

# Latimer Lane School

## Annual Report 2022-2023

Simsbury Public Schools  
Simsbury, Connecticut

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***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 Luzietti**

Principal

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## 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 (2019-2024), Vision of a Graduate, information about Central 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 collected during an unprecedented year, 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  
Simsbury, 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 472 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.

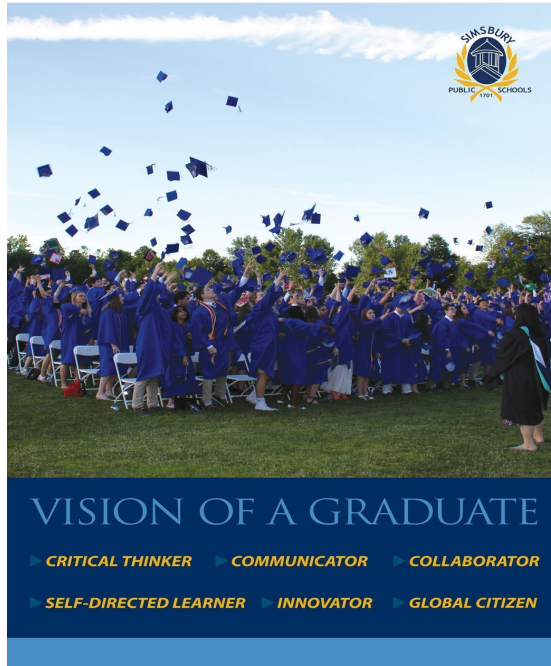
Teachers meet in Professional Learning Communities (PLCs) to share instructional strategies and to review and refine lessons within various units of study based upon student work and assessments. Differentiation of instruction to support at-risk students and to enhance learning for students exceeding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

<b>Goal 1: Student Growth and Success</b>
<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>
<b>Strategic Action Steps</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use regularly scheduled PLC meetings to identify students' response to instruction and to monitor growth and achievement relative to grade level standards.</li> <li>• Accelerate student performance in math by implementation of a supplemental math block, professional development for teachers, and expansion of Math Intervention Program.</li> <li>• Utilize coaches to deliver professional development, provide student centered coaching, and monitor growth and achievement across all tiers of instruction.</li> <li>• 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.</li> </ul>
<b>Performance Indicators (As measured by...)</b>
<ul style="list-style-type: none"> <li>• Smarter Balanced Assessment Math and ELA grades 3-6 aggregate performance</li> <li>• Next Generation Science Assessment (Grade 5)</li> </ul>

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

<b>Mathematics Expectations by June 2023</b>
<ul style="list-style-type: none"> <li>• Goal: By June of 2023, 82% of students in grades 3-6 will meet or exceed the SBA Math benchmark.</li> </ul>
<b>Mathematics Results for 2022-2023</b>
<ul style="list-style-type: none"> <li>• In May of 2023, 78% of students in grades 3-6 will meet or exceed the SBA Math benchmark.</li> </ul>

Grade	% Students at Performance Level: Spring, 2023					
	Students	Not Meet	Approaching	Meets	Exceeds	Meets/Exceeds
Latimer						
3	75	16.0%	6.7%	42.7%	34.7%	77.3%
4	67	3.0%	7.5%	25.4%	64.2%	89.6%
5	58	6.9%	10.3%	27.6%	55.2%	82.8%
6	68	16.2%	19.1%	17.6%	47.1%	64.7%
ALL	268	10.8%	10.8%	28.7%	49.6%	78.4%

**Analysis:**

- 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 mathematical concepts and a rejuvenated focus on fact fluency.
- An increase in progress monitoring checkpoints during the 22-23 school year, including teacher created tools, STAR, district checkpoints and IABs allowed for more timely targeted intervention and instruction throughout the course of the school year.
- We continue to use STAR math as an assessment tool to monitor growth and identify students in need of further support and intervention. Each assessment, down to and including our students in second grade, indicates improved growth.

**Mathematics Next Steps for 2023-2024**

- The Latimer Lane Instructional Leadership Team will analyze prior action steps and make any adjustments necessary.
- 3 of 7 grade levels are participating in the district-wide math transition team, implementing a new curriculum. The intent of which is to enhance the rich mathematical instruction our students receive and provide real time feedback for teachers to modify and enhance the student learning experience.
- Math coaches will meet with grade level teams to identify priorities and goals for 2023-2024 and lead data team discussions focused on helping all students reach grade level standards.
- The 2022-23 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 with. 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 2023-24 school year and beyond.
- Math Data Review Teams/Student Centered PLCs function within grade level meetings to ensure that all invested parties are a part of the conversation about students, their growth, and any interventions needed.



