

# Tariffville School

## Annual Report 2022-2023

Simsbury Public Schools  
Simsbury, Connecticut

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### Introduction and Purpose of our Annual Report

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## Introduction and Purpose of our School Annual Report

The Simsbury Public Schools values continuous improvement. Each fall, Tariffville School develops a strategic plan - an action plan inclusive of Simsbury Public Schools' strategic goals (2019-2024), Vision of a Graduate, information about Tariffville School, and school improvement indicators for the school year. The goals and benchmarks set forth in this school's annual 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 Tariffville School's Annual Report. We are excited to celebrate our results with you! .

Warm regards,  
Steve Matyczyk Principal, Tariffville School  
Simsbury, Connecticut

## Information about Tariffville School

Tariffville School has a longstanding record of students who have demonstrated consistently high levels of achievement. A rigorous curriculum challenges all students to reach their fullest potential. An exemplary character education program has established clear expectations that all students will be respectful, contributing citizens within a nurturing school community. The faculty and administration engage in a continuous improvement process in professional learning communities that focus on improving student learning and classroom instruction.

Tariffville School embraces a diverse population both culturally and socio-economically. Our student population is 39% minority students, and 4% of our students come from homes where English is not the primary language. This racial, cultural, and economic diversity is viewed as one of the greatest strengths of the Tariffville School experience, and the background experiences our students bring each day add to one another's daily lives at school. The diversity at Tariffville School will serve our students well as we prepare them for a life beyond formal schooling.

The CLIMB (Character Lives in My Behavior) program incorporates four character ideals—Caring, Respect, Responsibility and Citizenship—which form the foundation of our school culture. Students are recognized for exhibiting the CLIMB character traits, and accomplishments are celebrated at CLIMB assemblies held regularly throughout the year.

In addition to being recognized for our character education, but not unrelated, is the academic recognition we have garnered from the State Department of Education. We have earned the title of a School of Distinction several times for having the highest overall performance (in the top 10% of all schools) on state-wide assessments as well.

Parent volunteers are welcomed and are frequently assisting in classrooms and at special events. It is our belief that a strong relationship between the school and the families is a critical component to student success. The PTO works in partnership with the faculty and staff. This dedicated group of parents/guardians provides support for curriculum resources, equipment, and enrichment programs. They also sponsor numerous events and activities for our students throughout the year. As a result of the cooperative efforts and collective talents of a dedicated faculty and staff, involved parents and families, and students who come to school every day eager and ready to learn, Tariffville School provides an enriching and challenging environment that fosters success for all learners.

**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>Tariffville School’s Strategic Action Steps</b>
<ul style="list-style-type: none"> <li>● Use Professional Learning Community (PLC) meetings to identify students' response to instruction and to monitor growth and achievement relative to grade level standards.</li> <li>● Target Interventions to maximize student growth.</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> <li>● Increase teacher, student and family engagement within Tariffville School community events.</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>● By June of 2023, 75% of students in grades 3-6 will meet or exceed on the SBA Math benchmark.</li> </ul>
<b>Mathematics Results by June 2023</b>
<ul style="list-style-type: none"> <li>● Tariffville School had 65% of grades 3-6 meet or exceed on the SBA Math benchmark. This was below our goal, but students in all grade levels did grow in their math skills. We track the student growth percentile (SGP) in this area and our students had a 78% SGP compared to the district with a 67% SGP.</li> </ul>
<b>Mathematics Next Steps for 2023-2024</b>
<ul style="list-style-type: none"> <li>● Math Lesson Structures and Pedagogy             <ul style="list-style-type: none"> <li>○ Principal, math coach, ESS teacher and teachers collaborate to ensure lesson structure is solidly in place to ease transition to new math program and to ensure effective co-teaching</li> </ul> </li> </ul>

- Coaching to ensure that implementing teams are using structures and pedagogy of the Think Mathematics with fidelity to prepare for district roll-out.
- Math coaches are providing building based professional development, coaching, PLC collaboration and do lesson studies to improve pedagogy.
- Principal will designate time to PD days and faculty meetings to improve math lesson structure/pedagogy.

**ELA Expectations by June 2023**

- By June of 2023, 75% of students in grades 3-6 will meet or exceed on the SBA Math benchmark.

**ELA Results by June 2023**

- Tariffville School had 66% of grades 3-6 meet or exceed on the SBA ELA benchmark. This was below our goal, but students in all grade levels did grow in their ELA skills. We track the student growth percentile in this area and our students had a 79% SGP compared to the district with a 67% SGP.

**ELA Next Steps for 2023-2024**

- Continue to support Foundations implementation and using the data from unit assessment and DIBELS universal screens to inform instruction.
- Target push in support in Grades 3-6 to support small groups, conferencing and researching our students.
- Determine small group word study options to support the large number of students below grade level.
- In order to improve collaboration across tiers with ESS and SRIP next year will be a big step to continue to support in grades 3-6. Building ESS and general education teachers capacity to target intentional instruction and utilizing formative assessments.



<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 Tariffville Schools CLIMB Character Education program.</li> <li>● Implement Social/Emotional competencies, resources and lessons</li> <li>● Address needs of students based on teacher feedback SEL measures.</li> <li>● Utilize the Character Education and Leadership Team to identify professional development opportunities for staff and programming/celebrations for students.</li> </ul>
<b>Performance Indicators (as measured by...)</b>
<ul style="list-style-type: none"> <li>● Stakeholder Survey Results</li> <li>● Behavior Intervention Data</li> <li>● Attendance Data</li> <li>● Safety and Security</li> <li>● Positive behavioral recognition and Better Choice Slips</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>● By July 2023, analyze performance indicator data for trends, celebrations, concerns and next steps.</li> <li>● Greater than 95% of students will receive school-based positive behavioral recognition.</li> <li>● Increase percentage of students attending 95% of school days for the 2022-2023 school year.</li> <li>● Fewer than 10% of students at the elementary level will not 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>● Tariffville School had 100% of its students receive school-based positive behavioral recognition.</li> <li>● Tariffville School’s attendance did not meet 95% of our students attending school for the 2022-2023 school year (the effects of Covid-19 are still impacting school attendance).</li> <li>● Tariffville School was below 10% for students needing a Tier 2 behavior intervention.</li> </ul>
<b>Compassionate and Connected School Culture Next Steps for 2023-2024</b>

- By July 2024, analyze performance indicator data for trends, celebrations, concerns and next steps.
- Greater than 95% of students will receive school-based positive behavioral recognition
- Fewer than 6% of our school's population will be chronically absent, missing 18 or less days of school.
- 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.

We look forward to developing our 2023-2024 strategic plan and sharing our success and continued improvement goals with you. Thank you for partnering with us!