

# Squadron Line School

## Annual Report 2023-2024

Simsbury Public Schools  
Simsbury, Connecticut

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Meg Evans, Principal

Nancy Forsberg, Assistant Principal

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**Introduction and Purpose of Our Annual Report**

The Simsbury Public Schools value continuous improvement. Each fall, Squadron Line School develops a strategic plan - an action plan inclusive of Simsbury Public Schools' strategic goals (2019-2024), Vision of a Graduate, information about Squadron Line, and school improvement

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indicators for the school year. The goals and benchmarks set forth in this school's strategic plan were established following a cautious analysis of state and district student performance data, as well as staff and school community input. In addition, the goals are aligned with the [Simsbury Public Schools Strategic Plan](#). Throughout the year, teachers work in collaborative teams to assess student achievement with multiple indicators, monitor student progress, and adjust/refine instructional practices accordingly. Professional development supports our improvement in our targeted areas. This document is a concluding analysis of our progress toward these goals hence called Squadron Line School's Annual Report. We are excited to celebrate our results with you!

Warm regards,



Meg Evans  
Principal



Nancy Forsberg  
Assistant Principal

## Information about Squadron Line School

At Squadron Line, we understand that if students are going to be successful, in addition to mastering a rigorous curriculum, they need to learn skills that will allow them to succeed in a rapidly changing society. We realize the importance of teaching the skills necessary so that our students can be effective critical thinkers, communicators, collaborators, self-directed learners, innovators, and global citizens. To do this important work, we infuse a Growth Mindset approach in all that we do (the belief that our abilities are not a fixed quantity that with hard work, effort, and persistence we can get smarter and use mistakes as an opportunity to grow).

Throughout the year we provide students numerous opportunities to demonstrate respect, responsibility and kindness towards themselves, their peers, and our community. Through class meetings, school celebrations, and proactive grade-level lessons, our SHINE character education program provides the entire school community with a common language regarding academic, behavioral, and civic expectations.

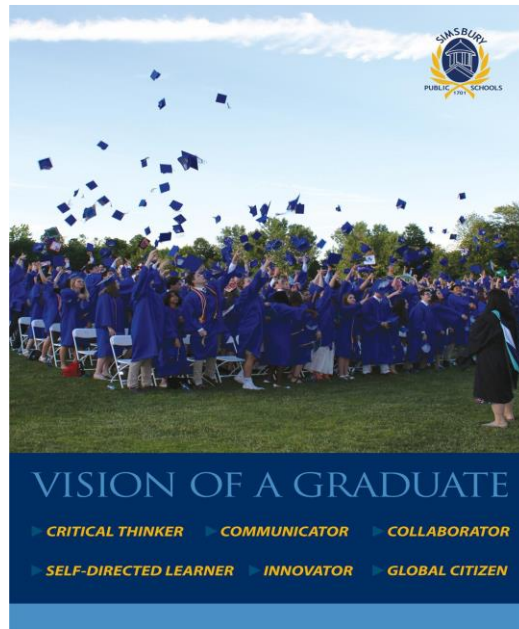
Squadron Line School proudly participates in the Hartford Region Open Choice Program. This wonderful opportunity is part of a statewide program that offers students the opportunity to attend public schools in suburban towns and suburban students the opportunity to attend public schools in Hartford at no cost to the student's family. Communication between families, teachers, and administrators remains constant to ensure an inclusive and positive experience for all students.

Continuous improvement is at the core of our work as a district and school community. We are committed to improving the academic achievement of all students. Teachers meet weekly as Professional Learning Communities (PLCs) to share instructional strategies, review and refine lessons within units of study, and collectively analyze student work and assessments. Student centered data conversations are held throughout the year to analyze student performance and adjust instructional strategies and/or interventions as needed. Through open, reflective dialogue and continuous cycles of inquiry, staff members and administrators dedicate themselves to creating a learning environment that meets the needs of all students.

Squadron Line students succeed due to the strong support from family and community members. We recognize that student performance (academic, social, emotional, and behavioral) is maximized when there is active involvement from families and school community members. We are fortunate to have a long standing tradition of a collaborative partnership between the school and our dedicated Parent-Teacher Organization (PTO).

The success of Squadron Line School depends upon the collaborative efforts of the entire school community – students, teachers, administration, families, and community members. By working together, we create a community characterized by a meaningful and rigorous academic foundation that prepares students to contribute to a global society with integrity, compassion, and resilience. Together, we help **ALL** students **SHINE** at Squadron Line!

