

Central School

Annual Report 2017-2018



Beth Hennessy, Principal

District Vision for the Simsbury Public Schools

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



Core Beliefs

We believe in...

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

Central School

Annual Report *2017-2018*

The Annual Report summarizes the results of student performance in relation to the identified goal and priority areas for the 2017-2018 school-year. The purpose of this report is to communicate strengths, future goals, and focus areas to our faculty, school community, and parents. Our Continuous Improvement Plan provides a framework and a sense of shared purpose toward school improvement for the upcoming school year. A concluding analysis and a summary of progress are included in this document.

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 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.

Central School is a place where teachers and staff members work in a collaborative model to support the “whole child” in a nurturing, caring environment. We believe that all children can learn at high levels, and we value our partnership with parents to support student success.

We live by the message in the quote at the end of our Central School Vision Statement

“Effort Matters: Think you Can, Work Hard, Get Smart!” - Jeff Howard

Beth Hennessy
Principal, Central School

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 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 and Results

Results

- 82% -85 % of Kindergarten students will score a DRA2 level 4 by June
- 83%- 86 % of 1st grade students will score a DRA2 level 18 by June
- 82%- 85 % of 2nd grade students will score a DRA2 level 28 by June
- 82%- 85 % of 3rd grade students will score a DRA2 level 38 by June
- 72%- 75% of 3rd grade students will score a 47 on the DRP by June
- 72%- 75% of 3rd grade students will meet the goal on the DRP and DRA2 by June

2017-2018 DRA2 Summary					
Percentage Of Students Who Met Goal					
Grade	Assessment	June 2017	Fall 2017	Winter 2018	June 2018
K	DRA2	n/a	34%	83%	98%
1	DRA2	93%	78%	82%	77%
2	DRA2	86%	80%	82%	85%
3	DRA2	90%	88%	85%	85%
3	DRP	n/a	n/a	n/a	68%
3	DRA2 & DRP	n/a	n/a	n/a	59%

Analysis:

This year teachers set rigorous SMART goals at every grade level. We met or exceeded our goals in Kindergarten, second and third grades. The percentage of students meeting DRA levels were the highest in the district for Kindergarten.

Kindergarten-We exceeded our goal by 17% points having 98% of students reading on grade level at the end of the year. Additionally, 67% of students were reading above the end of year benchmark.

First Grade-We had 77% of students reading on grade level at the end of the year. Additionally, 49% of students were reading above the end of year benchmark.

Second Grade- We met our goal by having 85% of students reading on grade level at the end of the year. Additionally, 35% of students were reading above the end of year benchmark.

Third Grade- We met our goal by having 85% of students reading on grade level at the end of the year as measured by the DRA2. Of all the students who were not meeting goal in the fall, each one moved up between 2 and 3 reading levels. Student performance on the grade 3 DRP took a dip this year. Student performance on the grade 3 DRA remains strong, however, we continue to see a discrepancy between the DRA2 and DRP scores.

To work toward the goals, the teacher teams:

- 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 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
- targeted summer reading, stamina, volume, and vocabulary
- participated in professional development facilitated by Teachers College staff developers
- collaborated with the SRIP and ESS teachers and the Student Intervention Team for students not making expected progress with Tier I instruction.

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.
- 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 programs.

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 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 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

SMART Goals

Reading:

- 72-77% of 4th grade students will score a 54 or better on the DRP by June
- 90-95% of 5th grade students will score a 58 or better on the DRP by June
- 80-85% of 6th grade students will score a 62 or better on the DRP by June

Writing:

- 70-75% of 4th grade students will meet the end of year writing standard by June
- 88-93% of 5th grade students will meet the end of year writing standard by June
- 78-83% of 6th grade students will meet the end of year writing standard by June

Mathematics:

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

Results:

2017-2018 DRP Summary Percentage Of Students Who Met Goal			
Grade	Assessment	June 2017	June 2018
4	DRP	70%	98%
5	DRP	95%	94%
6	DRP	84%	85%

Analysis:

Grade 4 students made significant growth on the DRP assessment. Grade 4 and Grade 5 scores were above the district average and were the highest DRP scores in the district. Grade 6 met their goal.

