



Annual Report - 2017 – 2018 School Year

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*Steve Matyczyk
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Introduction

Annual Report 2017-2018

The Annual Report summarizes the results of student performance in relation to the identified goal and priority areas for the school-year. The information is reported school-wide and by grade level. It highlights Tariffville School's accomplishments, the continuous work on developing professional learning communities, and how we continue to sustain our exemplary, both our nationally recognized character education program and state recognized academic program.

Tariffville School's Continuous Improvement Plan includes a description of the school goals and the identified priority areas for the school-year. A concluding analysis and a summary of progress are included in this document.

The process began in June of 2016 to identify school goals for the following school year. In September, grade level teams developed action plans to support the goals and the 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.

The *Tariffville School Mission Statement* guides the direction of the school by the following beliefs:

“The Tariffville School community provides a safe and nurturing environment where mutual respect among adults and students is practiced, diversity is celebrated, and where parents and families are seen as valued partners in layering the foundation of life-long learning.

Our school implements a rigorous curriculum with high academic expectations and cultivates the character development of each student. We prepare our students to be successful learners and responsible citizens in today's world.”

Standing by our School Motto: ***“Knowledge is Power,”*** Tariffville School has a longstanding commitment to ensure that all students will continue to achieve at high levels and reach their fullest potential in a caring, respectful, and nurturing school environment.

Scott Baker
Principal, Tariffville School

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

School Mission

responsibility

Tariffville School Mission Statement

The Tariffville School community provides a safe and nurturing environment where mutual respect among adults and students is practiced, diversity is celebrated, and where parents and families are seen as valued partners in layering the foundation of life-long learning.

Our school implements a rigorous curriculum with high academic expectations and cultivates the character development of each student. We prepare our students to be successful learners and responsible citizens in today's world.

citizenship

caring

respect

School Description

Tariffville School has a longstanding record of students who have demonstrated consistently high levels of achievement. A rigorous curriculum challenges all students to reach their fullest potential. An exemplary character education program has established clear expectations that all students will be respectful, contributing citizens within a nurturing school community. The faculty and administration engage in a continuous improvement process in professional learning communities that focus on improving student learning and classroom instruction.

Tariffville School embraces a diverse population both culturally and socio-economically. Our student population is comprised of 31 % minority students, and 7% of our students come from homes where English is not the primary language. The percentage of students who are receiving free or reduced lunch last year was 23%. This racial, cultural, and economic diversity is viewed as one of the greatest strengths of the Tariffville School experience, and the background experiences our students bring each day add to one another's daily lives at school. The diversity at Tariffville School will serve our students well as we prepare them for a life beyond formal schooling.

In 2005, Tariffville School was one of ten schools in the United States to earn the distinction of "National School of Character." The CLIMB (Character Lives in My Behavior) program incorporates four character ideals—Caring, Respect, Responsibility and Citizenship—which form the foundation of our school culture. An integral component of our program engages students in numerous service and community projects ranging from partnerships with local senior citizens to promoting providing resources for abandoned animals. Students are recognized for exhibiting the CLIMB character traits, and accomplishments are celebrated at CLIMB assemblies held regularly throughout the year.

In addition to being recognized for our character education, but not unrelated, is the academic recognition we have garnered from the State Department of Education. We have earned the title of a School of Distinction several times (including last year) for having the highest overall performance (in the top 10% of all schools) on state-wide assessments as well. Our learning community has continually been recognized for being one of the highest performing schools elementary schools in the state as measured by reading, writing, math, and science performance.

Parent volunteers are welcomed and are frequently assisting in classrooms and at special events. It is our belief that a strong relationship between the school and the families is a critical component to student success. The PTO works in partnership with the faculty and staff. This dedicated group of parents/guardians provides support for curriculum resources, equipment, and enrichment programs. They also sponsor numerous events and activities for our students throughout the year.

