

SIMSBURY PUBLIC SCHOOLS

DISTRICT CONTINUOUS IMPROVEMENT PLAN

October 2018



The Path to Continuous Improvement
Creating Coherence and Clarity

The fundamental goal of school improvement is, of course, improved student learning, especially raising the bar and closing the gap so that all students can learn at high levels. Quality teaching is the key determinant of student learning.

~ Michael Fullan

Mr. Matthew Curtis,
Superintendent
Simsbury Public Schools

Table of Contents

School District Leadership.....	1
Introduction: Continuous Improvement Planning	2-4
District Vision and Core Beliefs	5
District Improvement Indicators	6-19
District Quality Indicators.....	20-23

2018-2019

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Committed to Excellence Everyday

“Good to great comes by a cumulative process ~ step by step, action by action, decision by decision, turn upon turn of the flywheel ~ that adds up to sustained and spectacular results... It is a quiet, deliberate process of figuring out what needs to be done to create the best future results and then taking those steps one way or the other.”

*~ Jim Collins,
from his book Good to Great*

About Continuous Improvement Planning

The continuous improvement of teaching and learning, and improvement in the overall quality of our school system, is based upon a commitment to clearly defined goals that align with our vision and core beliefs, a system for measuring how well we are meeting those goals, and a commitment to adjusting and refining our practices based on results.

The Board of Education system-wide goals for 2014-2019 give focus and direction to our work on improvement. District and School Continuous Improvement Plans have been developed to focus our work in key areas, allowing us to use our human and financial resources wisely and increase the likelihood that we will achieve our goals and objectives.

Continuous improvement in the Simsbury Public Schools is a cycle that begins in the summer with the analysis of data related to the school and district improvement plans. Areas in need of improvement are identified and improvement plans are developed to focus our work throughout the year. Individual teacher goals are developed in alignment with school and district goals. Periodic reviews of each plan are conducted throughout the year and the District Annual Report, a summary of system-wide progress during the past school year, is issued in September.

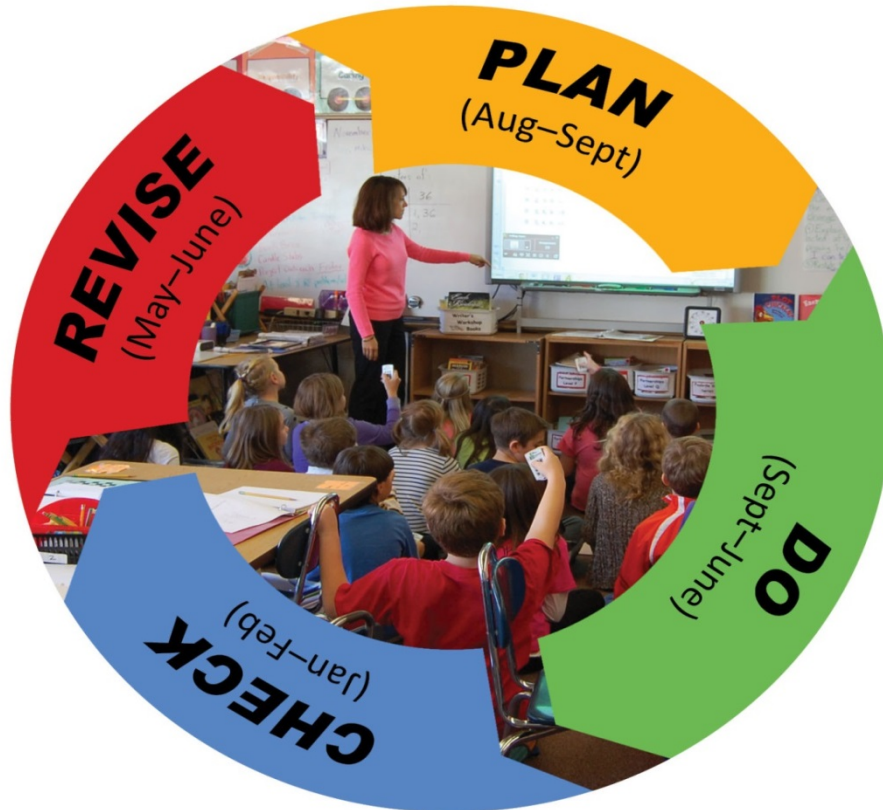
The 2018-19 District Continuous Improvement Plan outlines strategies for which the superintendent, assistant superintendents, director of personnel and the business manager are responsible. The school-based improvement plans, for which the building principal is responsible, can be found on each school's website. By defining goals in key areas such as student achievement, professionalism, school culture, communication, and resources we are crystal clear in articulating our work and areas of focus. We are eager to embark on these new challenges which we believe will result in a stronger, more responsive, and vibrant school system and will move us closer to our vision of cultivating the mind, body and character of every student.

