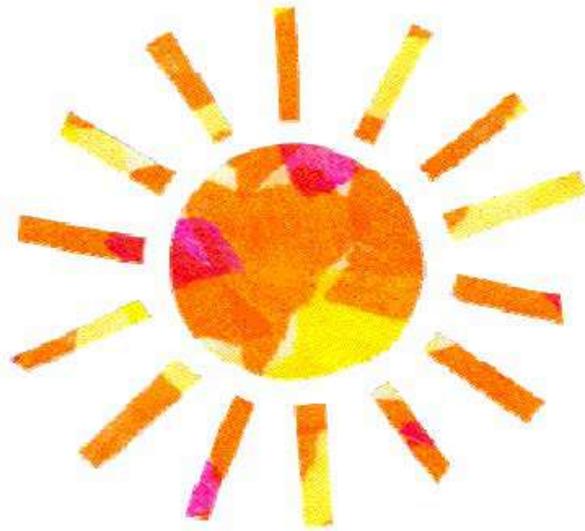


SQUADRON LINE
ELEMENTARY SCHOOL
2017 ~ 2018
Annual Report



Meg Evans, Principal

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Part I: Purpose and Overview

Annual Report 2017-2018

The Annual Report documents the results of our on-going process of continuous improvement. Our Continuous Improvement Plan provides a framework and sense of shared purpose toward school improvement for the school year. The annual report summarizes student achievement results related to those goals and the work of our professional learning community to sustain strong teaching and learning at Squadron Line Elementary School. Highlights of the school year and a concluding summary are included in this document.

The process began last June by identifying school goals for the school year. In September, grade level teams developed action plans to support the goals and areas of focus. Throughout the year, teachers worked in professional learning communities to assess student achievement, monitor student progress, analyze data, and refine instruction. Professional development was ongoing at the district and building level to further support goal and priority areas. In the spring, a concluding analysis of student performance in relation to the school goals and other priority areas was completed by teaching teams.

At Squadron Line, we work together as a school community so every child experiences continuous improvement in a positive, inclusive learning environment. We celebrate our talents, knowledge, and skills as well as the essential character traits of Respect, Responsibility, and Kindness. Collaboratively, we work with stakeholders to ensure that our credo "**We all SHINE at Squadron Line!**" is a reality for all students.

