



2017-2018 Continuous Improvement Plan
ANNUAL REPORT

Michael Luzietti
Principal, Latimer Lane School

SECTION ONE INTRODUCTION

Latimer Lane School

2017-18 Continuous Improvement Plan Annual Report

The Simsbury Public School System is committed to building capacity for schools to improve student achievement and strengthen student character through the use of a continuous school improvement model. Each year, a Continuous Improvement Plan (CIP) is developed for each school and program/department within the district. This plan provides direction for school and district improvement efforts. The goals established by the Simsbury Board of Education are at the foundation of the improvement plan. Data from multiple sources informs the goals and priorities included in the plan. All professional development activities are designed to support the school's CIP. As part of the continuous improvement process, each grade level team of general educators develops a Professional Growth Plan (PGP) to support the school goals. Other faculty members (special education staff, language arts consultants, library/media specialists and "specials" teachers) develop Professional Growth Plans related to their discipline and collaborate with district colleagues throughout the year.

During the 2017-18 school year, our school goals were as follows:

- A highly effective teacher in every classroom.
- All students reading on grade level by the end of grade 3
- All students reading, writing, and displaying mathematical proficiency on grade level by the end of grade 6

Throughout the school year, the faculty engaged in professional development to support these goals. Our school's language arts consultants and the district's writing resource teacher and math instructional coach worked closely with our classroom and special education teachers, providing coaching and scaffolding as needed so that teachers could implement the district curriculum with expertise and fidelity. In addition to improving the overall academic achievement of all students at Latimer Lane School, there was an emphasis on maintaining a positive school climate through various character education initiatives.

This report examines the impact of the 2017-18 Latimer Lane School Continuous Improvement Plan. It is intended as a summative overview of the work of the faculty and staff at Latimer Lane School in improving teaching and student learning. The report addresses four main areas:

- Progress toward school goals
- Progress toward a positive school climate
- Other performance indicators

This fall, teachers will begin the new school year by analyzing all assessment data. Students who did not meet grade level standards will be identified and supports, both within the classroom and through our intervention programs, will be discussed and put into place as appropriate. Additionally, teachers will engage in collaborative conversations during Professional Learning Community meetings, sharing high leverage instructional strategies that will positively impact student learning. We will continue to provide teachers with support through job-embedded coaching. Given the experienced, talented and collaborative faculty at Latimer Lane School, I am confident we will see continued progress toward our school and district goals.

During the 2017-18 school year, our students have demonstrated accomplishments in the arts as well as in physical pursuits. They participated in numerous worthwhile service and charity projects. The Student Leadership Team offered leadership opportunities for our students and the Take Action Club provided opportunities to extend their influence themselves beyond the

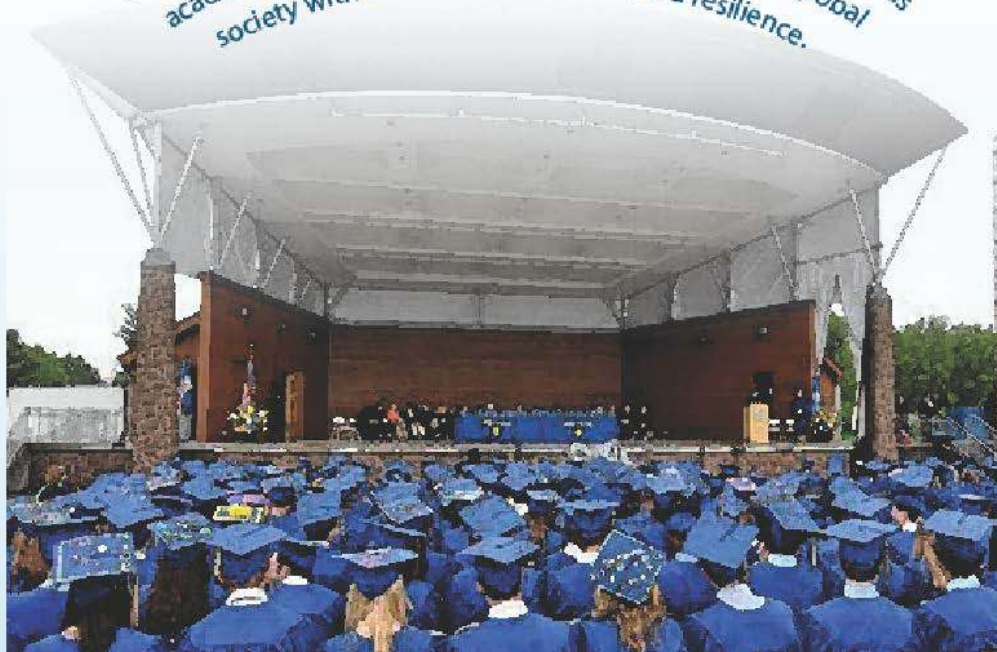
geographical boundaries of the immediate Latimer Lane community. We continued to grow and implement our Character Education program, The Latimer Lane Way, promoting values of respect, responsibility, and kindness. The activities, assemblies and projects derived from our Character Education program helped maintain a positive learning and work environment for our students, staff and families.

