



Regional School District #17
District Continuous Improvement Plan
2023-24

Jeffrey Wihbey, Superintendent of Schools

Jennifer Miller, Assistant Superintendent of Schools

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District Improvement Plan 2022-23

Prepared by:

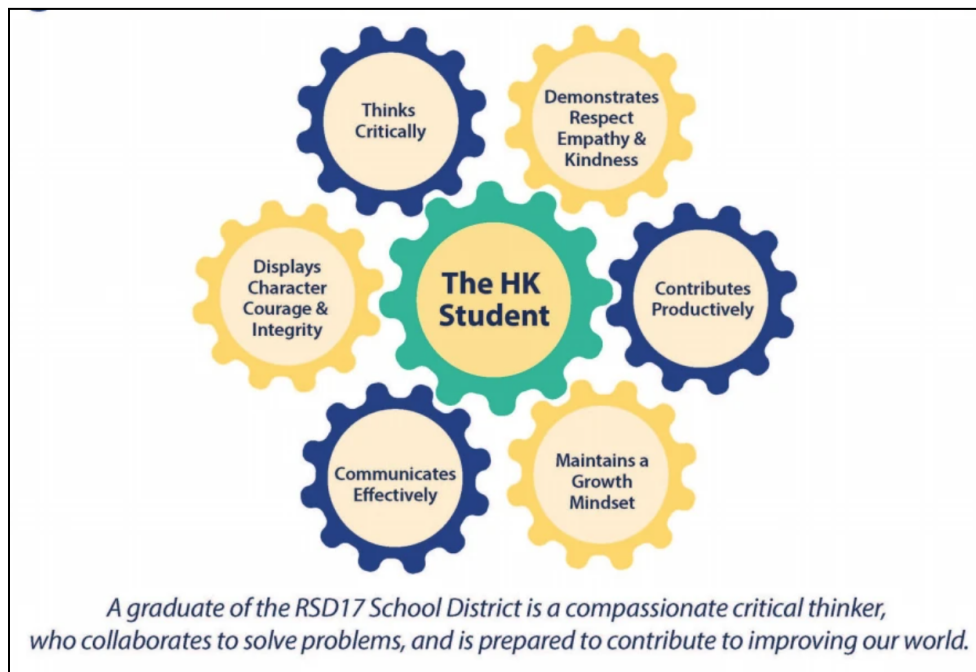
District Leadership Team

Jeffrey Wihbey, Superintendent	Jennifer Miller, Assistant Superintendent
Heather Rigatti, Curriculum Coordinator	Jennifer Beermuender, Curriculum Coordinator
Rob Albert District Facilities Manager	

RSD 17 Vision Statement

Our learners are at the center of our community and are encouraged to discover their unique strengths to become the best versions of themselves. Their education ignites passion and develops them to be compassionate critical thinkers, prepared to contribute to improving our world.

Vision of the Graduate



RSD17 Core Values

PUBLIC EDUCATION IS A RIGHT

All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL

Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING

Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY

A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL

We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS

An intellectually-disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE

Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE

We are committed to using our resources efficiently through effective strategies and systems.



RSD 17 Strategic Operating Plan Priorities

These four priorities were created with a wide range of stakeholders to determine the direction of Regional School District 17. It is a 5-year plan, and each year, our District and School Leadership Teams will prioritize key action steps and strategies for each school year that contribute to the achievement of the plan.

Priority 1: Student Learning & Well-Being

To fulfill our Vision of the Graduate, we inspire each student to grow academically, socially, socially, and emotionally through evidence-based practices.

Priority 2: Educator & Leadership Development and Capacity

Create and support a workforce that is inspired and engaged to fulfill the District's vision, demonstrate the values, and implement the Strategic Plan

Priority 3: Operational Efficiency

Manage effective use of resources in a manner that is sustainable, promotes excellence, and supports student learning.

Priority 4: Enhance District Infrastructure

Ensure that instructional facilities are safe and support a modern learning environment.

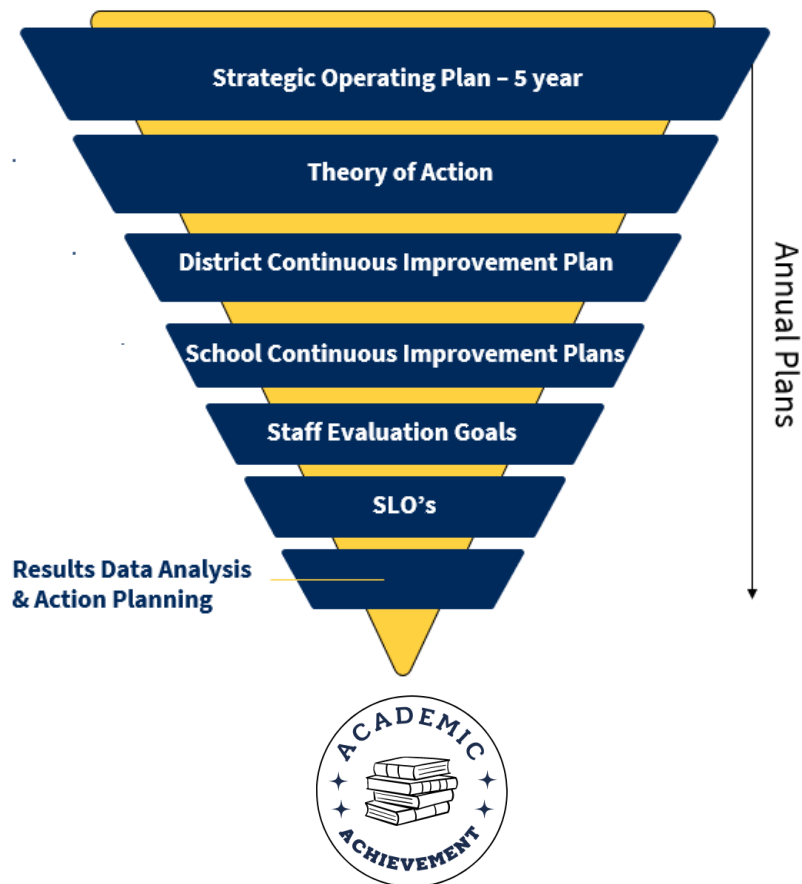
A Systems Approach

RSD 17 Performance Management System

RSD 17 Performance Management System monitors quality and produces improvement. It is a coherent connection between our ultimate goals, our practices, and our accountability systems. The system has several layers or steps.

- Step 1 - Strategic Operating Plan (SOP)
- Step 2 - Theory of Action
- Step 3 - District Continuous Improvement Plan (DCIP)
- Step 4 - School Continuous Improvement Plans
- Step 5 - Staff Evaluation Goals
- Step 6 - Student Learning Objectives (SLO)
- Step 7 - Results Data Analysis and Action Planning

Our Performance Management System is measured with key data and indicators. *Critical Measures* will be reported annually to the Board and displayed on our District dashboard. Each year, the Superintendent will report *Leading Indicators* to the Board representing any current trends and areas for action and celebration. District administration will continuously monitor and respond to internal *Performance Targets* with *Key Actions*.



Superintendent's Theory of Action

Get better today!

Vision Statement

Every day, every RSD 17 student, staff, faculty, and administrator will improve over yesterday. We will work at both, leaving every venue we enter a little better, as well as improving ourselves from each experience. We will recognize that our learning experience is not static and stagnant but fluid and continuous and has growth opportunities within every interaction we make. Our students read on or above grade level by 3rd grade, and all students achieve Algebra I or Geometry credit by 8th grade, while our high school graduation rates and SAT scores are among the best regionally. All of our students engage in our rich co-curricular programs, broadening their experiences as well as engaging within the H/K communities serviceably. Our-graduating seniors report feeling both college and career-ready based on their experiences.

Within our community, children, families, staff, and faculty feel that academic, professional, and personal improvement is based on their own efforts and hard work. Members of the school communities report feeling safe, included, and respected, physically, socially, and intellectually. **RSD 17 is a continuously improving organization that practices incremental and persistent growth.**

When you improve a little each day, eventually, big things occur... Not tomorrow, not the next day, but eventually, a big gain is made. Don't look for the big quick improvement. Seek the small improvement one day at a time. That's the only way it happens - and when it happens, it lasts.

-John Wooden

Theory of Actions

- ❖ If district strategic plans are established, communicated, and aligned with prioritized resources,
Then, action plans can be carried out with fidelity, supporting student achievement and classroom instruction
- ❖ If processes and resources are strategically directed to hiring, developing, and retaining the best teachers and administrators,
Then, organizational capacity will be developed, driving positive student outcomes
- ❖ If we collect and analyze student assessment data and adult action data,
Then, we can make informed instructional and school decisions and improve student performance
- ❖ If all adults view themselves as learning leaders and are developed continuously, personally, intentionally, and purposefully,
Then, internal capacity is created, leading to a thriving and sustainable learning organization
- ❖ If a culture of coaching, observation, and professional feedback is established,
Then, teaching and learning practice develops rapidly, continuously, and fluidly to cultivate deeper student learning
- ❖ **If staff deployment practice assigns the most struggling learners with the most skilled staff,
Then, gaps in skills and knowledge will become smaller**

2023-24 DCIP Priorities

There are 12 SOP objectives & 20 SOP *strategies*, which will inform key actions and implementation steps to support our SOP priorities for 2023-24. Multiple performance targets measure the impact of these steps, which are utilized by the schools and district. Performance targets align with school CIP and evaluation SLOs.

SOP Priority 1

2023-24 DCIP Implementation Steps		
SOP Priority	SOP Objectives	SOP Strategies for 23/24
1. Student Learning and Well-Being	Maximize the academic growth of each student and ensure all students master essential content and skills. (1.1)	☐ Create and monitor a highly reliable, research-based, multi-tiered system of support for meeting the learning needs of students. (SRBI/MTSS). 1.13
	Positively affect student social and emotional well-being to enhance learning. (1.2)	☐ Provide a range of SEB supports and programs for all students through instruction and support at tier 1, 2, and 3 levels (a transparent pyramid of supports) based on need, as well as for students with IEPs and 504s. 1.25
	Ensure that individual student needs are met through equitable strategies that promote positive student outcomes. (1.5)	☐ Improve attendance and achievement by identifying and implementing specific strategies to close the gap for students at risk. 1.51

SOP Priority 2

2023-24 DCIP Implementation Steps		
SOP Priority	SOP Objectives	SOP Strategies for 23/24
2. Educator & Leadership Development and Capacity	Attract, develop, retain, and recognize high quality staff who embody the RSD17 values (2.2)	☐ Conduct a compensation study to compare RSD17 salary and benefits with others in the region to provide transparency, provide recommendations, and improve decision-making on potential changes to salary schedules, benefits packages, and other aspects of compensation. Implement compensation models as part of the compensation study recommendations. 2.21
	Ensure that each school's continuous improvement plan and staff performance goals are aligned with the Strategic Plan and Vision of the Graduate (2.3)	☐ Create individual staff performance goals that directly align with their department's/school's Continuous Improvement Plan. 2.32
	Utilize systems of collaboration to ensure data-driven decision-making and evidence-based practices (2.5)	☐ Unwrap standards and develop formative assessments connected to learning standards to provide real-time feedback that can be used to either improve student learning or instructional methods. 2.51
	Enable all staff to continuously grow and improve professional practices (2.4)	☐ Create a shared instructional vision to meet the needs of the whole child by developing a blueprint of high-reliability practices for RSD17 through the DWDT process. ☐ Identify components of high-quality research-based instruction and best practices to ensure fidelity of tier 1 instruction for all students. ☐ Enrich literacy curriculum and teaching to address the Science of Reading 2.43
	Continuously improve and create accountability through clear roles, responsibilities, and evaluation systems (2.6)	☐ Establish evaluation standards for all certified staff to create accountability in meeting school goals. 2.62

SOP Priority 3

2023-24 DCIP Implementation Steps		
SOP Priority	SOP Objectives	SOP Strategies for 23/24
3. Operational Efficiency	Maximize resources to create financial sustainability. (3.1)	<ul style="list-style-type: none"> ☐ Modernize and integrate finance and human capital systems to increase the efficiency and accuracy of work. 3.11 ☐ Conduct or review recent programs and schedule audits to increase efficiencies and minimize liabilities. 3.13 ☐ Align district budget to approved long-term capital plan to ensure that long-term capital priorities are met. 3.16 ☐ Conduct an audit to improve the effectiveness and efficiency of special education services to students with disabilities (while continuing to meet compliance requirements) and work towards a SPED sustainability process. 3.19 ☐ Build a system to regularly project and review major budget expenses (benefits, salaries, materials, etc.), including a 3-year budget projection to forecast risks and opportunities. 3.18
	Create and follow consistent protocols for effective decision-making. (3.2)	<ul style="list-style-type: none"> ☐ Document, communicate, and enhance current district and school procedures and protocols for business and HR decisions (decision-making heuristic/flow chart). 3.21 ☐ Develop and follow consistent protocols for new initiatives that take into account financial and human costs, SOP, ongoing training needs, and effectiveness measures. 3.22

