

Tootin' Hills School
SIMSBURY CONNECTICUT PUBLIC SCHOOLS

Annual Report
2017-2018



Maggie Seidel, Principal

Part I: Purpose

ANNUAL REPORT 2017-2018

The Tootin' Hills Annual Report documents progress toward our school goals aligned with Board of Education and District-wide priority areas. As part of the Simsbury Public School System, Tootin' Hills School is committed to building its capacity to improve student achievement through the use of our continuous school improvement model. Each year, a continuous improvement plan is developed to provide a framework and a sense of shared purpose toward school improvement for the school year. This report examines the overall impact of the 2017-2018 Tootin' Hills School Continuous Improvement Plan. It is intended to provide an overview of our efforts to improve teaching and learning, to build a strong school community, and to bring to life our school district's adopted vision and core beliefs. The report includes the following:

- Progress toward our school goals
- Highlights of our work this past school year
- Unique aspects of our school
- Our work toward the future

The process for the annual report began in June of 2017 when school goals for the following school year were identified. 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 the goal and priority areas. In the spring, a concluding analysis of student performance in relation to the school goals and other priority areas is completed by teaching teams.

Tootin' Hills is, ***"The Express to Success, All Aboard!"*** With the support of school staff, families, and the community, we believe that all children can learn and grow at high levels. We celebrate our talents, knowledge, and skills as well as our school character traits: Respect, Responsibility, Caring, and Integrity.



Maggie Seidel
Principal, Tootin' Hills

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 & School Description

Tootin' Hills School is a warm and caring environment where students and their well-being is our number one priority. It is a school where, according to our mission statement, **our students are safe to take risks, to make mistakes and to grow**. Not only do we strive for academic excellence for all, but we also foster ongoing opportunities for each of our students to demonstrate the four key components of our character education program:

Respect,
Responsibility,
Caring and Integrity

Tootin' Hills has a hard-working and dedicated faculty and staff that are committed to seeing every child achieve their fullest potential in a socially, emotionally, and academically supportive environment. As stated in the Simsbury District Vision statement, we seek to “cultivate the mind, body and character of each student.” Tootin' Hills students engage in experiences that are interdisciplinary and promote high achievement for all. We present our students with daily opportunities to stretch and grow as learners, develop problem-solving skills, and work collaboratively. We prepare our students to be meaningful contributors to a global and ever-changing society.

Our faculty is committed to providing rigorous instructional opportunities that foster and develop a community of learners while promoting a love of learning. Our talented and dedicated teachers work in Professional Learning Communities weekly to support all students and to refine instructional practices. Our teachers continue to improve their teaching by sharing ideas, discussing student growth, and collaborating with professionals across the district. In addition, we continue to be committed to providing the least restrictive environment for all students. This is reflected in our ongoing efforts to educate all of the students at Tootin' Hills in the classroom by well-trained and skilled professionals.

The engagement of the entire school community is an integral factor in the success of our school. Under the dedicated leadership of our PTO and their volunteers, numerous activities occur throughout the school year to unite the school community and enhance the rich experiences that our students engage in throughout the year. We invite and encourage all stakeholders to be active members of our volunteer community. A strong relationship between home and school is vital to both the academic and emotional success of our children.

Part IV: School Improvement 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 38NF, and
- DRP: percentage of students scoring at/above 47

Strategy / What must occur 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 utilize data teams and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions then student reading will improve.

SMART Goal and Results

2017-18 Smart Goals:

- 82-85% of Kindergarten students will score a level 4 by June 2018
- 85-89% of 1st grade students will score a level 18 by June 2018
- 80-84% of 2nd grade students will score a level 28 by June 2018
- 80-84% of 3rd grade students will score a level 38 by June 2018
- 80-84% of 3rd grade students will score a 47 on the DRP by June 2018
- 80-84% of 3rd grade students will score a DRA2 level (38) and DRP (47) by June 2018

2017-18 Results:

2017-2018 DRA 2 Summary					
Percentage of Students who Met Goal					
Grade	Assessment	June 2017	Fall 2017	Winter 2018	June 2018
K	DRA2	n/a	n/a	85.4%	97.9%
1	DRA2	96.8%	84.8%	87.9%	91.2%
2	DRA2	81.4%	84.1%	93.2%	93.2%
3	DRA2	83%	83.3%	81.4%	84.1%
3	DRP	n/a	n/a	n/a	70%
3	DRA2 & DRP	n/a	n/a	n/a	65.9%

Analysis:

Kindergarten-We far exceeded our goal of 82%-85% with 97.9% of students reading on grade level at the end of the year. This was well above the district average of 88.5%. Additionally, 65% of students were reading above the end of year benchmark.