As we begin to prepare for the 2018-19 school year, one of limitless potential, we will seek to engage our students, staff and families in partnership. Together, we can continue to make Latimer Lane School a great place to grow!

Michael Luzietti
Principal

District Vision for the Simsbury Public Schools

The Simsbury Public Schools cultivate the mind, body, and character of each student. We engage students with a meaningful and rigorous academic foundation so that they can contribute to a global society with integrity, compassion, and resilience.



Core Beliefs

We believe in...

- ★ Challenging expectations
- ★ High standards
- ★ Passion for lifelong learning
- ★ Academic and extracurricular experiences that emphasize intellectual, physical, artistic, and social/emotional well-being
- ★ Collaboration and communication among families and school personnel
- ★ Building relationships between staff, students, and community
- ★ Family and community partnerships
- ★ Continuous improvement and excellence

SECTION TWO

SCHOOL IMPROVEMENT INDICATORS

Indicator #1: Student Achievement – Grade 3

Improvement Indicator 1:

All students will read on grade level at the end of grade 3, as measured by:

- DRA2: percentage of students scoring at/above Level 38NF , and
- DRP: percentage of students scoring at/above 47

Measures for 2017-2018:

- Grade 3: 82-85% of students will score a DRA2 level 38 by June, 2018
- Grade 3: 72-75% of students will score a 47 on the DRP by June, 2018
- Grade 3: 72-75% of students will meet goal on the DRP and DRA2 by June, 2018

Strategy / What must occur to accomplish the goal: (If/Then)

- If we use the *eight best practices* from the National Reading Panel to guide and focus all resource, scheduling, and program decisions, then literacy proficiency in the early grades will rise.
 - If we ensure the implementation of a balanced literacy model at each grade level, then DRA levels will increase.
 - If we implement research based instructional strategies to meet the individual needs of all learners with an emphasis on comprehension, then overall grade level reading performance will improve.
 - If we use Professional Learning Community (PLC) time to analyze data and to monitor the effectiveness of interventions and instructional strategies across all tiers, then reading instruction and student performance will improve.
 - If we utilize data teams and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions then student reading will improve.

SMART Goals for 2017-18:

- Kindergarten: 82-85% of students will score a DRA2 level 4 by June, 2018
- Grade 1: 85-88% of students will score a DRA2 level 18 by June, 2018
- Grade 2: 82-85% of students will score a DRA2 level 28 by June, 2018
- Grade 3: 82-85% of students will score a DRA2 level 38 by June, 2018
- Grade 3: 72-75% of students will score a 47 on the DRP by June, 2018
- Grade 3: 72-75% of students will meet goal on the DRP and DRA2 by June, 2018

Results:

2017-2018 DRA2 Summary					
Percentage Of Students Who Met Goal					
Grade	Assessment	Prior Spring	Fall 2017	Winter 2017	Spring 2018
K	DRA2	n/a	n/a	92.2%	95.4%
1	DRA2	89%	83.7%	84.1%	81.8%
2	DRA2	87.8%	87.5%	83.3%	87.5%
3	DRA2	86.4%	84.0%	82.4%	82.0%
3	DRP	n/a	n/a	n/a	82%
3	DRA2 & DRP	n/a	n/a	n/a	82%

Analysis:

This year, as we do each year, ambitious yet attainable goals for student learning are established. Our goals this year in the majority of areas were met with success, often exceeding the SMART Goals. The largest celebration from this data comes from the percentage of our student population reading on grade level, particularly at the kindergarten level and the third grade DRP. This solid foundation of reading at an early age sets the tone for all of the work that follows.