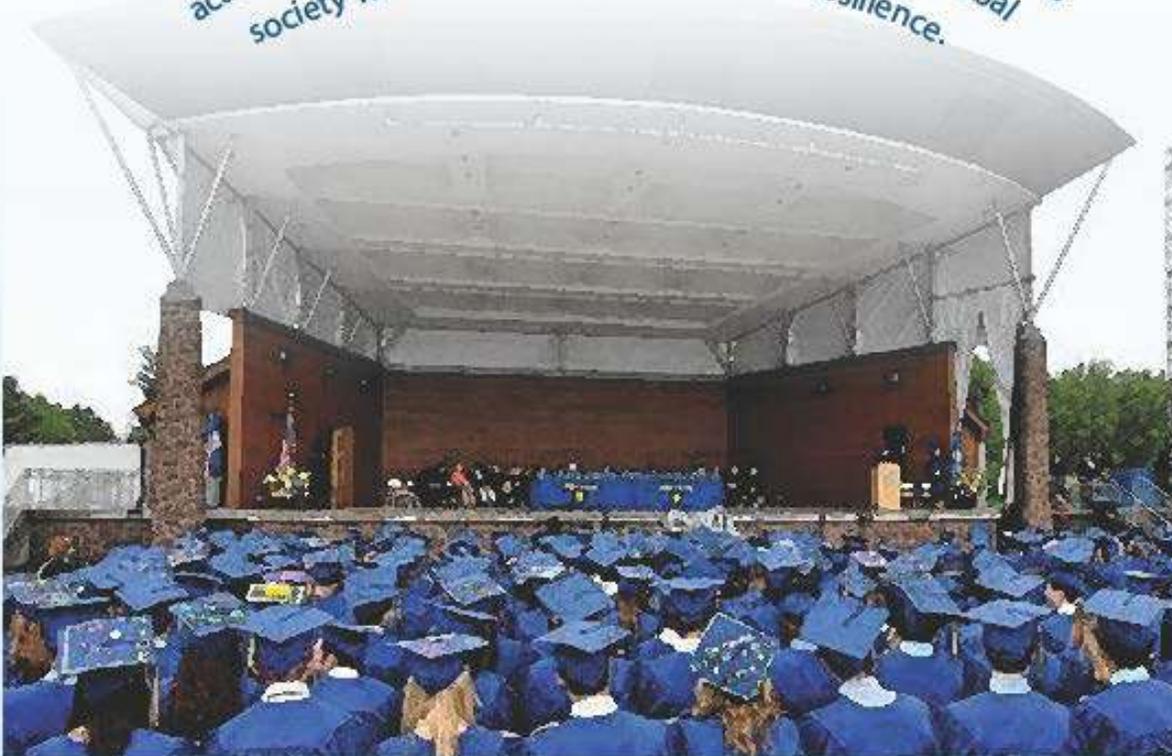


Meg Evans
Principal

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 Mission

Squadron Line Elementary School is a school in which students, staff, administrators, parents, and the community of Simsbury work together in a supportive partnership.

Our mission is to provide everyone with the knowledge and skills necessary to build a foundation for life-long learning. This includes the ability to solve problems, communicate with others, and the desire to be intellectually curious.

Squadron Line Elementary School is a positive and safe environment that values the development of character, which is essential in creating respectful and responsible citizens.

In pursuit of this mission, we believe that:

- All students will be successful learners.
- Everyone is accountable for their own behaviors and efforts.
- All abilities, talents, and learning styles will be recognized, respected, and addressed.
- Everyone will be treated in a fair and consistent manner.
- Continuous improvement for all is our standard practice.
- A sense of pride in accomplishment will be present in every learner.
- Communication is an integral part of the educational process.
- Racial and cultural diversity will be respected.
- Parent/guardian participation will be encouraged in the educational process.

Part IV: School Description

At Squadron Line, we understand that if students are going to be successful, in addition to mastering a rigorous curriculum, they need to learn skills that will allow them to succeed in a rapidly changing society. Our work throughout the school year focuses on achieving Simsbury's mission of cultivating the mind, body, and character of each student so that they can contribute to a global society with integrity, compassion, and resilience.

The SHINE program is our highly successful character education program. Through class meetings, school celebrations, and proactive grade-level lessons, SHINE provides the entire school community with a common language regarding academic, behavioral, and civic expectations. All faculty, staff members, and bus drivers, reinforce students' positive choices and actions which create an inclusive, accepting environment. The SHINE traits of Respect, Responsibility, and Kindness assist us in preparing our students to act knowledgeably, lead thoughtfully, share generously, and contribute meaningfully as global citizens.

Squadron Line proudly participates in the Hartford Region Open Choice Program. This wonderful opportunity is part of a statewide program that offers students the opportunity to attend public schools in suburban towns, and suburban students the opportunity to attend public schools in Hartford at no cost to the student's family. Communication between families, teachers, and administrators remains constant to ensure an inclusive and positive experience for all students. In addition, we participate in Inter-district Grant programs to develop learning partnerships with neighboring community elementary schools.

Squadron Line School has a rich fine arts program. All students participate in a vocal music program. Beginning in fourth grade, students have the opportunity to learn a musical instrument. Band, orchestra, jazz band, and choral performances by our fifth and sixth grade students are widely attended and enjoyed by the entire school community. Our visual art program implements a discipline-based art education model which culminates with an annual art show showcasing over 2000 pieces of artwork exemplifying student skill and creative expression. Our physical education program provides students with knowledge and skills to maintain an active and healthy lifestyle.