Fourth Grade- We exceeded our goal by 27% points having 98% of students reading on or above grade level at the end of the year. Additionally, 100% of special education students met the goal.

Fifth Grade- We met our goal of 94% of students reading at or above grade level. Additionally, 100% of special education students met the goal.

Sixth Grade- We met our goal of 85% of students reading at or above grade level. Additionally, 46% of special education students met the goal.

Next Steps: We will continue to analyze our results and set rigorous SMART goals. Due to our success on this measure, teachers will continue to share instructional practices across the grades focusing on nonfiction reading skills and vocabulary development.

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	91%	83%
5	97%	94%
6	89%	79%

Analysis-

Fourth Grade – When analyzing the writing data by looking at students that met goal on two out of three assessments, we exceeded the target set in the fall, with 83% of students meeting the grade level writing standard. Further examination shows that 91% of our fourth grade students were able to write at least one on-grade-level piece during the year.

Fifth Grade – When analyzing the writing data by looking at students that met goal on two out of three assessments, we exceeded the target set in the fall, with 94% of students meeting the grade level writing standard. Further examination shows that 97% of our fifth grade students were able to write at least one on-grade-level piece during the year.

Sixth Grade – When analyzing the writing data by looking at students that met goal on two out of three assessments, 79% of students met the grade level writing standard. Further examination shows that 89% of our sixth grade students were able to write at least one on-grade-level piece during the year.

Next Steps:

Scoring:

- Continued development of district anchor sets for new writing assessments will help in scoring accuracy.
- Double scoring of Fluency and Conventions was a trend in student writing.
- Further discussion with Professional Learning Communities on the distinction between the two traits will be necessary.

Instruction:

- The trait of convention continues to be an area of focus for those students who struggle to make goal. Targeted instruction to improve their writing in this area will be a priority this year.
- Many students in all grade levels scored in the at/above range. We need to think about how to continually challenge these students and provide them with additional challenges to push them 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	67%	47
3	87%	73
4	83%	65
5	71%	62
6	94%	78

Analysis:

All students in grades 2-6 took the STAR assessment three times this year. The whole school Median Growth Percentile was 65. More than 80% of students had a growth percentile score greater than 35 in grades 3, 4, and 6 and 80% of students achieved a SGP above 35.

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 regarding how to utilize new manipulatives.
- Modeled and encouraged questioning techniques to encourage intentional discussion 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 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.

Indicator #5: Student Achievement – Positive Choices

Focus Area 5:

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

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

Measures

- **Discipline Data: Elementary**
 - 90% of students not requiring Tier 2* behavior intervention
 - 90% of students receiving school-based recognition

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

- If we reinforce the themes of good character through our Character Education program *Central Sails*, then all students will demonstrate respectful behaviors and improve their sense of social and emotional security at Central 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 Goal: Specific / Measureable / Aggressive yet Achievable / Relevant / Time-bound

SMART Goals and Results:

- More than 90% of Central students will not have required a Tier 2* behavior intervention during the school-year.
- More than 90% of students will receive school based recognition (*Sailboats/Perseverance Awards*) for positive choices made during the school-year.

Results:

The Central School Character Education Program, entitled *Central Sails* continues to reinforce the guiding beliefs related to discipline and expectations with the ultimate goal of supporting the social and emotional growth of all students.

- 93% of Central students did not require a Tier 2 behavior intervention during the school year.
- 100% of students received a school based recognition award for positive choices made during the school year.
- Character boats were awarded.
- Perseverance Awards were awarded.

