Haddam Killingworth High School
2023-24

Regional School District #17
95 Little City Rd
Higganum, CT 06074

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HKHS School Improvement Plan 2023-24

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Leadership Team

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Introduction

RSD 17 is committed to aligning Continuous Improvement Plans to the Strategic Operating Plan. Teams thoughtfully created goals that will contribute to the District priorities and Vision of the Graduate. Theories of Action demonstrate our focus for the year and detail what we will work towards accomplishing. As a learning organization, we will monitor progress consistently and reflect on the impact of our actions.

RSD 17 Mission Statement

The Mission of Regional School District 17 is to engage students in an educational community that challenges them with high standards and builds their capacity for success and their aspiration to improve themselves and their society.

A graduate of the RSD17 School District is a compassionate critical thinker, who collaborates to solve problems, and is prepared to contribute to improving our world.

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

1. Student Learning and Well-being
2. Educator Leadership and Capacity
3. Operational Efficiency
4. Enhance District Infrastructure

HKHS Core Values, Beliefs and Learning Expectations

We believe that every member of our community has value. We believe in the power of intellectual curiosity, global responsibility, and personal integrity. We believe in developing the knowledge and skills essential to healthy and productive lives.

HKHS Learning Expectations:

In a variety of contexts for a variety of purposes, students will:

1. Demonstrate personal responsibility, character, cultural understanding, and ethical behavior;
2. Communicate clearly and effectively in order to express ideas and connect with others;
3. Investigate, evaluate, and apply information;
4. Work both independently and collaboratively toward a specific outcome;
5. Demonstrate creative, innovative, and reflective thinking.

HKHS Strategic Priorities

Haddam Killingworth High School has been deeply engaged in the Continuous Improvement model for the last ten years. Beginning with the school-wide data review in August, the Leadership Team crafts our collective improvement plan to incorporate ongoing learning for both students and educators, which has consistently yielded better learning outcomes for students. Overarching themes include **college and career readiness, improved student performance in literacy and numeracy, and school culture and community.** Specifically, our focus in recent years has been on helping our students to be strong candidates for post-graduate studies, understanding that the global competition for admission to colleges and universities is higher than for previous generations. As a rigorous academic program is at the heart of students' preparedness for their personal paths, our team engages in a full data team model to continuously review student learning outcomes, adjust our curriculum and instruction, and monitor both internal and external measures of our students' mastery of essential literacy and numeracy skills and content. Across our program, we seek to personalize learning for our students in a healthy and supportive school culture.

We are very proud of our achievements at HKHS. As a recipient of the National Blue Ribbon Award (2018), we believe we have a very strong program to offer to the young people of Haddam and Killingworth. We continue to enhance our program as we respond to the needs and interests of our students. This last year our school demonstrated great success on standardized tests scoring at or near the top both in the Shoreline Conference and DRG. All graduated seniors successfully completed the new Senior Portfolio requirement and we look forward to launching a new internship program in the current academic year. This year, we add five new courses including: UConn If You Love It, Teach It; PLTW Computer Integrated Manufacturing Part 1 and 2; Bach to Beatles; and UConn Contemporary Social Issues in Sport.

This year, we will continue to update our History curriculum to complete our transition to the new standards and course sequence. We will also adjust our graduation requirements to align with new State requirements for the Class of 2027.

We have identified **five strategic priorities** which will drive our work over the coming years including:

- Ensuring that appropriate academic supports are in place for all students;
- Continuing to update our program and graduation policy to align with two different sets of graduation requirements Class of 2026 and before, and Class of 2027 and beyond;
- Reach closure with regard to a solid plan to improve facilities to meet the needs of students and to meet the requirements under NEASC;
- Enhancing the school-to-career opportunities for students to include off-campus learning experiences such as internships, micro-credentialing options, and connections between coursework and career options.
- Addressing post-pandemic needs of both students including: returning to normal attendance rates, addressing developmental gaps, and meeting social-emotional needs

School Year: 2023-24	**SOP Priority: 1.1, 1.2, 1.3, 1.5**
ToA: If we provide many and varied opportunities for students, and provide support when needed, then all students will graduate college and career-ready.	
Goal 1 - All students will graduate from Haddam Killingworth High School college and career-ready.	
Metric 1: Advanced course enrollments. **Metric 2:** Advisory calendar **Metric 3:** Lesson and Unit Plans **Metric 4:** BOE Policy **Metric 5:** Senior Exit Interviews	