Continuous improvement is at the core of our work as a district and school community. We are committed to improving the academic achievement of all students. In our continuous improvement plan, we identify school goals and action plans that focus our collaborative efforts throughout the school year. Teachers meet weekly as Professional Learning Communities (PLCs) to share instructional strategies, review and refine lessons within units of study, and collectively analyze student work and assessments. Through open, reflective dialogue and continuous cycles of inquiry, staff members and administrators dedicate themselves to creating a learning environment that meets the needs of all students.

Squadron Line students SHINE due to the strong support from family and community members. We recognize that student success is maximized when there is active involvement from parents, guardians, and school community members. We are fortunate to have a long standing tradition of a collaborative partnership between the school and our dedicated Parent-Teacher Organization (PTO). Parent/guardian volunteers support teachers and enhance the educational experience of all Squadron Line students.

The success of Squadron Line School depends upon the collaborative efforts of the entire school community – students, teachers, administration, parents, guardians, and community members. By working together, we create a community characterized by respect, responsibility, and kindness, allowing all children to SHINE at Squadron Line.

Part IV: Leadership Teams

Squadron Line Elementary School Leadership Teams

The **School Based Leadership Team** is a collaborative representation of teachers and administration who act as a liaison to support faculty with implementing the vision of Squadron Line School. The team serves as a forum to brainstorm, share, and explore best practices and initiatives that impact and improve teacher and student learning.

The **Instructional Leadership Team** is a team of instructional leaders and teachers across the school. They engage in high quality *cycles of rounds* that provides professional colleagues the opportunity 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. This process will result in the team documenting the effective instructional strategies and methodologies that positively impact student learning across the school.

The **SHINE/ School Climate Committee** oversees our highly successful character education program. The team, which includes teachers, administrators, and a parent representative, meets regularly to set the direction for our program, analyze trends in our character education/discipline data, and evaluate the effectiveness of initiatives. The team follows an action plan that was developed to continuously improve our character education program.

Squadron Line, in conjunction with the Simsbury Public Schools, is committed to the health, safety and security of students, faculty, staff, and visitors. In order to support this commitment, the **School Security and Safety Committee/Team H** was established. Representation from administration, teachers, nurses, custodians, school resource officers, and town emergency management are responsible for assisting in the development and administration of our school security and safety plans.

The **Student Intervention Team (SIT)** is comprised of administration, teachers, special education and other support staff. The team's focus is on the early identification of students with academic and/or behavioral challenges. A problem solving model is used to identify an area of weakness, gather relevant data, form a hypothesis, develop interventions, and assess the effectiveness of the interventions. This process is used to support students' needs in the general education setting.

The **Student Reading Intervention Program (SRIP) Data Team** provides research-based reading intervention to address specific reading weaknesses based on universal screenings, as well as curriculum based and district assessments. During these Data Team Meetings, assessments, instructional strategies, and interventions are discussed and adjusted based upon student progress.

The **PTO Executive Board** meets monthly with school administration prior to PTO meetings to discuss matters related to ensuring a strong home-school connection. Administration attends all PTO meetings.

The **Student Council**, organized by two Squadron Line teachers, provides students with multiple leadership opportunities. The Student Council oversees school-wide service learning and character building activities. They also bring suggestions to administration for school-wide improvements.

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% - 90.0% of Kindergarten students will score a DRA2 level 4 by June
- 83% - 88.0% of 1st grade students will score a DRA2 level 18 or better by June
- 80% - 85% of 2nd grade students will score a DRA2 level 28 or better by June
- 84% - 89% of 3rd grade students will score a DRA2 level 38 or better by June
- 76% -81% of 3rd grade students will score a 47 or better on the DRP by June
- 74% - 79% of 3rd grade students will score a DRA2 level 38 and a 47 on the DRP or better by June

