

Latimer Lane School

Strategic Plan 2024-2025

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

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Our School Strategic Plan

Each year, the strategic 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 plan were established following a thorough analysis of state and district student assessment data as well as staff and stakeholder input. Throughout the year, teachers will work in collaborative teams to assess student achievement, monitor student progress, and refine instructional practices across the tiers. Professional development will be ongoing at the district and building levels to further support our improvement indicators. In the summer of 2025, a concluding analysis of our progress toward these goals will be documented in the annual report.

The academic improvement indicators for the 2024-25 school year will be: Reading and Math in grades 3-6 and Science in Grade 5. As Latimer Lane continues to be an increasingly diverse school, we will continue to focus on what it means to be a global citizen, interacting with other people from other cultures and how best to celebrate the differences within our community. This work will be highlighted in the weekly Latimer Ledger and during morning announcements. A focus on engagement in both academics and social connections will serve as a point of emphasis to help move this work forward.

Finally, we will continue to engage in a process bringing the Social Emotional Learning (SEL) work at Latimer Lane together with our character education program, The Latimer Lane Way. Each month, students will focus on one of the 5 SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Lessons and activities will support the development of SEL skills, while keeping an overarching theme of respect, responsibility and kindness in all of our actions.

As we begin to prepare for the 2024-25 school year, one of limitless potential, we will continue to engage our students, staff and families in partnership. Together, we can continue to make Latimer Lane School a great place to grow!

Michael Luzietti

Principal

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 474 students to volunteer and be active members of their school communities. 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.

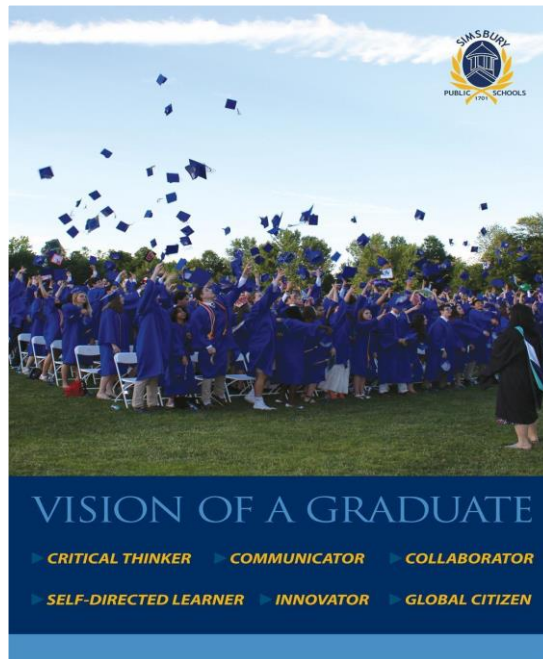
Teachers meet in Professional Learning Communities (PLCs) to share instructional strategies and to review and refine lessons within various units of study based upon student work and assessments. Differentiation of instruction to support at-risk students and to enhance learning for students exceeding 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.

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."***

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.

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

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| <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> |
| Latimer Lane School’s Strategic Action Steps |
| <ul style="list-style-type: none"> ● Use Professional Learning Community (PLC) and Data Meeting 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. ● Accelerate student performance in math by implementation of a supplemental math block, professional development for teachers, and expansion of Math Intervention Program and increasing access to grade level high priority standards. ● 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. ● Increased focus on collaboration and shared instructional focus between general education, special education and interventionists. |
| 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)

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| Mathematics Expectations by June 2025 |
| <ul style="list-style-type: none"> ● By June of 2025, 80% of students in grades 3-6 will meet or exceed the SBA Math benchmark. |
| ELA Expectations by June 2025 |
| <ul style="list-style-type: none"> ● By June of 2025, 81% of students in grades 3-6 will meet or exceed the SBA ELA benchmark. |
| Science Expectations by June 2025 |
| <ul style="list-style-type: none"> ● By June of 2025, 81% of students in grade 5 will meet or exceed the NGSS benchmark. |

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| Goal 2: Compassionate & Connected School Culture |
| <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> |
| 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 2025, 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)

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| By June 2025 |
| <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. |

*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.