Annual School Report 2026–27

Kelly Lane Primary School

Principal, Kim Loveland

BOE Meeting: November 18, 2026

1. NOTABLE SCHOOL SUCCESSES

- **All Communication is Welcome Here:** Communication boards have been created by the speech team for the interior of the building and the GEF partnered to bring a communication board to our playground, continuing to support communication of all kinds.

- **Summer Kick Off Parent Event**: Kelly Lane hosted its second annual Summer Kick Off, themed to camping last year. Over 60 families attended and participated in literacy and math games, scavenger hunts, and outdoor play to continue to build connections with our staff and each other.

- **Enrichment Opportunities:** Students participated in Mad Science, where they explored Newton's Laws of Motion, participated in STEAM Day where they explored engineering and rockets, and had an amazing visit with Maureen Harrington, and Ivy, her dog, who wrote the book Ivy the Very Determined Dog.

- **Full Implementation of HMH:** Teacher professional development and PLC meetings were centered on the implementation and support of HMH. Teachers developed lessons, used data to monitor and adjust instruction, and implemented small groups instruction to ensure a successful implementation.

- **Successful Implementation of Full-Day PreSchool**: Our PreK 4 classroom had a successful implementation year, where Kindergarten assessments show students in our PreK 4 room are performing at/above grade level in our fall Kindergarten DIBELS benchmarking at 10/15 tested and Acadience benchmarking at 10/15 tested.
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2. CONNECT — Strengthen relationships and engagement across the district.

1.2. Strengthen opportunities for students to build relationships through classroom curriculum and robust models of advisory support.

- **Building strategies / examples:** Buddy Classrooms
    - Buddy Classrooms have been created across all grade levels. Classes will get together to do activities throughout the year ranging from STEAM Day activities to buddy reading to shared project activities. This year's focus is on collaboration and positive peer-to-peer relationships.

- **Evidence of progress / early impact:**
    - 100% of classrooms have a Buddy Classroom compared to 35% last year.
    - Buddy Class activity for STEAM Day, which falls on Veterans Day this year, where they will explore the ideas of pulleys, create a flag, and design a flagpole to be showcased as part of our Veterans Day celebration.

1.1 Build a districtwide culture of belonging and connection through relationship-centered practices.

- **Building strategies:** Due to the high number of new staff this year, we will be focusing on building a positive and connected community where staff feel supported and a sense of belonging.
    - Increase activities planned for staff to connect staff to staff through shared experiences and community building opportunities.
    - Increase planned activities where staff and students make connections through activities built for social growth and relationship building across staff and students as well as increase whole grade and whole school opportunities for engagement such as assemblies and celebrations.
    - Create opportunities for new staff to engage in coaching and collaboration based on their needs.

- **Evidence of Progress / early impact:**
    - Peter H. Reynolds' Create Bravely program where a book of the month is featured across all classrooms, including specials, that focuses on important character traits such as courage, perseverance, and being themselves. Classes plan projects and activities to align with the books and traits.

- School-wide dress up days with meaningful purposes such as Dot Day to highlight having courage to try something new and aligned to our Create Bravely program, Hat Day for Officer Dufresne Day, and Storybook Character Day to celebrate reading and favorite characters.
- School wide/grade level assemblies for Fire Safety Day, Bus Safety Day, and Veterans Day. The PTO's fundraising event with Boosterthon also had a significant contribution by creating a school-wide goal, celebrating classrooms and grade levels through fun outdoor activities at recess, and culminated with a Fun Run for all students.
- New teachers have a regularly scheduled meeting together where they work with coaches on a range of topics based on their needs such as transitioning to the building, procedural questions (How do I…? Where do I find…?), and curriculum and instruction support.

3. BELIEVE — Ensure equitable, high-quality learning experiences for every student.

2.2 Develop and communicate a shared vision of high-quality teaching and learning aligned to district beliefs about learning and elements of effective instruction.

- **Building strategies / examples:** Unpacking the district's Vision, Beliefs, Strategic Plan, and Vision of a Learner and how this guides the work at Kelly Lane.
  - Focus our professional development to deepen our collective understanding of the Vision, Beliefs, Strategic Plan, and Vision of a Learner while evaluating how successfully these principles are currently operationalized and manifested within our school community.

- **Evidence of progress / early impact:**
  - Teachers have unpacked the Vision and discussed the meaning of connect, believe, and achieve.
  - Teachers have identified what evidence we have of each belief in our school, what assessments we use to determine how successful the process/strategies are, and identified action steps to increase the presence of the specific belief at the school.
  - Teachers have started the process of unpacking the Strategic Plan and in future professional development, will identify specific targets within the Strategic Plan that align to our work with our Beliefs as well as NEASC principles. They will then transition to the Vision of a Learner and how these competencies are modeled and supported in PreK through 2nd grade.