Results, Analysis, and Next Steps

2017-2018 DRA 2 Summary					
Percentage of Students who Met Goal					
Grade	Assessment	June 2016	Fall 2017	Winter 2018	June 2018
K	DRA2	NA	45%	76%	88%
1	DRA2	95%	82%	83%	85%
2	DRA2	78%	76%	77%	80%
3	DRA2	82%	80%	82%	89%
3	DRP	NA	NA	NA	80%
3	DRA2 & DRP	NA	NA	NA	77%

Analysis:

Squadron Line teachers continued to focus on reading instruction, intervention, and assessment in the primary grades (K-3). This yielded positive results toward our school/district goal of all students reading on grade level by the end of Grade 3. Grade level teams analyzed end-of-year student performance from the 2016-2017 year to determine areas of instructional focus for the 2017-2018 school year. Throughout the year, student performance in the classroom (and in our general education and special education intervention programs if necessary) was analyzed to refine instructional strategies utilized with individual students and small, focus groups.

- **Kindergarten:** End of the year targets were met in kindergarten. The percentage of students meeting goal at Squadron Line was equivalent to the district average. With targeted instruction and intense progress monitoring, our students made tremendous growth over the year. Forty-five percent of students met goal in the fall and 88% of student met goal in the spring.
- **First Grade:** End of the year targets were met in first grade. The percentage of students meeting goal at Squadron Line was above district average.
- **Second Grade:** End of the year targets were met in second grade. Students made tremendous growth throughout the school year. Seventy-six percent of students met benchmark in the fall and 80% of student met goal in the spring.
- **Third Grade:** End of the year targets were met in third grade. The percentage of students meeting goal at Squadron Line were above district averages for each target: DRA2, DRP, and DRA2 & DRP.

In order to maximize student progress, teachers consulted with grade level colleagues during Professional Learning Community (PLC) meetings, Language Arts Consultants, and intervention specialists to develop strategies to improve student performance. They

- used weekly progress monitoring to inform small and whole group instruction
- worked with Language Arts Consultant and district level teams on integrating Common Core Standards into current units of study
- met with the Language Arts Consultants to form strategy groups and refine instruction
- used PLC time to identify high leverage instructional strategies
- developed checkpoint assessments to continually monitor student progress
- engaged in professional development in administering and interpreting the DRA 2
- collaborated with the SRIP teacher and Student Intervention Team for students not making expected progress with Tier I instruction

Next Steps:

- We will continue to refine our practice of developing attainable and rigorous SMART goals. In addition, we will continue to monitor student performance through formative assessments and adjust instruction to ensure students meet literacy benchmarks. This year we refined our student centered data conversations. We will continue to utilize data walls to showcase student progress and ensure that student growth is occurring at an acceptable rate.
- Each grade level participated in coaching cycles with our Language Arts Consultant. The focus of these sessions was on maximizing student growth. Given the positive impact on student performance, we will continue to engage in this practice.
- In addition, we will continue to implement the revised TC Reading Workshop units of study in kindergarten through grade 5. It is believed that year two of delivering the curriculum, will provide teachers with an opportunity to enhance and adapt their instruction while better predicting and pre-teaching potential misunderstandings.
- Although we are proud of the accomplishments achieved by Squadron Line students, our work is not complete until every child shares in our success. We will continue to work collaboratively with our K-3 team to ensure that we meet the needs of all students who did not demonstrate the expected rate of growth on our benchmark assessments.

Part IV: 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)
- **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:** Students will make expected growth by the spring STAR Math Assessment.

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 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, 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 Goal (Specific / Measureable / Aggressive yet Achievable / Relevant / Time-bound)**Reading**

- 79% - 84% of 4th grade students will score a 54 or better on the DRP by June
- 85% - 90% of 5th grade students will score a 58 or better on the DRP by June
- 84% - 89% of 6th grade students will score a 62 or better on the DRP by June

Writing

- 75% - 80% of 4th grade students will meet or exceed grade level 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 by June
- 85% - 90% of 5th grade students will meet or exceed grade level 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 by June
- 79% - 84% of 6th grade students will meet or exceed grade level 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 by June

Math

- The median SGP (Student Growth Percentile) for students in grades 3-6 will be between 35 -65 by the spring STAR Math assessment.