SOP Priority 4

2023-24 DCIP Implementation Steps		
SOP Priority	SOP Objectives	SOP Strategies for 23/24
4. Enhance District Infrastructure	Strategically invest in District facilities through implementation of a Master Capital Plan. (4.1)	☐ Develop master plan options in collaboration with the district and the community to identify an array of possibilities that district stakeholders and the community can evaluate. 4.15 ☐ Conduct several workshops with the community to engage in a dialogue about their community schools and be transparent. Create a dedicated project website that allows consulting team to build relationships with the community via effective dialogue and information sharing. 4.16 ☐ Prepare cost estimates for each of the comparative options, which will identify capital construction costs, proposed planning maintenance costs for select improvements, related soft costs, and proposed state grant reimbursement offsets. 4.17 ☐ Create a community engagement process, including the towns, to ensure that any building project passes referendum. 4.18
	Ensure that annual and emergency maintenance and repair needs are prioritized and addressed (4.2)	☐ Complete security audit for the District to assess the safety of the campus & buildings. 4.22 ☐ Engage in an inclusive school inspection process prior to and subsequent to school year to develop rolling campus & district facilities priorities and monitor progress. 4.24



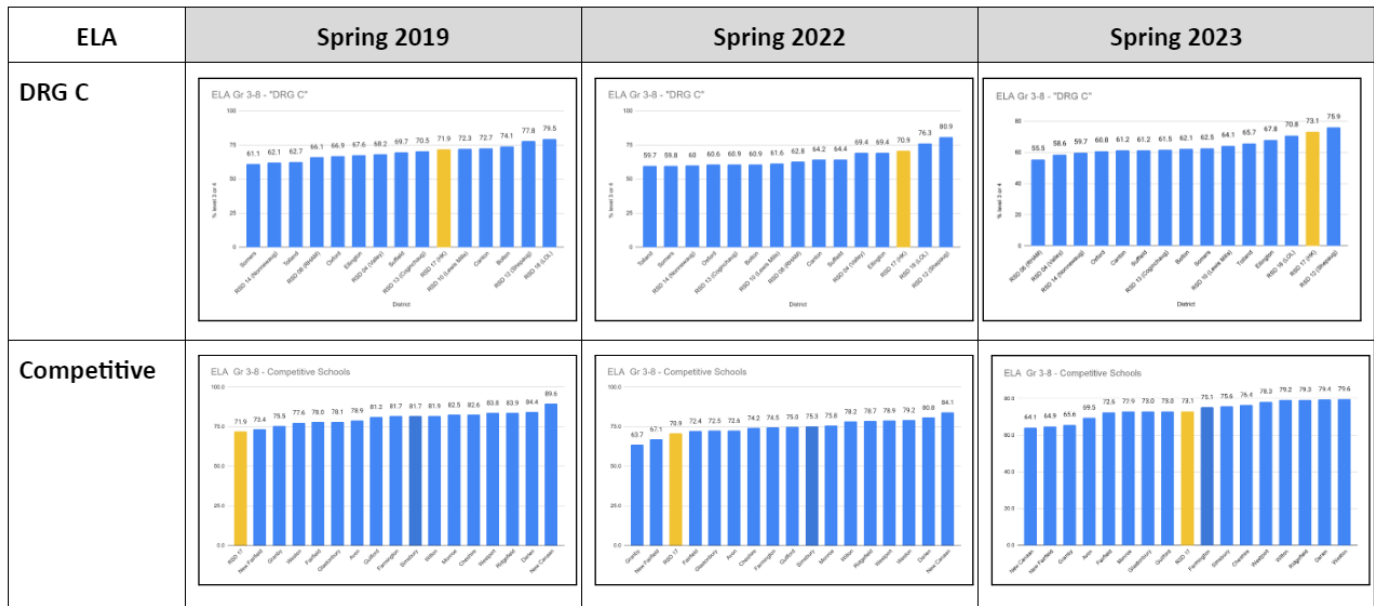
Leading Indicators

RSD17 ELA SBAC Achievement Cohort Data

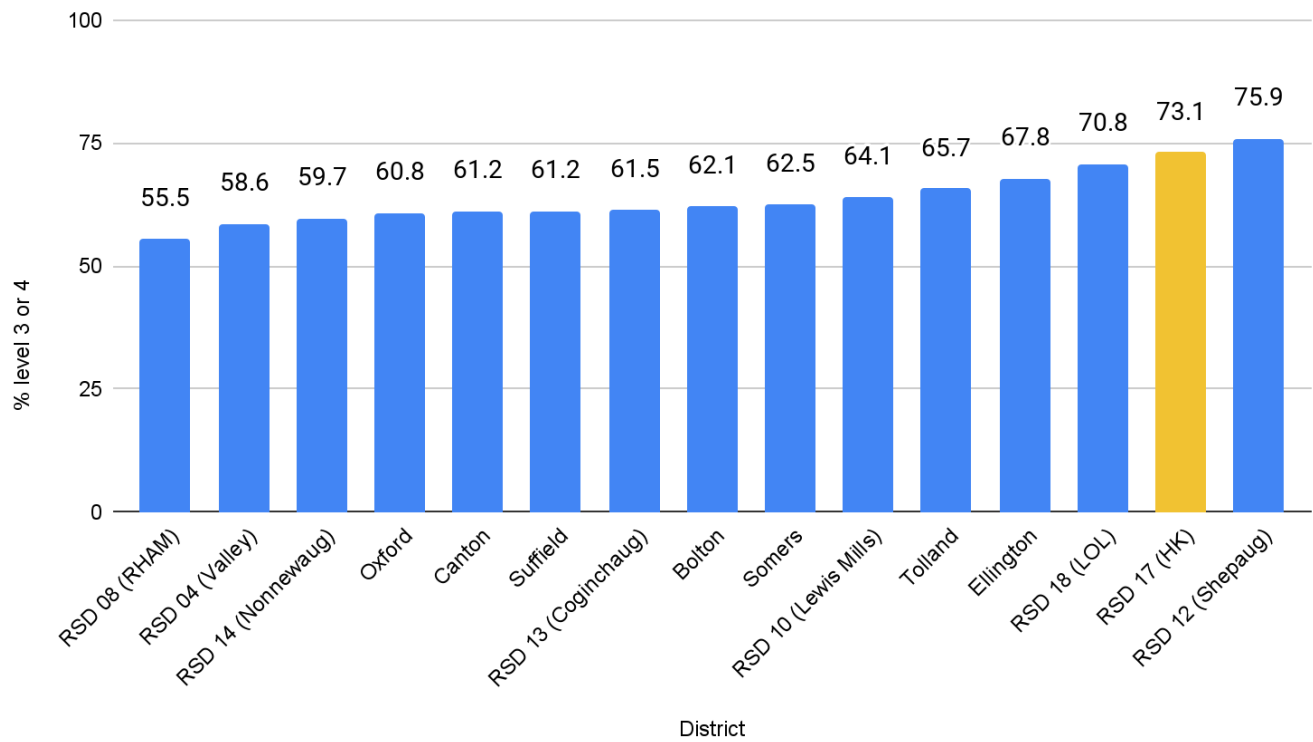
	2016	2017	2018	2019	2020	2021 (in-person & remote)	2022	2023
Grade 3*	67.1	72.7	68.1	69.0	n/a	74	74	67
Grade 4	77.4	73.5	80.4	79.1	n/a	67	73	79
Grade 5	67.9	78.6	72.1	76.1	n/a	67	73	74
Grade 6	81.7	68.1	73.8	59.1	n/a	75	62	74
Grade 7	71.6	77.2	63.5	75.9	n/a	79	76	72
Grade 8	75.7	73.3	85.8	72.2	n/a	69	66	74

- *2023 Grade 3: KES 68%, BES 66%
- Values are the percent of students in performance levels 3 and 4, "meeting and exceeding goal"
- 2023 values updated 9/25/23 based on EdSight

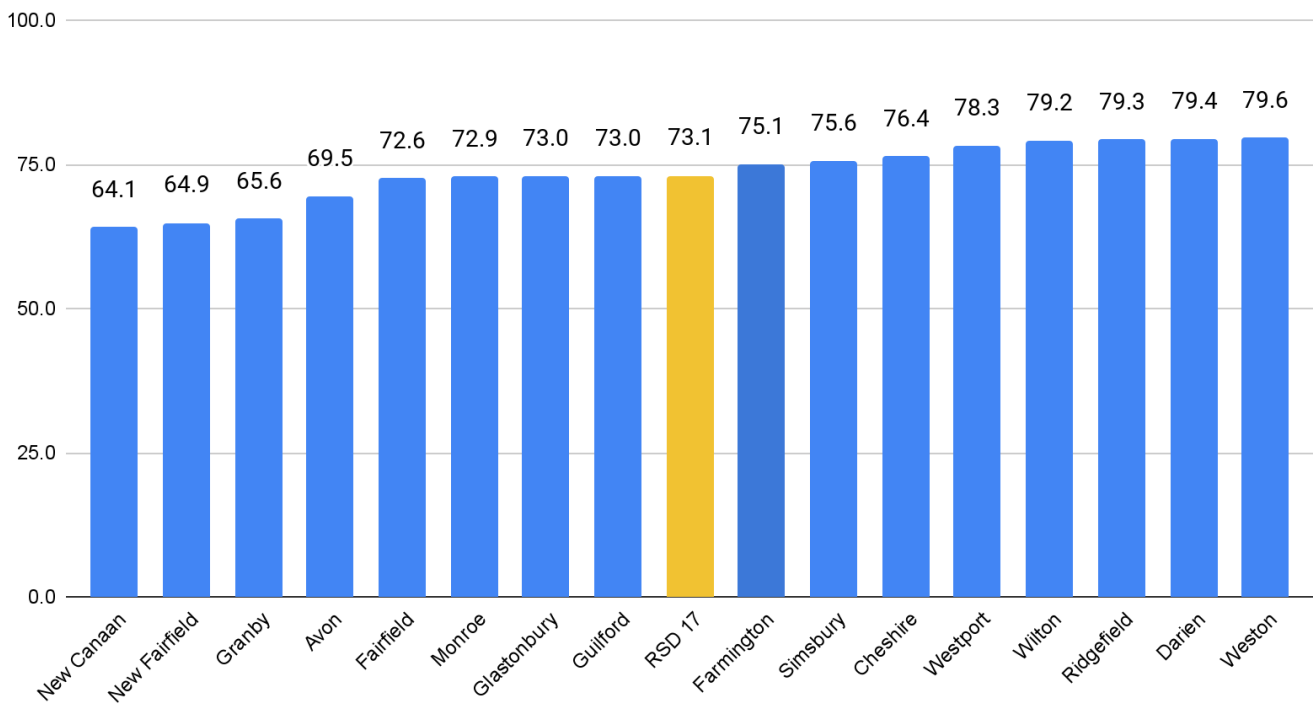
ELA Performance Comparison Across Years



ELA Gr 3-8 - "DRG C" 2022-23



ELA Gr 3-8 - Competitive Schools, 2022-23



RSD17 Math SBAC Cohort Data

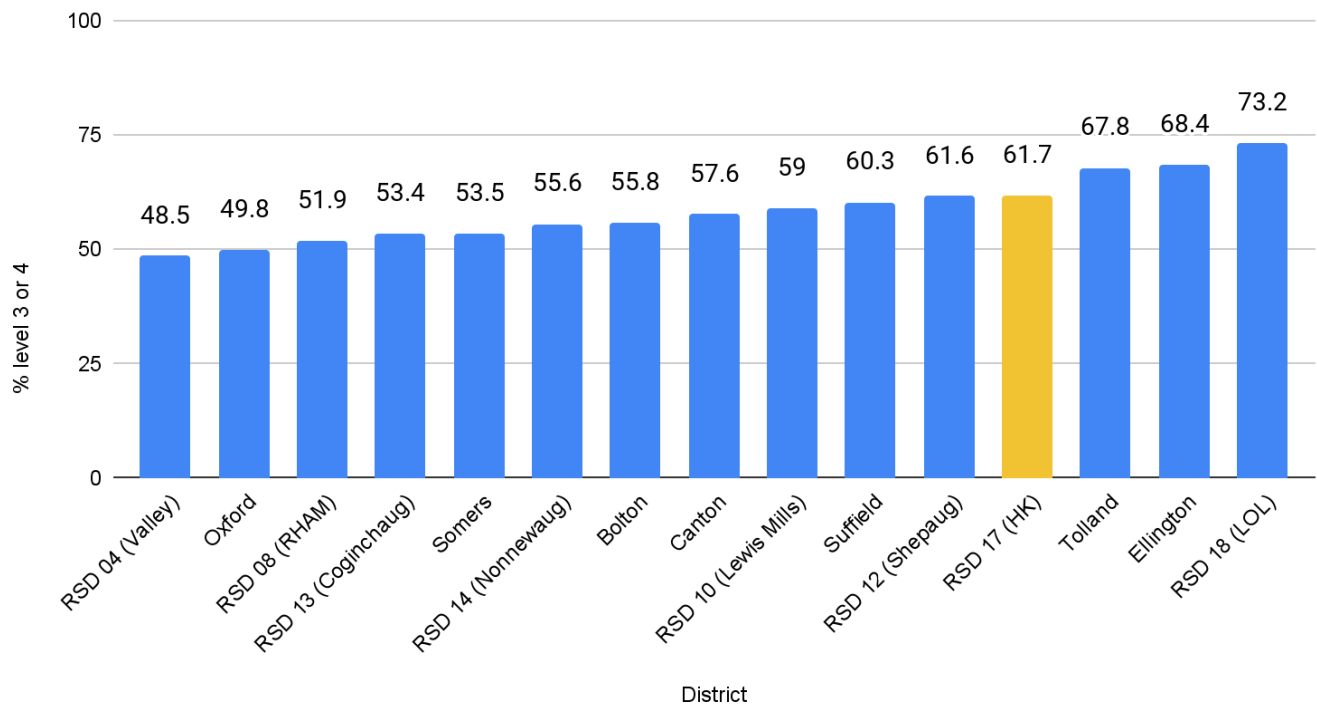
	2016	2017	2018	2019	2020	2021 (in-person & remote)	2022	2023
Grade 3*	75.5	74.7	77.2	74.3	n/a	69	77	79*
Grade 4	73.2	68.5	75.3	71.9	n/a	71	68	70
Grade 5	56.8	67.3	61.9	67.3	n/a	54	61	63
Grade 6	69.1	61.0	59.9	54.4	n/a	50	50	56
Grade 7	45.2	67.3	47.2	64.0	n/a	51	53	49
Grade 8	53.0	48.1	72.2	47.2	n/a	47	45	50