Action Plan

Strategies (reference DIP)	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
Promote growth in UCONN, PLTW, and AP course enrollment with an emphasis on underrepresented demographics	Faculty and Administration	– Elective course Fair – Opportunities Book	<u>Evidence:</u> – Number of student course requests and enrollments in advanced courses increases from 23-24 to 24-25 school year
Restructure advisory lessons (age appropriateness, relevance, etc.) for more college and career counseling with school counselors	Administration, Advisory Committee, School Counselors	– Advisory Calendar – Counselor time in Advisory – School Connect	<u>Evidence:</u> – Updated and reorganized advisory schedule reflects increased time with counselors
Update cornerstone assessments to align with current curriculum.	Faculty and Administration	– Cornerstone Assessment List – Time to revise cornerstone assessments	<u>Evidence:</u> – Updated list of cornerstone assessments, which offer high-quality opportunities to meet Learning Expectations

Expand career connections (other than traditional 4-year college route) opportunities for all students.	Faculty and Administration	– Elective Fair – Possible Career Fair – Internship Program – Collegeboard BigFuture	Evidence: – Senior exit interviews reflect improvement – Post-Secondary Planning Day Agenda – List of careers at College/Career Fair – Social media posts advertising alternate careers and pathways
Implement and support new internship program	Administration and Internship Coordinator	– Monthly meetings to assess program needs and opportunities with Internship Coordinator – Continued budget support	Evidence: – Current cohort successfully completes internship opportunity – Expanded list of internship sites
Embed the Vision of Graduate into everyday school experiences, cornerstone assessments, etc.	Faculty and Administration	– Department time to review curriculum and update cornerstone assessments	Evidence: – Lesson/unit plans reflect Vision of Graduate, cornerstone assessments are created and updated to assess VOG components
Focus on post-secondary planning by improving upon college selection and application process	Faculty and Administration	– Training for CollegeBoard Big Future and Blue Book – Time in Advisory	Evidence: – Advisory schedule contains sessions for senior-junior mentoring, increased time with counselors, and resources are readily available
Focus on post-secondary planning by administering post-grad survey and analyzing results to identify possible areas of growth	Counseling and Administration	– Distribution list for class of 2023 – Time to analyze data	Evidence: – Survey results and future planning notes
Focus on post-secondary planning by updating graduation requirements for class of 2027 to align with new CT law	Faculty and Administration	– New policy created and proposed to BOE	Evidence: – New graduation policy is approved, published, and embedded in program of studies

Complete Neasc 2-Year Report	Administration and NEASC co-chairs	– None	Evidence: – 2-Year report completed by October 2023

School Year: 2023-24	**SOP Priority: 1.1, 1.2, 1.6, 4.3**
ToA: If we collect and analyze student assessment data and adult action data, then we can make informed instructional school decisions and improve student performance.	
Goal 2 - Students will continue to show consistent growth and academic progress through monitoring academic performance and utilizing appropriate interventions when necessary.	
Metric 1: Data team notes **Metric 2:** PSAT/SAT/NGSS Data **Metric 3:** Internal benchmarking and cornerstone assessment data **Metric 4:** Digital portfolio data **Metric 5:** Professional development schedule	

Action Plan

Strategies (reference DIP)	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
Assess individual department data team processes and improve each according to need.	Department Data Teams	– District data team reflection sheet – Department meeting time	Evidence: – Department self-assessment and data team notes
Increase emphasis on action planning (e.g. adjusting instructional strategies) in the data team process	Department Data Teams	– District data team reflection sheet (September 2023 and May 2024) – Department meeting time	Evidence: – Department self-assessment and data team notes