Matthew Curtis,
Superintendent of the Simsbury Schools
October, 2018

Continuous Improvement Plan Purpose and Function

Superintendent	<ul style="list-style-type: none"> • Guides overall work of the district • Creates system-wide accountability for student academic and social outcomes and system quality • Uses data to set priorities, monitor progress, and report results
Assistant Superintendent for Teaching & Learning	<ul style="list-style-type: none"> • Guides the K-12 work on curriculum development/instructional improvement/assessment and professional development • Creates system-wide accountability for use of district resources to improve academic and social outcomes for all students • Uses data to set priorities, monitor progress, and report results
Business Manager	<ul style="list-style-type: none"> • Creates a long-range plan for use of district operating and capital resources • Accounts for a variety of financial measures of success
Director of Personnel	<ul style="list-style-type: none"> • Creates system-wide accountability for the quality of the certified and non-certified staff • Creates system-wide communication plan with faculty, parents, and the larger community
Assistant Superintendent of Pupil Services	<ul style="list-style-type: none"> • Guides the continuous improvement work of Special Services dept. and connects it to district achievement and quality goals and priorities • Creates accountability for special education student performance across all grade levels
Director of Elementary Curriculum	<ul style="list-style-type: none"> • Guides the work of the elementary schools in the areas of curriculum, instruction and assessment • Uses data to set priorities, monitor progress and report results
Principals	<ul style="list-style-type: none"> • Guides the continuous improvement work of each school in relation to school and district goals • Creates accountability for student learning at the school and classroom level
Dir. of Instructional Technology Dir. of Systems Technology Supervisor of Special Education Instruction Director of Athletics Director of Music/Performing Arts	<ul style="list-style-type: none"> • Promotes the work of the district on selected goals and priorities • Tracks student progress and system quality over time • Creates program level accountability • Creates accountability for using direct resources to achieve district goals and priorities

Continuous Improvement Planning Cycle Through the Year



Continuous Improvement Planning Cycle

District • School • Grade Level/Department

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

Simsbury Public Schools
District CIP 2018-2019

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:

- 85%-90% of Kindergarten students will score a DRA level 4 by June
- 83%-88% of 1st grade students will score a DRA level 18 by June
- 83%-88% of 2nd grade students will score a DRA level 28 by June
- 85%-89% of 3rd grade students will score a DRA level 38 by June
- 76%-80% of 3rd grade students will score a 47 on the DRP by June
- 75%-80% of 3rd grade students will meet the goal on the DRP and DRA2 by June

Simsbury Public Schools
District CIP 2018-2019

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).
- Reading: 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.

Indicator #2: Student Achievement – Grade 6 continued

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

SMART Goals:

Reading:

- 77-82% of 4th grade students will score a 54 or better on the DRP by June
- 86-88% of 5th grade students will score a 58 or better on the DRP by June
- 82-87% of 6th grade students will score a 62 or better on the DRP by June

- 83-87% of 4th grade students will meet the end of year STAR reading standard by June
- 82-88% of 5th grade students will meet the end of year STAR reading standard by June
- 82-88% of 6th grade students will meet the end of year STAR reading standard by June

Writing:

- 74-80% of 4th grade students will meet the end of year writing standard by June
- 81-86% of 5th grade students will meet the end of year writing standard by June
- 81-86% of 6th grade students will meet the end of year writing standard by June

Mathematics:

