



*Continuous Improvement Plan
2018-2019*

*Beth Hennessy
Principal, Central School*

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Introduction and Purpose
2018 – 2019

This document presents Central School’s Continuous Improvement Plan which includes Simsbury Public School’s and our school’s Vision Statements, information about Central School and school improvement and quality indicators for the 2018-2019 school year.

The Continuous Improvement Plan is created to give a framework and provide direction for the work of improving our school throughout the year. The goals and benchmarks set forth in this Continuous Improvement Plan were established following a thorough analysis of state and district student assessment data as well as staff and community input. In addition, the goals are closely aligned with and are in support of the Simsbury Public Schools District Vision and Core Beliefs. Throughout the year, teachers will work in collaborative teams to assess student achievement, monitor student progress, and refine instructional practices. Professional development will be ongoing at the district and building levels to further support our improvement indicators. In the summer of 2019, a concluding analysis of our progress toward these goals will be documented in the Annual Report.

The academic improvement indicators for the 2018-2019 school year will be: Reading in grades kindergarten through third grade; and Reading, Writing, and Math in grades four through six. We will be engaging in the system-wide improvement indicator of teacher effectiveness in working through year three of our Simsbury Teacher and Administrator Evaluation Plan. And finally, we will be engaging in the fine tuning our character program through a better use of data in the evaluation of our student conduct. We will measure student progress through district assessment data. Each grade level team has collaboratively developed action plans to target improvement in specific instructional areas and every educator has set specific Student Learning Objectives. The teams will monitor their progress throughout the year, adjust their plans to address needs that arise, and report their progress to the Principal at regular intervals throughout the year.

Central School is a place where teachers and staff members live and model what is written in our Vision Statement by working collaboratively to support the “whole child” in a nurturing, caring environment. There is a quote at the end of our Vision Statement by Jeff Howard, that says –

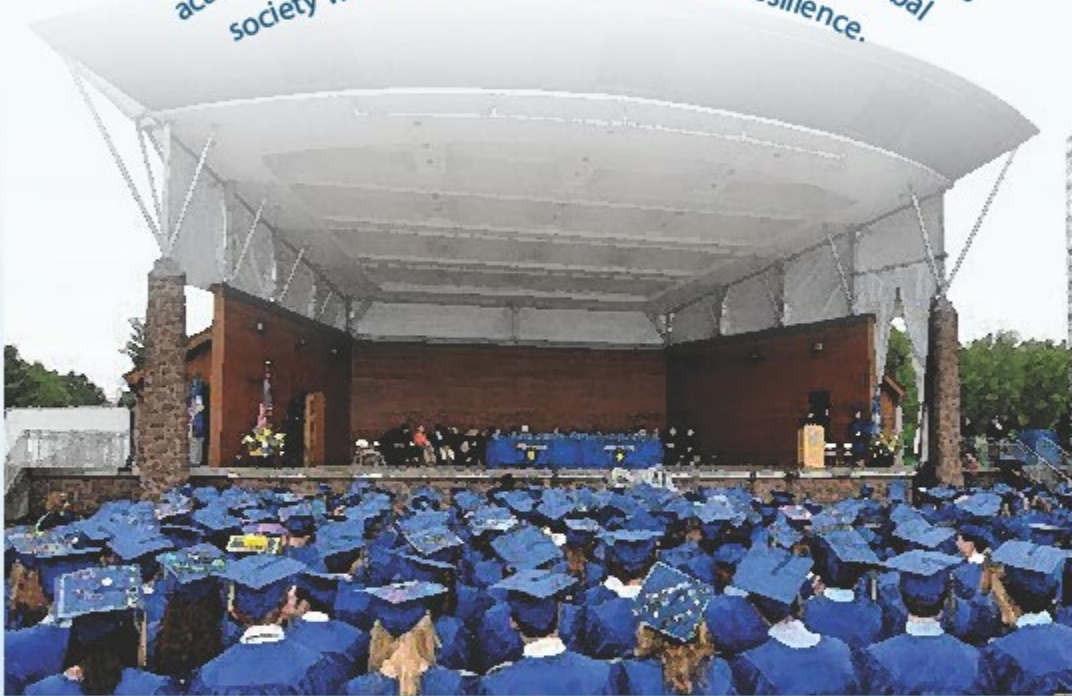
“Effort matters: THINK YOU CAN . . . WORK HARD . . . GET SMART”

We believe that all children can advance in their skills and learn at high levels, and we value our partnership with parents to support student success.

Warm regards,
Beth Hennessy
Principal, Central School

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 Vision Statement

Developed by staff, students, and parents in 2007



The Central School community nurtures the whole child: the mind, body, character, and creativity of each student. We offer a rich and rigorous curriculum, set high expectations, celebrate diversity, and promote a love of learning. Through partnerships connecting educators, families, and students, we create a strong foundation for public service and lifelong learning in an ever changing global society.

Effort Matters: "THINK YOU CAN . . . WORK HARD . . . GET SMART!"
- Jeff Howard

Information about Central School

Central School is a mid-sized, community-based school. Built in 1913 and enrolled on the National Register of Historic Places, Central is the oldest school in Simsbury. Renovation and new construction took place in 1997. We concluded the year-long 100th Anniversary of Central School in June, 2013 with many events that recognized the deep history of the school and community. Our shared memories will carry us through for the next 100 years at Central School.