- *2023 Grade 3: KES 82%, BES 78%
- Values are the percent of students in performance levels 3 and 4, “meeting and exceeding goal”
- 2023 values updated 9/25/23 based on EdSight

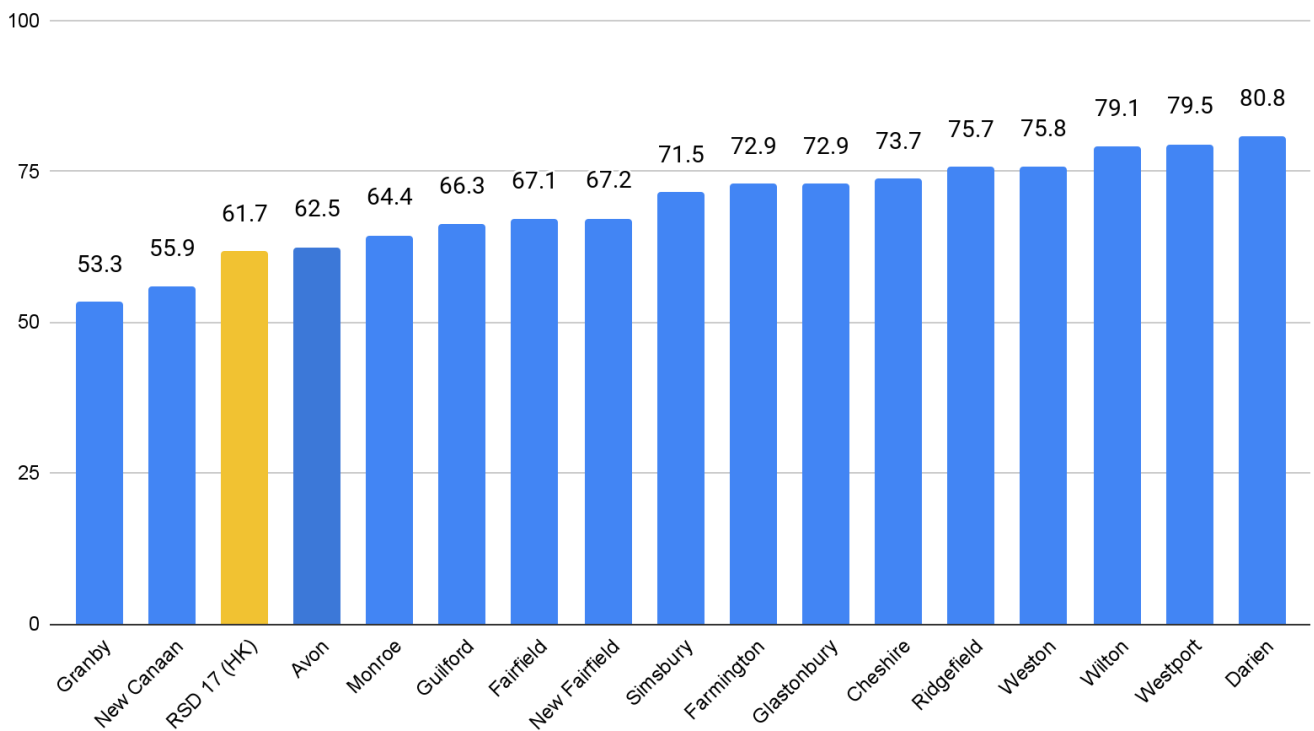
Math Performance Comparison Across Years

Math	Spring 2019	Spring 2022	Spring 2023																																																																																																														
DRG C	<div><p>Math Gr 3-8 - "DRG C"</p><table><thead><tr><th>District</th><th>Score</th></tr></thead><tbody><tr><td>MSD 11 (Hemlock)</td><td>51.3</td></tr><tr><td>Seaside</td><td>53.4</td></tr><tr><td>MSD 24 (Clatsop)</td><td>56.1</td></tr><tr><td>MSD 25 (Astoria)</td><td>56.8</td></tr><tr><td>Clatsop</td><td>57.4</td></tr><tr><td>Clatsop</td><td>59</td></tr><tr><td>Seaside</td><td>59.7</td></tr><tr><td>MSD 17 (Tillamook)</td><td>62</td></tr><tr><td>Clatsop</td><td>62</td></tr><tr><td>MSD 18 (Astoria)</td><td>64.3</td></tr><tr><td>MSD 19 (Astoria)</td><td>64.4</td></tr><tr><td>MSD 20 (Astoria)</td><td>68.9</td></tr><tr><td>Clatsop</td><td>68.9</td></tr><tr><td>MSD 15 (Astoria)</td><td>77.7</td></tr><tr><td>MSD 16 (Astoria)</td><td>79.1</td></tr><tr><td>All</td><td>65.6</td></tr></tbody></table></div>	District	Score	MSD 11 (Hemlock)	51.3	Seaside	53.4	MSD 24 (Clatsop)	56.1	MSD 25 (Astoria)	56.8	Clatsop	57.4	Clatsop	59	Seaside	59.7	MSD 17 (Tillamook)	62	Clatsop	62	MSD 18 (Astoria)	64.3	MSD 19 (Astoria)	64.4	MSD 20 (Astoria)	68.9	Clatsop	68.9	MSD 15 (Astoria)	77.7	MSD 16 (Astoria)	79.1	All	65.6	<div><p>Math Gr 3-8 - "DRG C"</p><table><thead><tr><th>District</th><th>Score</th></tr></thead><tbody><tr><td>MSD 24 (Clatsop)</td><td>46.1</td></tr><tr><td>MSD 11 (Hemlock)</td><td>45.8</td></tr><tr><td>Seaside</td><td>47.4</td></tr><tr><td>Clatsop</td><td>46.0</td></tr><tr><td>MSD 25 (Astoria)</td><td>56.1</td></tr><tr><td>MSD 19 (Astoria)</td><td>57.6</td></tr><tr><td>Seaside</td><td>52.8</td></tr><tr><td>Clatsop</td><td>54.3</td></tr><tr><td>Clatsop</td><td>55.2</td></tr><tr><td>MSD 17 (Tillamook)</td><td>56.4</td></tr><tr><td>Clatsop</td><td>58.8</td></tr><tr><td>Seaside</td><td>60.9</td></tr><tr><td>Clatsop</td><td>63.3</td></tr><tr><td>MSD 15 (Astoria)</td><td>70.2</td></tr><tr><td>MSD 16 (Astoria)</td><td>70.4</td></tr><tr><td>All</td><td>58.8</td></tr></tbody></table></div>	District	Score	MSD 24 (Clatsop)	46.1	MSD 11 (Hemlock)	45.8	Seaside	47.4	Clatsop	46.0	MSD 25 (Astoria)	56.1	MSD 19 (Astoria)	57.6	Seaside	52.8	Clatsop	54.3	Clatsop	55.2	MSD 17 (Tillamook)	56.4	Clatsop	58.8	Seaside	60.9	Clatsop	63.3	MSD 15 (Astoria)	70.2	MSD 16 (Astoria)	70.4	All	58.8	<div><p>Math Gr 3-8 - "DRG C"</p><table><thead><tr><th>District</th><th>Score</th></tr></thead><tbody><tr><td>MSD 24 (Clatsop)</td><td>48.5</td></tr><tr><td>Clatsop</td><td>49.8</td></tr><tr><td>MSD 11 (Hemlock)</td><td>51.9</td></tr><tr><td>MSD 25 (Astoria)</td><td>52.4</td></tr><tr><td>Seaside</td><td>53.5</td></tr><tr><td>MSD 19 (Astoria)</td><td>55.6</td></tr><tr><td>MSD 20 (Astoria)</td><td>55.8</td></tr><tr><td>Clatsop</td><td>57.6</td></tr><tr><td>Clatsop</td><td>59</td></tr><tr><td>Seaside</td><td>60.3</td></tr><tr><td>MSD 17 (Tillamook)</td><td>61.6</td></tr><tr><td>MSD 15 (Astoria)</td><td>61.7</td></tr><tr><td>Seaside</td><td>67.8</td></tr><tr><td>Clatsop</td><td>68.4</td></tr><tr><td>MSD 16 (Astoria)</td><td>73.2</td></tr><tr><td>All</td><td>58.8</td></tr></tbody></table></div>	District	Score	MSD 24 (Clatsop)	48.5	Clatsop	49.8	MSD 11 (Hemlock)	51.9	MSD 25 (Astoria)	52.4	Seaside	53.5	MSD 19 (Astoria)	55.6	MSD 20 (Astoria)	55.8	Clatsop	57.6	Clatsop	59	Seaside	60.3	MSD 17 (Tillamook)	61.6	MSD 15 (Astoria)	61.7	Seaside	67.8	Clatsop	68.4	MSD 16 (Astoria)	73.2	All	58.8								
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Math Gr 3-8 - "DRG C" 2022-23



Math Gr 3-8 - Competitive Schools 2022-23



NGSS Science Over Time by Cohort

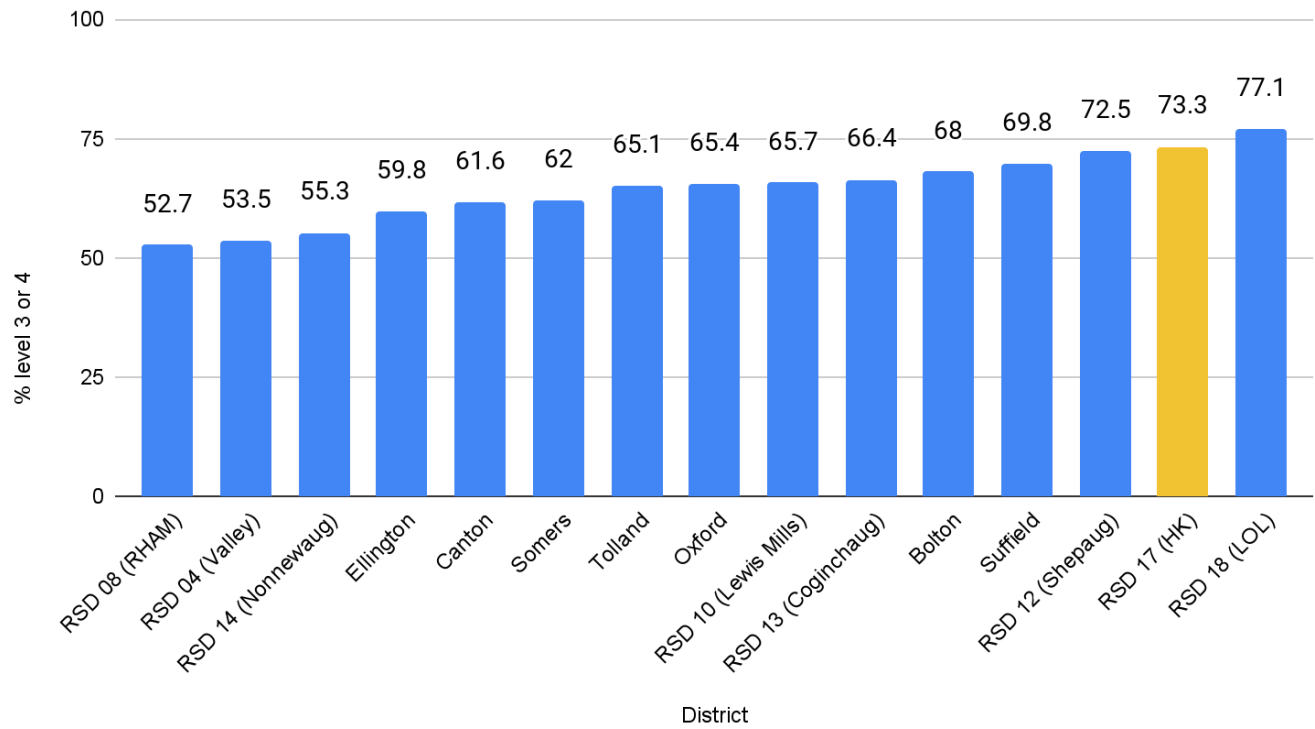
	2019	2020	2021 (in-person & remote)	2022	2023
Grade 5	77.4	n/a	68	71	69
Grade 8	64.6	n/a	54	65	71
Grade 11	69.2	65*	65	46	81