- 79-84% of 4th grade students will meet the end of year STAR math standard by June
- 72-77% of 5th grade students will meet the end of year STAR math standard by June
- 73-78% of 6th grade students will meet the end of year STAR math standard by June

**Simsbury Public Schools
District CIP 2018-2019**

Indicator #3: Student Achievement – Grade 8

Focus Area 3:

All students will be prepared for success in high school, demonstrated by grade level in reading, writing and math by the end of grade 8, as measured by:

- Smarter Balanced Assessment: Percentage of students scoring a Level 4 in Literacy and percentage of students scoring a Level 4 Mathematics
- Degrees of Reading Power (DRP): percentage of students scoring at or above district goal (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 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 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.

Mathematics

- If we implement a standardized math assessment (STAR math) then teachers will have actionable results from which to base student learning plans.
- If we utilize data teams and the Student Intervention Team (SIT) process to monitor the effectiveness of interventions then student mathematic performance will improve.
- If teachers collaborate in PLCs and with district math support staff to analyze results and plan instruction then student math performance will improve.

Indicator #3: Student Achievement – Grade 8 continued

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

SMART Goals:

Literacy

- 80% or greater scoring at or above standard on ELA Composite Score (SBAC)
- 90% or greater of grade 8 students scoring at or above DRP district goal (65)
- 100% of 7th grade students will meet the end of year STAR reading standard by June (SGP 35-65)
- 100% of 8th grade students will meet the end of year STAR reading standard by June (SGP 35-65)

Mathematics

- 80% or greater scoring at or above standard on Mathematics Composite Score (SBAC)
- 100% of 7th grade students will meet the end of year STAR math standard by June (SGP 35-65)
- 100% of 7th grade students will meet the end of year STAR math standard by June (SGP 35-65)

Simsbury Public Schools
District CIP 2018-19

Indicator #4: Student Achievement – High School

Focus Area 4:

All students will be prepared for college and career success, as measured by:

- SAT School Day (11th): a percentage of students receiving 530 or better in math and 480 in critical reading, as well as earning 1010 or better composite score.
- AP:
 - percentage of students taking at least one AP class before graduating, and
 - percentage of test takers receiving 3 or higher
- GPA (12th):
 - percentage of students at 2.67 (B-) or higher
- College enrollment & graduation:
 - Percentage of graduating seniors enrolled in college the fall immediately after graduation
 - Percentage of graduating seniors completing a college degree within 6 years

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

- If we deliver a rigorous curriculum across all grades and levels for literacy and mathematics, then students will be prepared to perform at their best capacity when taking significant college entrance exams, such as the SAT, which is a proven indicator of college and career readiness.
- If teachers, counselors, and administrators continue to identify and encourage students who have the potential to succeed in Advanced Placement coursework, then more students will accept the challenge of completing at least one college-level course prior to graduation.
- If teachers and administrators set goals about AP exam performance that target the specific courses where SHS can realize significant improvement, then the overall percentage of students earning a 3 or higher on AP exams will increase.
- If we continue to provide both a rigorous curriculum and post-secondary planning that emphasizes the importance of continued education beyond high school, then we will prepare and encourage more students to enroll in college and successfully complete their degree.
- 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 performance will improve.

Indicator #4: Student Achievement – High School continued

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

SMART Goals:

- **SAT School Day (11th)**
 - 75% receiving 530 in Math
 - 88% receiving 480 in Reading
 - 75% receiving 1010 Composite
- **AP (2018):**
 - 76% of seniors taking at least one AP class before graduating
 - 83% of test takers receiving 3 or higher
- **GPA (12th)**
 - 82% of graduating seniors earning a final GPA of at least 2.67 (B-)
- **College enrollment & graduation**
 - College enrollment: 91% of graduating seniors enrolled in college the fall immediately after graduation (Class of 2018)
 - College Graduation: 74% of graduating seniors completing a college degree within 6 years (Class of 2013)

Simsbury Public Schools
District CIP 2018-2019

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 with 1 or no office referrals (SHS and HJ)\
- 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 Goal: Specific / Measureable / Aggressive yet Achievable / Relevant / Time-bound

SMART Goals:

- 90-100% of students will receive school-based positive behavioral recognition
- 93% of students at the secondary level (SHS and HJMS) will have 1 or no office referrals
- 90% 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 (Only for Elementary)

**Simsbury Public Schools
District CIP 2018-2019**

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 SLO(s); 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.

