

Fairfield Public Schools
Tomlinson Middle School
Improvement Plan
2016 – 2017



As adopted in March of 2014, the District’s Mission is as follows:

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.

Drawing from the District’s Theory of Action and District Improvement Plan, this School Improvement Plan focuses on four core areas: Instructional Program, Teams/School Improvement Plans, Leadership Capacity, and Resources. Under each Core Strategy, there are sample actions that the school is undertaking that support the Core Strategy. These actions are school priorities; some may be in the early stages of implementation.

Underlying this Improvement Plan is the expectation that all staff members, teams, departments, and schools engage regularly in reflective practice – examining data, taking action, reviewing the results of our actions, adjusting our practice to improve results, and evaluating our effectiveness in a cycle of continuous improvement.

Some action items in this plan will include special notation connecting them to the District Improvement Plan. This parenthetical notation is found at the end of an action item and includes “S.A.” followed by a number which refers to the “Specific Action” to which it is aligned in the District Improvement Plan.

1. Instructional Program

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all grade levels and departments, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

1.1 Implement newly adopted Social Studies curriculum. (S.A. 1-4)

- a. Social Studies teachers will meet monthly with the Social Studies curriculum coordinator and administrator responsible for Social Studies to receive the support needed to address their concerns and successfully implement the curriculum throughout the year.
- b. Social Studies teachers will implement newly created common assessments in grades 6-8.
- c. Social Studies teachers will engage in weekly collaborative planning, implementation, review, and revisions of instructional practices.

1.2 Implement newly adopted Computer Literacy curriculum. (S.A. 1-4)

- a. Computer teachers will meet monthly with the Computer curriculum liaison and administrator responsible for Computer to receive the support needed to address their concerns and successfully implement the curriculum throughout the year.
- b. Computer teachers will implement newly created common assessments in grades 6-8.

1.3 Implement common assessments aligned to the curriculum in all content areas. (S.A. 1-12)

- a. Science teachers 6-8 will continue to utilize science skill assessments (3x per year) and performance tasks aligned to the curriculum in each grade level/course and use department meeting time to analyze results and make instructional decisions that increase student achievement in science.
- b. ELA teachers 6-8 will analyze baseline data and will establish targets for the narrative writing performance task.
- c. ELA teachers 6-8 will implement the district “writing about reading” assessments to document student progress. Results will be analyzed to make instructional decisions in ongoing curriculum implementation.
- d. Middle school world language teachers will use department meeting time to analyze results of common assessments and make instructional decisions in curriculum implementation.
- e. Middle school social studies teachers will implement common assessments aligned to each course in order to document student progress. Results will be analyzed to make instructional decisions in ongoing curriculum implementation.
- f. Administrators and department leaders will review and revise common rubrics and assessments used by teachers in art, computer, family consumer science, health, music, physical education, and technology education.

1.4 Hold staff accountable for consistent implementation of all approved curriculum. (S.A. 1-4)

- a. Language Arts Specialist (LAS) and administrator for English/Language Arts (ELA) will collaborate with the ELA curriculum leader to ensure that curriculum is clearly articulated and that work across genres is diverse and engaging.
- b. The Math Resource Teacher (MRT) and administrator for math will collaborate with the math curriculum leader to ensure that curriculum is clearly articulated and that classwork and instruction (teacher-student discourse) is rigorous and challenging.
- c. Teachers will update department curricular pacing documents on a monthly basis and administrators and department leaders will ensure consistency of implementation and pacing in each curricular area.
- d. School administrators will perform informal observations/walk-throughs independently and with department leaders in order to ensure consistent implementation of approved curriculum.
- e. School administrators and department leaders will meet collaboratively with teachers in the goal setting process to establish consistent Student Learning Outcomes (SLO’s) and Indicators of Academic Growth and Development (IAGD’s).
- f. School administrators, curriculum leaders and teachers will meet mid-year to assess and record teacher progress in the goal plan.
- g. School administrators, departmental liaisons and curriculum leaders will communicate throughout the year to identify any inconsistencies in curriculum implementation, identify the reasons for such inconsistencies, and provide the support and accountability necessary to ensure consistent implementation

1.5 Implement evidence-based instructional strategies in all content areas

- a. Students are organized in class to facilitate working on complex tasks, such as decision-making, problem solving, experimental inquiry, or investigation (DQ4), which require them to generate a hypothesis.
- b. School administrators and curriculum leaders will perform informal observations/walk-throughs/ Instructional Rounds/Reviews of Practice in order to provide feedback on instructional strategies specific to the Marzano Learning Map and post-observation protocols.
- c. School administrators and curriculum leaders will collect evidence specific to the Marzano Learning Map in relation to instructional strategies in order to give specific instructional feedback to teachers.
- d. Teachers will communicate clear learning goals and scales (rubrics) specific to the unit of study (Marzano DQ 1) to provide specific learning outcomes to students.