Results, Analysis, and Next Steps

2017-2018 Reading Summary Percentage of Students who Met Goal on the DRP			
Grade	Assessment	June 2017	June 2018
4	DRP	89%	92%
5	DRP	88%	91%
6	DRP	94%	96%

Reading Analysis:

Grade level teams analyzed end-of-year student performance from the 2016-2017 year to determine areas of instructional focus for the 2018-2019 school year. Throughout the year, student performance in the classroom (and in our general education and special education intervention programs if necessary) was analyzed to refine instructional strategies utilized with individual students and small, focus groups.

- **Fourth Grade:** End of the year targets were exceeded in fourth grade. The percentage of students meeting goal at Squadron Line (92%) was above district average (89%).
- **Fifth Grade:** End of the year targets were exceeded in fifth grade. The percentage of students meeting goal at Squadron Line (91%) was above district average (87%).
- **Sixth Grade:** End of the year targets were exceeded in six grade. The percentage of students meeting goal at Squadron Line (96%) was significantly above district average (87%).

2017-2018 Writing Summary Percentage of Students who Met Goal		
Grade	Met Goal on 1/3	Met Goal on 2/3 or 3/3

Assessments		Assessments (or achieved a minimum cumulative score of 50+)
4	96%	92%
5	93%	90%
6	100%	98%

Writing Analysis:

Grade level teams analyzed end-of-year student performance from the 2016-2017 year to determine areas of instructional focus for the 2018-2019 school year. Throughout the year, student performance in the classroom was analyzed to refine instructional strategies utilized with individual students and small, focus groups.

- **Fourth Grade:** End of the year targets were exceeded in fourth grade. The percentage of students achieving a minimum cumulative score of 50 at Squadron Line (92%) was significantly above district average (80%). In addition, Squadron Line students (90%) significantly outperformed the district (79%) with percentage of students meeting goal on a minimum of 2 out of 3 assessments.
- **Fifth Grade:** End of the year targets were met in fifth grade. The percentage of students achieving a minimum cumulative score of 50 at Squadron Line (90%) was significantly above district average (81%). In addition, Squadron Line students (90%) outperformed the district (85%) with percentage of students meeting goal on a minimum of 2 out of 3 assessments.
- **Sixth Grade:** End of the year targets were exceeded in sixth grade. The percentage of students achieving a minimum cumulative score of 50 at Squadron Line (98%) was significantly above district average (87%). In addition, Squadron Line students (97%) significantly outperformed the district (85%) with percentage of students meeting goal on a minimum of 2 out of 3 assessments.

2017-2018 Mathematics Summary STAR Math Assessment		
Grade	Student Growth Percentile* (Goal 35% - 65%) Students Meeting Expectations	Student Growth Percentile Median
2	75%	59
3	92%	80
4	78%	56
5	84%	63
6	86%	68

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

Math Analysis:

This year was the first year of implementing a new math program, Math in Focus. Numerous professional development opportunities were provided for teachers to gain a better understanding of the units of study and the instructional strategies required for students to master the concepts being presented.

- **Fourth Grade:** End of the year targets were met in fourth grade. The median growth percentile for Squadron Line students was 56. The percentage of Squadron Line students (78%) who made adequate growth made on this assessment was above district average (77%).

- **Fifth Grade:** End of the year targets were met in fifth grade. The median growth percentile for Squadron Line students was 63. The percentage of Squadron Line students (84%) who made adequate growth made on this assessment was above district average (76%).
- **Sixth Grade:** End of the year targets were exceeded in sixth grade. The median growth percentile for Squadron Line students was 68. The percentage of Squadron Line students (86%) who made adequate growth made on this assessment was above district average (79%).

