

Tootin' Hills School

Strategic Plan 2024-2025

Simsbury Public Schools
Simsbury, Connecticut



Vision Statement:

Tootin' Hills School is a caring, accepting educational community where adults and children are valued as learners and as people. Our school is an environment in which it is safe to take risks, to make mistakes, and to grow. From the principal to the youngest child, everyone practices the skills needed to respectfully interact with each other and takes responsibility for their learning and behavior. The graduates of Tootin' Hills School will exemplify integrity, academic accomplishment, and the joy of learning embraced by the Tootin' Hills School community.

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This document presents Tootin' Hills School's Strategic Plan - an action plan inclusive of Simsbury Public Schools' strategic goals, Vision of a Graduate, information about Tootin' Hills School, and school improvement indicators for the 2024-2025 school year. The goals and benchmarks set forth in this school's strategic plan were established following an 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 will work in collaborative teams to assess student achievement with multiple indicators, monitor student progress, and adjust/refine instructional practices accordingly. Professional development will be ongoing at the district and building levels to further support our improvement. In the Summer of 2025, a concluding analysis of our progress toward these goals will be documented in the Annual Report.

Sincerely,
Anjanette Belmonte
Principal, Tootin' Hills School
West Simsbury, Connecticut

Tootin' Hills Elementary School

Tootin' Hills School is celebrated through its mascot, a train engine. Outside the principal's office, a mural depicts 'The Little Engine That Could', from Watty Piper's 1930 children's classic of the same name. "I think I can; I think I can" – these are the words that sum up the collective attitude of our school community.

Tootin' Hills Elementary School serves a student population of approximately 375 students, kindergarten through grade six. We embrace a diverse population both culturally and socio-economically. In addition, we have an Intensive Learning Needs (ILN) program for children with autism. There is an incredible amount to accomplish at every grade level in the areas of literacy, mathematics, science, social studies and in the arts. Our rigorous curriculum sets the stage for our success.

We highly value collaboration with families– a partnership that promotes year-round learning and nurtures the desire for life-long learning for our students. Our parents are a constant, visible presence in our school. They encourage and motivate their children. They are present as volunteers in classrooms, managing projects, working as members of our PTO, or simply lending a hand for an hour or two. They can be counted upon to support the

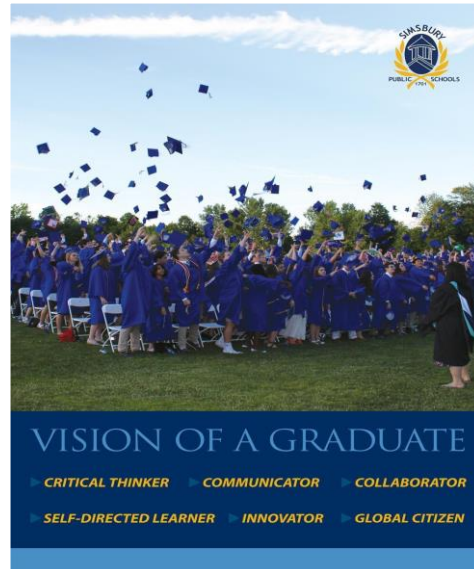
efforts of their children and of our teachers. They understand the value of educational achievement and generally provide rich life experiences for their children outside of the school day. They, too, are the foundation of our success and we who teach are ever so grateful for their continual support and collaboration.

Our teachers work extremely hard at the craft of teaching and learning. They are continually working at refining their skills and improving their effectiveness. As members of Professional Learning Communities, they are enthusiastic about their collaborative efforts toward instructional improvement and student achievement. The professional development that results from these relationships is of the highest quality. The development of teacher leadership skills is also a hallmark of our school. Teachers are actively involved on committees and in groups dedicated to continuous improvement across the district.

At Tootin' Hills School we have well-rounded and highly capable students. They are the foundation of our success and we are very proud of their accomplishments. We are continually impressed with their achievements. Every adult in our school recognizes his or her role in promoting and supporting such achievement. Every adult in our school also acts as a role model and as a teacher. Tootin' Hills School is built on the character ideals of Respect, Responsibility, Caring and Integrity. We believe that developing these character traits, in addition to promoting a positive growth mindset, are as important as academic achievement in developing the whole child.

We are proud of our many building-based programs: involvement in Open Choice; student council; Book Buddies; cultural enrichment; field trips; and the multitude of programs sponsored by our Parent-Teacher Organization. Tootin' Hills School's success continues to depend on collaboration – parents/guardians, children, teachers, and the Simsbury community. We will not be truly successful until 100% of our students reach 100% of our goals every year.

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

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.

Tootin' Hills School's Strategic Action Steps

- Accelerate student performance by focusing on effective, tiered instructional strategies; delivering a curriculum that is focused on the standards and assessed learning targets.
- Use Professional Learning Community (PLC) meetings to identify students' response to instruction and to monitor growth and achievement relative to grade level 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.
- Identify the high-leverage engagement strategies in the areas of behavior, social emotional learning, and cognition. Discuss and determine the impact it has on student growth and achievement.

Performance Indicators (As measured by...)

- Smarter Balanced Assessment (SBA) 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

- By June 2025, 82% of students in grades 3-6 will meet or exceed the SBA Math benchmark.

ELA Expectations by June 2024

- By June 2025, 84% of students in grades 3-6 will meet or exceed the SBA ELA benchmark.

Science Expectations by June 2024

- By June 2025, 80% of students in grade 5 will meet or exceed the NGSS benchmark.

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

- Reinforce and celebrate themes of good character through the Character Conductor: *All Aboard!* program.
- Continue to implement Social/Emotional competencies, resources and lessons
- Address needs of students based on student forums, surveys from parents and students throughout the year.
- Utilize the Character Education team to identify and provide staff with Tier 1 behavioral strategies.

Performance Indicators (as measured by...)

- Survey results - Parent, teacher, student
- Positive behavioral recognition and Better Choice Slips

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

- By June 2025, analyze performance indicator data for trends, celebrations, concerns and next steps.
- Greater than 98% of students will receive school-based positive behavioral recognition.
- Fewer than 8% of students at the elementary level will have required a Tier 2* or Tier 3* 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.