1.6 Ensure a positive school climate.

- a. Students and staff will participate in a variety of activities to promote a sense of connectedness to the school community and beyond. i.e. 6th grade Family Picnic, Walkathon, Tomlinson Tickets, Pep Rally etc.
- b. Staff and club advisors will document attendance rates and program participation to promote a positive school connection.
- c. Students will have the opportunity to participate in ongoing programs throughout the year to foster student social-emotional development (i.e. Student Assistance Team, Developmental Guidance, Student Leadership, Students of the Month, Peer Mentoring etc.), to develop a sense of social and emotional connectedness to their school.
- d. Administrators and teachers will communicate a minimum of once per quarter with parent groups in the form of Infinite Campus messenger, e-mail blasts, Twitter, PTA meetings, Open House, yearly conferences and/or community events.

1.7 Implement Professional learning to strengthen instructional practices for students with disabilities.

- a. Weekly planning information will be provided between classroom teacher, special education teacher and service provider in order to provide a consistent and appropriate level of instruction.
- b. Continue to implement a consistent approach to the early intervention process (EIP) and data collection to support student interventions and instructional practice in all classrooms.
- c. Reading teachers, ELL teachers and the Language Arts Specialist meet weekly to examine student data and plan targeted instruction.

1.8 Implement a middle school advisory program.

- a. Grades 6-8 will participate in a minimum of two advisory experiences based on the Naviance curriculum.
- b. 100% of students will establish Naviance account and login.

Indicators of Progress for Instructional Program:

- 55% of students in grade 8 will score at or above goal on the Science CMT in the 2016-2017 school year.
- The Social Studies curriculum will be fully implemented in grades 6-8 as evidenced by weekly meeting minutes.
- Common Assessments and rubrics will be implemented in Language Arts, Math, Science, Social Studies World Language and Unified Arts. Results will be analyzed and appropriate instructional practices will be revised.
- The Computer Literacy curriculum will be fully implemented in grades 6-8 as evidenced by monthly documents and/or meeting minutes.
- Evidence of walk throughs, data team meetings and documentation, post-observation protocols, formal and informal observations and feedback.
- 100% of teachers will align practice and performance goal within DQ 1, DQ 2, DQ 3, or DQ 4.
- Monthly Team EIP meeting minutes and intervention plans documented in electronic folder for team to access and update.
- Student participation numbers in extracurricular activities will be collected and analyzed for growth in programs.

2. Teams/School Improvement Plans

If we work effectively in teams to examine school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices, and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve.

- 2.1 Implement School Improvement Plans based on data and research-based practices that will improve student achievement (includes academic and school climate indicators). (S.A. 2-1)
- 2.2 Implement school-wide data teams to review progress on the SIP, share effective practices, and adjust SIP as warranted. (S.A. 2-4, 2-5)
 - a. Teachers will engage in weekly collaborative planning, implementation, review and revisions of curriculum in order to develop instructional improvement strategies leading to higher student achievement.
 - b. Data teams will analyze the results of student tasks using student results derived from common assessments and make recommendations for future instructional focus.
 - c. Data teams will use time to score student tasks using the common rubrics and calibrate the results in consistent scoring and feedback across classes.
- 2.3 Use data teams to develop department based problems of practice and instructional rounds in minimum of two content areas per year. (S.A. 2-2, 2-8)
- 2.4 Continue to implement grade level or departmental data teams.
 - a. If teachers engage in weekly collaborative planning, implementation, review, and revisions of curriculum, then student achievement will rise.

Indicators of Progress for Team/School Improvement Plans:

- Grade level/ departmental data teams will submit electronic meeting minutes for all scheduled data team meetings.
- Revisions to SIP will be evidenced through data team/ liaison meeting minutes.