As a result of the cooperative efforts and collective talents of a dedicated faculty and staff, involved parents and families, and students who come to school every day eager and ready to learn, Tariffville School provides an enriching and challenging environment that fosters success for all learners.

School Improvement Indicators

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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/Then)

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

SMART Goals and Results:

SMART Goals for 2017-2018:

- 80%-84% of Kindergarten students will score a level 4 by June
- 79%-83% of 1st grade students will score a level 18 by June
- 82%-87% of 2nd grade students will score a level 28 by June
- 84%-88% of 3rd grade students will score a level 38 by June
- 75%-80% of 3rd grade students will score a 47 on the DRP by June
- 72%-80% of 3rd grade students will score a 47 on the DRP and a 38 on the DRA by June

Results:

2017-2018 DRA2 Summary					
Percentage Of Students Who Met Goal					
Grade	Assessment	June 2017	Fall 2017	Winter 2018	June 2018
K	DRA2	n/a	69	69	76
1	DRA2	84	79	74	66
2	DRA2	86	87	93	93
3	DRA2	86	87	82	83

3	DRP	60	n/a	n/a	60
3	DRA2 & DRP	60	n/a	n/a	60

SMART Goals and Results: (continued)

Analysis:

This year we set very ambitious SMART goals in every grade level. We exceeded our target in grade 2, met our goal in grade 3, and missed our targets in kindergarten and grade 1 by one or two students. A highlight is that every single student made growth in grades K-3 and on average the majority of students made more than one year's growth in their reading. This was accomplished through implementing specific plans to meet the varied and individualized reading needs of each student.

Kindergarten – We were very near our goal in kindergarten for the percentage of students reading at a 4 but more importantly for the past two years we have set an internal goal to get more students to a 6 and have moved more children to that 6 or higher than in any year previously. Additionally, we experienced 37% growth from fall to spring for students making goal. That was 11% greater growth than the district average.

First Grade – We missed our target in first grade for the percentage of students reading at an 18, however, the extremely small cohort makes prediction challenging. Four students, 11% of the class missed the target by one DRA2 level and they showed significant growth throughout the year. It is notable that in first grade the percentage of special education students meeting goal increased by 15% points from fall to spring.

Second Grade – We exceeded the top end of our goal by 3% points this year. A highlight for this grade level is the growth of students who met goal from fall to spring. We saw an increase more than double then that of the district at 13.2% with our special education students who met goal increasing by 20%.

Third Grade –The calculation of percentages for this grade level has been significantly impacted due to the moving of several students that were projected to be exceeding goal. Of all the students who were not meeting goal in the fall, every student improved a minimum of three reading levels and 5% of the cohort moved from not meeting in the fall to meeting in the spring. On the DRP we missed our target by 8% points which represents 2 students. Again, percentages in this cohort are more directly related to enrollment changes during the year than a lack of individual student progress. A bright spot is that several students moved from below goal to meeting goal from fall to spring and of those who did not meet goal 4 students were within 5 DRP points (2 questions) from meeting goal. Student performance on the grade 3 DRA2 remains strong, however, we continue to see a discrepancy between the DRA2 and DRP scores.

To work toward these targets, the teacher teams:

- used weekly progress monitoring to inform small and whole group instruction.
- worked with the Language Arts Consultant and district level teams on integrating Common Core Standards into current units of study.
- met with the Language Arts Consultant 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 peer observation to share teaching practices.
- collaborated with the Reading teacher and Student Intervention Team for students not making expected progress with tier I instruction.

For students in the intervention process we:

- held data review meetings to determine students who would transition out of SRIP (Simsbury Reading Intervention Program), who would remain in SRIP, and who would enter SRIP. Additionally, at the meeting we discussed adjustments that needed to be made to the grouping of students, specific interventions students received, and additional supports that could be built into programs.
- held weekly meetings with the Language Arts Consultant and two reading teachers to assess student progress and adjust ongoing instruction.
- analyzed assessment data and monitored progress to develop instructional goals for SRIP students.
- collaborated and consulted in monthly Literacy Data Team meeting with LAC, reading teacher, ESS teacher to examine data and progress of at risk students.
- collaborated/consulted with classroom teachers to ensure differentiation for at risk readers.
- developed transition plans for students who exit SRIP.

