

Latimer Lane School

Annual Report 2023-2024

Simsbury Public Schools
Simsbury, Connecticut



Latimer Lane School is a diverse and character-driven community of excellence! The students, staff, and parents of Latimer Lane School are committed to seeing every child achieve their fullest potential, in a socially, emotionally, and academically supportive environment.

Michael Luziatti

Principal

Table of Contents

I.	Introduction and Purpose of our Annual Report	p. 3
II.	Information about Latimer Lane	p. 4
III.	Simsbury Public Schools Vision of A Graduate	p. 5
IV.	Simsbury Public Schools Goals, 2019-2024	p. 6
V.	Latimer Lane Annual Report Progress	
	• Goal 1: Student Growth and Success	p. 7
	• Goal 2: Compassionate & Connected School Culture	p. 9



Introduction and Purpose of our School Annual Report

The Simsbury Public Schools values continuous improvement. Each fall, Latimer Lane Elementary School develops a strategic plan - an action plan inclusive of Simsbury Public Schools' strategic goals, Vision of a Graduate, information about Latimer Lane School, and school improvement 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 Latimer Lane's Annual Report. We are excited to celebrate our results with you!

Warm regards,

Michael Luzietti
Principal, Latimer Lane
Weatogue, Connecticut

Information about Latimer Lane School

Latimer Lane is a diverse and character-driven community of learners and leaders, a School of Distinction, and a Title I school with a proven track record of educational excellence and academic achievement. Each year, the faculty and administration partner in an engaging process of continuous improvement intended to further enhance student learning and growth.

Latimer Lane highly values the home-school partnership and views it as an integral part of meeting the needs of its students. Numerous opportunities exist for the parents of our 473 students to volunteer and be active members of the school community. Classroom teachers rely on parents for a variety of programs with their classrooms. The PTO, fueled by parent volunteers, works to support the existing programs of the school while also bringing new and exciting ideas and opportunities.

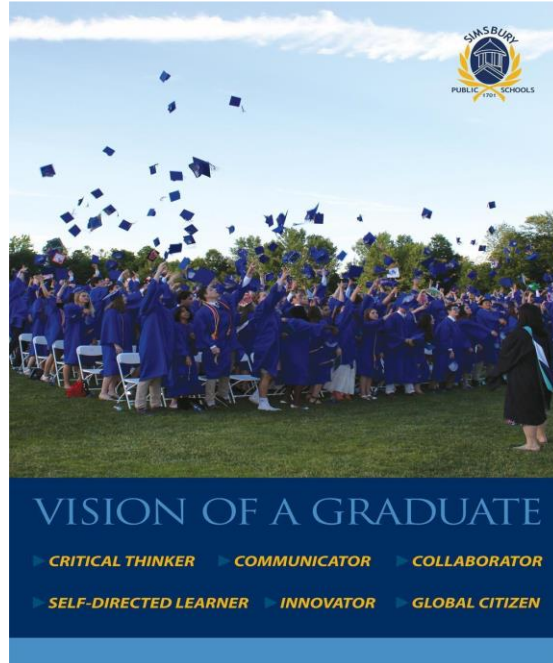
Teachers meet in Professional Learning Communities (PLCs) to share instructional strategies and to review and refine lessons within various units of study based upon student work and assessments. Differentiation of instruction to support at-risk students and to enhance learning for students exceeding goal is a focus at weekly PLC meetings. Our support staff, language arts consultant, math coach, classroom teachers, special education teachers, school psychologist, and social worker, expertly work in collaboration to meet the needs of all students.

The Latimer Lane community is deeply invested in seeing all of our students succeed. As a result, we educate the whole child paying equal attention to academics, social and emotional issues as well as physical safety. The staff of Latimer Lane seeks to make personal connections with our students and as a result enhance our students' abilities to feel safe taking risks in their learning. Our character education program, The Latimer Lane Way, centers on our three character ideals: respect, responsibility, and kindness. Each day, staff members carry around "GOTCHA Tickets" and are on the look-out for students displaying positive choices. Entire classrooms can be recognized and awarded a leaf for displaying these character traits as well. This successful program was the result of extensive collaboration between students, staff, and families.