## Simsbury Public Schools ~ Vision of a Graduate



### Critical Thinker

- Engage in problem solving, inquiry, and reflective thinking
- Develop compelling questions
- Analyze information to consider varied perspectives
- Evaluate information to reason and solve problems



### Communicator

- Listen actively
- Lift conversations by asking and responding to questions
- Deliver clear, concise, accurate ideas through spoken and written language
- Demonstrate an awareness of audience by adjusting purposefully



### Collaborator

- Perform a variety of roles and responsibilities
- Function interdependently and flexibly with others
- Seek and contribute feedback
- Embrace contradictions and divergent ideas to accomplish a common goal



### Self-Directed Learner

- Take initiative and responsibility for learning and productivity
- Use “experts” and other resources to pursue goals
- Demonstrate resilience, optimism, and perseverance
- Accomplish tasks through self-advocacy, self-confidence, and a growth mindset



### Innovator

- Empower creativity and develop skills
- Use a variety of techniques as part of a process to enhance outcomes
- View failure as an opportunity to learn, persevere, and show flexibility
- Challenge the status quo, push boundaries, and achieve growth



### Global Citizen

- Exemplify empathy, compassion, and respect in interactions with others
- Consider diverse perspectives and cultures
- Act responsibly and ethically
- Recognize impact of actions and civic decisions

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**Simsbury Public Schools  
Strategic Plan Goals  
2019-2024**

**Student Growth and Success:** Simsbury Public Schools will engage all students in rigorous, dynamic, and relevant learning experiences, in alignment to the Simsbury Vision of the Graduate, in order to ensure student growth and achievement.

**Compassionate and Connected School Culture:** Simsbury Public Schools will engage our students and adults in an inclusive, responsive, and safe environment that fosters the development of empathetic, ethical, and resilient community members.

**Premier Workforce:** Simsbury Public Schools will hire, invest in, and retain passionate and exceptional staff who will contribute to a challenging, innovative, and collaborative culture defined by continuous improvement.

**Sustainable and Strategic Investments:** Simsbury Public Schools will identify and advocate for the needs of our school communities in innovative ways to support the success and growth of all students, ensure fiscal responsibility, and the long-term stability of the district.

***Board of Education  
Adopted June 11, 2019***

*“If you go to work on your goals, your goals will go to work on you. If you  
go to work on your plan, your plan will go to work on you.*

*Whatever good things we build end up building us.”*

*~ Jim Rohn*

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**Goal 1: Student Growth and Success**

*Simsbury Public Schools will engage all students in rigorous, dynamic, and relevant learning experiences, in alignment to the Simsbury Vision of the Graduate, in order to ensure student growth and achievement.*

### Strategic Action Steps

- Use Data Team Meetings to identify students' response to instruction and to monitor growth and achievement relative to grade level standards.
- Use Professional Learning Community (PLC) Meetings to develop instructional plans and refine instructional practices to enhance the learning of all students.
- Utilize coaches to deliver professional development, provide student centered coaching, and monitor growth and achievement across all tiers of instruction.
- Increase collaboration between interventionists to ensure targeted instruction is aligned across all tiers of support.
- Accelerate student performance in math by continuing the supplemental math block and professional development for teachers.
- Implement a building schedule that provides increased opportunities for certified interventionists to support students in the classroom and increased common planning time with general education teachers and specialists.

### Performance Indicators

- Smarter Balanced Assessment (SBA) - ELA and Math (Grades 3-6)
- Next Generation Science Assessment (Grade 5)

### SMART Goals: (Specific/Measurable/Aggressive yet Achievable/Relevant/Time-Bound)

#### ELA SBA Expectations by June of 2024

- By June of 2024, 80% of students in grades 3-6 will meet or exceed the SBA ELA benchmark.

#### ELA SBA Results for 2023-2024

- By June of 2024, 80% of students in grades 3-6 met or exceeded the SBA ELA benchmark. The percentage of SQL students in grades 3, 4, and 5 who met or exceeded expectations was above the district average for the 2023-2024 school year. The percentage of SQL students in grades 3, 4, 5, and 6 who receive special education services performed above the district average. In addition, the percentage of SQL students in grades 3, 4, and 5 who are black/brown performed above district average.

#### ELA SBA Next Steps for 2024-2025

- The SQL Administration and Leadership Team will analyze the data to identify successes and priorities for the 2024-2025 school year.
- We will continue to use grade level data team meetings to identify students who are not making adequate growth, develop targeted instruction plans for acceleration, and monitor progress through formative assessments.

- Our SQL Language Arts Consultant will continue to provide coaching cycles with teachers to assist with refining instructional practices to meet the needs of students in their classroom. Specifically, support regarding the Science of Reading and the instructional shifts needed will be an area of focus. Co-planning between language arts consultants, general education teachers, and special education teachers will continue. In addition, we will increase the amount of building-based professional development provided that targets the needs of SQL teachers and/or students.
- We are refining our Student Intervention Team process to develop targeted tiered intervention and progress monitoring plans for students who are not making adequate progress.

### **Mathematics SBA Expectations by June of 2024**

- By June of 2024, 80% of students in grades 3-6 will meet or exceed the SBA Math benchmark.