Next Steps:

Whole School:

- 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. This year we will be using STAR assessments to track progress through the year and to help inform small group instruction.
- We will 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 and address the targeting of summer reading, stamina, volume, and vocabulary. This 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.
- New pre and post assessments from Teacher's College will be used to determine students' needs and plan instruction.
- Professional development with the language arts consultant will be utilized to learn more about, and use Learning Progressions and Student Self-Assessment Rubrics.

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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: (If/Then)

Reading

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

Writing

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

Math

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

SMART Goals and Results

SMART Goals:

Reading:

- 68%-72% 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
- 75%-80% of 6th grade students will score a 62 or better on the DRP by June

Writing:

- 65%-70% of 4th grade students will meet the end of year writing standard by June
- 75%-80% of 5th grade students will meet the end of year writing standard by June
- 75%-80% of 6th grade students will meet the end of year writing standard by June

Mathematics:

- The median SGP (Student Growth Percentile) for all students at Tariffville School will be between 35-65.

Results:

Reading

2017-2018 DRP Summary Percentage Of Students Who Met Goal			
Grade	Assessment	June 2017	June 2018
4	DRP	60	79
5	DRP	86	80
6	DRP	94	76

Analysis:

This year we set very ambitious SMART goals in every grade level. Our ultimate reading goal at Tariffville is to have every student complete their studies reading at grade level. We exceeded our goal in grade four and missed the target slightly in five and sixth. This year we made the decision to focus more on our STAR assessment than prep students for the DRP assessment. That could account for the slip in some of the DRP scores. Our students demonstrated exceptional growth throughout the year on their STAR assessments.

Fourth Grade – We exceeded our target this year by 7%. While this is cause for celebration, even more impressive is the 19% growth from last spring, 78% of the class posting double digit gains on their DRP score. Overall student growth was 4% greater than the district average

Fifth Grade – We missed our target by 4% this year. In this cohort, that represents one student missing one question.

Sixth Grade- We missed our target by 4% this year. In this cohort, that represents one student missing one question. Additionally, this is a cohort that has experienced significant move in and out of students over the past 18 months.

The overall median SGP for STAR reading was 65. This is at the very high end of our district expectations of 35-65.

Next Steps: The standardized STAR assessments are telling us that students are making significant progress and we will need to determine how much emphasis to place on the DRP in the coming year. We purposefully did not prep for the DPR this year and the scores in grades 5 and 6 reflect that. We may want to go back to providing some preparation for that type of timed assessment if we will continue to use the DRP.

Writing:

2017-2018 Writing Summary Percentage Of Students Who Met Goal		
Grade	Met Goal on 1 of 3 Assessments	Met Goal on 2 or 3 Assessments (or achieved a minimum cumulative score of 50+)
4	58	48
5	85	83
6	95	86

Analysis:

We set ambitious goals in the fall which were difficult to track in some grades due to significant moving in and out of students during the school year.

Fourth Grade – We missed this target by 20 percentage points. The small size and student mobility of this grade level made predicting performance particularly challenging this year. While the percent of students at our targets was not where we projected, students did make nice growth through the year with all but two students making progress on their scores throughout the year.

Fifth Grade – We exceeded our target by 3% points this year and it is impressive no students scored in the below range. With four students within 5 points of the target, this is a cohort that is making nice progress and should be on track for some nice gains as sixth graders.

Sixth Grade – We exceeded our target by 6% points this year and it is impressive that no students scored in the below range. A notable accomplishment of this grade level is that all but four students were within 3 points of the target

Next Steps:

Scoring:

- Continued development district anchor sets for new writing assessments will help in scoring accuracy.
- The data suggest we still continue with scoring the first piece of the year harder than what happens district-wide. We will have conversations with PLCs and our district writing coordinator to ensure scoring accuracy.