Additionally, Latimer Lane 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.

As a result of a dedicated and knowledgeable faculty and staff, and a highly involved and supportive parent community, Latimer Lane is an exceptional institution that truly is, ***"A Great Place to Grow."***

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

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

Goal 1: Student Growth and Success

<i>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.</i>
Strategic Action Steps
<ul style="list-style-type: none"> • Use Student Centered Professional Learning Community (PLC) time to discuss data disparities between subgroups and determine specific Tier I, II, and III plans to be used to impact student learning and achievement. • Use regularly scheduled PLC meetings to identify students' response to instruction and to monitor growth and achievement relative to grade level standards. • Accelerate student performance in math by implementation of a supplemental math block, professional development for teachers, and expansion of Math Intervention Program. • Utilize coaches to deliver professional development, provide student centered coaching, and monitor growth and achievement across all tiers of instruction. • Implement a building schedule that provides longer instructional blocks for content area teaching, supports Social Emotional Learning (SEL) instruction, and coordinates specialized instruction and intervention.
Performance Indicators (As measured by...)
<ul style="list-style-type: none"> • Smarter Balanced Assessment Math and ELA grades 3-6 aggregate performance • Next Generation Science Assessment (Grade 5)

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

Mathematics Expectations by June 2024				
<ul style="list-style-type: none"> • Goal: By June of 2024, 82% of students in grades 3-6 will meet or exceed the SBA Math benchmark. 				
Mathematics Results for 2023-2024				
<ul style="list-style-type: none"> • In May of 2024, 76% of students in grades 3-6 met or exceeded the SBA Math benchmark. 				
	3rd	4th	5th	6th
Latimer Lane	56%	87%	81%	78%
<p>Analysis:</p> <ul style="list-style-type: none"> • Students at Latimer Lane are continuing to perform at some of the highest levels on SBA Math within the state of CT, making strong annual gains as we work to fully implement a rigorous math curriculum. Led by a whole-district effort and with support from our 				

exceptional math coach, students displayed strong gains as they grappled with mathematical concepts and a rejuvenated focus on fact fluency.

- Multiple grade level teams at Latimer Lane participated on the transition team to a new math curriculum which will be implemented in 2024-25. While pedagogy and practice remain consistent, lesson structure and the way students engage with math will differ for students.
- Continue to use STAR math as an assessment tool, alongside other curricular measures, to monitor growth and identify students in need of further support and intervention. Each assessment, including those which measure second grade performance, demonstrated growth and improvement.

Mathematics Next Steps for 2024-2025

- Revisions to the PLC data process, guided by teacher feedback, are in place for the 24-25 school year. These revisions will alleviate the pressure of high-stakes meetings and promote a more consistent dialogue around growth and achievement throughout the year.
- Math coaches will meet with grade level teams to identify priorities and goals for 2024-2025 and lead data team discussions focused on helping all students reach grade level standards. This is driven by data as well as the implementation of a new curriculum.
- The 2023-24 SBA and STAR data will be analyzed and the information gleaned will shed light on which standards our students mastered and which they need additional practice. We will use that information to guide goal setting at the classroom and individual student level. This information along with the leadership from the school math coach will be used to guide decisions regarding the transition to our new math program for the 2024-25 school year and beyond.

ELA Expectations by June 2024

- Goal: By June of 2024, 82 % of students in grades 3-6 will meet or exceed the SBA ELA benchmark

ELA Results for 2023-2024

- In May of 2024, 77% of students in grades 3-6 met or exceeded the SBA ELA benchmark.

	3rd	4th	5th	6th
Latimer	63%	80%	79%	83%

Analysis

- Students at Latimer Lane are continuing to perform at some of the highest levels on SBA ELA within the state of CT, making strong annual gains.
- This year, as we do each year, ambitious yet attainable goals for student learning were established. A strong consistency of performance across grade levels this year is indicative of solid instructional practices within the entire building.
- Students at the upper grade levels are demonstrating a clear ability to “read to learn” and are displaying a proficiency that will benefit them as they move into the secondary level.