3. Leadership Capacity

If we strengthen the instructional leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

- 3.1 Implement Instructional Rounds (at least 2 times per year) using vertical teams as necessary.
 - a. The ELA curriculum leader and ELA teachers will collaborate with administrators to develop a problem of practice and conduct Instructional Rounds for grades 8-9 a minimum of one time. (S.A. 1-9)
 - b. The math curriculum leader and math teachers will develop a problem of practice and conduct instructional rounds for grades 5-6 a minimum of one time. (S.A. 1-9)
 - c. Teacher leaders will be utilized as Instructional Round facilitators to conduct Instructional Rounds in grades 6-8 a minimum of two times. (S.A. 3-3)
- 3.2 Align all Professional Growth and Evaluation Plans to the School Improvement Plan. (S.A. 3-4)
 - a. The science department will conduct professional development in relation to the Next Generation Science Standards and curriculum revisions and implementation.
 - b. The social studies department will focus professional development on the inquiry social studies standards found in the Connecticut framework and the national C3 framework.
 - c. All teachers will align Student Learning Objectives (SLO's) and annual goals to the School Improvement Plan.
- 3.3 Continue to develop teacher leaders- PD, Growth Plan, Goals (SLO).
 - a. Additional teachers will be trained to lead Instructional Rounds in school. (S.A. 3-3)
 - b. Teacher liaisons will contribute and design the professional development calendar for each school year. A focus will be made on teachers utilizing their own area of expertise within the classroom to train other teachers.

Indicators of Progress for Leadership Capacity:

- Implementation of a minimum of two Instructional Rounds.
- 100% of teachers will align SLO's with the School Improvement Plan (SIP) and District Improvement Plan (DIP).
- Leadership capacity throughout the year will increase as evidenced by shared leadership initiatives.

4. Resources

If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

- 4.1 Provide effective professional learning for all staff members on a continuous basis.
- a. All certified staff will participate in weekly professional development as a department, district or school. As a result, department, school and district initiatives and goals will be addressed, implemented and/or revised as needed.
- 4.2 Align school resources to enact school priorities.
- 4.3 Partner with parents to achieve system priorities and goals. (S.A. 4-18, 4-20)
- a. Information about common assessments – STAR, CMT, and SBA - will be communicated with parents at PTA meetings to increase and engage parent support in student learning.
- 4.4 Improve intervention efforts for struggling students and high-achieving students.
- a. Communities will meet monthly to review the data collected in the early intervention process (EIP) to support student interventions and instructional practice in all classrooms.
- b. Collect and analyze data to identify and challenge high-achieving students.
- c. School staff will participate with the Instructional Office (PK-12) to review language arts and math intervention programs across the district to identify programs that address diverse learning needs. A stakeholder committee including school leaders, special education (including gifted and talented) will collaboratively implement programs based on student needs will be created.

Indicators of Progress for Resources:

- Professional learning will be developed based on teacher feedback through regularly scheduled building meetings, Data teams, community meetings and professional development days.
- Partnership with parents will be evidenced in monthly PTA meetings, parent-teacher conference and increased electronic communication.
- Documentation of the EIP process as per EIP student notes and transition files.
- Improved rigor within the classroom. Evidence to be documented by observation, teacher feedback and data collected per the Marzano Learning Map.

- a. Information about common assessments – STAR, CMT, and SBA - will be shared with parents at PTA meetings to increase and engage parent support in student learning.

4.4 Improve intervention efforts for struggling students and high-achieving students.

- a. Monitor the implementation of the TMS Early Intervention Program with integrity from referral to data collection to dismissal, providing support, accountability, and resources as needed.
- b. Develop a systematic data driven approach to engage high-achieving students.
- c. Increase efforts to improve the instructional program for ELL students via data driven decisions made by ELL staff in collaboration with colleagues.
- d. School staff will participate with the Instructional Office (PK-12) to review Language Arts and Math intervention programs across the district to identify programs that address diverse learning needs. A stakeholder committee including building leaders, Special Education (including GT) will collaboratively implement programs based on student needs will be created.

4.5 Continue to provide professional development specific to educating students from various socio-economic backgrounds, English Language Learners and tiered intervention.

Indicators of Progress:

- Professional development will be monitored by teacher feedback from regularly scheduled building meetings as well as district professional development days, data team minutes, community meeting data as shared with administration by liaisons, and by teacher implementation of the instructional strategies learned (monitored by walk-throughs, observations, etc.).
- Increased partnership with parents will be evidenced by parent attendance at PTA meetings, increased electronic communication, and increased parent completion of the school climate survey.
- Increased successful implementation of the EIP process as evidenced by written data and EIP meeting minutes from referral to dismissal.
- Increased rigor within the classroom to “raise the bar” for students, as evidenced by administrator documentation of formal and informal observations and “drop-ins,” data collected during Instructional Rounds, and teachers’ own sharing of “best practice” at faculty meetings and professional development.