Next Steps:

- Continue to develop a plan to support the whole child and excellent character at Central School, as outlined in our district and school vision statements.
- Continue to track and reduce the number of disciplinary referrals and promote excellent character at Central School.
- The *Safe School Climate Committee* meets throughout the year to explore different ways to support students' social and emotional growth.
- Continue to implement the *Look for the Good*, Gratitude Project for the school community
- The Character Education committee will continue to guide the whole-school initiative of using the grade six students as our "captains" in order review and teach student expectations while at lunch, recess, restroom and on the bus.

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

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:

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 time 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 their 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 an inquiry question for their PLC team to explore in order to show improvement in student learning. Teachers used the Collaborative Inquiry process (Elmore, 2014) to reflect on, analyze, and synthesize their work in order to develop next steps for instruction. Teachers shared their next level of work and reflections with the faculty. At end of year meetings, teachers reflected positively on the learning from the past year. PLC survey results also reflected 92% of teachers reflected that their instructional practice has substantially improved because of participating in PLCs.

The Leadership Team used the Collaborative Inquiry process (Elmore, 2014) to explore the topic of social/emotional engagement. They conducted three rounds of “walk-throughs” in order to define engagement techniques that promote high levels of student learning. They will share their findings with the faculty and next steps for the school year will be developed.

Next Steps: We will continue with our PLC peer collaboration visits. Teams will continue to work with each other to determine an area of focus for their team to study. The Leadership Team will guide study cognitive engagement by studying *A Mindset for Learning* by K. Mraz and C. Hertz. This study work will guide the professional development learning for the next school year.

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

Focus Area 7:

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

- Percentages of students responding favorably on the following Social/Emotional Security Indicators:
 - “If a student is bullied in school, how difficult is it for him or her to get help from an adult?”
 - “Overall, how much do you feel like you belong at your school?”
 - “How much respect do students at your school show you?”
 - “Overall, how safe do you feel at your school?”
- Percentages of stakeholders (staff, students, 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: Increase in median rating of the above social emotional Indicators.

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 for 2017-2018:
Elementary Students**

Indicator	From 2017 Favorability %	To 2018 Favorability %
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	70%	90%
Overall, how much do you feel like you belong at your school?	69%	86%
How much respect do students at your school show you?	69%	74%
Overall, how safe do you feel at your school?	78%	87%

Faculty and Parents

Indicator	From 2015 Favorability %	From 2017 Favorability %
Overall, how safe do you feel as a teacher at this school? (faculty)	93%	93 %
Overall, how safe does your child feel at this school? (parents)	92%	100 %

Analysis

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

The Character Committee will review the data in the fall and determine steps to take with the faculty and students during the school year. The Central School Character Education Program, entitled *Central Sails*, reinforces the guiding beliefs related to discipline and expectations with the ultimate goal of supporting the social and emotional growth of all students. The Character Education Committee meets several times throughout the school year to monitor the effectiveness and make improvements to the program.

Recommendations from the committee guided our actions for this school year and we accomplished the following:

- Information about the *Central Sails* program was shared at Curriculum Night.
- School-wide definitions of common expectations of behavior for shared spaces (cafeteria, hallways, recess, restroom, and lunchroom) were communicated.
- Sixth grade “captains” and student council members took on leadership roles
- Perseverance Award recipients were recognized in classrooms and at each Central Sails ceremony.
- Each grade level sponsored a theme, building awareness and educating the rest of the school about their respective theme – examples include posters, morning announcements, community outreach, etc.
- Five Central Sails ceremonies were held to honor two to three students in each homeroom who displayed exemplary character.
- The Character committee met monthly to assess and improve the program.

Results and Next Steps:

- Significant growth is noted in all indicators. Although there are many Central Sails celebrations, we will continue building work in all areas.
- Continued collaboration with the Character Education Committee to provide direction for our program will be essential. We will continue to have parent representation on the committee.
- Additional instruction about best practices regarding the use of the Internet will continue for grades five and six students. Collaboration and informational presentations with the School Resource Officer will also continue.
- Analysis of survey data by the Character Committee in the fall with appropriate action steps during the school year.