Next Steps:

- The revised configuration for the fifth grade team yielded positive results for students and teachers alike. Teachers specializing in Reading/Writing/Social Studies or Math/Science, allowed them to dig deeper into the curriculum, integrate instruction, and target instruction to better meet student needs.
- Each grade level participated in coaching cycles with our Language Arts Consultant. The focus of these sessions was on maximizing student growth. Given the positive impact on student performance, we will continue to engage in this practice.
- With the addition of a building based Math Coach, we are looking forward to implementing a similar practice with math. In addition, continued support with implementing Math in Focus in year two will be customized to meet the needs of Squadron Line teachers at the building level.
- As we become more knowledgeable on how to interpret the STAR assessment results, we are better able to assess students understanding of the Core Standards, identify weaknesses, target instruction, and evaluate rate of progress of all students.
- Although we are proud of the accomplishments achieved by Squadron Line students, our work is not complete until every child shares in our success. We will continue to work collaboratively with our 4-6 teams to ensure that we meet the needs of all students who did not demonstrate the expected rate of growth on our benchmark assessments.

Part IV: Progress Indicators

Indicator #5: Student Achievement ~ Positive Social Choices

Improvement Indicator:

All students will demonstrate positive social choices at the elementary, middle and high school levels, as measured by:

- 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)

- 100% of students will receive school-based positive behavioral recognition
- 15% 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.

Results, Analysis, and Next Steps

2016-2017 Positive Social Choices	
Percent of students who received a sun for making positive choices	100%
Percent of students who required a Tier II behavior intervention	17%

This year we engaged in a school wide focus of Growth Mindset. Lessons on the 5 stances were conducted in classrooms. Throughout the year professional development was provided to teachers on this topic. Information was shared with families so that they could reinforce the traits of Growth Mindset at home. We will continue our study of Growth Mindset and begin to individualize lessons for students who need more in depth training. We will look to incorporate the stances of Growth Mindset into our SHINE lessons

Part IV: Progress Indicators

Indicator #6: Professionalism ~ Highly Effective Teaching and Learning

Improvement Indicator:

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?

Results, Analysis, and Next Steps

As a school community, we continued to participate in school based rounds. The experience was successful for all involved. We used this process to gather data on how we create/maintain a growth mindset learning environment. Results confirmed that lessons on Growth mindset were conducted in each classroom. It was evident that students knew the stances and utilized them in the classroom. Conducting school based rounds allowed us to determine our focus for next year: developing more individualized instruction for students who need more advanced training.

Now that school based rounds has become part of our practice, our next focus is on making peer observations a meaningful experience for our teachers.

Part IV: Progress Indicators

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

Improvement Indicator:

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)
 - “The principal makes safety a priority.” (parents)

Strategy/What must change to accomplish the goal:

- 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)

As evidenced by the results from the Spring administration of a survey modeled on the Panorama survey that was taken in 2015, favorability percentages will increase from and to the following:

Indicator	2015 Favorability %	2017 Favorability %	2018 Goal Favorability %
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	73%	75%	77% - 80%
Overall, how much do you feel like you belong at your school?	72%	80%	82% - 85%
How much respect do students at your school show you?	58%	72%	74% - 77%
Overall, how safe do you feel at your school?	81%	85%	87% - 90%

Faculty and Parents

Indicator	2015 Favorability %	Goal 2017 Favorability %	2018 Goal Favorability%
Overall, how safe do you feel as a teacher at this school? (faculty)	95%	93%	≥ 90%
The principal makes safety a priority (parents)	91%	94%	≥ 90%

Note: We will plan to administer another version of the Panorama survey in the Spring of 2019 for all stakeholder groups. In 2018, we will conduct a shorter survey using Google Forms with students in Grades 3 and 5 to gather comparison data on these climate questions as well as other matters related to school improvement.

Results and Next Steps

Note: These results are from a brief in-class survey to students in Grades 3 and 5 that include these questions about social/emotional and safety perceptions.