2.4 Develop consistent standards-aligned grading and assessment practices.

- **Building strategies / examples:** Create a standards based Progress Report and increased communication regarding student progress.
  - Utilize the CT Core State Standards and resources to identify priority standards aligned to our curriculum to determine the reporting standards and language for Progress Reports in grades K through 2.
  - Utilize the Early Learning and Development Standards (ELDS) and Documentation and Observation for Teaching System (DOTS) in PreKindergarten to determine reporting standards and language for Progress Reports.

- **Evidence of progress / early impact:**
  - Administration, Coaches and Team Leaders have worked to identify standards and language with feedback from teachers during PLCs. They have also created a common grading scale to be used in Kindergarten through Grade 2.
  - Coaches, Team Leaders, and grade level teachers have collaborated to create rubrics that identify the assessment that aligns to the standard as well as appropriate and timely expectations that align to curriculum for each trimester for consistent grading practices.
  - In PreK, teachers and the CAS Leadership have worked collaboratively to prioritize the standards and identify language to communicate progress to families.
  - PreK teachers have developed a data tracking system to ensure their data obtained for DOTS is accurate and aligned to the reporting standards to report accurately on growth.
  - DIBELS and Acadience data is distributed three times per year, along with HMH and IM assessments and fluency assessments being shared with families throughout the year.

2.6 Strengthen Multi-Tiered Systems of Support (MTSS) and intervention strategies that support each student's success and well-being.

- **Building strategies / examples:** Streamline intervention data.
    - Monitor and analyze Tier 1, 2, and 3 supports in academics by determining which assessments and in which environment (general education classroom versus intervention classes) will they be administered.
    - Develop and implement a data tracking system for students with Tier 2 and 3 supports in behavior.

- **Evidence of progress / early impact:**
    - The MTSS team has identified which assessments will be the responsibility of the classroom teachers (DIBELS progress monitoring, Acadience) and have identified what assessments they will use for goal specific progress monitoring.
    - The Early Intervention Specialist has created a digital tool to track student behavior progress for a sample of Tier 3 students to determine effectiveness and teacher ability to implement with fidelity.
    - The goal moving forward would be to identify a digital tool to track student behavior progress that is manageable for classroom teachers, collects all needed information, including time stamps, etc., and can make graphs/visual supports to determine if intervention strategies are effective.

4. ACHIEVE — Promote growth, well-being, and readiness for life beyond graduation.

3.2 Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.

- **Building Strategies/examples:** Utilize data to create lessons for small group instruction aligned to individual student needs
    - Utilize PLC to analyze student data based on DIBELS progress monitoring, math and ELA checkpoints, fluency assessments, and unit assessments to create small group goals and teaching strategies
    - Create support materials for teaching assistants as well as provide professional development on small group instruction and progress monitoring

- **Evidence of progress / early impact:**
    - At PLC, staff have utilized fall benchmark data to address students' needs. Currently, Kindergarten has 63% of students at or above expectations for math and 49% at or above expectations for reading. First grade students are currently at 64% at or above grade level in math and 71% at or above grade level in reading. Second grade students are currently at 59% at or above grade level in math and 56% at or above grade level in reading. Our goal is to increase all grade levels to be at 75% at or above grade level by the end of the year across math and reading.
    - Coaches have utilized current units of study and student data to create differentiated small group materials and provided teaching assistants with professional development on how to use the materials as well as how to complete progress monitoring. This will continue throughout the year to ensure alignment to curriculum and current student achievement as well as high quality instruction by our teaching assistants.

3.4 Expand opportunities for authentic learning experiences and performance-based demonstrations of learning to increase cognitive engagement.

- **Building Strategies/examples:** Create SBA aligned practice experiences and assessments to better prepare students for the rigor and expectations in the state assessment for 3rd grade.
    - Utilize PLC to create SBA aligned performance tasks in grades 1 and 2.
    - Create a plan for progress monitoring.
    - Design a plan to scaffold the performance tasks to students from instructional tools to assessment by the end of the year.

- **Evidence of progress / early impact:**
    - Coaches have utilized HMH and IM resources as well as SBA aligned resources to develop SBA aligned performance tasks. At PLC, teachers have provided feedback and created a plan on the delivery of the first math performance task. Teachers are currently utilizing a rubric to calibrate their grading as well as discussing tricky components that they will teach into moving forward.