Instruction

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

Math

2017 2018 Mathematics Summary		
STAR Math Assessment		
Grade	Student Growth Percentile* (35-65) Students Meeting Expectations	Student Growth Percentile Median
2	77	51
3	83	71
4	79	70
5	86	74
6	81	63

All students in grades 1-6 took the STAR assessment three times this year. The whole-school Median Student Growth Percentile for the 2017-18 school-year was 67 (a 1 point increase from last year). This means that our students on average grew at an average rate 17 points greater than what would be considered to be normal growth and this result exceeds the goal we set in the fall. Greater than 80% of students had a growth percentile score greater than 35 in grades 3,5, and 6. The percent of students meeting expectations is up from last year in every grade level.

Next Steps:

We are currently analyzing the data from this assessment that informs us which standards our students mastered and need additional practice with. We will use that information to inform goal setting at the classroom and individual student level. We will also be using STAR to inform the effectiveness of the implementation of Math in Focus and identify areas where our new program is helping students meet the standards and areas we may need to adjust.

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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

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.

SMART Goals and Results

SMART Goals for 2017-2018:

- More than 90% of Tariffville Students will not have required a Tier 2* behavior intervention during the 2017-18 school-year.
- More than 90% of students will receive school based recognition (feet/principal's awards) for positive choices made during the 2017-18 school-year.

Results:

- Less than 1% of students required a Tier 2 or 3 behavior intervention during the 2017-18 school-year.
- Greater than 98% of students received school based recognition for positive choices.
- All better choice slips, feet, and principal's awards were tracked using SIMS and analyzed at CLIMB and whole school faculty meetings.

Analysis and Next Steps:

Our Climb committee has been working hard this year to better track data which has led us to make more informed decisions about recognizing students, looking for trends in the data, and adjusting our response. We are able to quickly see where trouble spots arise and identify students we may have missed with recognition in real time. This year we revised our cafeteria procedures and rules with great success. There were fewer incidents and staff and students report that daily conduct has much improved.

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

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Indicator #6: Professionalism - Highly Effective Teaching and Leading

Focus Area 6:

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 and Results

SMART Goals:

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 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: This year we completed 2 cycles of PLC Peer Visits where teachers engaged in a visit protocol where they met in multi-grade groups, set a purpose for the observation, visited the classroom, and then discussed what they saw and committed to trying a practice in their own rooms. Teachers overwhelmingly supported this process and documented it with me, in their end of year teacher evaluation documents and in our annual PLC survey. We only completed 1 cycle of a whole-school rounds process. The cutting short of the PLC and Schoolwide rounds visits was a strategic decision to conserve funds by not using substitute teachers. Our focus was on furthering our work with mindset and this will continue next year.

Next Steps: We will continue with our PLC peer visit structure and routine. Teams will be focused on math instruction as we are implementing a new program. Additionally we have several new/new to grade level teachers this year so becoming familiar with grade level curriculum will also be a major focus of our PLC visits. The school based rounds were so well received that we will make it a priority to get three in next year. The focus for these visits will be around mindset and continuing our professional learning that we began this year.

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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:
 - "In my school, there are clear rules against physically hurting other people."
 - "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?"
 - "Students in this school respect differences in other students."
 - "How much respect do students at your school show you?"
- Percentages of stakeholders (staff, students, 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 do you feel at your school?" (students)
 - "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 and Results:**SMART Goals:**

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 Target Favorability%
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	86%	78%	80%
Overall, how much do you feel like you belong at your school?	72%	70%	75%
How much respect do students at your school show you?	70%	72%	75%
Overall, how safe do you feel at your school?	80%	88%	90%

Results**Elementary Students**

Indicator	2017 Favorability %	2018 Favorability %
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	78%	89%
Overall, how much do you feel like you belong at your school?	70%	82%
How much respect do students at your school show you?	72%	80%
Overall, how safe do you feel at your school?	88%	93%