<p>ELA Next Steps for 2024-2025</p>
<ul style="list-style-type: none"> • Revisions to the PLC data process, guided by teacher feedback, are in place for the 24-25 school year. These revisions will alleviate the pressure of high-stakes meetings and promote a more consistent dialogue around growth and achievement throughout the year. • Collaborate with general education, special education teachers, and interventionists to ensure that students are receiving direct, focused reading instruction in the classroom and that the approach used in the intervention program is closely aligned to the work being done in the classroom. • Continue to plan thoughtfully for students who exit SRIP (Simsbury Reading Intervention Program). These plans will include progress monitoring methods to ensure continued success. • Continue to monitor and reflect on the Smarter Balanced test results this fall as we look for trends and identify areas of success and improvement in our K-3 program.

<p>Next Generation Science Assessment Expectations by June 2024</p>
<ul style="list-style-type: none"> • By June of 2024, 80% of student will meet/exceed the NGS Assessment Benchmark
<p>Next Generation Science Assessment Results for 2023-2024</p>
<ul style="list-style-type: none"> • In May of 2024, 77% of student met/exceeded the NGS Assessment Benchmark • Students at Latimer Lane continued to perform among the highest levels on NGSX within the state of CT, making strong annual gains. • This year, as we do each year, ambitious yet attainable goals for student learning were established. A strong consistency of performance across grade levels this year is indicative of solid instructional practices within the entire building.
<p>Next Generation Science Assessment Steps for 2024-2025</p>
<ul style="list-style-type: none"> • Students will continue to participate in science curriculum aligned to the NGSS and focus on addressing all standards during the course of the 7 years they attend Latimer Lane. Curricular alignment will continue to be looked at during the analysis of the annual data. • Science teachers will discuss best practices in science instruction and student engagement.

<p>Goal 2: Compassionate & Connected School Culture</p>
<p><i>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.</i></p>

Strategic Action Steps
<ul style="list-style-type: none"> ● Reinforce and celebrate themes of good character through the <i>Latimer Lane Way</i> Character Education program. ● Implement Social/Emotional competencies, resources and lessons for all students in all settings ● Respond to the SEL needs of students based on Better Choice Slip data and teacher feedback. ● Utilize the Climate, Culture & SEL and the Instructional Leadership Team to identify professional development opportunities for staff and programming/celebrations for students. ● Evaluate the equitability and accessibility of building practices intended to promote connection and community ● By July 2024, analyze performance indicator data for trends, celebrations, concerns and next steps
Performance Indicators (as measured by...)
<ul style="list-style-type: none"> ● Classroom to home communication (newsletters) ● Survey results - Parent, teacher, student ● Gotcha Tickets and Better Choice Slip tracking

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

Compassionate and Connected School Culture
<ul style="list-style-type: none"> ● 100% of classroom teachers will use weekly/monthly newsletters to inform families of the learning taking place within their classroom. ● Greater than 90% of students will receive school-based positive behavioral recognition. ● Fewer than 10% of students at the elementary level will have required a Tier 2* behavior intervention.
Compassionate and Connected School Culture Results for 2023-2024
<ul style="list-style-type: none"> ● 92% of students were recognized with a school-based positive behavioral recognition ● 100% of classroom received positive recognitions of decision making (respect, responsibility and kindness)
Compassionate and Connected School Culture Next Steps for 2024-2025
<ul style="list-style-type: none"> ● Each staff member will continue to be encouraged to highlight one student at each assembly who has been consistent in demonstrating kindness, respect or responsibility. ● Modifications and clarification around office referrals and teacher/parent communication will take place. ● Restorative Circles/conversations will be a focal point of the Climate and Culture team meetings.

- Family Tree meetings will have an enhanced focus on helping students make meaningful connections outside of their classroom.

*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.

Thank you for partnering with us!