**ELA Expectations by June**

- Goal: By June of 2023, 82 % of students in grades 3-6 will meet or exceed the SBA ELA benchmark

**ELA Results for 2022-2023**

- In May of 2023, 80% of students in grades 3-6 will meet or exceed the SBA ELA benchmark.

Grade	Students	Not Meet	Approaching	Meets	Exceeds	Meets/Exceeds
Latimer						
3	74	12.2%	16.2%	28.4%	43.2%	71.6%
4	67	9.0%	7.5%	17.9%	65.7%	83.6%
5	58	6.9%	10.3%	19.0%	63.8%	82.8%
6	68	8.8%	8.8%	42.6%	39.7%	82.4%
ALL	267	9.4%	10.9%	27.3%	52.4%	79.8%

**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.
- The achievement level at Latimer Lane has remained historically strong and speaks to the commitment of our staff and students in their efforts to accelerate learning. Students in each cohort displayed strong and consistent academic progress throughout the year either approaching or exceeding the SMART Goals established.
- Additionally, students in grade 3 performed solidly on end of the year in district assessments and SBA assessments achieving their SMART Goals. With continued targeted instruction, this group will continue to grow academically in the 2023-24 school year ahead.

**ELA Next Steps for 2023-2024**

- Literacy Data Review Teams/Student Centered PLCs function within grade level meetings to ensure that all invested parties are a part of the conversation about students, their growth, and any interventions needed.
- Collaborate with general education and special education teachers 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.

<b>Goal 2: Compassionate &amp; Connected School Culture</b>
<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>
<b>Strategic Action Steps</b>
<ul style="list-style-type: none"> <li>● Reinforce and celebrate themes of good character through the <i>Latimer Lane Way</i> Character Education program.</li> <li>● Implement Social/Emotional competencies, resources and lessons for all students in all settings</li> <li>● Respond to the SEL needs of students based on Better Choice Slip data and teacher feedback.</li> <li>● Utilize the Climate, Culture &amp; SEL and the Instructional Leadership Team to identify professional development opportunities for staff and programming/celebrations for students.</li> <li>● Evaluate the equitability and accessibility of building practices intended to promote connection and community</li> <li>● By July 2023, analyze performance indicator data for trends, celebrations, concerns and next steps</li> </ul>
<b>Performance Indicators (as measured by...)</b>
<ul style="list-style-type: none"> <li>● Classroom to home communication (newsletters)</li> <li>● Survey results - Parent, teacher, student</li> <li>● Gotcha Tickets and Better Choice Slip tracking</li> </ul>

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

<b>Compassionate and Connected School Culture</b>
<ul style="list-style-type: none"> <li>● 100% of classroom teachers will use weekly/monthly newsletters to inform families of the learning taking place within their classroom.</li> <li>● Greater than 90% of students will receive school-based positive behavioral recognition.</li> <li>● Fewer than 10% of students at the elementary level will have required a Tier 2* behavior intervention.</li> </ul>
<b>Compassionate and Connected School Culture Results for 2022-2023</b>
<ul style="list-style-type: none"> <li>● 90% of students were recognized with a school-based positive behavioral recognition</li> <li>● 100% of classroom received positive recognitions of decision making (respect, responsibility and kindness)</li> </ul>

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**Compassionate and Connected School Culture Next Steps for 2023-2024**

- A substantial restructuring of the Latimer Lane character education program took place during the summer of 2023. The focus was to increase both the recognition of positive behaviors, but also the frequency with which those behaviors occur. This was the result of feedback from staff and students seeking clarity and fidelity of implementation of the current practices.
- Revisions to the office referral and teacher/parent communication system took place as well. The goal being to impact student decision making at the lowest level/level of intervention possible.
- Overall, data remained historically strong in 22-23, but the intent of these revisions will be to ensure a positive experience and decision making path for everyone in the Latimer Lane community.

\*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 look forward to developing our 2023-2024 strategic plan and sharing our successes and continuous improvement goals with you. **Thank you for partnering with us!**