**Central School
Elementary Quality Indicators**

		2017-18 Current		Three-Year Trend Newest to Oldest		
Smarter Balanced Assessment – Literacy (ELA)						
Percent of students attaining Level 3 or better	Grade 3	83%		80%	86.1%	71.4%
	Grade 4	89%		89%	90.9%	92.9%
	Grade 5	90%		85%	91.2%	94.4%
	Grade 6	83%		85%	90.9%	78.9%
Percent of Students in Level 4						
	Grade 3	54%		43%	59.7%	50.0%
	Grade 4	61%		68%	61.4%	75.0%
	Grade 5	68%		40%	61.4%	57.4%
	Grade 6	36%		46%	50.9%	42.1%
Smarter Balanced Assessment - Mathematics						
Percent of students attaining Level 3 or better	Grade 3	74%		80%	72.2%	62.5%
	Grade 4	76%		83%	67.4%	76.8%
	Grade 5	78%		69%	77.2%	83.3%
	Grade 6	74%		75%	80.0%	52.6%
Percent of Students in Level 4						
	Grade 3	27%		46%	45.8%	22.5%
	Grade 4	39%		54%	34.9%	28.6%
	Grade 5	57%		35%	40.4%	59.3%
	Grade 6	34%		42%	58.2%	31.6%
Connecticut Mastery Test (CMT) - Science						
Percent of students meeting goal or better	Grade 5	NA		77.3%	89.5%	84.9%
Percent of Students in the Advanced Band						
	Grade 5	NA		32.3%	28.1%	47.1%
Other Academic Indicators						
Percent of Students Meeting or Exceeding Physical Fitness Standards	Grade 4	62%		67%	49%	36%
	Grade 6	62%		74%	37%	42%
Special Education Prevalence Rate		11.9%		10.2%	9.7%	12.4%
Percent of K-3 Special Education Students At/Above Grade Level in Reading		50%		88%	75%	68%
Percent of teachers who agree/strongly agree that their instructional practice has substantially improved as a result of participating in their PLC		92.3%		100%	96.5%	78.9%
Character Education Indicators						
Number of Student who required Tier 2 disciplinary intervention		36		46	36	54
Number of Positive student recognitions given		2,301		2,320	1,102	1,279
Percentage of Students Attending 95% of School Days		80.7%		80.2%	82.0%	72.2%

Concluding Summary

This year Central School met and exceeded many of the goals we set for the 2017-2018 school year. The State Department of Education named Central School a *School of Distinction* for having the highest growth of our high needs students on the Smarter Balanced Assessment. Our academic results continue to indicate that we have a strong and rigorous academic program aligned with Connecticut's Core Standards. In addition, dedicated teachers and active student-leaders expanded the Student Council program this past year. As we move forward, service-learning projects will remain an important part of the school community. As part of Central School's vision, we strive to nurture the whole child: the mind, body, character, and creativity. "Central Sails," the school wide character education program, will continue as a focus area. We will continue to rely on our grade six "captains" to set the expectations for all students in the school building. Teachers from the Central Sails committee met this summer to revisit current practices and will share action steps with the school community in the fall.

As the building principal and instructional leader of Central School, it is my charge to work with all teachers, staff members, district resource coaches, district personnel, and parents/guardians to support continued student success. 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. Central School, along with all Simsbury public schools, remains committed to the idea of continuous improvement and a collaborative process to support student learning. We will continue to focus on effective teaching in every classroom and on the important work of our Professional Learning Communities. We will continue to use the Collaborative Inquiry model (Elmore, 2014) to refine our Professional Learning Communities ensuring that teachers have time to discuss student engagement, analyze student work and assessments, and collaborate to develop strategies for supporting **all** students. The Leadership Team is eager to continue their study of student engagement, and the results from work done during the summer will be shared with the faculty in the fall. I am excited for another wonderful year at Central School!