- *INCOMPLETE: Some Grade 11 students took the NGSS Summative assessment in mid-February however, we closed buildings due to the pandemic in March 2020. Those results were released to districts, but it is an incomplete set of data.
- Values are the percent of students in performance levels 3 & 4 “meeting and exceeding goal”

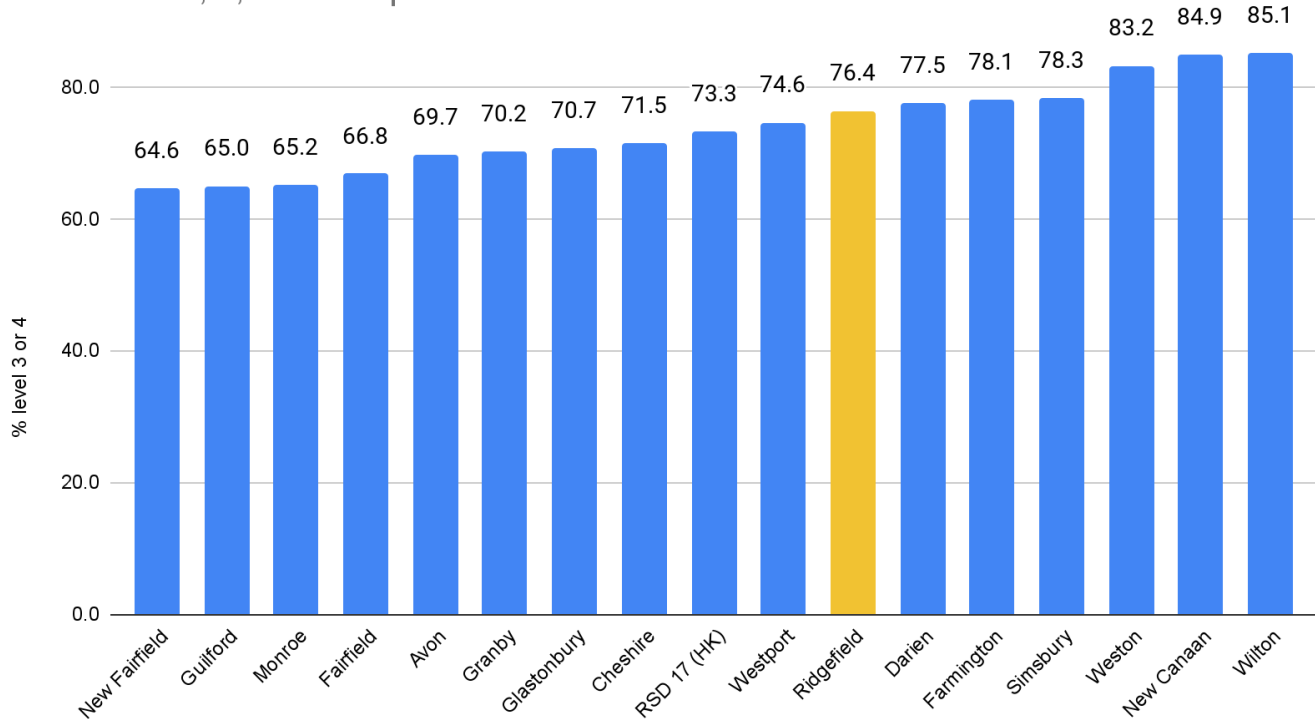
Science Performance Comparison Across Years

Science	Spring 2019	Spring 2022	Spring 2023
DRG C	<p>Science Gr 5, 8, 11 - "DRG C"</p>	<p>Science Gr 5, 8, 11 - "DRG C"</p>	<p>Science Gr 5, 8, 11 - "DRG C"</p>
Competitive	<p>Science Gr 5, 8, 11 - Competitive Schools</p>	<p>Science Gr 5, 8, 11 - Competitive Schools</p>	<p>Science Gr 5, 8, 11 - Competitive Schools</p>

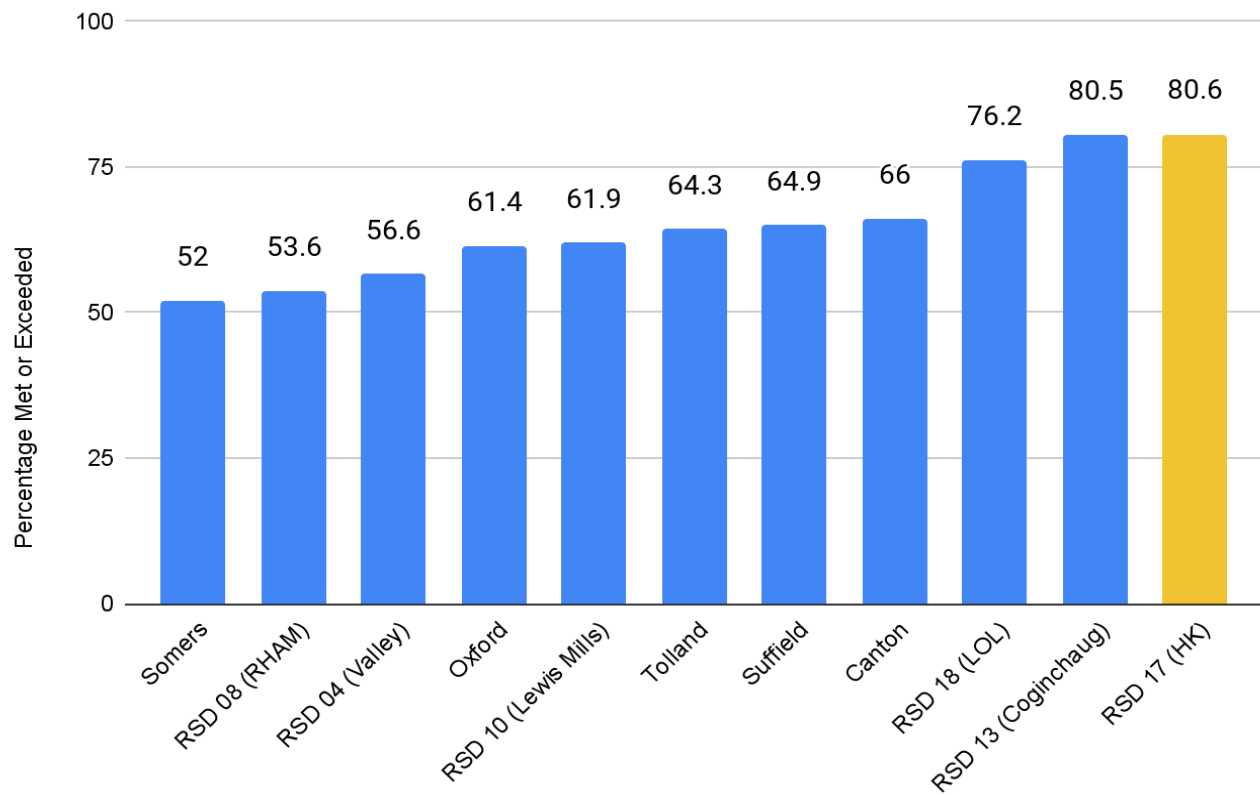
Science Gr 5, 8, 11 - "DRG C" 2022-23



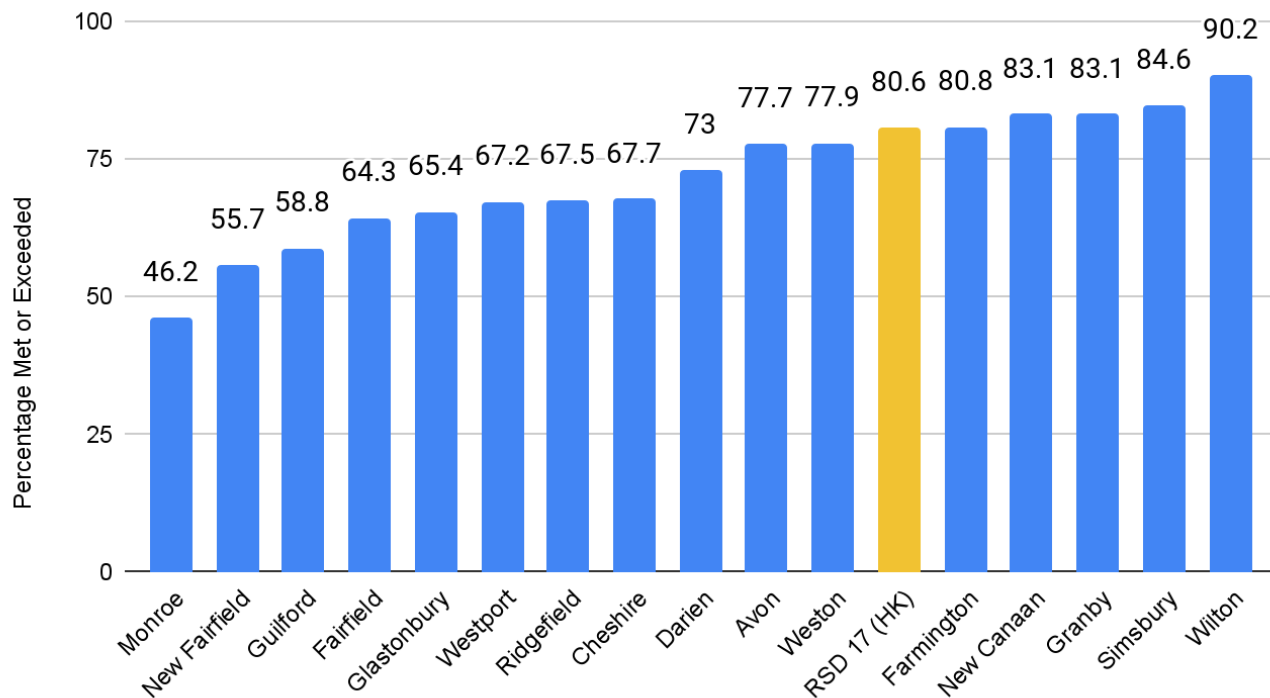
Science Gr 5, 8, 11 - Competitive Schools 2022-23



