br><br>Consult and collaboration with case manager and support staff for identified students | students<br><br>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. | stakeholders to review data, supports and plan for the upcoming school year. |
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