The theme at Central School, announced at the school's entrance, is *Learning the Ropes for the Voyage of Life* – reflecting our belief in meeting the needs of the whole child. The faculty is committed to a rigorous instructional program that fosters and enhances the development of a community of learners within which students learn to set and achieve high standards. As stated in the Vision Statement, the staff and parent community believe in the “whole child” and reinforce the six Themes of Character displayed in the front lobby on a daily basis, as well as through the “*Central Sails*” *Character Education Program*.

Central School is a close and connected neighborhood school. It has a reputation for being a caring community with a focus on the whole child. Successes and effort are celebrated at Central School as each one of our 378 children work to meet standards and gain proficiency in areas outlined in the benchmarks for literacy, mathematics, and in content areas. The bumper sticker (below) was developed as a kick-off to raise money for our new playground equipment, which was installed in August of 2007. The bumper sticker is particularly meaningful because Central School is located in the center (heart) of town, and the school and parent community has a lot of heart!



Additionally, our strong home/school partnership has always been a cornerstone for the success of our learners, highlighting one of Simsbury's Core Beliefs: “We believe that family and community partnerships enhance and enrich the learning experiences for all students and staff.” Our school's Parent Teacher Organization (PTO) and our many community volunteers exemplify this core belief and are invaluable to our school's strong culture and ongoing student achievement.

Central School embraces a diverse population both culturally and socio-economically. For over forty years, Central School has augmented its student population through the Open Choice program which allows urban students from diverse backgrounds to attend our school. Both local and urban students have benefited from this association through the formation of friendships and through their exchange of ideas in class. We look forward to the continued enrichment of cultural and intellectual exchange this coming year.

As a result of the cooperative efforts and collective talents of a dedicated faculty and staff, involved parents and families, and students, Central School is an accomplished school that provides a caring and supportive climate that nurtures the whole child.

Central School's Leadership Teams

- The **School Leadership Team** serves in a leadership capacity for the school, overseeing our goals, making informed decisions based upon data, and setting direction for the school. This team has representation from all grade levels and other departments within the school. The team examines teaching and learning matters at the building level.
- The **Character Education Committee** oversees our highly successful character education program. The team meets regularly to set direction for our program, analyze trends in our character data, and evaluate the effectiveness of initiatives. We have both parent and student representation on our team. The team will follow the action plan that was developed to continuously improve our character education program.
- The **School Climate Committee** meets throughout the year to discuss ways to maintain a positive school climate.
- The **Student Intervention Team (SIT)** - The focus at Central School and in the district is on the early identification of students with academic and/or behavioral difficulties. Interventions will be used to support students' needs in general education.
- **Simsbury Reading Intervention Program (SRIP) Data Team** - was developed to support students who need extra reading support. During Data Team meetings, assessments and interventions are discussed and adjusted, as determined by student growth and progress.
- The **Math Intervention Program (MIP) Data Team** - was developed to support students who need extra math support. During Data Team meetings, assessments and interventions are discussed and adjusted, as determined by student growth and progress.
- The **Student Leadership** group is organized by Central teachers and serves in the capacity to provide students with leadership opportunities. The Student Council oversees school-wide service learning and character building activities and brings suggestions to the principal for school-wide improvements.

Progress Indicator

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

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

SMART Goals:

- 88%-91% of Kindergarten students will score a DRA level 4 by June
- 81%-84% of 1st grade students will score a DRA level 18 by June
- 79%-82% of 2nd grade students will score a DRA level 28 by June
- 86%-89% of 3rd grade students will score a DRA 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

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). All students take the STAR reading assessment three times during the school year to gather data for instructional purposes and monitor growth over time
- Writing: Increased percentage of grade six students will meet or exceed the end of the year writing standard by achieving a minimum cumulative score of 53 on the SPS analytic writing rubric.
- Mathematics: All students take the STAR math assessment three times during the school year to gather data for instructional purposes and monitor growth over time

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 implement a standardized reading assessment (STAR reading) then teachers will have actionable results from which to base student learning plans.
- If we use Professional Learning Community (PLC) time to analyze data and to monitor the effectiveness of interventions and instructional strategies across all tiers, then reading instruction and student performance will improve.
- If we clearly define highly effective teaching along with a system to regularly monitor it –*PLC-Based rounds model*, then teachers will have greater focus in identifying a problem of practice, observing colleagues, collecting evidence, providing feedback, and ongoing reflection for improvement.
- If we utilize data teams and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions then student reading will improve.