As the average cohort sizes have increased over the past few years, our numbers have continued to be historically strong and speak to the commitment of our staff and students in their efforts to move learning forward. Students in each cohort displayed strong and consistent academic progress throughout the year either approaching or exceeding the SMART Goals established.

Additionally, students in grade 3 performed solidly on end of the year DRA and DRP assessments achieving their SMART Goals. With continued targeted instruction, this group will continue to grow academically in the 2018-19 school year ahead. As the DRA ceases to be used for grade 4 and above, measures other than just the DRP will be used. The STAR Reading assessment was implemented this year in grades 2-6 and will continue to be a useful tool in the years ahead.

SRIP (Simsbury Reading Intervention Program) Data Analysis:

- At the conclusion of each cycle, a data review meeting was held to determine students who would transition out of SRIP, who would remain in SRIP, and who would enter SRIP. Additionally, at the meeting we discussed adjustments that needed to be made to the grouping of students, specific interventions students received, and additional supports that could be built into programs.
- Frequent meetings were held with the LAC and two reading teachers to assess student progress and adjust ongoing instruction.
- Analyzed assessment data and monitored progress to develop instructional goals for SRIP students.
- Collaborated and consulted in monthly Literacy Data Team meeting with LAC, reading teacher, ESS teacher to examine data and progress of at risk students.
- Collaborated and consulted with classroom teachers to ensure differentiation for at risk readers.
- Explored transition plans for students who exit SRIP.

Next Steps:

- Teachers will review the 2018 end-of-year scores (DRA, CMT, STAR, SBAC) and set SMART goals for the coming year in August of 2018
- Math and Literacy Data Review Teams function within grade level PLC meetings to ensure that all invested parties are a part of the conversation about students, their growth, and any interventions needed.
- Collaborate with general education teachers to ensure that students are receiving direct, focused reading instruction in the classroom and that the approach used in the intervention program is closely aligned to the work being done in the classroom.
- Continue to plan thoughtfully for students who exit SRIP. These plans will include progress monitoring methods to ensure continued success.
- Continue to monitor and reflect on the Smarter Balanced test results this fall as we look for trends and identify areas of success and improvement in our K-3 program.

Indicator #2: Student Achievement – Grade 6

Improvement Indicator 2:

All students will perform on grade level in reading, writing and math by the end of grade 6

Measures for 2017-18:

All students will perform on grade level in reading, writing and mathematics by the end of grade 6, as measured by:

- Reading: Increased percentage of sixth grade students scoring at or above a 62 on the spring Degrees of Reading Power (DRP).
- Writing: Increased percentage of grade six students will meet or exceed the end of year writing standard by achieving a minimum cumulative score of 50 on the SPS analytic writing rubric or two scores of 17 or higher on the three formal district writing assessments.
- Mathematics: All students take the STAR math assessment three times during the school year to gather data for instructional purposes and monitor growth over time.

Strategy / What must occur to accomplish the goal: (If/Then)

Reading

- If we implement research based instructional strategies to meet the individual needs of all learners with an emphasis on comprehension, then overall grade level reading performance will improve.
- If we use Professional Learning Community (PLC) time to analyze data and to monitor the effectiveness of interventions and instructional strategies across all tiers, then reading instruction and student performance will improve.
- If we utilize data teams and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions then student reading will improve.

Writing

- If we utilize our workshop model to teach students the traits of writing (focus, elaboration, organization, voice, and conventions), and provide frequent feedback by conferring with students, then students will be skilled writers.
- If we implement research based instructional strategies aligned with the SPS trait-based analytic writing rubric, then overall grade level writing will improve.
- If we interpret student writing with consistency using the analytic writing rubric, then we will have increased reliability among scorers.
- If we utilize PLCs to monitor the effectiveness of interventions and instructional strategies across all tiers, then writing instruction and student performance will improve.

Math

- If we implement a standardized math assessment (STAR math) then teachers, students, and parents will have actionable results from which to base individual learning plans.
- If teachers collaborate in PLCs and with district math support staff to analyze results and plan instruction then student math performance will improve.