Science - Grade 11 - "DRG C" 2022-23

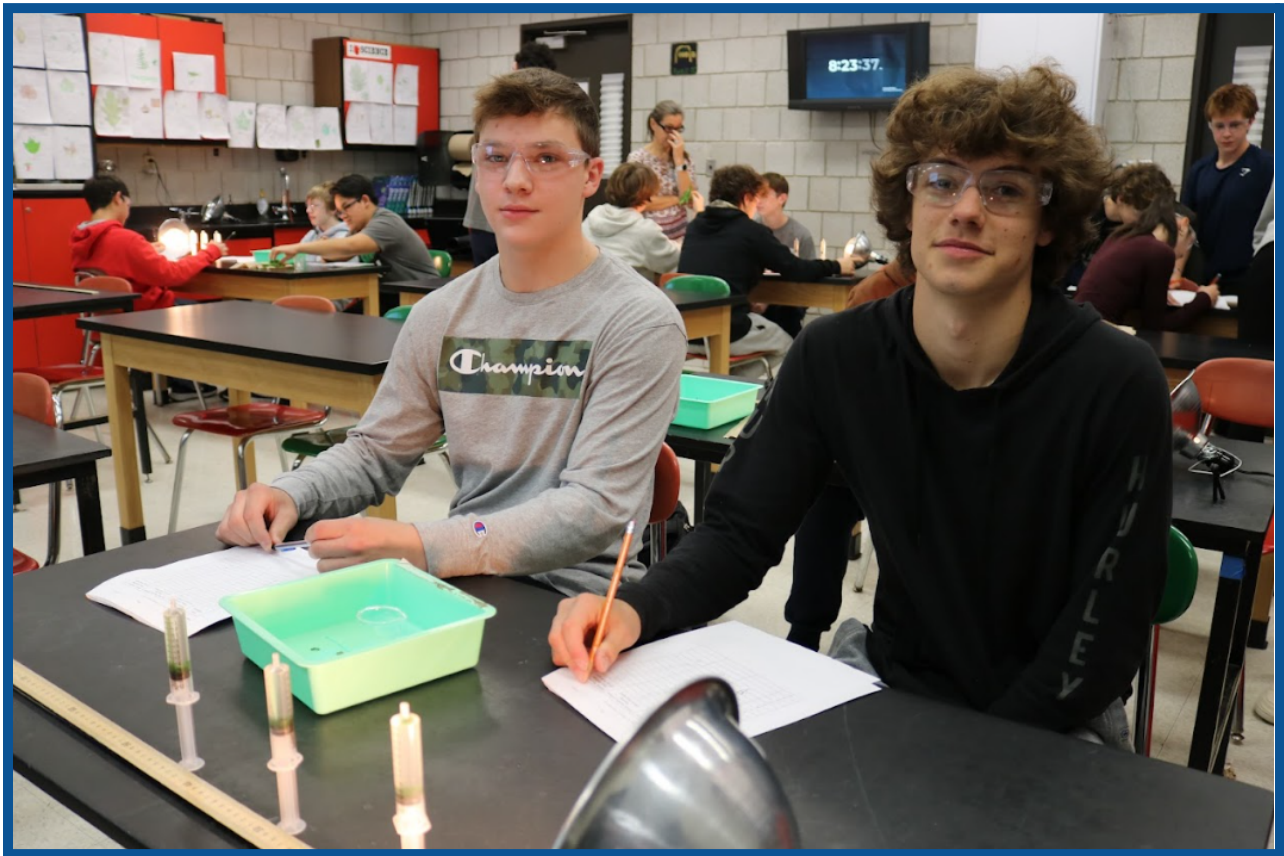


Science - Grade 11 - Competitive Schools 2022-23

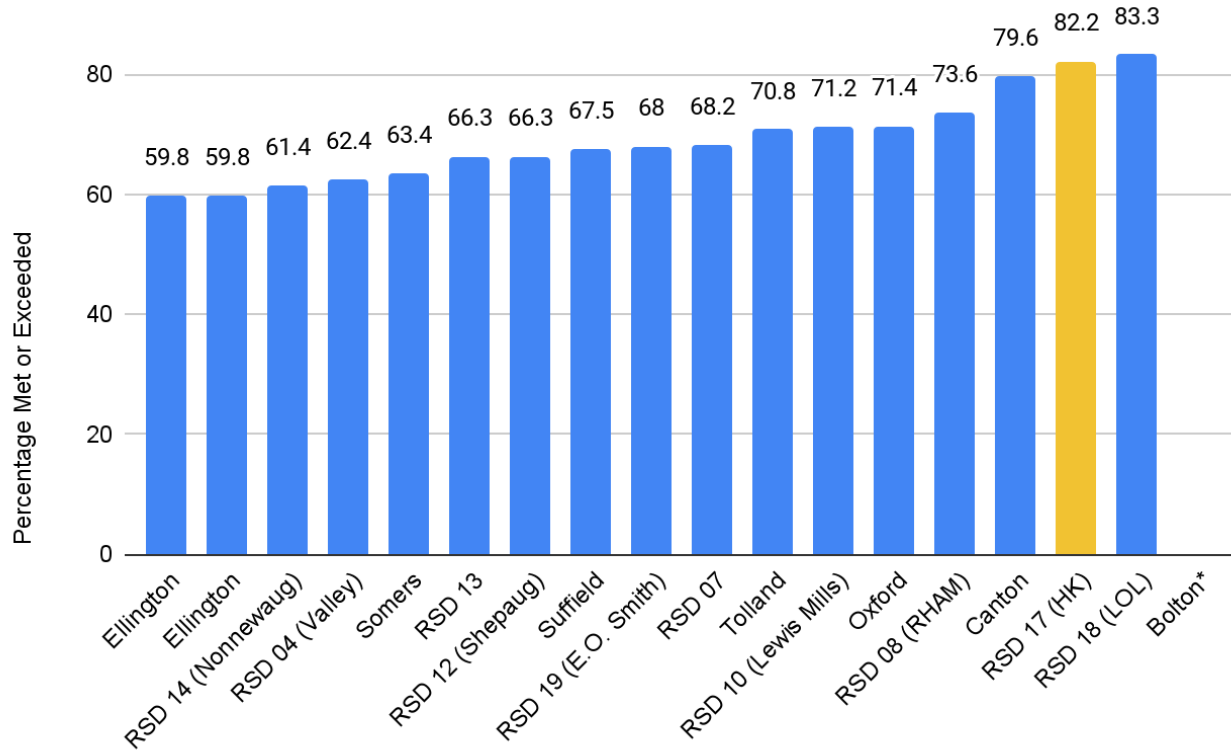


RSD17 High School PSAT & SAT

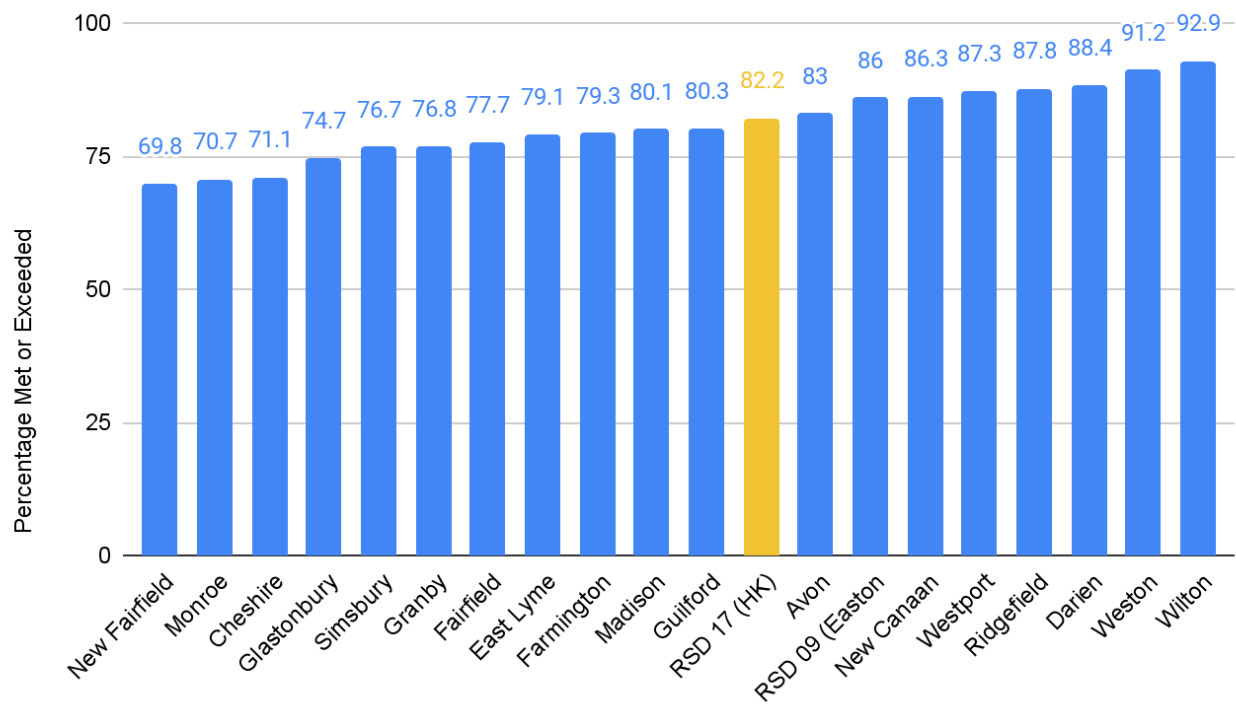
PSAT 8/9 (Class of 2026)			PSAT NMSQT (Class of 2025)			PSAT NMSQT (Class of 2024)			SAT (Class of 2024)		
	ELA	Math		ELA	Math		ELA	Math		ELA	Math
# of students tested:	122		# of students tested:	114		# of students tested:	126		# of students tested:	130	
Needs work (not met)	12%	16%	Needs work (not met)	32%	46%	Needs work (not met)	14%	37%	Needs work (not met)	12%	35%
Approaching	7%	6%	Approaching	2%	7%	Approaching	6%	17%	Approaching	5%	9%
Meet or exceed	80%	79%	Meet or exceed	67%	47%	Meet or exceed	80%	45%	Meet or exceed	82%	56%
Met both subjects	69%		Met both subjects	45%		Met both subjects	45%		Met both subjects	55%	



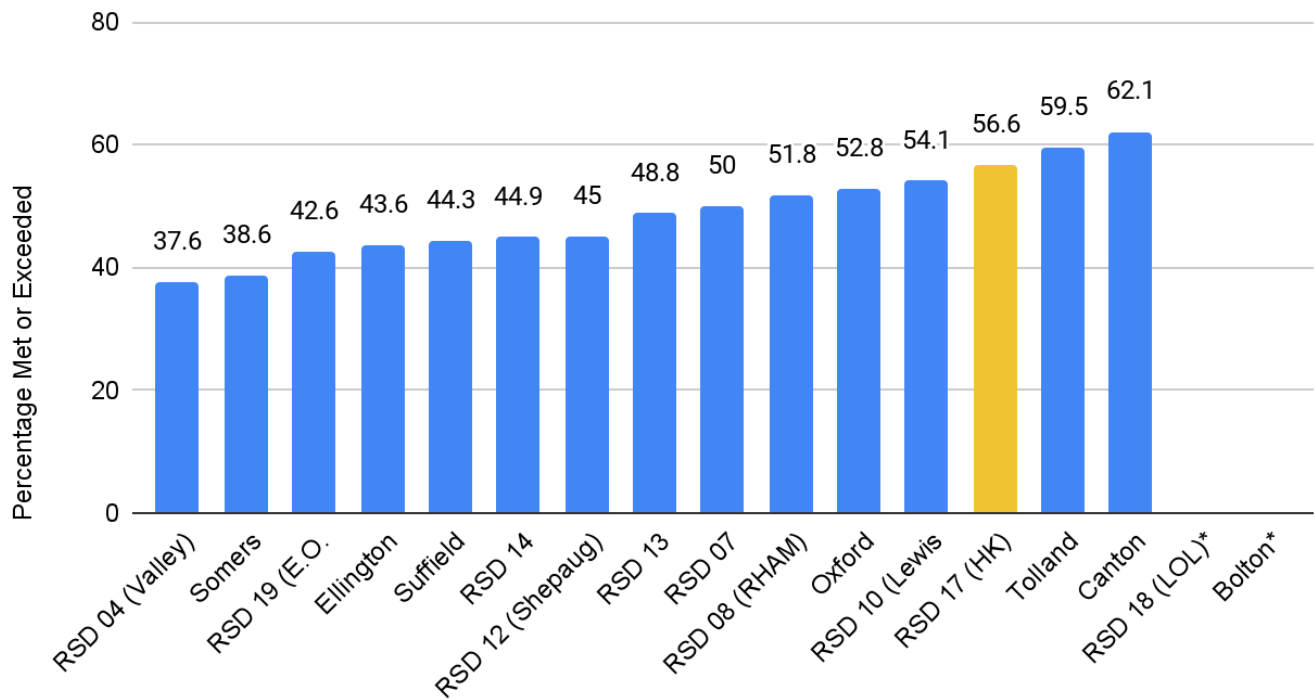
ELA - SAT School Day - "DRG C" 2022-23



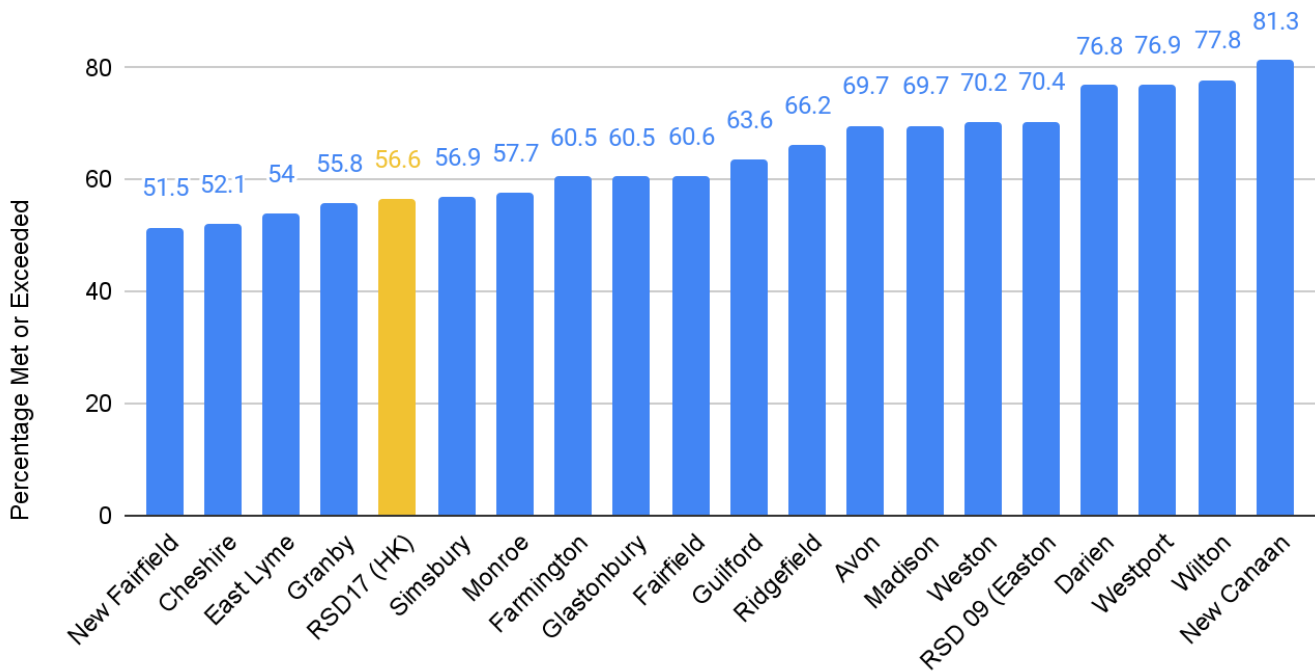
ELA - School Day SAT - Competitive Schools 2022-23



Math - SAT School - "DRG C" 2022-23



Math - SAT School Day - Competitive Schools 2022-23



Chronic Absenteeism (multi-year comparison)

	18-19	19-20	20-21	21-22	22-23	notes
Burr Elementary	N/A	3.1%	5.84%	7.47%	6.75%	n=22 this year
Killingworth Elem.	4.2%	3.5%	2.94%	2.74%	15.1%	n=34 this year
HK Intermediate	N/A	N/A	2.01%	6.47%	4.2%	n=11 this year
HK Middle	3.6%	3.2%	1.62%	0.51%	7.7%	n=31 this year
HK High	6.0%	8.0%	0.82%	5.86%	22.2%	n=121 this year
average	4.6%	4.5%	2.2%	4.6%	12.3%	n=219 this year

Discipline, Last 2 Years

	Office referrals		Bullying investigation		In-School Suspension		Out-of-School Suspension		Bus suspensions		Expulsions		Arrests	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
BES	23	47	1	0	1 <small>half day</small>	1	0	2	N/A	1	0	0	0	0
KES	7	35	2	0	1	3	0	3	N/A	1	0	0	0	0
HKIS	N/A	88	0	2	16	0	2	1	N/A	0	0	0	0	0
HKMS	39	226	3	1	33	35	7	19	N/A	3	0	0	0	0
HKHS	117	147	0	0	33	31	13	24	N/A	1	5	5	2	3

- RSD17 is rated a Tier 1 District - low suspension and expulsion rate/disproportionality by CSDE

Critical Measures

Strategic Priority 1: *Student Learning & Well-being*

To fulfill our Vision of the Graduate, we inspire each student to grow academically, socially, and emotionally through evidence-based practices.

