



Continuous Improvement Plan – 2018-2019

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Purpose and Overview

This document presents Tariffville School's Continuous Improvement Plan which includes a school description, a statement of our beliefs and mission, leadership structure, 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 have been 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 level 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 also be engaging in a system of peer observations that will happen both within grade level professional learning communities and as a whole school. Finally we will continue to fine tune our character program CLIMB through the 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.

We now have three years of data using the Smarter Balanced Assessment from the state and we will be engaging in an analysis of student growth this year. We will continue to use district level data to measure the academic progress of our students throughout this school year. We will also track data related to attendance, character, and physical fitness. Recognizing that we aspire to cultivate the mind, body, and character of each student at Tariffville School, we will strive to uphold the distinguished title of *National School of Character*.

It is the belief of our faculty and staff that all students will continue to achieve at high levels and reach their fullest potential in a caring, respectful, and nurturing school environment as reflected in the school mission statement.

Steve Matyczyk
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

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.

Caring - Respect - Responsibility - Citizenship

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. We receive federal funding under Title 1 as the percentage of students who are receiving free or reduced lunch. For the 2018-2020 grant period, Tariffville school has 20.2% of students receiving free or reduced lunch. This racial, cultural, and economic diversity is viewed by our community as one of the greatest strengths of the Tariffville School experience as the interactions they have here at school closely mirror what they will encounter in the world. The diversity at Tariffville School will serve our students well as we prepare them for a life beyond formal schooling and for the 21st Century.

In the spring of 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. Additionally we have been recognized by the State Department of Education as a *School of Distinction* for the past three years for having been among the very top performing schools in the state on the Connecticut Mastery Test and now on the Smarter Balanced Assessment.

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.

Tariffville School Leadership Teams

The **Instructional Leadership Team** serves in a leadership capacity for the school, overseeing our goals, making informed decisions based upon data, and setting academic and learning direction for the school. This team has representation from a variety of grade levels and other departments within the school.

The **Building Leadership Team** serves in a leadership capacity for the school to oversee and provide direction on school rules, schedule, and other logistical matters in the school. This team has representation from a variety of grade levels and other departments within the school

The **CLIMB 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 **Safety Committee** oversees all polices and procedures related to school safety and security. The team meets regularly to review performance on drills and discuss matters related to the safety and security of all in our school. Membership includes school staff, parent representation, and local emergency first responders.

The **Student Intervention Team (SIT)** has been developed to act quickly when students are not performing as we would expect. The team is comprised of administration, teachers, special education and other support staff. The focus is on the early identification of students with academic and/or behavioral difficulties. Interventions are used to support students' needs in general education setting.

The **Student Reading Intervention Program (SRIP) Data Team** was developed to support students who need extra reading support. During these Data Team Meetings, assessments and interventions are discussed and adjusted as determined by student growth and progress.

The **PTO Executive Board** meets monthly prior to PTO meetings to discuss matters related to ensuring a strong home-school connection. The principal and a teacher representative attend all PTO meetings.

The **Student Council** is organized by two Tariffville 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.

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 for all students 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 reading performance will improve for all students

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

SMART Goals:

- 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

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:** All students take the STAR math assessment three times during the school year to gather data for instructional purposes and monitor growth over time. The median SGP (Student Growth Percentile) for all students will be between 35-65.

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 for all students 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 reading performance for all students 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 all 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 math performance for all students will improve.

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

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
- 87%-90% of 4th grade students will meet the end of year STAR Reading standard by June
- 90% of 5th grade students will meet the end of year STAR Reading standard by June
- 90% of 6th grade students will meet the end of year STAR Reading standard 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.
- 76% - 81% of 4th grade students will meet the end of year STAR Math standard by June
- 60% - 65% of 5th grade students will meet the end of year STAR Math standard by June
- 60% - 65% 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, 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 specific positive behaviors through our CLIMB program, then all students will improve their sense of social and emotional security in school.
- If systems are monitored to track recognition for positive social choices and interventions for behaviors that require correction, then our character/climate committee will develop action plans to address specific school based and individual student needs.

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 will require a Tier 2 behavior intervention during the school-year.

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

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?

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.

SMART Goals:

As evidenced by the results from the Spring administration of a survey modeled on the Panorama survey that was taken in 2017, favorability percentages will increase:

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?	86%	78%	80%	79% - 82%
Overall, how much do you feel like you belong at your school?	72%	70%	75%	82% - 85%
How much respect do students at your school show you?	70%	72%	75%	74% - 77%
Overall, how safe do you feel at your school?	80%	88%	90%	86% - 88%

Faculty and Parents

Indicator	2015 Favorability %	2017 Favorability %	2019 Goal Favorability %
Overall, how safe do you feel as a teacher at this school? (faculty)	95%	100%	≥ 90%
The principal makes safety a priority (parents)	91%	NA	NA
Overall, how safe does your child feel at this school? (parents)	NA	100%	≥ 90%

Note: We will plan to administer another version of the Panorama survey in the Spring of 2019 for all stakeholder groups. In 2018, we will conduct a shorter survey using Google Forms with students in Grades 3, 5, 8, and 12 to gather comparison data on these climate questions as well as other matters related to school improvement.

Quality Indicators

Our most critical priorities are stated in the Progress Indicators featured above. However, there are many other indicators which allow us to monitor the quality of services and achievement in Simsbury Public Schools. All of the other indicators that we monitor are called “Quality Indicators”. Our goal is to maintain our strong historical achievement on these indicators. The Quality Indicators along with current and baseline performance can be found in the following chart:

		2017-18		Three-Year Trend		
		Current		2016-17	2015-16	2014-2015
Smarter Balanced Assessment – Literacy (ELA)						
Percent of students attaining Level 3 or better	Grade 3	53.6		74.0	75.7	75.0
	Grade 4	72.8		74.0	82.2	83.8
	Grade 5	85.8		83.0	91.9	75.6
	Grade 6	85.0		89.0	76.6	80.0
Percent of Students in Level 4	Grade 3	34.1		37.0	51.4	63.6
	Grade 4	57.6		60.0	53.3	70.3
	Grade 5	51.4		58.0	67.6	46.7
	Grade 6	52.5		46.0	42.6	53.3
Smarter Balanced Assessment – Mathematics						
Percent of students attaining Level 3 or better	Grade 3	58.5		57.0	75.7	68.2
	Grade 4	51.5		74.0	71.1	59.5
	Grade 5	74.3		73.0	78.4	53.3
	Grade 6	75		81.0	59.6	57.8
Percent of Students in Level 4	Grade 3	31.7		31.0	35.1	43.2
	Grade 4	24.2		43.0	44.4	21.6
	Grade 5	55		55.0	51.4	33.3
	Grade 6	57		57.0	27.7	35.6
Connecticut Mastery Test (CMT) – Science						
Percent of students meeting goal or better	Grade 5	NA		85.0	94.4	89.5
Percent of Students in the Advanced Band	Grade 5	NA		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		46.8		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		74		56	65	104
Number of Feet/Principal’s Awards Given for Recognition		729		932	835	645
Percentage of Students Attending 95% of School Days		75.2		78.1	80.9	72.3