### **Mathematics SBA Results for 2023-2024**

- By June of 2024, 80% of students in grades 3-6 met or exceeded the SBA Math benchmark. The percentage of SQL students in grades 3, 4, and 6 who met or exceeded expectations was above the district average for the 2023-2024 school year. The percentage of SQL students in grades 3, 4, and 6 who receive special education services performed above the district average. In addition, the percentage of SQL students in grades 3, 4, and 6 who are black/brown performed above district average.

### **Mathematics SBA Next Steps for 2024-2025**

- The SQL Administration and Leadership Team will analyze the data to identify successes and priorities for the 2024-2025 school year.
- We will continue to use grade level data team meetings to identify students who are not making adequate growth, develop targeted instruction plans for acceleration, and monitor progress through formative assessments.
- Our math coach will continue to provide coaching cycles with teachers to assist with the implementation of a new math program kindergarten - Grade 5. PLCs and building based professional development will be used to unpack units, review data, plan differentiated instruction, and share resources.
- We are refining our Student Intervention Team process to develop targeted tiered intervention and progress monitoring plans for students who are not making adequate progress.

### **NGSS Expectations by June of 2024**

- By June of 2024, 82% of students in grade 5 will meet or exceed the NGSS benchmark.



**NGSS Results for 2023- 2024**

- By June of 2024, 74% of students in grade 5 met or exceeded the NGSS benchmark. The percentage of SQL students who met or exceeded expectations was above the district average for the 2023-2024 school year. In addition, the percentage of SQL students who receive special education services performed above the district average.

**NGSS Next Steps for 2024-2025**

- Priorities and goals for 2024-2025 will be established with input from our Grade 5 science teachers.
- An analysis of what contributed to the tremendous success that our students had on the NGSS administration will be conducted. We want to ensure we continue the instructional practices that lead to this positive result.
- Further, new science units will be implemented that are aligned to the NGSS standards, increase student collaboration, and choice.

**Goal 2: Compassionate & Connected School Culture**

*Simsbury Public Schools will engage our students and adults in an inclusive, responsive, and safe environment that fosters the development of empathetic, ethical, and resilient community members.*

**Strategic Action Steps**

- Implement the rebrand of our Whole School SHINE Character Education program which infuses the competencies of Vision of the Graduate, Growth Mindset, CASEL SEL, and Equity competencies into our school traits of respect, responsibility and kindness.
- Reinforce and celebrate themes of good character through the SHINE program via monthly SHINE/SQUAD assemblies.
- Continue implementation of Social/Emotional lessons by teachers and administration.
- Provide SEL resources and lessons for teachers.
- Use a minimum of three PLCs per year to identify students who need additional SEL and/or behavior support in order to be successful at school.
- Utilize the SQL Leadership Teams to identify professional development opportunities for staff and outline common tiered behavior supports and consequences.
- Continue Principal Office Hours for staff and families to meet with administration to share celebrations, offer suggestions, and problem solve.

**Performance Indicators**

- Stakeholder Survey Results
- Feedback from faculty and staff
- Positive behavioral recognition and Better Choice Slips

**SMART Goals: (Specific/Measurable/Aggressive yet Achievable/Relevant/ Time-Bound)**

### Compassionate and Connected School Expectations by June 2024

- By June 2024, 100% of students will receive school-based positive behavioral recognition.
- By June 2024, ≤10% of students at SQL will require a Tier 2\* behavior intervention.
- By July 2024, analyze performance indicator data for trends, celebrations, concerns and next steps.

### Compassionate and Connected School Results for 2023-2024

- By July 2024, we analyzed performance indicator data for trends, celebrations, concerns and next steps
  - 99% of students received school-based positive behavioral recognition. This was measured through the amount of students who received suns. Over 1236 suns were earned throughout the 2023-2024 school year.
  - 10% of students at Squadron Line required a Tier 2\* or Tier 3 behavior intervention.
  - Data shared by families, staff and students in the end of year survey indicated success in the areas of valuing diversity, having a welcoming and supportive environment, and being a safe place to learn. Areas of growth in the areas of discipline procedures, behavior distracting from learning, and the amount of respect being demonstrated were noted.

### Compassionate and Connected School Next Steps for 2024-2025

- The SQL Administration and Leadership Team will analyze prior action steps and outline priorities for the 2024-2025 school year.
- Targeted areas will include enhancing a sense of belonging to SQL and behavior.
- SEL Check Ins at Grade Level PLCs will occur three times per year to identify students who need additional social, emotional, or behavioral support.
- Kindergarten - Grade 6 will receive support and professional development as they implement Everyday Speech SEL curriculum.
- The SQL CHEER and Social Committee will be redesigned to have more frequent in school activities that create a sense of connection on a monthly basis.

*\*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.*

We are certainly proud of the accomplishments achieved by Squadron Line students; however, our work is not complete until every child shares in our success. We will continue to work collaboratively with our staff to ensure that we meet the needs of students who did not demonstrate expected growth on the SBA and NGSS assessments.

We look forward to developing our 2024-2025 strategic plan and sharing our successes and continuous improvement goals with you.

**Thank you for partnering with us!**