Critical Measures

- Increase student growth rates on the Smarter Balanced Assessment and exceed the state average in Math and ELA.
 - Disaggregate at school level
 - Disaggregate by high needs vs. non-high needs
- Increase student performance on the state Science assessment and exceed the state average.
- Score above state average on the SAT College and Career Readiness benchmark and move upward within the top quintile of all state of CT school districts.
- Maintain a 4-year graduation rate above 95% and above the state average.
- Maintain a college entrance rate above the state target of 75.
- Increase the number of students taking four years of a language and receiving the CT Seal of Biliteracy



Strategic Priority 1: *Student Learning & Well-being*

To fulfill our Vision of the Graduate, we inspire each student to grow academically, socially, and emotionally through evidence-based practices.

Critical Measures (cont.)

- Close the gap between high needs students and non-high needs students in chronic absenteeism
 - Absenteeism in total
 - Absenteeism: high needs
 - Absenteeism: non-high needs
- Increase the percent of students meeting the state fitness levels.
- RSD17 will score 4.0 or higher each year on the National School Climate survey.
 - Disaggregated by school and families
- Each school shall improve upon three lower performing growth opportunities, including “having a trusted adult” on the National School Climate survey year over year.



Strategic Priority 2:

Educator & Leadership Development and Capacity

Create and support a workforce that is inspired and engaged to fulfill the District's Vision, demonstrate the values, and implement the Strategic Plan.

Critical Measures

- RSD17 will score 4.0 or higher each year on the National School Climate survey.
 - Disaggregated by personnel & families



Strategic Priority 3:

Operational Efficiency

Manage effective use of resources in a manner that is sustainable, promotes excellence, and supports student learning.

Critical Measures

- Increase Return on Investment measure compared to communities of similar size and percentage of high needs students (using District Accountability Index and Cost per point per student)
- *\$/pupil comparison with communities of similar size and percentage of high needs students*



Strategic Priority 4:

Enhance District Infrastructure

Ensure that instructional facilities are safe and support a modern learning environment.

Critical Measures

- Increase each building's maintenance score as measured by rubric score on district created walk-through tool.
- Show progress on each phase of the Master Capital Plan (develop, design, build, complete)
- *Maintenance project tracker (budget, reforecast, actual)*



Appendix

District Performance Measures Dashboard

These key measurements will indicate progress toward achieving the district vision and improvement in the priority areas contained in the Strategic Operating Plan. **Critical Measures** will be reported annually to the Board and displayed on our District dashboard. Each year, the Superintendent will also report **Leading Indicators** to the Board representing any current trends and areas for action and celebration. District administration will continuously monitor and respond to internal **Performance Targets** with **Key Actions**.

Critical Measures

Priority 1

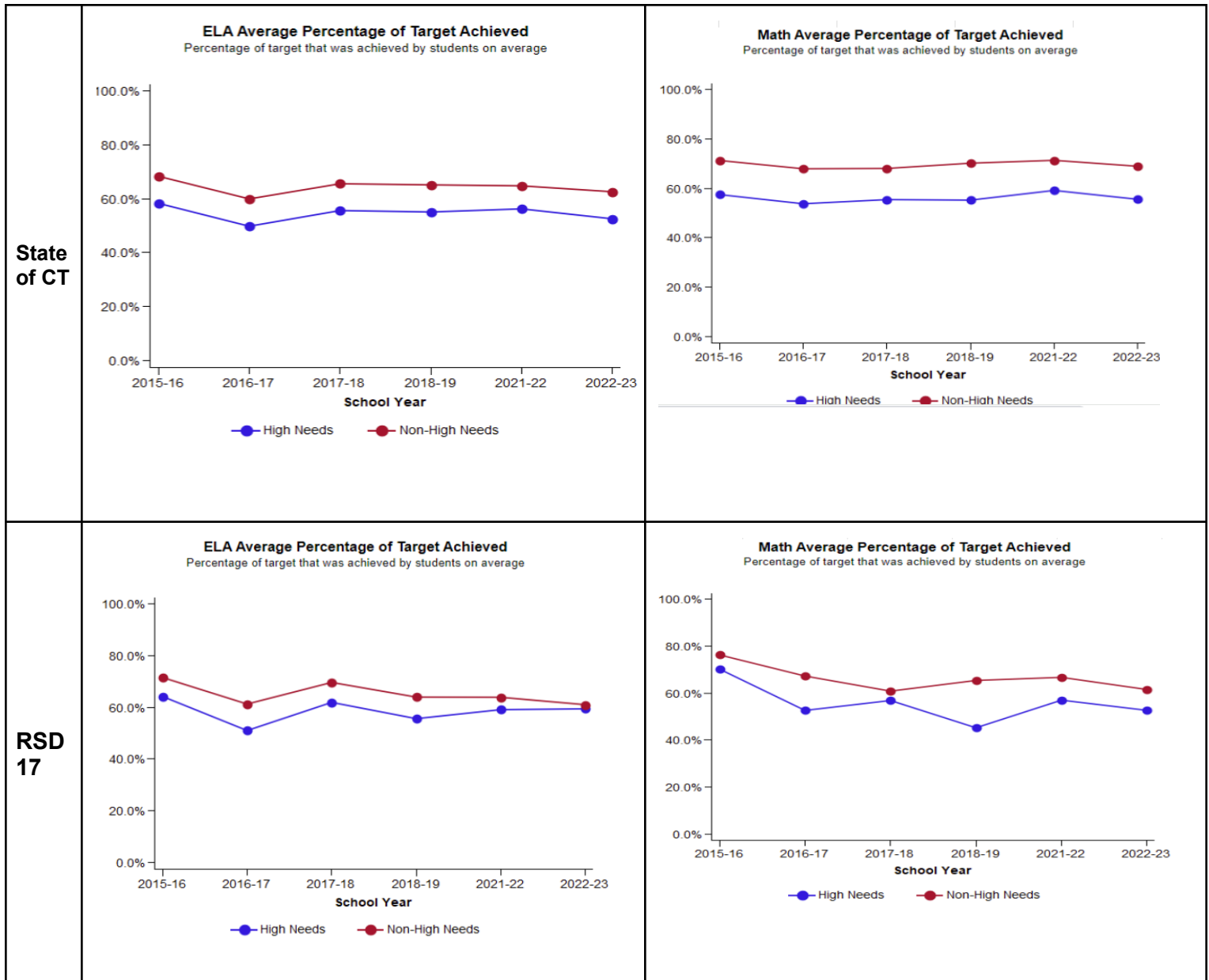
1. **Increase students' growth rates on the Smarter Balanced Assessment and exceed the state average.**

- The metric presented here is the Average Percentage of Target Achieved (APTA). It tells how much of the growth target was achieved, on average, by the students.
- This is Indicator 2a in the Accountability Index.
- High Needs students are defined by the state of Connecticut as those students with special needs (IEP), multilingual learners (ML/ELs) and free/reduced lunch.
- Data is disaggregated by school (HKIS and HKMS) and high needs.
- [Performance vs Growth Bubble Graphs](#) (From EdSight)

	ELA	Math																		
RSD 17	<div>Smarter Balanced Growth, ELA ⓘ ✓ Target: 100</div> <div><table><tr><td>67.6</td><td>60.7</td></tr><tr><td>61.7</td><td>59.9</td></tr><tr><td>62.6</td><td>60.4</td></tr><tr><td>60.5</td><td>57.2</td></tr></table><div>2017-182018-192021-222022-23</div><div>DistrictState</div></div>	67.6	60.7	61.7	59.9	62.6	60.4	60.5	57.2	<div>Smarter Balanced Growth, Math ⓘ ✓ Target: 100</div> <div><table><tr><td>59.8</td><td>61.9</td></tr><tr><td>60.0</td><td>62.5</td></tr><tr><td>64.1</td><td>65.2</td></tr><tr><td>58.9</td><td>61.8</td></tr></table><div>2017-182018-192021-222022-23</div><div>DistrictState</div></div>	59.8	61.9	60.0	62.5	64.1	65.2	58.9	61.8		
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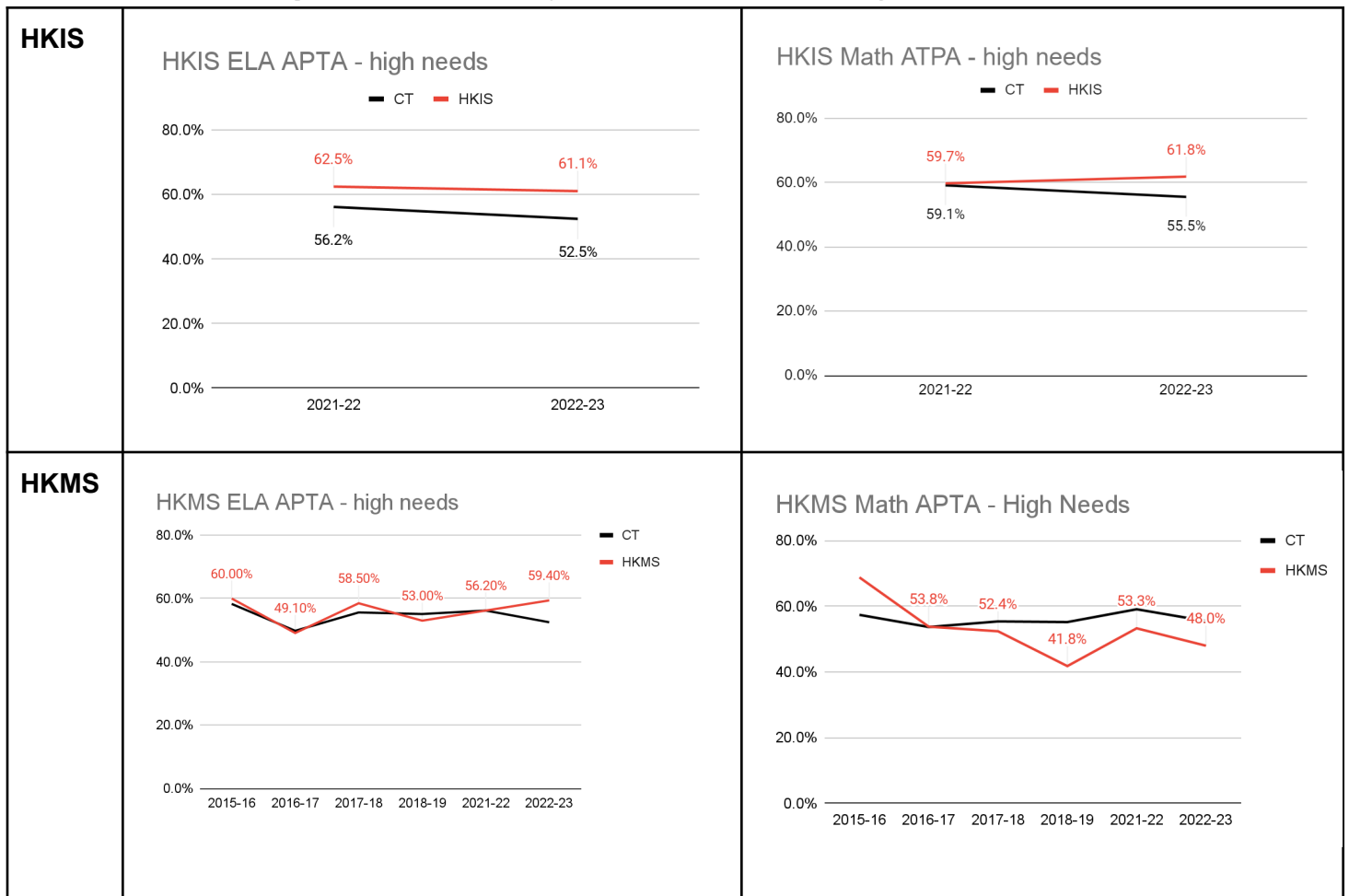
The Average Percentage of Target Achieved (APTA) tells how much of the growth target was achieved, on average, by the students. (Graphs from CT Report Card)