Incorporate innovative technology into instruction to enhance student learning	Faculty and Administration	– Professional development for innovative technology	Evidence: – Lesson plans and learning outcomes around new technology
Budget for equipment needs for the HKHS program	Department Heads and Administration	– Approved budget	Evidence: – Equipment necessary for full curriculum implementation is present in each classroom
Revise financial literacy curriculum to meet CT graduation requirements	Faculty and Administration	– HKHS Personal Finance Curriculum – State model curriculum – Time to review/revise curriculum	Evidence: – Updated curriculum documents and planning notes for timely implementation
Expand and monitor freshmen interventions	Faculty and Administration	– Marking period data for freshmen	Evidence: – Freshmen data, including attendance, grades, and co-curricular involvement
Implement highly reliable research-basedMarzano instructional strategies (2 for the district, 3 for the building)	Faculty and Administration	– P.D. regarding the two district and three building strategies	Evidence: – Teacher observations and discussions during faculty and department meetings
Request additional and appropriate supports to address MTSS	Faculty and Administration	– Data to justify requests	Evidence: – MTSS data, including interventions and supports utilized

Identify students who are near benchmark on standardized tests using all appropriate data and implement interventions to improve their performance.	Faculty and Administration	– PSAT Data – Data from practice tests – NGSS - IAB data	Evidence: – Data team notes, benchmark data, standardized testing data, and gap data – Schedule of purposefully grouped lunch SAT prep
Continue to close achievement gap for high needs students	Faculty and Administration	– PSAT Data – Data from practice tests – NGSS - IAB data – Collaboration time between SPED teachers and tested areas teachers	Evidence: – Standardized test scores
Communicate and implement school-wide late work policy	Faculty and Administration	– None	Evidence: – Teacher feedback and PowerSchool data

School Year: 2023-24	**SOP Priority: 1.2, 1.4**
ToA: If we collect and analyze student climate and adult action data, then we can make informed decisions to improve school culture and climate.	
Goal 3 - HKHS will foster a school culture and climate that nurtures and elicits personal responsibility, character, cultural understanding, and ethical behavior.	
Metric 1: PD calendar **Metric 2:** New course enrollment and year end grades **Metric 3:** Discipline and attendance data **Metric 4:** School culture data	

Action Plan

Strategies (reference DIP)	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
Dedicate preparation time for advisory lessons	Administration	– PD Time	Evidence: – PD and meeting agendas
Expand use of e-hall pass	Faculty and Administration	– Training on E-hall pass – Resources for teachers	Evidence: – E-hall pass data
Reduce student truancy, chronic absenteeism, and tardiness	Faculty and Administration	– Training on Attendance Monitor – CBH Counselor	Evidence: – Year-end attendance and tardy data – Administrative notes – Notes from school attendance team
Address concerns around AI	Faculty and Administration	– PD around AI	Evidence: – PD agendas and notes
Continue to support plans for improvements to the Physical Plant	Faculty and Administration	– Community and budget support	Evidence: – Relevant notes and meeting agendas – Building plan and timeline – The physical plant will be ADA compliant and support all aspects of the established curriculum as recommended in the NEASC decennial report
Include student voice in the planning of positive school culture and events	Faculty and Administration	– Club Meetings – DEN posts	Evidence: – Co-Curricular notes – Artifacts from student events

Implement effective strategies to address discipline needs in building, including retraining of staff and refreshing of discipline practices	Faculty and Administration	– Discipline PD – Teacher discipline log	Evidence: – Year-end discipline data
Implement No Place for Hate program to continue positive school culture in the year after “Name Can Really Hurt” assembly	Faculty and Administration	– Collaboration with HKYFS to pay for and plan assembly	Evidence: – Co-Curricular administrative meeting notes – Assembly occurs in Fall of 2023
Ensure that every student has at least 1 trusted adult in the building	Facutly and Administration	– Health Survey	Evidence: – Health lessons plans – Survey results – Faculty meeting student match-up document

School Academic Data

SAT:

Group	Average Total Score	Evidence Based Reading & Writing	Math	% Test Takers Met Both Benchmarks	% Test Takers Met ERW Benchmark	% Test Takers Met Math Benchmark	% Test Takers Met No Benchmarks
HKHS	1089	552	538	55%	82%	56%	17%
CT state	975	493	482	32%	52%	34%	46%
Total Group	955	488	467	27%	51%	29%	47%

PSAT 8/9 (Class of 2026)	*ELA*	*Math*	**PSAT NMSQT (Class of 2025)**	*ELA*	*Math*	**PSAT NMSQT (Class of 2024)**	*ELA*	*Math*	**SAT (Class of 2024)**	*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%	