Writing

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

Math

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

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

SMART Goals:

Reading:

- 74-77% of 4th grade students will score a 54 or better on the DRP by June
- 87-90% of 5th grade students will score a 58 or better on the DRP by June
- 85-88% of 6th grade students will score a 62 or better on the DRP by June
- 80-83% of 4th grade students will meet the end of year STAR reading standard by June
- 87-90% of 5th grade students will meet the end of year STAR reading standard by June
- 87-90% of 6th grade students will meet the end of year STAR reading standard by June

Writing:

- 77-80% of 4th grade students will meet the end of year writing standard by June
- 87-90% of 5th grade students will meet the end of year writing standard by June
- 85-88% of 6th grade students will meet the end of year writing standard by June

Mathematics:

- 83-86% of 4th grade students will meet the end of year STAR math standard by June
- 84-87% of 5th grade students will meet the end of year STAR math standard by June
- 85-88% of 6th grade students will meet the end of year STAR math standard by June

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

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

- If we reinforce specific themes of good character through our Central Sails program, then all students will demonstrate respectful behaviors and improve their sense of social and emotional security in school.
- If systems are monitored/created to track recognition for positive social choices and interventions for behaviors that require correction, then character/climate committees can develop action plans to address specific school based needs.
- If we adopt practices from Responsive Classroom training, then teachers will implement additional effective management techniques and strategies for promoting academic engagement, creating a positive classroom community, and teaching in a developmentally appropriate way.

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

SMART Goals:

- Greater than 90% of students will receive school-based positive behavioral recognition
- Fewer than 10% of students at the elementary level will not have required a Tier 2* behavior intervention

*Tier 2 behavior intervention at the elementary level is defined by either an action/consequence taken by administrator 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: Involving the school leadership team in identifying a leadership challenge; engaging the Leadership Team in a *rounds* model of observation, debriefs, reflection, commitments to follow-up cycle; and sharing learning/outcomes as a school community with a focus on improving teaching and learning
- Teacher: Participating in teacher/PLC Rounds which is driven by the teacher team identifying a problem of practice; providing feedback through a cycle of observation, questions, learnings, along with reflection; and commitments that positively impact teaching and student learning for all involved

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

- If highly effective teaching strategies are well defined along with a system to regularly monitor it (*school-based and PLC-based rounds model*); then educators will have greater focus in collecting evidence, providing feedback, and ongoing reflection for improvement in instructional practice that positively impacts student learning.
- If standards of highly effective teaching are clearly defined (with a focus on Instruction/Service Delivery Standard #4, Planning Standard #3, and Assessment Standard #5) and leading (with a focus on PE #2 Teaching & Learning) by building common language across the district for teachers and leaders; then we will have a greater ability to identify and promote highly effective teaching and leading practices.
- If all evaluators' skill sets are developed around the use of strategic conversations, with a greater focus on effective feedback to teachers that is specific, useful, timely, and actionable; then teachers will be able to readily incorporate such feedback into practice thereby increasing their instructional effectiveness and improving student learning.
- If opportunities are provided for educators to engage in collaborative analysis of student work/assessment results, and educators regularly work together to refine their instructional practices and leadership skills in light of those results; then student learning will increase.
- If evaluators develop their skill in designing rigorous and targeted student learning objectives (SLOs) that measure growth over time; share this skill with teachers as they develop their plans for SLOs; then teachers will engage in skillful instruction to move student learning to higher levels.
- If student learning related to individual educators' instructional practices is measured, as well as grade level and district performance; then educators will identify students who are improving, celebrate and share best practices, as well as identify and support educators whose students are not exhibiting the expected learning outcomes as defined through our curriculum-based and standardized assessments.

SMART Goals:

Leader:

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

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

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

Teacher:

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

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

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

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

Focus Area 7:

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

- Percentages of students responding favorably on the following Social/Emotional Security Indicators:
 - "If a student is bullied in school, how difficult is it for him or her to get help from an adult?"
 - "Overall, how much do you feel like you belong at your school?"
 - "How much respect do students at your school show you?"
 - "Overall, how safe do you feel at your school?"
- Percentages of stakeholders (staff and parents) responding favorably to the following Student Safety Indicators:
 - "Overall, how safe do you feel as a teacher at this school?" (staff)
 - "Overall, how safe does your child feel at this school?" (parents)

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

- If students are provided a safe, physical environment in school, then they will be able to concentrate/actively engage in their learning.
- If students feel they are in schools with positive school climates, then they will be able to devote more time to their learning.
- If faculty and staff of the Simsbury Public Schools define and implement specific, measurable actions to address the physical and social/emotional security of students, then there will be an increase in positive school climate and students will feel safer in school.
- 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, we will continue to create a cohesive and nurturing school and classroom community, filled with kind, empathetic, engaged citizens.

SMART Goals:

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

Elementary Students Indicator	2015 Favorability %	2017* Favorability %	2018 Favorability %	2019 Goal Favorability %
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	70%	70%	90%	≥90%
Overall, how much do you feel like you belong at your school?	71%	69%	86%	86%-89%
How much respect do students at your school show you?	54%	69%	74%	74%-77%
Overall, how safe do you feel at your school?	82%	78%	87%	87%-90%

Faculty and Parents Indicator	2015 Favorability %	2017* Favorability %	2019 Goal Favorability%
Overall, how safe do you feel as a teacher at this school? (faculty)	93%	93%	≥90%
The principal makes safety a priority. (parents)	92%	NA	NA
Overall, how safe does your child feel at this school? (parents)	NA	100%	≥90%

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

**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	91%		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	26%		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%