First Grade-We exceeded the goal of 85%-89% with 91.2% of students in grade 1 meeting goal on the DRA2. This was the highest in the district and well above the district average of 81.9%. Additionally, 44% of students were reading above the end of year benchmark.

Second Grade- We exceeded our goal of 80-84% with 93.2% of students reading on grade level at the end of the year. This was well above the district average of 85.8%. Additionally, 48% of students were reading above the end of year benchmark.

Third Grade- We met the goal of 80-84% with 84.1% of students in grade 3 meeting goal on the DRA2. This was above the district average of 83.8%. 70% of grade 3 students met goal on the DRP. 65.9% of 3rd grade students met the goal **on both** the DRA2 and DRP. Although this was below our goal of 80-84%, it was above the district average of 63.3%.

Teachers continue to keep setting high-level goals for their students moving forward and in order to work toward these goals, the teacher teams:

- Analyzed the data of prior student performance and expected growth
- Established SMART goals that would help target our instruction
- Utilized weekly progress monitoring to inform small and whole group instruction
- Collaborated with the Language Arts Consultant to form strategy groups and refine instruction
- Used PLC time to identify high leverage instructional strategies
- Engaged in peer observations to share teaching practices
- Developed checkpoint assessments to continually monitor student progress
- collaborated with the SRIP, ESS, and the Student Intervention Team for students not making expected progress with tier I instruction

Next Steps:

- We will continue to refine our skills as teacher teams to set SMART goals that are based upon prior year's data, early fall results, and expected growth. We will monitor student progress toward these goals throughout the year, and respond when interventions are not having the intended effect.
- We will need to closely examine the Smarter Balanced test results this fall to look for trends and identify areas of success and improvement in our K-3 program.
- We need to continue to address the targeting of summer reading, stamina, volume, and vocabulary. The sustained effort by the staff, students, and families has begun to show up in the student results and we need to continue to emphasize these strategies to maintain our growth in our student reading results.
- We have set a school focus to examine and be more mindful about the use of learning targets and instructional strategies that will support student growth.

Indicator #2: Student Achievement – Grade 6

Focus Area 2:

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 the 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: Students will make expected growth as measured by the spring STAR math assessment.

Strategy / What must occur 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 the 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 and Results

Reading

- 85-89% of 4th grade students will score a 54 or better on the DRP by June 2018
- 84-88% of 5th grade students will score a 58 or better on the DRP by June 2018
- 89-93% of 6th grade students will score a 62 or better on the DRP by June 2018
- 80-85% of 4th grade students will meet the end of year STAR reading standard by June 2018
- 80-85% of 5th grade students will meet the end of year STAR reading standard by June 2018
- 80-85% of 6th grade students will meet the end of year STAR reading standard by June 2018

Writing

- 80-84% of 4th grade students will meet the end of year writing standard by June 2018
- 81-85% of 5th grade students will meet the end of year writing standard by June 2018
- 85-88% of 6th grade students will meet the end of year writing standard by June 2018

Mathematics

- 80-85% of 4th grade students will meet the end of year STAR math standard by June 2018
- 80-85% of 5th grade students will meet the end of year STAR math standard by June 2018
- 80-85% of 6th grade students will meet the end of year STAR math standard by June 2018

Reading Results:

2017-2018 DRP Summary Percentage of Students who Met Goal			
Grade	Assessment	June 2017	June 2018
4	DRP	84%	92.3%
5	DRP	85.7%	83.6%
6	DRP	81.7%	86.7%
STAR Reading Assessment - % of students at EOY Standard			
Grade	Assessment	June 2017	June 2018
4	STAR	n/a	90.3%
5	STAR	n/a	86.7%
6	STAR	n/a	85.2%

Reading Analysis:

Fourth Grade- We exceeded our goal of 85-89% with 92.3% of students in grade 4 reading on or above grade level. On average, students grew 10.4 points from the assessment given the previous spring. The Grade 4 cohort exceeded the STAR reading assessment goal with 90.3% of students meeting or exceeding grade level standard.

Fifth Grade- We fell short of the goal of 84%-88% with 83.6% of students in grade 5 meeting or exceeding grade level benchmarks. On average, students grew 2.1 points from the assessment given in the spring of 2018. The Grade 5 cohort exceeded the STAR reading assessment goal with 86.7% of students meeting or exceeding grade level standard.