SMART Goals for 2017-18:

- **Reading:**
 - 80-83% of 4th grade students will score a 54 or better on the DRP by June
 - 82-85% of 5th grade students will score a 58 or better on the DRP by June
 - 83-86% of 6th grade students will score a 62 or better on the DRP by June
- **Writing:**
 - 70-73% of 4th grade students will meet the end of year writing standard by June
 - 75-78% of 5th grade students will meet the end of year writing standard by June
 - 81-84% of 6th grade students will meet the end of year writing standard by June
- **Mathematics:**
 - 80-85% of 4th grade students will meet the end of year STAR math standard by June
 - 80-85% of 5th grade students will meet the end of year STAR math standard by June
 - 80-85% of 6th grade students will meet the end of year STAR math standard by June

Results:

2017-2018 DRP Summary Percentage Of Students Who Met Goal			
Grade	Assessment	June 2017	June 2018
4	DRP	80.4%	83.3%
5	DRP	86.8%	84.2%
6	DRP	71%	83.9%

Analysis:

This year, we set very ambitious SMART goals in every grade level and our staff and students responded, reaching these goals at all grade levels. Our ultimate reading goal at Latimer Lane is to have every student complete their studies reading at grade level. While we are still under the 100% that we strive for, our departing sixth grade cohort was evidence that students exiting Latimer Lane are prepared for the challenges of middle school. As further evidence, all students in grade 4-6 advanced in their reading performance as measured by DRP and SBAC achievement levels.

Next Steps:

- Teachers will review the 2018 end-of-year scores and set SMART goals for the coming year in August of 2018.
- We will continue to refine the practices of our school's Literacy Data Review Team, which meets both at mid-point and at the end of each cycle. Our school's Language Arts Consultant, Teachers of Reading, Special Education Teacher, and school principal serve on this team.
- Collaborate with general education teachers to ensure that students are receiving direct, focused reading instruction in the classroom and that the approach used in the intervention program is closely aligned to the work being done in the classroom.
- Explore transition plans for students who exit SRIP. These plans will include progress monitoring methods to ensure continued success.

Writing:

2017-2018 Writing Summary Percentage Of Students Who Met Goal		
Grade	Met Goal on 1 of 3 Assessments	Met Goal on 2 or 3 Assessments
4	85.3%	72.3%
5	94.7%	76.8%
6	96.5%	77.2%

Analysis:

Over the past several years, the district made several changes to writing assessments including changes to the actual assessments and the way in which we define goal. The most notable changes have to do with including all components of writing in the summative score as well how we define writers as being “on goal”. This includes weighing 3 different styles, or genres, of writing equally, using a common rubric to assess, and the refining of cumulative point values to determine if a student’s overall body of evidence identifies them as “at grade level”.

This year, students in grade 4 and 5 reached their SMART Goals, while students in 6th grade fell just shy. When examining the individual student data, both returning students as well as students new to district displayed strong growth from their first writing piece in the fall to their final submissions in the spring. Nearly all students in the building displayed the ability to perform at grade level on at least 1 of the 3 formal assessments.

Next Steps:

Scoring:

- Continued development district anchor sets for new writing assessments will help in scoring accuracy
- Double scoring of Fluency and Conventions was a trend in student writing. Further discussion with Professional Learning Communities on the distinction between the two traits will be necessary.
- Further examination at the district level regarding the practice of cumulative scoring as the sole determinant of defining “on grade level” to include multiple ways for students to demonstrate mastery.

Instruction:

- The traits of Conventions and Elaboration continue to be areas of focus for those students who struggle to make goal. Targeted instruction to improve their writing in these areas will be a priority this year.
- Many students in all grade levels scored 70+. We need to think about how to continually challenge these students and provide them with additional challenges to push their writing to the next level.