Faculty and Parents

Indicator	From 2015 Favorability %	2017 Favorability %
Overall, how safe do you feel as a teacher at this school? (faculty)	95%	100%
The principal makes safety a priority (parents) – <i>Question changed on this year's survey: Overall how safe does your child feel at this school?</i>	91%	100%

Note: These results are from a brief in-class survey to students in grades 3, 6, 8, and 12 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: The favorability percentages for students set in the Continuous Improvement Plan increased in every indicator. I believe that this is a direct result of our work with second step and responsive classroom. Teachers have worked very hard on ensuring a consistent morning meeting and in the upper grades an emphasis on student led activities.

Other Indicators of School Success

		2017-18 Current	Three-Year Trend		
			2016-17	2015-16	2014-2015
Smarter Balanced Assessment – Literacy (ELA)					
Percent of students attaining Level 3 or better	Grade 3	54	74	75.7	75.0
	Grade 4	73	74	82.2	83.8
	Grade 5	83	83	91.9	75.6
	Grade 6	85	89	76.6	80.0
Percent of Students in Level 4					
	Grade 3	34	37	51.4	63.6
	Grade 4	58	60	53.3	70.3
	Grade 5	51	58	67.6	46.7
	Grade 6	53	46	42.6	53.3
Smarter Balanced Assessment – Mathematics					
Percent of students attaining Level 3 or better	Grade 3	59	57	75.7	68.2
	Grade 4	52	74	71.1	59.5
	Grade 5	74	73	78.4	53.3
	Grade 6	75	81	59.6	57.8
Percent of Students in Level 4					
	Grade 3	32	31	35.1	43.2
	Grade 4	24	43	44.4	21.6
	Grade 5	54	55	51.4	33.3
	Grade 6	53	57	27.7	35.6
Connecticut Mastery Test (CMT) – Science					
Percent of students meeting goal or better	Grade 5	N/A	85	94.4	89.5
Percent of Students in the Advanced Band					
	Grade 5	N/A	36.6	63.9	39.5
Other Academic Indicators					
Percent of Students Meeting or Exceeding Physical Fitness Standards	Grade 4	38	44	52	63
	Grade 6	62	57	64	49
Special Education Prevalence Rate		13.6	12.2	11.5	9.5
Percent of K-3 Special Education Students At/Above Grade Level in Reading		29.4	49.5	56.6	22.2
Percent of teachers who agree/strongly agree that their instructional practice has substantially improved as a result of participating in their PLC		80	84.2	91	81.5
Character Education Indicators					
Number of Better Choice Slips Given		76	56	65	104
Number of Feet / Principal's Awards		729	932	835	645
Percentage of Students Attending 95% of School Days		75.2	78.1	80.9	72.3

Concluding Summary

This year many staff members and students received awards and recognition for their talents and hard work. Our academic results continue to indicate that we have a strong and rigorous academic program. Our first priority for the 2018-2019 school-year will be to further analyze student data and develop action plans to address both school-wide instructional goals and individual student needs.

CLIMB, the school wide character education program, will continue as a priority area and service learning projects will continue to be an important part of the school community. Our committee will continue to address the need to increase the social-emotional supports for children and the need to create a safe learning environment. Reflection on the growth data from the Smarter Balanced Assessment, refining our Professional Learning Communities by engaging in a third year of peer observation, and implementing a new math program will be areas of focus for the 2018-2019 school-year as well.

While this is a time of great change in the field of education, there is much at Tariffville that will remain constant. We will continue our commitment to meeting the needs of all our students by focusing on the whole child. Tariffville School will continue to be a place where all our staff works hard to ensure all students and families feel welcome, all students learn at high levels, and all students leave prepared for future learning at the middle school and for their lives beyond formal schooling. I am looking forward to a great 2018-2019 school-year.