Sixth Grade- We fell short of our goal of 89-93% with 86.7% of students in grade 6 meeting or exceeding grade level benchmarks. The number of students meeting or exceeding goal improved from 81.7 the previous year to 86.7% this year. On average, students grew 4.8 points from the assessment given the previous spring. The Grade 6 cohort met the STAR reading assessment goal with 85.2% of students meeting or exceeding grade level standard.

Writing Results:

2017-2018 Writing Summary Percentage of Students who Met Goal		
Grade	Met Goal on at least 1 of 3 Assessments	Met Goal on 2 or 3 assessments (or achieved a minimum cumulative score of 50+)
4	88.2%	78.4%
5	86.6%	77.6%
6	96.3%	88.9%

Writing Analysis:

Fourth Grade - We fell short of our goal of 80-84% with 78.4% of students in grade 4 meeting or exceeding end of year writing standards.

Fifth Grade - We fell short of our goal of 81-85% with 77.6% of students meeting end of year writing standards.

Sixth Grade - We met our goal of 85%-88% with 88.9% of students in grade 6 meeting or exceeding end of year writing standards.

Next Steps:

- Continued development of district anchor sets for new writing assessment will help in scoring accuracy.
- 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.
- Collaboration and consultation with the district writing coach will be utilized during PLCs and data teams to support teachers and students.
- Utilize a new resource called Up The Ladder Tools and Checklists.
- Continue to develop SIT Tier I, Tier II, and Tier III strategies and SMART goals to support struggling writers.

Math Results:

2017-2018 Mathematics Summary STAR Math Assessment		
Grade	Students Meeting SGP (35-65)	% of Students Meeting EOY Standard
2	61%	34%
3	74.4%	68%
4	88.2%	76.4%
5	83%	54%
6	78.6%	70.4%

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

Analysis

This year our district math coaches collaborated with teachers in the following ways:

- Met in PLCs to analyze student growth from Sept to Jan and identified standards in which students demonstrated a weakness. Plans were developed to address these areas prior to SBAC testing.
- STAR data was analyzed to determine eligibility for the Math Intervention Program
- Met with PLCs and district-wide grade level teams to assist in planning instruction and implementation of new curriculum.
- Provided instruction with how to utilize new manipulatives.
- Modeled and encouraged questioning techniques to encourage intentional talk about math within the classrooms.
- Modeled lessons and co-taught with some teachers
- Collaborated with teachers to score and analyze unit assessments

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 standards on which they need additional practice. 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.

Part V: Progress Indicators

Indicator #5: Student Achievement – Positive 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

*Tier 2 behavior intervention is defined by either an action/consequence taken by administration and/or referral to the SIT process for behavior.

Measures for 2017-2018:

- **Discipline Data: Elementary**
 - 93% of students not requiring Tier 2* behavior intervention
 - 100% of students receiving school-based recognition

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

- 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.

Results:

2017-2018 Positive Social Choices	
Percent of students who received a train for making positive choices	100%
Percent of students who required a Tier II behavior intervention	7%

Next Steps:

We will continue to reinforce and teach the common expectations in each of the common areas throughout the building (hallways, cafeteria, playground, and bus). We will continue to use the digital tracking system through SIMS to inform school-wide practices and assess where more character work is needed. In addition, we will continue to develop Tier I, Tier II, and Tier III behavior support strategies.

Indicator #6: Professionalism - Highly Effective Teaching and Leading

Improvement Indicator:

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

- **Leader:** Creation of leadership team that identifies a leadership challenge, engages a Leadership Team in a *rounds* model of observation, debriefs, reflects, commits to follow-up cycle, and shares learning/outcomes as a school community with a focus on improving teaching and learning
- **Teacher:** Participation in teacher/PLC Rounds which is driven by the “host teacher” identifying a problem of practice, feedback is provided through a cycle of observation, questions, learnings, with reflection and commitments that positively impact teaching and student learning.

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

- If we clearly define highly effective teaching 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.
- If we clearly define standards of highly effective teaching (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 we build evaluators’ skill sets around the use of strategic conversations, with a greater focus on effective feedback to teachers that is specific, useful, and timely, then teachers will be able to readily incorporate such feedback into practice thereby increasing their instructional effectiveness and improving student learning.
- If we provide opportunities for educators to engage in collaborative analysis of student work and 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 we develop evaluator skill in designing rigorous and targeted student learning objectives that measure growth over time; share this skill with teachers as they develop their plans for student learning outcomes, then teachers will engage in skillful instruction to move student learning to higher levels.
- If we measure student learning related to individual educators’ instructional practices, as well as grade level and district performance, then we can identify educators whose students are improving, share those best practices, as well as identify and support those educators whose students are not exhibiting the expected learning outcomes as defined through our curriculum-based and standardized assessments.