MATH RESULTS:

2017 2018 Mathematics Summary STAR Math Assessment		
Grade	Student Growth Percentile* (35-65) Students Meeting Expectations	Student Growth Percentile Median
2	83%	66
3	80%	62
4	70%	53
5	80%	53
6	70%	50

**Student Growth Percentile compares a student's growth to that of his/her academic peers nationwide.*

Analysis:

Students at Latimer Lane are making strong gains in the area of mathematics as we work to fully implement a new math curriculum, Math in Focus. Lead by a whole-district effort with support from district-wide math coaches, students displayed strong gains as they grappled with a new approach to math, new terms, and more student-focused and driven strategies. With district-wide math coaches supporting grade level teams throughout the district, high-leverage conversations around teaching practices and student growth and learning occurred more frequently than in past years.

We continue to use STAR math as an assessment tool to monitor growth and identify students in need of further support and intervention. Each assessment, down to and including our students in second grade, indicates improved growth.

Next Steps:

We are currently analyzing the data from this assessment. The information gleaned will shed light on which standards our students mastered and which they need additional practice with. We will use that information to guide goal setting at the classroom and individual student level. This information along with the leadership from the school Math Coach will be used to guide decisions regarding the second year implementation of Math in Focus for the 2018-2019 school year. This year our district math coaches collaborated with teachers in the following ways:

Indicator #5: Student Achievement – Positive Choices

Focus Area 5:

All students will demonstrate positive social choices at the elementary level, as measured by:

- Increased percentage of students receiving school-based positive student recognition
- Increased percentage of students not requiring Tier 2* behavior intervention

Strategy / What must occur to accomplish the goal: (If/Then)

- If we reinforce specific themes of good character through our Central Sails program, then all students will demonstrate respectful behaviors and improve their sense of social and emotional security in school.
- If systems are monitored/created to track recognition for positive social choices and interventions for behaviors that require correction, then character/climate committees can develop action plans to address specific school based needs.
- If we adopt practices from Responsive Classroom training, then teachers will implement additional effective management techniques and strategies for promoting academic engagement, creating a positive classroom community, and teaching in a developmentally appropriate way.

SMART Goal: Specific / Measureable / Aggressive yet Achievable / Relevant / Time-bound

SMART Goals for 2017-18:

- 80% of students will receive school-based positive behavioral recognition
 - 90% of students at the elementary level will not have required a Tier 2* behavior intervention
- *Tier 2 behavior intervention is defined by either an action/consequence taken by administration and/or referral to the SIT process for behavior

Analysis:

- 92% of students at Latimer Lane did not require behavioral intervention above Tier 1.
- 87% of the students at Latimer Lane received individual, school-based positive behavioral recognition in the form of a “Gotcha Ticket”. These tickets also include a personal phone call home to inform the parents and to congratulate the student.
- 100% of students at Latimer Lane received class-wide recognition of positive behavior in the form a Latimer Lane Leaf. These awards are posted in the cafeteria for the full student population to view.

Next Steps:

As Latimer Lane further seeks to support students in their decision making, direct instruction will continue to occur for all students in expected versus unexpected behaviors. Consistency in language and teacher implementation of the program continues to be an area of focus and growth. The staff of Latimer Lane will also focus on helping students build strong connections to each other and with staff members. Lastly, additional communication to our community about the implementation of Better Choice Slips to encourage student reflection will again be a focal point in 2018-19.

Indicator #6: Effective Teacher in Every Classroom

Improvement Indicator 6:

Highly effective teaching in every classroom supported by highly effective instructional leaders in every school building, as measured by:

Measures for 2017-18:

- Leader: Involving the school leadership team in identifying a leadership challenge; engaging the Leadership Team in a *rounds* model of observation, debriefs, reflection, commitments to follow-up cycle; and sharing learning/outcomes as a school community with a focus on improving teaching and learning
- Teacher: Participating in teacher/PLC Rounds which is driven by the teacher team identifying a problem of practice; providing feedback through a cycle of observation, questions, learnings, along with reflection; and commitments that positively impact teaching and student learning for all involved.

