

Squadron Line School

Strategic Plan 2023-2024

Simsbury Public Schools
Simsbury, Connecticut



Meg Evans, Principal

Nancy Forsberg, Assistant Principal

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Introduction and Purpose of our School Strategic Plan

The Simsbury Public Schools join the nation in determining how to calibrate public education after all that has been experienced since March of 2020. We know that a simple return to past practices is short-sighted and uninformed by the lessons learned. Social-emotional learning shares prominence with our academics as never before. Therefore, it is important to assess our students' current understanding and skills as starting points from which to teach and actualize student growth.

This document presents Squadron Line School's Strategic Plan - an action plan inclusive of Simsbury Public Schools' strategic goals (2019-2024), Vision of a Graduate, information about Squadron Line School, and school improvement indicators for the 2023-2024 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 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 2024, a concluding analysis of our progress toward these goals will be documented in the Annual Report.

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.

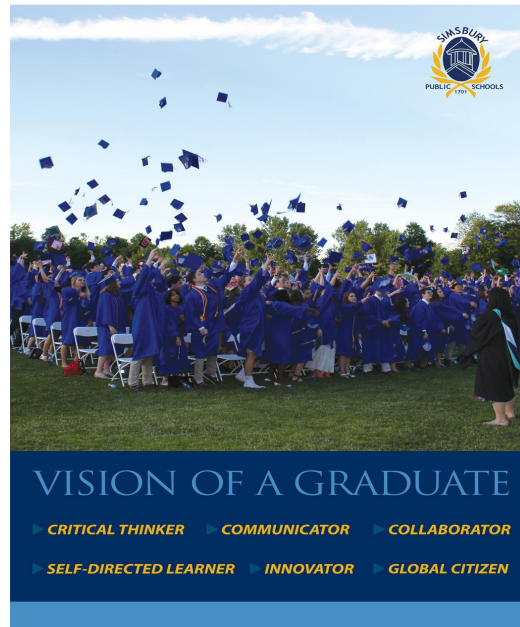
Squadron Line School proudly participates in the Hartford Region Open Choice Program. This wonderful opportunity is part of a statewide program that offers students the opportunity to attend public schools in suburban towns and suburban students the opportunity to attend public schools in Hartford at 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



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



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



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



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



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 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • By June of 2024, 80% of students in grades 3-6 will meet or exceed the SBA ELA benchmark.
Mathematics SBA Expectations by June of 2024
<ul style="list-style-type: none"> • By June of 2024, 80% of students in grades 3-6 will meet or exceed the SBA Math benchmark.
NGSS Expectations by June of 2024
<ul style="list-style-type: none"> • By June of 2024, 82% of students in grade 5 will meet or exceed the NGSS benchmark.

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"> ● 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
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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.

*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.