



2018-2019 Continuous Improvement Plan

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Table of Contents

I.	Purpose and Overview	p. 3
II.	District Vision and Core Beliefs	p. 4
III.	School Vision and Core Values Statement	p. 5
IV.	School Description	p. 6
	• School Leadership Teams	p. 7
V.	Progress Indicators	
	• Indicator 1 – Student Achievement Grade 3	p.8
	• Indicator 2 – Student Achievement Grade 6	p.9
	• Indicator 5 – Student Achievement Positive Social Choices	p.11
	• Indicator 6 – Professionalism - Highly Effective Teaching and Leading	p.12
	• Indicator 7 – Student Safety and Social/Emotional Well-Being	p.14
VI.	Quality Indicators	p.15

Part I: Purpose and Overview

The 2018-2019 Continuous Improvement Plan for Latimer Lane School includes a description of our school community, our Vision and Core Value Statement, descriptions of our school-based leadership teams, and indicators for school improvement for the year ahead. This document serves as a guide for our work as well as a vehicle to communicate with our community at-large.

The goals and benchmarks established in this document are the result of a collaborative process that includes a thorough review and analysis of state and district student assessment data. As a result of this reflective process, the goals are closely aligned with and are in support of the Simsbury Public Schools District Vision and Core Beliefs. Throughout the year, teachers will work in collaborative Professional Learning Communities (PLC) teams to assess student achievement, monitor student progress, and refine instructional practices. Professional development will be ongoing at the district and building levels to further support our improvement indicators. In the summer of 2018, a concluding analysis of our progress toward these goals will be documented in the Annual Report.

The academic improvement indicators for the 2018-2019 school-year will be:

- Reading in grades kindergarten through third grade
- Reading, Writing, and Math in grades four through six.

We will be engaging in the system-wide improvement indicator of teacher effectiveness through continued implementation of the Simsbury Teacher and Administrator Evaluation Plan. Lastly, we will be engaging in a collaborative process of reflection and refinement of our character education program. As the program is evaluated and streamlined, we will create and implement a data tracking component of the program to allow us to gauge its effectiveness and impact on student decision making.

The faculty and staff at Latimer Lane will continue to present our students with daily opportunities to stretch and grow as learners, challenge their mindset about what they are capable of, develop creative problem solving skills, build perseverance and a desire to overcome obstacles, and work collaboratively in a safe and supportive environment as we prepare them to be global contributors.



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Part II: District Vision and Core Beliefs

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

Part III: School Vision and Core Values Statement

VISION STATEMENT

Latimer Lane School is a united community of lifelong learners who strive for continuous growth and improvement in order to realize their full potential in an environment that is safe, conducive to learning and committed to educating the whole child – body, mind and heart.

CORE VALUE STATEMENT

As a result of their experience at Latimer Lane School, students will possess and demonstrate:

- The ability to apply a strong foundation of knowledge and communication skills to become productive citizens in a rapidly changing world
- Strategies which enable them to operate as resourceful and responsible creators and problem solvers, both independently and cooperatively
- Tolerance, respect and celebration of the diversity of our society and the differences in others
- A healthy self-image and self-confidence gained through developmentally appropriate activities and challenges

Part IV: School Description

Latimer Lane is a character-driven community of learners and leaders, a School of Distinction, and a Title I school with a proven track record of educational excellence and academic achievement. Each year, the faculty and administration partner in an engaging process of continuous improvement intended to further enhance student learning and growth.

Latimer Lane highly values the home-school partnership and views it as an integral part of meeting the needs of its students. Numerous opportunities exist for the parents of our 410 students to volunteer and be active members of the school community. Classroom teachers rely on parents for a variety of programs with their classrooms. The PTO, fueled by parent volunteers, works to support the existing programs of the school while also bringing new and exciting ideas and opportunities.

Teachers meet in Professional Learning Communities (PLCs) to share instructional strategies and to review and refine lessons within various units of study based upon student work and assessments. Differentiation of instruction to support at-risk students and to enhance learning for students exceeding goal is a focus at weekly PLC meetings. Our support staff, which includes our language arts consultant and teachers of reading, special education teachers, school psychologist and speech/language pathologist, expertly work in collaboration with the general education classroom teachers to meet the needs of all students.