Strategy / What must occur to accomplish the goal: (If/Then)

- If highly effective teaching strategies are well defined along with a system to regularly monitor it (*school-based and PLC-based rounds model*); then educators will have greater focus in collecting evidence, providing feedback, and ongoing reflection for improvement in instructional practice that positively impacts student learning.
- If standards of highly effective teaching are clearly defined (with a focus on Instruction/Service Delivery Standard #4, Planning Standard #3, and Assessment Standard #5) and leading (with a focus on PE #2 Teaching & Learning) by building common language across the district for teachers and leaders; then we will have a greater ability to identify and promote highly effective teaching and leading practices.
- If all evaluators' skill sets are developed around the use of strategic conversations, with a greater focus on effective feedback to teachers that is specific, useful, timely, and actionable; then teachers will be able to readily incorporate such feedback into practice thereby increasing their instructional effectiveness and improving student learning.
- If opportunities are provided for educators to engage in collaborative analysis of student work/assessment results, and educators regularly work together to refine their instructional practices and leadership skills in light of those results; then student learning will increase.
- If evaluators develop their skill in designing rigorous and targeted student learning objectives (SLOs) that measure growth over time; share this skill with teachers as they develop their plans for SLOs; then teachers will engage in skillful instruction to move student learning to higher levels.
- If student learning related to individual educators' instructional practices is measured, as well as grade level and district performance; then educators will identify students who are improving, celebrate and share best practices, as well as identify and support educators whose students are not exhibiting the expected learning outcomes as defined through our curriculum-based and standardized assessments.

Results:

Teachers participated in a rigorous evaluation process during the 2017-18 school year. In October, all teachers established goals in two standards relative to the Simsbury Teaching Standards. Additionally, they wrote Student

Learning Objectives (SLOs), focusing on improving academic performance of their students. Finally, teachers developed activities to improve the social and emotional well-being of their students. The majority of teachers participated in PLC and building rounds with a particular focus on math due to the implementation of the Math in Focus curriculum. While the Building Leadership Team did not conduct walkthroughs this year, they worked to support teachers in their work around Growth Mindset and provide resources to each team.

Grade level PLCs identified needs based on a desire to expand their expertise by relying on the expertise of their colleagues. This level of professional development is most beneficial for staff members as it met their needs for growth. This approach and focus will remain in place for the 2018-19 school year.

Indicator #7: Student Safety and Social/Emotional Well-Being

Focus Area 7:

Stakeholders express satisfaction with the district's efforts related to safety and social/emotional well-being, as measured by:

- Percentages of students responding favorably on the following Social/Emotional Security Indicators:
 - "If a student is bullied in school, how difficult is it for him or her to get help from an adult?"
 - "Overall, how much do you feel like you belong at your school?"
 - "How much respect do students at your school show you?"
 - "Overall, how safe do you feel at your school?"
- Percentages of stakeholders (staff and parents) responding favorably to the following Student Safety Indicators:
 - "Overall, how safe do you feel as a teacher at this school?" (staff)
 - "Overall, how safe does your child feel at this school?" (parents)

Strategy / What must occur to accomplish the goal: (If/Then)

- If students are provided a safe, physical environment in school, then they will be able to concentrate/actively engage in their learning.
- If students feel they are in schools with positive school climates, then they will be able to devote more time to their learning.
- If faculty and staff of the Simsbury Public Schools define and implement specific, measurable actions to address the physical and social/emotional security of students, then there will be an increase in positive school climate and students will feel safer in school.

SMART Goal: Specific / Measureable / Aggressive yet Achievable / Relevant / Time-bound

SMART Goals for 2017-2018:

As evidenced by the results from the Spring administration of the CSCI, district median ratings (1-5*) will increase from and to the following:

Elementary Students

Indicator	2015 Favorability	2017 Favorability	2018 Goal Favorability	2018 Actual
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	65%	67%	75%	76%
Overall, how much do you feel like you belong at your school?	65%	63%	75%	63%
How much respect do students at your school show you?	60%	53%	75%	70%
Overall, how safe do you feel at your school?	80%	85%	85%	80%

* 1.0-2.5 = negative response, 2.5-3.5 = neutral response, >3.5 = positive response

Faculty and Parents:

Indicator	2015 Favorability %	2017 Favorability %
Overall, how safe do you feel as a teacher at this school? (faculty)	95%	90%
Overall, how safe does your child feel at this school? (parents)	91%	97%

Analysis:

The results of the student survey are indicative of a school culture that continues to perform at a high level. Additional survey responses indicate that students and their families feel welcome at Latimer and that there are clear rules designed to keep community members safe at Latimer Lane. The Latimer Lane community has identified the character traits of *Respect, Responsibility and Kindness* as essential components of student growth. Through targeted lessons, direct instruction, and consistent follow through, the students of Latimer Lane are feeling safe, supported, and encouraged to take safe risks. While these survey numbers are exceptional, the Latimer Lane community will continue to work to further promote students safety and risk taking until all students feel a sense of belonging and safety.