Indicator #6: Professionalism - Highly Effective Teaching and Leading continued

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

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?

**Simsbury Public Schools
CIP 2018-2019**

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 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?	73%	72%	78%	>80%
Overall, how much do you feel like you belong at your school?	72%	72%	80%	>80%
How much respect do students at your school show you?	58%	65%	74%	>75%
Overall, how safe do you feel at your school?	81%	88%	84%	>85%

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%	92%	>95%
Overall, how safe does your child feel at this school? (parents)	91%	93%	>95%

***Note: We will plan to administer another District survey in the Spring of 2019 for all stakeholder groups.**

SMART Goals:

As evidenced by the results from the spring administration of the Panorama Education survey that was taken in 2017, favorability percentages will increase:

Elementary Students

Indicator	2015 Favorability %	2017 Favorability %	2018 Goal Favorability %
If a student is bullied in school, how difficult is it for him or her to get help from an adult?	73%	72%	75%
Overall, how much do you feel like you belong at your school?	72%	72%	75%
How much respect do students at your school show you?	58%	65%	70%
Overall, how safe do you feel at your school?	81%	88%	90%

Secondary Students

Indicator	2015 Favorability %	2017 Favorability %	2018 Goal Favorability%
If a student is bullied in your school, how difficult is it for him/her to get help from an adult?	61%	55%	61%
Overall, how much do you feel like you belong at your school?	55%	44%	55%
How much respect do students at your school show you?	54%	42%	54%
Overall, how safe do you feel at your school?	78%	69%	78%

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%	92%	95%
The principal makes safety a priority. (parents)	91%	NA	NA
Overall, how safe does your child feel at this school? (parents)	NA	93%	95%

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.

Simsbury Public Schools District CIP 2018-19

Indicator #8: Communication to Simsbury Stakeholders

Focus Area 8:

Effectively engage stakeholders by communicating important district information, highlighting improvement efforts, and providing opportunities for feedback, as measured by:

- Board/Community engagement in a Facilities Master Plan study that includes implications for future Capital Improvement Plans and potential school reconfiguration.
- Comparison and analysis of a satisfaction survey administered every other year to staff, students, and parents.

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

- If we effectively communicate our district strengths, as well as improvement efforts, to various stakeholders in the Simsbury community, then we will strengthen the support we receive as related to those efforts and our K-12 educational program.
- If we seek feedback from various members of the Simsbury community about our leadership practices, future planning, and overall satisfaction of the K-12 educational program, then we can use those responses to more effectively define improvement efforts.

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

SMART Goals:

- By September of 2018, building principals will identify school culture strengths and areas for growth based on the results of an internal survey conducted the previous Spring. Principals will develop action plans to address targeted improvements for school culture.
- The Director of Personnel will research other vendors for School Culture surveying and work with school principals to identify an instrument that meets our needs better than Panorama (the company we have used for the past two cycles). A vendor will be selected by February 2019, and the Survey will be implemented by May 2019.
- By November of 2018, district administrators and town personnel will select an architectural firm to lead the process for a Facilities Master Plan study that includes recommendations for future Capital Improvement Plans (needs assessment) as well as potential options for school reconfiguration and/or redistricting.
- By March/April of 2019, district administrators and the selected architectural firm will provide the BOE with an initial report about early findings and a timeline for the remainder of the process.
- By fall of 2019, district administrators and the Board will decide on a format for community sharing of the findings of the study and opportunities to engage both citizens and other town Boards in a process for considering any school reconfiguration and/or redistricting options.

**Simsbury Public Schools
District CIP 2018-19**

Indicator #9: Resources

Focus Area 9:

Transparent and efficient budget will align with and support district goals, while controlling spending in non-instructional categories, as measured by:

- The goal is to maintain non-instructional spending at less than 40% of the BOE budget.
- Timely approval of district budget as well as capital budget requests, aligned to district goals, and responsive to local economic context.