NGSS Data	2018-19		2021-22		2022-2023	
District	Percentage Met or Exceeded	Average Scale Score	Percentage Met or Exceeded	Average Scale Score	Percentage Met or Exceeded	Average Scale Score
State of Connecticut	47.7	1100	43.8	1097	46.9	1098
HKHS	68.3	1113	46	1096	**80.6**	**1112**

School Climate/Culture and Family Engagement Data

Survey Group	Question/Dimension	2022-23		2023-24	
		# of responders	Percent positive	# of responders	Percent positive
Student	I have at least one trusted adult in my school that I can go to for help.	280	55%		%
Family	Support for Learning	28	57%		%
Family	School Connectedness/Engagement	28	57%		%
Staff	School Connectedness/Engagement	66	77%		%
Student	Support for Learning	280	57%		%

School Culture – Student Attendance (Percentage of Non-Chronic Students)					
	2018-19	2019-20	2020-21	2021-22	2023-24
Percentage of Students with > 90% of days of attendance*	94%	92%	-	94.1%	77.8%
Percentage of students identified as chronically absent*	6%	8%	-	5.9%	22.2%

*according to state report

Schoolwide Professional Learning Plan		
School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.		
DATES	**STAFF RESPONSIBLE**	**OUTCOMES**
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps.
	Paraprofessionals	Complete mandatory trainings and others that are relevant to position responsibilities.
Professional Learning days	Certified Staff	PLC meetings focused on data-driven decision-making for the planning of instruction.
Ongoing	Certified Staff	Staff will continue work with the two district and three building based Marzano instructional strategies.
Faculty Meeting/Professional Learning day	Certified Staff	Staff will begin learning about AI and how to incorporate it into lessons and detect when students are using it inappropriately.

School Priorities

Technology

- A.I. training for faculty
- Innovative technology in classes

Building & Grounds

- Budget for physical plant needs

Professional Learning

- Marzano instructional strategies

Culture

- No Place for Hate
- Mark Leinweaver Assembly
- Attendance and Tardies resources and procedures

Haddam Killingworth High School
Accountability Index

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	64.6	75	129.1	150	86.1	85.2
1b. ELA Performance Index - High Needs Students	52.6	75	105.3	150	70.2	72.1
1c. Math Performance Index - All Students	62.0	75	124.0	150	82.7	79.6
1d. Math Performance Index - High Needs Students	51.8	75	103.5	150	69.0	65.2
1e. Science Performance Index - All Students	76.2	75	100.0	100	100.0	82.1
1f. Science Performance Index - High Needs Students	65.1	75	86.8	100	86.8	68.2
2a. ELA Academic Growth - All Students	.	100%	.	.	.	57.2
2b. ELA Academic Growth - High Needs Students	.	100%	.	.	.	52.5
2c. Math Academic Growth - All Students	.	100%	.	.	.	61.8
2d. Math Academic Growth - High Needs Students	.	100%	.	.	.	55.5
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	55.3
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	56.1
4a. Chronic Absenteeism - All Students	22.2%	<=5%	15.6	50	31.1	39.8
4b. Chronic Absenteeism - High Needs Students	33.1%	<=5%	0.0	50	0.0	6.0
5. Preparation for CCR - Percent Taking Courses	84.2%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	62.0%	75%	41.3	50	82.6	59.0
7. On-track to High School Graduation	95.3%	94%	50.0	50	100.0	87.7
8. 4-year Graduation: All Students (2022 Cohort)	98.5%	94%	100.0	100	100.0	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	85.7%	94%	91.2	100	91.2	91.1
10. Postsecondary Entrance (Graduating Class 2022)	85.6%	75%	100.0	100	100.0	88.2
11. Physical Fitness (estimated participation rate = 100.0%)	79.4%	75%	50.0	50	100.0	60.6
12. Arts Access	66.9%	60%	50.0	50	100.0	90.9
Accountability Index	.		1196.8	1450	82.5	69.3

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	67.8	52.6	15.2	17.0	N
Math Performance Index Gap	64.8	51.8	13.0	18.6	N
Science Performance Index Gap	75.0	65.1	9.9	18.6	N
Graduation Rate Gap (2020 Cohort)	94.0	85.7	8.3	5.4	Y

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	97.0
ELA - High Needs Students	90.3
Math - All Students	97.0
Math - High Needs Students	90.3
Science - All Students	97.0
Science - High Needs Students	90.9