SECTION THREE
OTHER INDICATORS OF SCHOOL SUCCESS

Simsbury Public Schools
Latimer Lane Quality Indicators

Academic Indicators

			2017-18 Current	Three-Year Trend 16-1715-16 ^{▲▲} 14-15		
Smarter Balanced Assessment – Literacy (ELA)						
Percent of students attaining Level 3 or better	Grade 3	67%		75%	64%	71.7%
	Grade 4	72%		67%	74.1%	88.5%
	Grade 5	85%		79%	79%	89.1%
	Grade 6	79%		88%	80%	75.4%
Percent of Students in Level 4	Grade 3	44%		45%	42%	39.6%
	Grade 4	54%		44%	42.6%	55.7%
	Grade 5	48%		49%	37.1%	51.6%
	Grade 6	44%		48%	44.6%	40.6%
Smarter Balanced Assessment – Mathematics						
Percent of students attaining Level 3 or better	Grade 3	62%		81%	69%	64.2%
	Grade 4	56%		74%	61%	70.5%
	Grade 5	66%		6%	56.5%	69.2%
	Grade 6	63%		63%	63.5%	45.6%
Percent of Students in Level 4	Grade 3	29%		49%	26.5%	18.9%
	Grade 4	28%		31%	24.1%	34.4%
	Grade 5	31%		35%	41.9%	46.2%
	Grade 6	33%		40%	28.6%	16%
Connecticut Mastery Test (CMT) – Science						
Percent of students meeting goal or better	Grade 5	N/A		71%	79%	86%
Percent of Students in the Advanced Band	Grade 5	N/A		18%	34%	40%

Other Academic Indicators						
Percent of Students Meeting or Exceeding Physical Fitness Standards	Grade 4	40%		56	53	41
	Grade 6	70%		58	62	44
Special Education Prevalence Rate		11.9		8.9	9.7	88
Percent of K-3 Special Education Students At/Above Grade Level in Reading		42		53	61.5	40
Percent of teachers who agree/strongly agree that their instructional practice has substantially improved as a result of participating in their PLC		80		88	88	85
Character Education Indicators						
Number of Student who required Tier 2 disciplinary intervention		20		23	25	27
Number of Positive student recognitions given		486		440	420	166*
Percentage of Students Attending 95% of School Days		80		75.5	76.5	78.1

SECTION FOUR SUMMARY

Conclusion and Future Direction

The Latimer Lane faculty and staff, with the support of the Simsbury Public Schools, is focused on helping all students to achieve. Student growth targets are created using SMART Goals and are monitored through a variety of district and state assessments. In support of these efforts, Simsbury employs a variety of consultants and resource staff to help ensure student success.

Based on survey results, a positive climate and feeling exists about and around Latimer Lane. These positive feelings have helped to continue to make Latimer Lane a highly collaborative community for students, staff and families. The role of Professional Learning Communities (PLCs) at Latimer Lane continued to be focal point in my third year as the leader of the Latimer Lane community and will continue to be paramount to our success in the future. This structure has been very successful at Latimer Lane in the past and is highly valued by the faculty. Within this structure, much of the preparation for reaching our students and challenging them takes place. This structure was expanded to special areas teachers, as well, three years ago and the result been an increase in the consistency and fidelity with which common formative and summative assessments were used.

With a successful implementation of Better Choice Slips in 2017-18, the 2018-19 school year will include a focus on using both positive and corrective behavioral support strategies with fidelity by all staff.

The continued focus on teachers observing their colleagues and having substantive and collaborative conversations about their practices helped staff grow this past year. This focus will continue to be supported in the 2018-19 school year. Lastly, a targeted approach to enhancing our tiered behavioral intervention supports will continue to be a focal point.

All of these identified focus areas will be in addition to a continued focus on meeting our students where they are, identifying their strengths and weaknesses, and pushing them forward to new heights. By working to reach the whole child, body, mind and spirit, we will continue to make Latimer Lane a great place to grow.



Michael Luzietti
Principal