The Latimer Lane community is deeply invested in seeing all of our students succeed. As a result we educate the whole child paying equal attention to academics, social and emotional issues as well as physical safety. The staff of Latimer Lane seeks to make personal connections with our students and as a result enhance our students' abilities to feel safe taking risks in their learning. Our character education program, The Latimer Lane Way, centers on our three character ideals: respect, responsibility, and kindness. Each day, five staff members carry around "GOTCHA Tickets" and are on the look-out for students displaying positive choices. Entire classrooms can be recognized and awarded a leaf for displaying these character traits as well. This successful program was the result of extensive collaboration between students, staff, and families.

As a result of a dedicated and knowledgeable faculty and staff, and a highly involved and supportive parent community, Latimer Lane is an exceptional institution that truly is, "*A Great Place to Grow.*"

Latimer Lane School Teams

The **Building Leadership Team** serves in a leadership capacity within the school overseeing our goals, making informed decision about the needs of the building in regards to academic focus and growth, and helping to set the direction of its work. This team is comprised of representatives from all grade levels and disciplines and meets frequently throughout the year both formally and informally.

The **Climate and Culture Team** plays an important role at Latimer Lane, a character driven community of learners. The team meets regularly to set direction for our program, analyze trends in our character data, and evaluate the effectiveness of initiatives. This team meets as a staff group, as well as a community group including a parent and student representative.

The **Student Leadership Team** is led by our Building Coordinator and staff and serves in the capacity to provide students with leadership opportunities. This is one of many leadership opportunities for students in the upper grades at Latimer Lane to demonstrate a sense of leadership and social responsibility.

The **Sixth Grade Helpers** are a group making up more than 50% of our current sixth grade who take time to volunteer in the rooms of younger students. This group assists in multiple areas, from writing and reading to PE and bus dismissal. This group allows our older students to model for our youngest students how to make a positive contribution to your school community.

The **Student Intervention Team (SIT)** has been developed to act in response to students are struggling academically, socially, or behaviorally. The team is comprised of administration, teachers, special education and other support staff. Interventions are used to support students' needs in the general education setting.

The **Student Reading Intervention Program (SRIP) Data Team** was developed to support students who need extra reading support. During these Data Team Meetings, assessments and interventions are discussed and adjusted as determined by student growth and progress.

The **Math Intervention Program (MIP) Data Team** - was developed to support students who need extra math support. During Data Team meetings, assessments and interventions are discussed and adjusted, as determined by student growth and progress.

The **PTO Executive Board** meets monthly prior to PTO meetings to discuss matters related to ensuring a strong home-school connection. The principal and a teacher representative attend all PTO meetings.

The **Take Action Club** is a service-learning club for 4th, 5th, and 6th graders dedicated to raising awareness of local social issues including poverty, homelessness, hunger, environmental care and global issues including food security, poverty and access to education, clean water, and health care. The club is a partner with an international charity called Free the Children and is one of 4,000 such clubs around the world. The club's overarching goal is to conduct at least one local and one global campaign per year.

Part V: Progress Indicators

Indicator #1: Student Achievement ~ Grade 3

Focus Area 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 38 NF, and
- DRP: percentage of students scoring at/above 47

Strategy/What must change to accomplish the goal:

- 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 clearly define highly effective teaching along with a system to regularly monitor it –*PLC-Based rounds model*, then teachers will have greater focus in identifying a problem of practice, observing colleagues, collecting evidence, providing feedback, and ongoing reflection for improvement.
 - If we utilize data teams and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions then student reading will improve.

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

- 85% - 90% of Kindergarten students will score a DRA2 level 4 by June
- 85% - 90% of 1st grade students will score a DRA2 level 18 or better by June
- 85% - 90% of 2nd grade students will score a DRA2 level 28 or better by June
- 85% - 90% of 3rd grade students will score a DRA2 level 38 or better by June
- 75% -80% of 3rd grade students will score a 47 or better on the DRP by June
- 75% - 80% of 3rd grade students will score a DRA2 level 38 and a 47 on the DRP or better by June

Part V: Progress Indicators

Indicator #2: Student Achievement ~ Grade 6

Focus Area 2:

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

- **Reading:** Increased percentage of grade six students scoring at or above 62 on the spring Degrees of Reading Power (DRP). All students take the STAR Reading Assessment three times during the school year to gather data for instructional purposes and monitor growth over time.
- **Writing:** Increased percentage of grade six students will meet or exceed grade level 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 district writing assessments
- **Math:** All students take the STAR Reading Assessment three times during the school year to gather data for instructional purposes and monitor growth over time.