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

- If we provide transparent information on our budget priorities and requests which are aligned with BOE goals, and are considerate of local economic context, then we will increase the likelihood of a timely approval of our 2019-2020 BOE budget.
- If we continue to address making health insurance plans available at a fixed contribution to more employee groups, we will be better able to control non-educational spending in this area.
- If we continue to review the employee/employer contributions toward health insurance to ensure we are keeping up with the rate of medical claims inflation we will be better able to control non-educational spending in this area.
- If we undertake a detailed review of our capital facilities (School Facilities Master Plan) and study of the configuration of K-12 grades within the buildings we will be better able to develop capital budget requests and assist in long-range planning efforts.
- If we are transparent with the data from the Facilities Master Plan and Reconfiguration Study and engage Simsbury stakeholders through a Facilities and Enrollment Task Force, then we will increase the collective understanding of the challenges before us as related to facilities planning/ staffing.

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

SMART Goals for 2018-2019:

- By May 2019, presentations for the proposed 2019-20 budget will include an explanation of how resources are allocated to align with BOE goals.
- By June 2019 all collective bargaining efforts will include proposed changes in health insurance plan design and employee contributions as well as the introduction of the “buy up” concept from the cost of the High Deductible Health Plan option, and changes in contract language will occur.
- By winter of 2019 the Facilities and Enrollment Task Force will reconvene to examine the annual data relative to school closure feasibility, along with new data from the Reconfiguration Study and allow for community input and understanding of the pros and cons of potential options.
- By December 2019 the BOE will have developed a School Facilities Master Plan supportive of the educational and building maintenance needs of District to inform Town boards and voters through the Town’s Capital planning process.

Quality Indicators

Our most critical priorities are stated in the Improvement Indicators. However, there are many other indicators which allow us to monitor the quality of services and achievement in Simsbury Public Schools over time. These Quality Indicators which address the academic, achievement, financial and operational status of our school system, are regularly monitored to detect trends in performance over time. Our goal is to maintain our strong historical achievement on these indicators. The Quality Indicators along with current and baseline performance, can be found on the following pages.

**Simsbury Public Schools
District Quality Indicators**

Academic Indicators

		2017-18 Current		Three-Year History Newest to Oldest		
Smarter Balanced Assessment – Literacy (ELA)						
Percent of students attaining Level 3 or better	Grade 3-6	82.1%		81.3%	81.5%	81.8%
	Grade 7-8	84.4%		79%	78.5%	73.2%
Percent of Students in Level 4	Grade 3-6	53.4%		52.2%	52.2%	52.3%
	Grade 7-8	43%		35.1%	41.4%	32.0%
Smarter Balanced Assessment – Mathematics						
Percent of students attaining Level 3 or better	Grade 3-6	68.5%		73.2%	68.9%	64.0%
	Grade 7-8	69%		62.5%	65.4%	61.9%
Percent of Students in Level 4	Grade 3-6	38.9%		44.6%	37.0%	33.3%
	Grade 7-8	45.4%		39.8%	41.1%	33.9%
Connecticut Mastery Test (CMT) – Science						
Percent of students meeting goal or better	Grade 5&8	n/a		81.9%	86.2%	84.5%
Percent of Students in the Advanced Band	Grade 5&8	n/a		34.8%	38.6%	37.2%
Connecticut Academic Performance Test (CAPT) – Science						
Percent of students meeting goal or better on Science	Grade 10	n/a		74.6%	84.5%	81.2%
Percent of Students in the Advanced Band	Grade 10	n/a		55.8%	65.9%	60.9%
SAT 11 – School Day						
Combined Verbal and Math	Grade 11	1,196		1,211	1,176	n/a