Elementary Indicators	Favorability Index
Overall, how safe do you feel at your school?	84%
If a student is bullied in your school, how difficult is it for him/her to get help from an adult?	77%
Overall, how much do you feel you belong at your school?	80%
How much respect do students at your school show you?	72%

Students report feeling safe and supported at school and have a sense of belonging. There was an increase in the percentage of students who know how to get help from an adult if he/she is being bullied at school. A great deal of time and energy has been invested in creating a positive school culture over the past several years. We are committed to continuing to ensure that we all SHINE at Squadron Line by making it a great place to grow and learn for each and every student.

Part VI: Quality Indicators

Simsbury Public Schools SQUADRON LINE SCHOOL QUALITY INDICATORS

		Current 2017-18	Three-Year History 2016-17 2015-16 2014-15		
Smarter Balanced Assessment – Literacy (ELA)					
Percent of Students attaining Level 3 or better	Grade 3	82%	79%	83%	81%
	Grade 4	84%	79%	77%	81%
	Grade 5	93%	81%	83%	83%
	Grade 6	90%	87%	78%	75%
Percent of Students attaining Level 4 or better					
	Grade 3	59%	50%	62%	61%
	Grade 4	64%	59%	53%	55%
	Grade 5	68%	51%	50%	35%
	Grade 6	47%	48%	35%	43%
Smarter Balanced Assessment – Mathematics					
Percent of Students attaining Level 3 or better	Grade 3	68%	76%	76%	72%
	Grade 4	69%	71%	66%	71%
	Grade 5	67%	68%	69%	50%
	Grade 6	76%	78%	60%	64%
Percent of Students attaining Level 4 or better					
	Grade 3	48%	47%	40%	39%
	Grade 4	40%	37%	25%	35%
	Grade 5	39%	41%	43%	32%
	Grade 6	49%	54%	31%	29%
Science CMT					
Percent of Students At/Above Goal	Grade 5	NA	83.0%	91.0%	80.0%
Percent of Students in the Advanced Band	Grade 5	NA	48.4%	32.4%	27.0%
Other Academic Indicators					
Percent of Students Meeting or Exceeding Physical Fitness Standards	Grade 4	46%	36.7	65.3	50
	Grade 6	54%	63.5	59	56
Special Education Prevalence Rate		11.8	12.8	11.3	11.1
Percent of K-3 Special Education Students At/Above Grade Level Reading Goals		62.7	54.0	50.25	57.6
Percent of teachers who agree/strongly agree that their instructional practice has substantially improved as a result of participating in their PLC		84.8	88.5	91.9	79.49
Character Education Indicators					
Number of students who received two or more “Better Choice” slips		21	26	25	21
Percent of students who received at least one SHINE recognition		100	100	100	100
Percent of students attending 95% of school days		83	83.4	84.3	78.1

Part VII: Closing Remarks

As a Professional Learning Community, we are committed to improving the learning of both students and teachers. In 2017-2018, our goals and actions resulted in positive gains in student achievement across content areas and grade levels. Enhanced intervention support for students not meeting grade level expectations was provided. A priority for the 2018-2019 school year will be to further refine our student centered data conversations and develop action plans to address both school wide instructional goals and individual student needs. In addition, we will continue to focus on student growth, growth mindset, the rounds process, and peer observations.

SHINE, the school wide character education program, will continue as a priority area for Squadron Line School. This program provides the entire school community with a consistent framework and common language regarding behavioral and civic expectations. We look forward to further building our collective capacity to recognize positive behavior traits and address behavior of concern in classrooms and throughout the school environment. The SHINE program continues to have a positive impact on the school community as demonstrated by an increase in the number of students being recognized for making positive behavior choices and a decrease in office referrals.

At Squadron Line, we understand that if students are going to be successful, in addition to mastering a rigorous curriculum, they need to learn skills that will allow them to succeed in a rapidly changing society. Our work this year will continue to focus on achieving Simsbury's mission of cultivating the mind, body, and character of each student. We will continue to use the SHINE traits of Respect, Responsibility, and Kindness to prepare our students to contribute to a global society with integrity, compassion, and resilience.



Meg Evans
Principal