SMART Goals for 2017-2018:

Leader:

By the end of the year every School-Based Team (Leadership Team) will have gone through at least three 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 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 every PLC (teacher team) will have gone through a high quality *cycle 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:

All teachers worked collaboratively to develop a 'question of practice' for their PLC team to explore in order to show improvement in student learning. Teachers used a process to reflect, analyze, and make instructional changes based on the feedback from their colleagues. Teachers reported positive impact and value from the process. Several teachers asked for additional opportunities to repeat this process. Teachers documented the success they found from the process in their end-of-year teacher evaluation documents and in our PLC survey. 96.15% of teachers indicated that their instructional practice has substantially improved as a result of participating in PLCs.

Next Steps:

We will continue with our PLC peer visit structure and routine. Teams will work together to design a question of practice based on the needs of the students/teacher. The School Leadership team will determine the focus for the process based on the professional learning for the year.

Part IV: 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.
- 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)

Measures for 2017-2018: *Based upon the Comprehensive School Climate Inventory (CSCI)*

- Increase in Median Rating of 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?"
- Increase in the Median Rating of the following Physical Security Indicator:
 - "Overall, how safe do you feel as a teacher at this school?" (staff)
 - "The principal makes safety a priority." (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 for 2017-2018:

As evidenced by the results from the Spring administration of a survey modeled on the Panorama survey that was taken in 2018.

Results:**Elementary Students**

Indicator	2017 Results: Favorability %	2018 Results: Favorability %
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	64%	66%
Overall, how much do you feel like you belong at your school?	68%	78%
How much respect do students at your school show you?	61%	75%
Overall, how safe do you feel at your school?	87%	78%
Overall, how safe do you feel as a teacher at this school? (staff)	89%	Not surveyed this year
Overall, how safe does your child feel at this school? (parents)	100%	Not surveyed this year

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. As the survey has changed from the last time we have administered it some questions were not included and thus cannot be tracked. Additionally, we changed the grade levels surveyed so comparisons from year to year should be viewed with that in mind.

Results:

- A nice growth was noted in the overall sense of belonging and respect felt by students in grades 3 and 5. In the area of student feelings of safety our favorability declined. Although this is a different cohort of students than surveyed in 2017, it is still cause for concern and Tootin' Hills Character Education Team will be addressing throughout the coming school year.

Next Steps:

- We will continue our work with improving student's sense of belonging through our All Aboard Families, All Aboard Character Education Assemblies, and specific classroom lessons. In addition, continued analysis of survey data by the Character Education team will occur in the fall with appropriate action steps during the school year.

Part V: Quality Indicators

Simsbury Public Schools Tootin' Hills School Quality Indicators

	Current 2017-18		Three-Year History		
			2016-17	2015-16	2014-15

Science CMT

Percent of Students At/Above Goal	Grade 5	N/A		85	85	80.0
Percent of Students in the Advanced Band	Grade 5	N/A		42	40.5	44.6

	Current 2017-18		Three-Year Trend		
			2016-17	2015-16	2014-15

Smarter Balanced Assessment – Literacy (ELA)

Percent of students attaining Level 3 or better	Grade 3	66		79	84.5	89.6
	Grade 4	93		79	87.3	85.4
	Grade 5	84		81	76.6	83.1
	Grade 6	89		87	83.6	81.1

Percent of Students in Level 4	Grade 3	38		50	63.8	67.2
	Grade 4	68		59	68.3	52.1
	Grade 5	52		51	48.9	56.9
	Grade 6	53		48	58.2	55.2

Smarter Balanced Assessment – Mathematics

Percent of students attaining Level 3 or better	Grade 3	64		76	75.8	82.7
	Grade 4	66		71	74.6	75.1
	Grade 5	61		68	71.7	63.1
	Grade 6	79		78	71.6	44.8

Percent of Students in Level 4	Grade 3	32		47	37.9	51.7
	Grade 4	36		37	30.2	18.8
	Grade 5	34		41	47.8	38.5
	Grade 6	53		54	35.8	27.6

Other Academic Indicators

Percent of Students Meeting or Exceeding Physical Fitness Standards	Grade 4	69		45	44	58
	Grade 6	65		62	56	57
Special Education Prevalence Rate		11.2		10.1	10.1	9.7
Percent of K-3 Special Education Students At/Above Grade Level Reading Goals		52		46	47.3	51.1
Percent of teachers who agree/strongly agree that their instructional practice has substantially improved as a result of participating in their PLC		96		92.6	88.0	92.3