		2017-18		Three-Year History Newest to Oldest		
Other Academic Indicators						
Percent of students meeting or exceeding Physical Fitness Standards	Grade 4	51.5%		49%	49%	49%
	Grade 6	61.5%		63.5%	59%	52%
	Grade 8	50%		64%	57%	64%
	Grade 10	65%		65%	66%	66%
Percentage of students successfully completing at least one Advanced Placement course before graduation		75.6%		71%	69%	67%
Percentage of students pursuing Higher Education		93%		91%	90.5%	89.2%
Students accepted at Barron’s Tier 1 Colleges		23%		23%	17%	20%
SAT Combined Performance Score in Verbal and Math	Simsbury	1230		1194	1754	1727
	State	n/a		1041	1497	1514
	National	n/a		1060	1484	1490

	2017-18		Three-Year History Newest to Oldest		
Other Academic Indicators					
Percentage of students completing Algebra I by the end of Grade 8	51%		49%	46%	49%
Percentage of students completing Algebra II by graduation	92%		94%	94%	92%
Percentage of students completing at least 3 credits of World Language	75%		77%	75%	71%
Percentage of Students in Engineering Program at Simsbury High School	16.1%		11.9%	11.8%	11.2%
Percentage of students completing four years of Visual Arts / Performing Arts at Simsbury High School	24%		26%	22%	21%

	2017-18		Three-Year History Newest to Oldest		
Other Quality Indicators					
Special Education Prevalence Rate	13%		13.1%	13.1%	12.7%
Teachers report that their instructional practice has substantially improved as a result of participating in my primary Professional Learning Communities	74%		88%	85%	82%
Teachers have evidence that student learning is increasing as a result of the work of my primary Professional Learning Communities	74%		75%	77%	79%

Character Indicators

	2017-18		Three-Year History Newest to Oldest		
Disciplinary offenses – Secondary (% of students with 1 or less office referrals)	91.6%		89.1%	92.95%	94.12%
Percent of students attending 95% of school days	71.47%		82.9%	81.0%	77.2%
Percent of students participating in extracurricular activities at Henry James Memorial School	68.6%		72.0%	81.0%	71.7%
Percentage of students who participate in at least one interscholastic sport at Simsbury High School	61.1%		58.9%	60.5%	58.1%

Finance Indicators

		2016-17	Three-Year History Newest to Oldest		
Net expenditures per pupil	Simsbury	\$16,614	\$16,036	\$15,423	\$15,082
	Hartford Area Towns	\$16,417	\$16,082	\$15,532	\$14,979
	Connecticut	\$17,382	\$16,910	\$16,463	\$15,729
		2016-17	Three-Year History Newest to Oldest		
Special Education expenditures as percent of BOE budget	Simsbury	22.56	21.24	21.03	20.67
	DRG B	21.80	22.04	21.43	20.90
	Connecticut	22.83	22.88	22.63	22.08

Operational Indicators

			2017-18	Three-Year History Newest to Oldest			
School enrollment (October 1)			4,039	4,110	4,134	4,284	
Percent of classes at or below BOE Class Size Guidelines	Elementary	90%		99%	100%	97%	
	Middle	96%		96%	100%	83%	
	High	83%		91%	91%	88%	
Percent of classrooms meeting model classroom for technology standards			100%		100%	100%	
			2017-18	Three-Year History Newest to Oldest			
Student per academic computer	Elementary	1.1		1.4	1.5	1.5	
	Middle	1		1.1	1.1	1.1	
	High	1		.8	1.2	1.2	
			2017-18	Three-Year History Newest to Oldest			
Maintaining safe, clean, healthy school buildings							
Number and severity of incidents (K-12)			5		20	17	17
Total OSHA cases with days missed from work (calendar year)			3		12	5	3
Average score on semi-annual health inspections of school cafeterias (out of possible 100)			100		98.19	97.4	96.7
Percent of school lunch participation	Elementary	35.42		34.72%	34.0%	33.14%	
	Middle	19.50		21.24%	22.42%	22.44%	
	High	20.69		21.13%	22.61%	23.52%	
Nutrition Services total sales volume	Elementary	\$405,285		\$408,218	\$398,742	\$387,250	
	Middle	\$103,937		\$107,075	\$112,730	\$122,604	
	High	\$283,403		\$298,131	\$294,384	\$312,243	
	Total	\$792,625		\$813,424	\$805,856	\$822,098	