SBAC Growth Comparison RSD17 to State - High Needs



High Needs students are defined by the state of Connecticut as those students with special needs (IEP), multilingual learners (ML/ELs) and free/reduced lunch. *(Graphs from EdSight Public)*

SBAC Growth Comparison RSD17 by School to State - High Needs



High Needs students are defined by the state of Connecticut as those students with special needs (IEP), multilingual learners (ML/ELs) and free/reduced lunch. *(Data from EdSight Public, graphs by RSD17)*

Smarter Balanced ELA - All Students

	Growth Rate						Average Percentage of Target Achieved					
	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
CT	43.1%	35.9%	40.3%	39.9%	40.2%	37.2%	63.8%	55.4%	60.7%	59.9%	60.4%	57.2%
RSD17	51.3%	41.9%	47.9%	45.1%	43.2%	41.9%	69.8%	59.0%	67.6%	61.7%	62.6%	60.5%
HKIS	N/A	N/A	N/A	N/A	44.8%	44.3%	N/A	N/A	N/A	N/A	69.7%	64.3%
HKMS	49.7%	41.5%	46.2%	41.4%	41.9%	40.8%	67.5%	57.6%	64.4%	57.4%	57.7%	58.4%

Smarter Balanced ELA - High Needs

	Growth Rate						Average Percentage of Target Achieved					
	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
CT	35.2%	28.0%	33.0%	32.9%	34.1%	30.4%	58.3%	49.8%	55.6%	55.1%	56.2%	52.5%
RSD17	42.2%	33.5%	37.7%	36.7%	37.8%	38.4%	64.2%	51.0%	61.9%	55.6%	59.1%	59.4%
HKIS	N/A	N/A	N/A	N/A	36.4%	35.8%	N/A	N/A	N/A	N/A	62.5%	61.1%
HKMS	38.4%	32.9%	36.1%	34.3%	37.6%	41.2%	60.0%	49.1%	58.5%	53.0%	56.2%	59.4%

Smarter Balanced Math - All Students

	Growth Rate						Average Percentage of Target Achieved					
	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
CT	43.9%	41.5%	42.1%	42.9%	45.8%	42.4%	65.0%	61.7%	61.9%	62.5%	65.2%	61.8%
RSD17	54.0%	43.8%	40.0%	41.0%	43.1%	40.4%	74.8%	64.0%	59.8%	60.0%	64.1%	58.9%
HKIS	N/A	N/A	N/A	N/A	39.7%	42.8%	N/A	N/A	N/A	N/A	68.7%	65.4%
HKMS	54.1%	45.6%	37.7%	39.3%	45.2%	39.0%	73.5%	64.5%	56.5%	57.0%	60.7%	55.1%

Smarter Balanced Math - High Needs

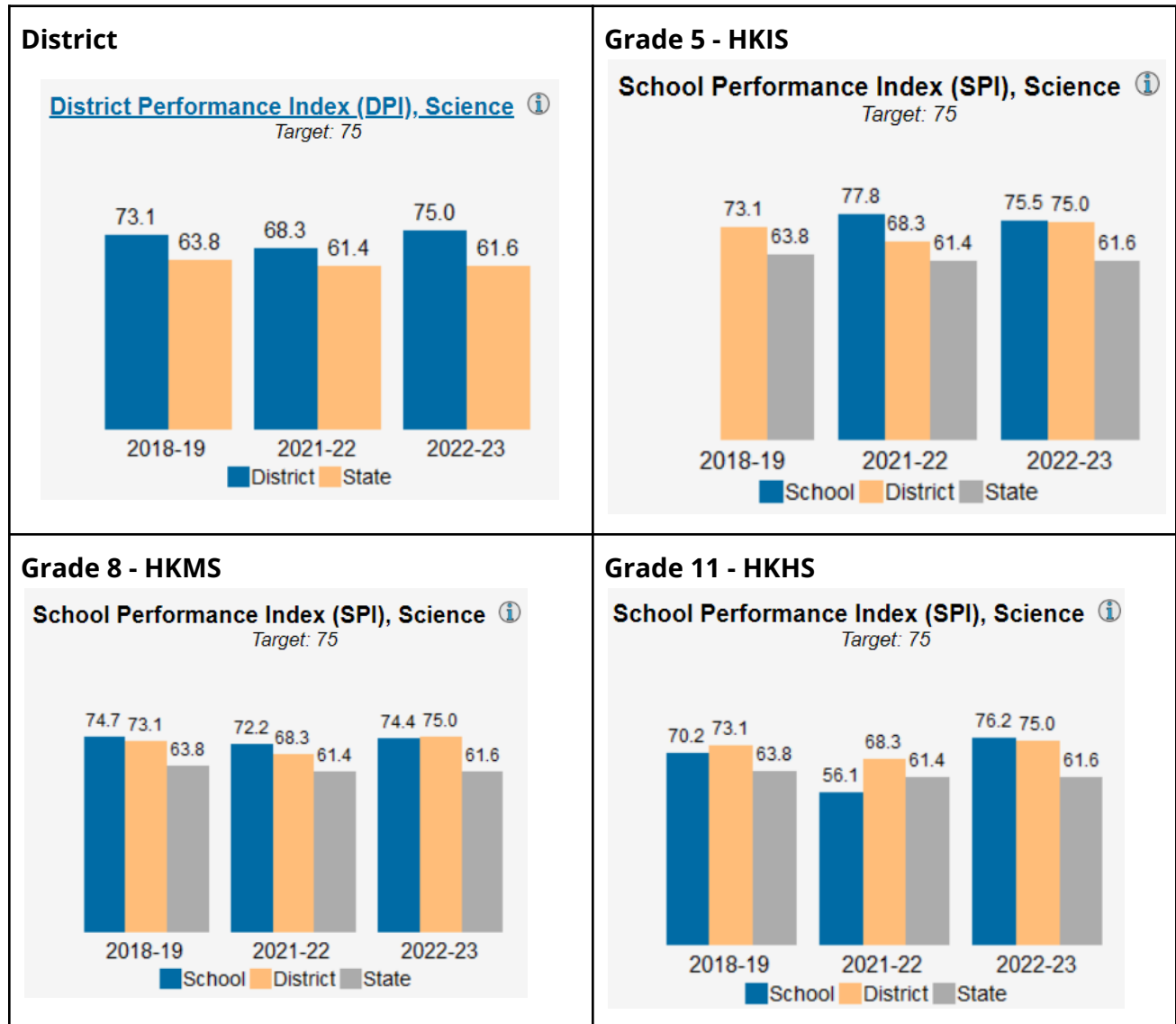
	Growth Rate						Average Percentage of Target Achieved					
	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23	2015-16	2016-17	2017-18	2018-19	2021-22	2022-23
CT	35.7%	32.9%	34.6%	34.7%	39.0%	35.1%	57.4%	53.7%	55.4%	55.2%	59.1%	55.5%
RSD17	48.6%	33.2%	31.9%	26.3%	32.3%	32.4%	70.2%	52.6%	56.8%	45.2%	57.0%	52.6%
HKIS	N/A	N/A	N/A	N/A	27.3%	37.3%	0	0	0	N/A	59.7%	61.8%
HKMS	49.1%	37.5%	29.2%	25.7%	34.4%	29.8%	68.8%	53.8%	52.4%	41.8%	53.3%	48.0%

(green = exceeds state; yellow = same as state; pink = less than state)

(Data from EdSight Public)

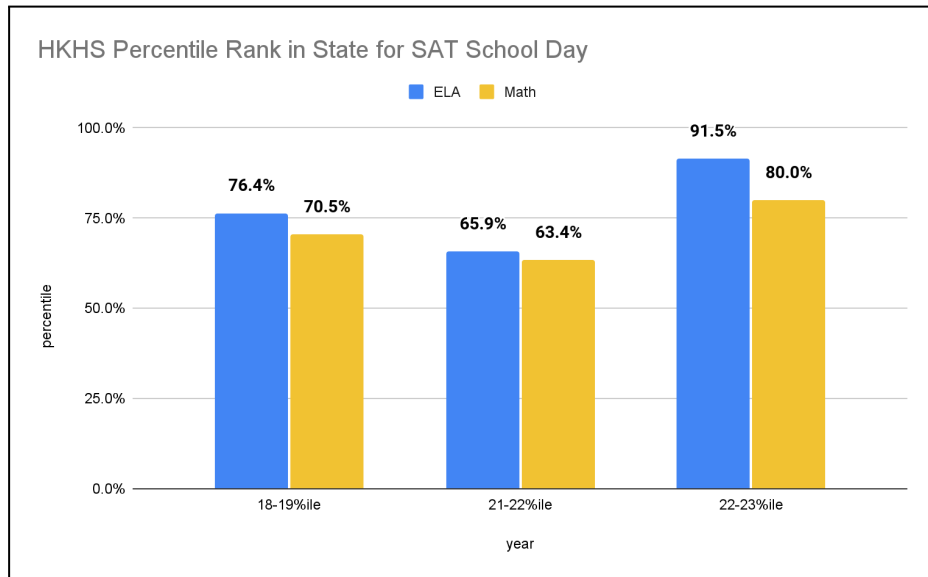
2. **Increase students' performance on the state Science assessment and exceed the state average.**

The Science Performance Index is the average performance of students in science on the state summative assessment and ranges from 0 to 100. Connecticut's ultimate target for the Science Performance Index is 75. All schools met the target in 2022-23.



3. **Score above state average on the SAT College and Career Readiness Benchmark and move upward within the top quartile of all State of CT school districts**

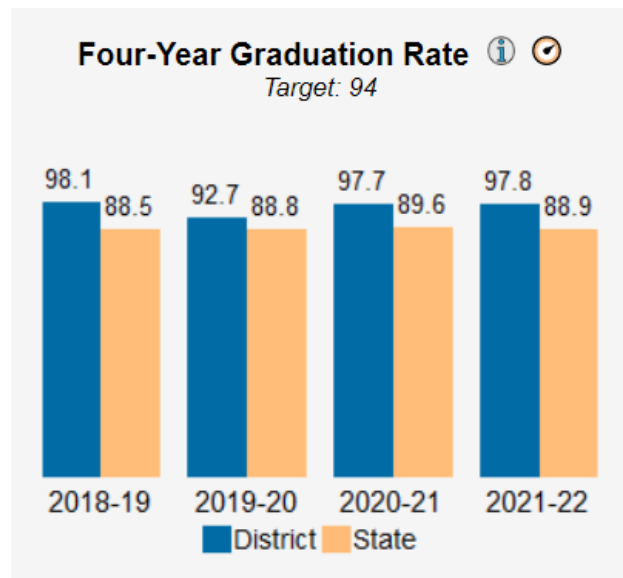
	2018-19			2021-22			2022-23		
	HK rank	out of CT	18-19 %ile	HK rank	out of CT	21-22 %ile	HK rank	out of CT	22-23 %ile
ELA	29	123	76.4%	42	123	65.9%	10	118	91.5%
Math	36	122	70.5%	45	123	63.4%	24	120	80.0%



[See file](#)

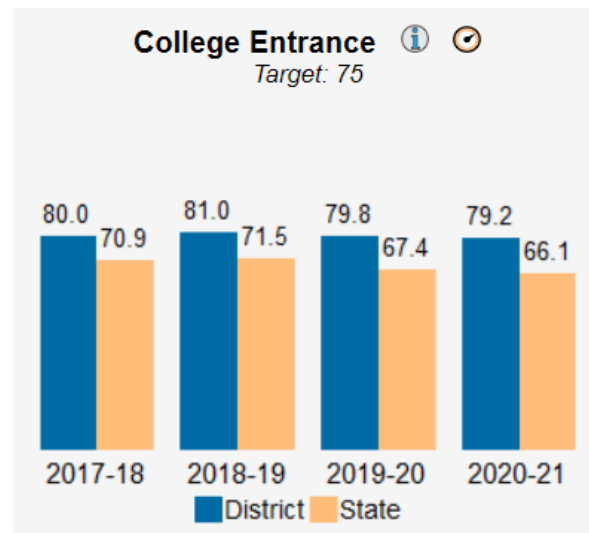
- Maintain a 4-year graduation rate above 95% and above the state average.

-not currently available for 22-23 yet
(comes out in spring 2024)



- Maintain a college entrance rate above the state target of 75.