- The current plan has students working independently on the task then editing/revising their work in partnerships before submitting it to the teacher. The teachers will use these performance tasks as teaching points in small groups. As we continue throughout the year, the teachers will transition to utilizing these performance tasks as assessments during the last trimester to determine their readiness and growth in their ability to problem solve and answer SBA questions.

5. CHALLENGES / UNIQUE SCHOOL CONSIDERATIONS

1. **Growing Need for Specialized Student Support:** As the RISE and STRIVE student population continue to grow, additional consideration must be given to the staffing, programming, and resources necessary to support students with high needs effectively. Ensuring strong programming and support with high levels of training in communication and behavior will be essential for continued support in this growing population, as well as the staffing support necessary with teaching assistants and Registered Behavior Techs.

2. **Growing Need for Behavior Supports**: As behaviors continue to be barriers for some of our young learners and the need to support explicit teaching in concepts such as sharing, using kind words, and having a safe body, it will be essential to ensure programs like the Primary Project are expanded and included in our BOE budget.

6. LONGER-TERM NEEDS / PLANNING CONNECTIONS

1. **Strengthening Staff Communication and Collaboration:** An area of challenge currently at Kelly Lane is finding a common planning time with our classroom teachers, unified arts teachers, and special education teachers to be able to collaborate and deeply discuss students progress and needs. Continuing to look at utilization of time and coverage will be important to ensure this critical time is identified.

2. **Parking Renovations:** Consider the need for a secondary parking area for staff to alleviate the parking pressure and interruption into the street at the drop off and pick up times as well as during school-wide events.

3. **Playground Renovations**: Consider the need for expanding the preschool playground. The space is currently small with limited play activities. Now that there is a full day program and half day program in the AM and PM, currently, there could be upwards of 27 students utilizing that space at any given time. Expanding would give more room for running and adding activities would help to grow their gross motor skills such as climbing, sliding, and running.

4. **Strengthening Data Analysis**: An area of growth is utilizing EduClimber to track student progress. Currently, teachers are utilizing Google Sheets to track and monitor student progress and growth. Capitalizing on the functionality of EduClimber and its ability to create growth models and track student progress deeply is valuable and an area Kelly Lane would like to transition towards.

Kelly Lane Primary School Achievement Action

Goal 3.2 | K–2 feeder skills for future statewide success

Primary Measures	DIBELS and Acadience benchmarking and progress monitoring, common formative assessments, Intervention progress monitoring
2026 - 2027 Baseline	In the fall of 2026, scores are as follows: Kindergarten Acadience: 63% at or above grade level benchmark, Kindergarten DIBELS: 49% at or above grade level benchmark Grade 1 Acadience: 64% at or above grade level benchmark, Grade 1 DIBELS: 71% at or above grade level benchmark Grade 2 Acadience: 59% at or above grade level benchmark, Grade 2 DIBELS: 56% at or above grade level benchmark
2026–27 Year-End Target(s)	Increase the percentage of students meeting grade-level benchmark on district literacy and math screeners by at least 10 percentage points from fall baseline; at least 80% of students receiving targeted intervention meet or exceed individual growth goals.

Planning note: *Illustrative target because the supplied state-testing report begins with Grade 3. Kelly Lane targets are confirmed after fall benchmark review and it is a school-year growth model.*

SPECIFIC STRATEGIES & TIMELINE

Specific Strategy	Lead / Team	Timeline	Evidence / Checkpoint
Use screeners to identify foundational literacy/math skill gaps and students needing support during each trimester	Principal + grade-level teams + coaches and Intervention teachers	Sept, Jan, Mar	Priority skills and student groups identified.
Utilize PLC to review student progress monitoring data, create groups based on achievement, and develop plans to address student needs	Grade-level PLCs	Oct–May	Documented instructional response and academic goals after assessments in math and ELA.
Provide targeted intervention with regular progress monitoring for students below benchmark.	Intervention + teachers	Oct–May	Growth reviewed every 4–6 weeks with updated goals
Build age-appropriate application, stamina, and multi-step problem solving with SBA aligned resources.	Coaches + teachers	Ongoing	Common tasks/work samples show increasing independence and growth.
Create SBA aligned resources and performance tasks with rubrics	Coaches + teachers	Ongoing	SBA aligned performance tasks and student data with growth over time
Utilize PLC to commonly grade performance tasks to create alignment and determine instructional shifts necessary for student growth	Grade-level PLCs	Oct–May	Documented instructional response and academic goals after performance tasks in math and ELA.