Strategy/What must change to accomplish the goal:

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 implement a standardized math assessment (STAR Reading) then teachers will have actionable results from which to base student learning plans.
- 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 clearly define highly effective teaching along with a system to regularly monitor it –*PLC-Based rounds model*, then teachers will have greater focus in identifying a problem of practice, observing colleagues, collecting evidence, providing feedback, and ongoing reflection for improvement.
- 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 will have actionable results from which to base student 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 Goal (Specific / Measureable / Aggressive yet Achievable / Relevant / Time-bound)

Reading

- 82% - 87% of 4th grade students will score a 54 or better on the DRP by June
- 84-89% of 5th grade students will score a 58 or better on the DRP by June
- 85-90% of 6th grade students will score a 62 or better on the DRP by June
- 80-85% of 4th grade students will meet the end of year STAR Reading standard by June
- 80-85% of 5th grade students will meet the end of year STAR Reading standard by June
- 80-85% of 6th grade students will meet the end of year STAR Reading standard by June

Writing

- 75% - 80% of 4th grade students will meet the end of year writing standard by June
- 80-85% of 5th grade students will meet the end of year writing standard by June
- 80-85% of 6th grade students will meet the end of year writing standard by June

Math

- 80-85% of 4th grade students will meet the end of year STAR Math standard by June
- 75-80% 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

Part V: Progress Indicators

Indicator #5: Student Achievement ~ Positive Social Choices

Focus Area 5:

All students will demonstrate positive social choices at the elementary, middle and high school levels, 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 change to accomplish the goal:

- If we reinforce the tenants of good character in each school Character Education 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 then teachers will learn 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)

- 80-85% 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 II behavior intervention is defined by either an action/consequence taken by administration and/or referral to the Student Intervention Team process.

Part V: Progress Indicators

Indicator #6: Professionalism ~ Highly Effective Teaching and Learning

Focus Area 6:

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

- **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.

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

Leader:

By the end of the year, every school-based team will engage in quality *cycles of rounds* that provides professional colleagues to work together to reflect on current practices; refine and build new skills; share ideas; teach one another; conduct classroom research; and/or solve problems of practice that result in documentation of effective instructional strategies and methodologies that positively impact student learning across the school.

Leaders will engage all faculty in reflection of the *rounds* process by asking the following:

- How can we measure the effectiveness of the professional learning we have been engaging in throughout the year?
- What has been the impact on student learning?
- In what ways did we improve our teaching this year?

Teacher:

By the end of the year, all PLC's (teacher teams) will engage in high quality *cycles of rounds* that provides professional colleagues opportunities to work together to reflect on current practices; refine and build new skills; share ideas; teach one another; conduct classroom research; and/or solve problems of practice that result in documentation of effective instructional strategies and methodologies that positively impact student learning.

Teachers will reflect on his or her record of practice through the following:

- How can I measure the effectiveness of the professional learning I have been engaging in throughout the year?
- What has been the impact on student learning?
- In what ways did I improve my teaching this year?

Part V: Progress Indicators

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 Goals:

As evidenced by the results from the Spring Survey results, favorability percentages will increase:

Elementary Students Indicator	2015 Favorability %	2017* Favorability %	2018 Goal Favorability %	2019 Goal Favorability %
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	65%	67%	76%	79%
Overall, how much do you feel like you belong at your school?	65%	63%	63%	66%
How much respect do students at your school show you?	60%	53%	70%	73%
Overall, how safe do you feel at your school?	80%	85%	80%	83%

Faculty and Parents Indicator	2015 Favorability %	2017* Favorability %	2019 Goal Favorability%
Overall, how safe do you feel as a teacher at this school? (faculty)	95%	90%	≥90%
The principal makes safety a priority. (parents)	91%	N/A	N/A
Overall, how safe does your child feel at this school? (parents)	N/A	97%	≥90%

**Note: The parent question was worded differently on the 2017 survey. We plan to administer a district survey in the Spring of 2019 to all stakeholder groups. From this point forward, the parent survey on safety will use the wording from the 2017 administration.*

Simsbury Public Schools
Latimer Lane School Quality Indicators

Academic Indicators

		2017-18 Current	Three-Year Trend 16-17 15-16 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