Character Education Indicators

Number of Character Conductor Tickets Awarded	652		649	644	634
Number of students who required Tier 2 disciplinary intervention	28		19	26	NA

Simsbury Public Schools Elementary Quality Indicators

Number of Individual Students Awarded Character Conductor Tickets	345		344	352	348
Percent of Students Attending 95% or More of School Days	90.0		91.3	80.5	75.1

TOOTIN' HILLS SCHOOL CONTINUOUS IMPROVEMENT PLAN ANNUAL REPORT 2017-2018

CONCLUDING REMARKS

As is the case with other schools in our district, Tootin' Hills School has clearly articulated goals for student achievement in the areas of Reading and Writing and Mathematics. Our Language Arts Consultants and District Writing Resource Teacher continued to play key roles in our other over-arching goal – the continuous improvement of instructional practices, K-6. In the goal area of Mathematics, the same can be said for our Mathematics/Science Resource Teacher. They were most helpful as instructional coaches and advisors. It is important in my role as building principal to continue to look at our Professional Learning Community expectations and be a visual member of the PLC's in order to define the goals of our meetings to our teachers. The PLC is a powerful component and is highly respected among staff members. It is important to keep the momentum of these meetings moving in a positive direction with the ultimate goal of student success and achievement across grade levels.

The Language Arts Consultants will continue to work in collaboration with our grade level teams of teachers in reviewing student data in order to improve instructional practices and cultivate student learning. They also worked with teachers to develop more useful informal student assessments. Their work (along with the work of our Math/Science Resource teacher) helped teachers develop facility, comfort and skills within the PLC process and, ultimately, fostered greater teacher independence within its structure. We will continue to foster purposeful peer observation, focused upon the development of discrete instruction skills with instruction. The most effective professional development takes place with colleagues in the context of one's own responsibilities. The district's goal to develop the skill set of our teachers, working in collaboration with one another to improve student achievement, has been successful and will continue to empower our teachers in the process with their delivery of instruction to our students in the classroom.

As the building principal, it is vital that we continue to set high expectations for our teachers as well as clarify goals. It is important to hold all teachers accountable for student achievement measured by classroom, district and state assessments. Continuing to foster and develop effective practices such as our *Professional Learning Communities (PLC)*, the *Student Intervention Team (SIT)* process and our Simsbury Reading Intervention Program (SRIP) in grades K-6 will be a high priority in my role as the instructional leader in the building. In order to accomplish this goal we will:

- Continue professional development for teachers and administrators in effective instruction with Teacher's College trainers, our language arts consultants and other consultants,
- Refine the system of practice and accountability surrounding the ongoing work of our Professional Learning Communities including the continued development of collaboration skills,
- Examine school goals to address reading, writing and mathematics across grade levels,
- Plan professional development and study in the instructional areas of writing (grades 4-6), a *balanced* literacy approach (primary grades) and vocabulary development (all grades),
- Expand the opportunities for peer observation of effective instructional practices,
- Refine the system of practice and accountability with the Simsbury Reading Intervention Program and the Student Intervention Team,

It is also important to emphasize the emotional and social well being of our students and therefore we will continue to highlight our students using the Character Conductor's Club by focusing on their behavior and the character traits of: **respect, responsibility, caring and integrity.**

As part of the goal setting process this year, the entire school community focused on the social and emotional component with our students in our classrooms and developed action steps and strategies within their classroom communities to improve student behavior and their sense of social and emotional security at Tootin' Hills School.

Our ultimate goal is to create an environment each and every day that helps all of our students achieve at high levels and enjoy their learning experience at Tootin' Hills School both socially and emotionally. This ideal is in line with the district's belief that all students deserve a *highly effective teacher* in each and every classroom and it was my goal to make sure that this continues at Tootin' Hills School this school year and in the future.

These beliefs also parallel the Tootin' Hills School vision statement...

Tootin' Hills School is a caring, accepting educational community where adults and children are valued as learners and as people. Our school is an environment in which it is safe to take risks, to make mistakes, and to grow. From the principal to the youngest child, everyone practices the skills needed to respectfully interact with each other and takes responsibility for their learning and behavior. The graduates of Tootin' Hills School will exemplify integrity, academic accomplishment, and the joy of learning embraced by the Tootin' Hills School community.

Maggie Seidel