-not currently available for 21-22 or 22-23 yet



6. Increase the number of students taking four years of a language and receiving the [CT Seal of Biliteracy](#).



21/22	22/23	23/24
28 students 21% of graduating class	19 students 12% of graduating class 1 student earned seal of tri-literacy	NA

7. Close the gap between high needs students and non-high needs students in chronic absenteeism

Chronic Absenteeism*					
	18/19	19/20 ¹	20/21 ²	21/22	22/23
All	4.3%	4.5%	2.2%	4.61%	12.3%
Fr/Rd Lunch	9.5%	10.9%	6.1%	9.38%	19.1%
ELL	-	-	0	4.65%	12.5%
Sped	9.5%	6.0%	3.9%	6.76%	18.9%
High Needs	9.0% ⁺	7.6% ⁺	4.7% ⁺	7.3% ⁺	17.7% ⁺

*Performance & Profile Reports

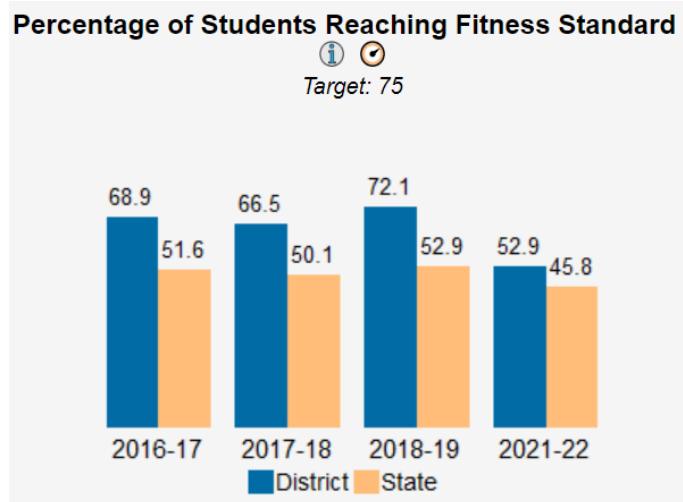
+EdSight Public

1 Due to pandemic, virtual learning from March to June 2020

2 Due to pandemic, option for virtual learning

8. Increase the percent of students meeting the state fitness levels

not currently available on State Report Card 22-23



Comparison to the State (Data from EdSight Public)

% reaching fitness zone on all assessments

	2022-23
CT	45.5%
RSD17	73.4%

RSD17 Physical Fitness data (internal records)

	Participa- -tion rate	PACER or MileRun	Sit Reach	Push up	Curl Up	Meet on all 4	# tested on all 4	% pass on all 4
Grade 4	99%	90%	88%	83%	97%	94	127	74%
Grade 6	100%	83%	86%	84%	96%	102	150	68%
Grade 8	97%	77%	88%	83%	93%	97	137	71%
Grade 10	100%	79%	96%	95%	97%	100	126	79%

Priority 2

9. RSD 17's Overall Score will move toward 4.0 or higher each year on the National School Climate survey.

Group	Spring 2022		Spring 2023	
	# of responders	Overall Score (out of 5)	# of responders	Score (out of 5)
Total	954	3.75	1,330	3.82
Elementary Students	109	4.01	219 (only HKIS)	3.82
Middle & High School Students	447	3.62	573	3.47
Personnel	160	3.94	234	4.0
Families	238	3.76	304	3.78



10. Each school shall continuously improve upon one of the lowest-rated indicators, for their respective school as well as the “trusted adult” item”, on the National School Climate Survey.

School	Lowest Identified Area from Spring 2022 Survey	Spring 2022		Identified Area from Spring 2023 Survey	Spring 2023	
		# of responders	Score (out of 5)		# of responders	Score (out of 5)
BES	Social Media This scale focuses on the degree to which people feel safe in social-emotional terms on social media.	36	3.0	N/A	N/A	N/A
KES	Social Media This scale focuses on the degree to which people feel safe in social-emotional terms on social media.	28	3.42	N/A	N/A	N/A
HKIS	Social Media This scale focuses on the degree to which people feel safe in social-emotional terms on social media.	49	3.25	Sense of SEL Security. This scale focuses on the degree to which people feel safe in social-emotional terms. Questions on this scale probe experience and witnessing of verbal abuse, harassment, and exclusion.	338	3.23
HKMS	Social Media This scale focuses on the degree to which people feel safe in social-emotional terms on social media.	58	3.33	Sense of SEL Security. This scale focuses on the degree to which people feel safe in social-emotional terms. Questions on this scale probe experience and witnessing of verbal abuse, harassment, and exclusion.	416	2.98
HKHS	Social Media This scale focuses on the degree to which people feel safe in social-emotional terms on social media.	67	3.0	Sense of SEL Security. This scale focuses on the degree to which people feel safe in social-emotional terms. Questions on this scale probe experience and witnessing of verbal abuse, harassment, and exclusion.	374	3.13

Trusted Adult Survey Question Data, Spring 2023

If students need to talk to an adult in school about a problem, there is someone they can trust who they could talk to.							
School	Median Rating	Missing Response	Strongly Disagree	Disagree	Neither Agree nor Disagree (Neutral)	Agree	Strongly Agree
HKIS	4.0	2% (5)	3% (6)	7% (15)	25% (53)	43% (92)	22% (48)
HKMS	4.0	4% (12)	6% (18)	6% (17)	37% (104)	33% (93)	17% (49)
HKHS	4.0	4% (10)	3% (7)	4% (11)	39% (105)	44% (118)	11% (29)

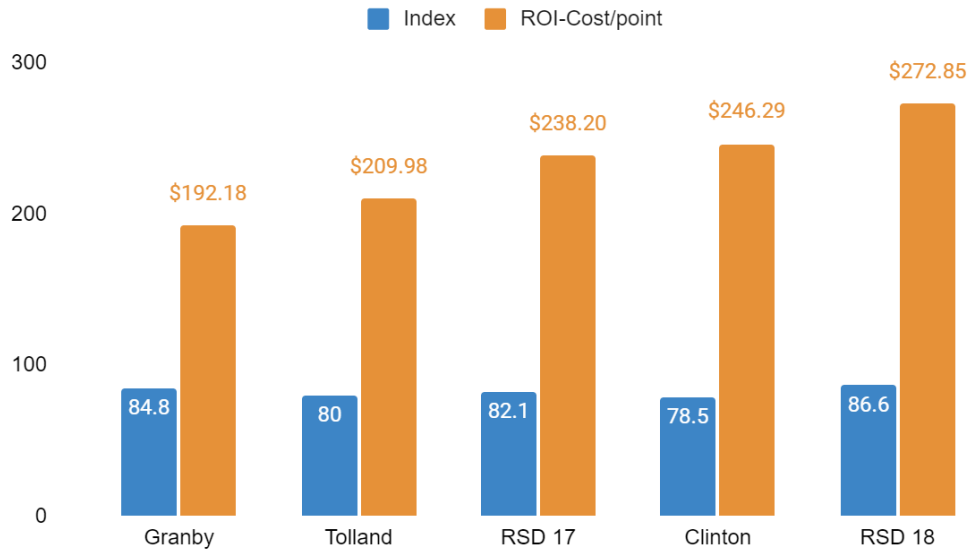
There is an adult at my school who will help me if I need it.					
School	Students Surveyed	Never	Sometimes	Often	Always
BES	96	0% (0)	24% (23)	25% (24)	51% (49)
KES	49	4% (2)	20% (10)	47% (23)	29% (14)

Priority 3

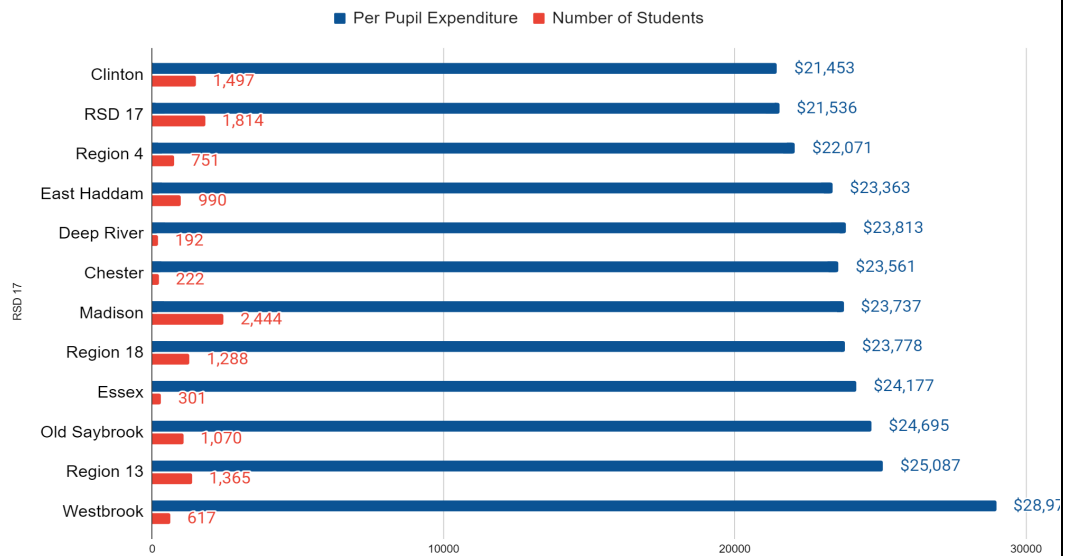
11. Increase Return on Investment measure as compared to communities of similar size and percentage of high-needs students. This measure is a useful comparison as the districts are of similar size for efficiencies and have similar levels of high-needs students, which demonstrate resources needed to achieve grade level or above proficiencies.

- not currently available for 22-23 yet

2018/19 Index and ROI-Cost/point



2021-22 Per Pupil Expenditure Comparison



RSD17 \$23,429 (off of Report Card 10/2 - update based on rept card?)

12. **Increase stakeholder engagement through phone calls/web interactions/texts/email/conferences/job post interactions/social media as measured by source analytics.**

District Newsletter		Social Media	Job Post Interactions
Edition	Views	2023	2023
Jan. 2023	3,656		
April 2023	3,558		
Sept 2023	3,453		

Facebook		
School Yr	Visits	Exposed to Content
22/23	<ul style="list-style-type: none"> • 10,371 views • 276% increase over 21/22 SY • 106 new followers 	<ul style="list-style-type: none"> • 35,110 unique individuals • 624% higher than 21/22 SY

Priority 4

13. Increase the maintenance score on each building as measured by rubric score on district-created walk-through inspection tool.

Location	Pre Score (Fall 2023)	Post Score (Spring 2024)
BES	2.6/4	
KES	2.7/4	
HKIS	3.098/4	
HKMS	3.098/4	
HKHS	2.42/4	

14. Develop a Master Capital Plan in phases: develop, design, build, and complete.

Phase	Date Begun	Date Completed
Develop		
Design		
Build		
Complete		

Last Published District Accountability Index Data

The attached charts will serve as a placeholder and include older data as an example; it will be updated with new data when SDE releases the most up-to-date version of these accountability reports.

2021/22 School Year

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	74.1	75	49.4	50	98.8	85.6
1b. ELA Performance Index - High Needs Students	61.7	75	41.1	50	82.2	72.3
1c. Math Performance Index - All Students	68.5	75	45.6	50	91.3	78.2
1d. Math Performance Index - High Needs Students	55.2	75	36.8	50	73.6	63.6
1e. Science Performance Index - All Students	68.3	75	45.5	50	91.1	81.9
1f. Science Performance Index - High Needs Students	56.8	75	37.9	50	75.7	68.4
2a. ELA Academic Growth - All Students	62.6%	100%	62.6	100	62.6	60.4
2b. ELA Academic Growth - High Needs Students	59.1%	100%	59.1	100	59.1	56.2
2c. Math Academic Growth - All Students	64.1%	100%	64.1	100	64.1	65.2
2d. Math Academic Growth - High Needs Students	57.0%	100%	57.0	100	57.0	59.1
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	64.9
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	57.4
4a. Chronic Absenteeism - All Students	4.6%	<=5%	50.0	50	100.0	25.1
4b. Chronic Absenteeism - High Needs Students	7.3%	<=5%	45.4	50	90.9	0.0
5. Preparation for CCR - Percent Taking Courses	80.1%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	59.4%	75%	39.6	50	79.3	58.0
7. On-track to High School Graduation	93.2%	94%	49.6	50	99.2	87.9
8. 4-year Graduation: All Students (2021 Cohort)	97.7%	94%	100.0	100	100.0	95.3
9. 6-year Graduation: High Needs Students (2019 Cohort)	95.7%	94%	100.0	100	100.0	90.6
10. Postsecondary Entrance (Graduating Class 2021)	79.2%	75%	100.0	100	100.0	88.2
11. Physical Fitness (estimated participation rate = 97.5%)	52.9%	75%	35.3	50	70.6	61.1
12. Arts Access	47.5%	60%	39.6	50	79.2	87.4
Accountability Index	.	.	1108.7	1350	82.1	69.7

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	61.7	13.3	16.6	N
Math Performance Index Gap	73.1	55.2	17.9	18.2	N
Science Performance Index Gap	72.1	56.8	15.3	17.4	N
Graduation Rate Gap (2019 Cohort)	94.0	95.7	-1.7	10.2	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.3
ELA - High Needs Students	95.7
Math - All Students	98.2
Math - High Needs Students	95.3
Science - All Students	97.1
Science - High Needs Students	94.8

Minimum participation standard is 95%.