Haddam Killingworth Intermediate School

2023-24

Regional School District #17

451 Route 81

Killingworth, CT 06419

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HKIS Continuous Improvement Plan 2023-24

Prepared by:

Leadership Team

Heather Barse, Lead Teacher	Kristin Menard, Teacher
Katie Gebert, Secretary	Tracy Papa, Teacher
Elizabeth Hamel, Teacher	Courtney Smalley, Teacher
Eric Larson, Principal	Jodi Stupakevich, Teacher

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.

Vision of the Graduate

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.

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

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

School Year: 2023-24	**SOP Priority: 1**	DCIP Objective(s): 1.1

ToA: If we implement highly reliable instruction and provide professional learning for staff, then student achievement will be increased.

Goal 1a-Literacy: Increase literacy achievement for all students

Metric 1: Median I-Ready growth will exceed 100% of the typical target from fall to spring

Metric 2: Average percent of growth target achieved on the Smarter Balanced Assessment in grades 4-5 will increase from 64.3% in 2023 to 70% in Spring 2024.

Action Plan

Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement curriculum resources aligned with Science of Reading in all ELA classrooms	ELA Teachers Instructional Coach	– Wit and Wisdom curricular materials – Planning time and training for teachers – Job Embedded PD provided by Instructional Coaches	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students
Implement morphology instruction (explicit instruction in prefix, suffix and root words) to help students understand the meaning of unknown words	ELA teachers Instructional Coach	Morpheme Magic materials Professional development Planning time and training for teachers	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Artifacts from classroom <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students

School Year: 2023-24	**SOP Priority: 1**	DCIP Objective: 1.1

ToA: If we continue to implement the strategies of a thinking classroom in our math classes, increase the fluency skills of the students, and provide a solid foundation in fractions and decimals, then student achievement will be increased.

Goal 1b-Mathematics: Increase mathematics achievement for all students

Metric 1: The percent of students in grades four and five meeting goal on the MWOG will increase from spring 2023 to spring 2024.

Metric 2: Median I-Ready growth will exceed 100% of the typical target from fall to spring

Metric 3: Average percent of growth target achieved on the Smarter Balanced Assessment in grades 4-5 will increase from 65.4% in 2023 to 70% in Spring 2024.

Action Plan

Strategies (reference DIP)	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
Implement the strategies of *The Thinking Classroom* into each of our math classes	Math Teachers Instructional Coach	– *The Thinking Classroom* – I-Ready – Planning and coaching time	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students
Implement new fluency materials from Ready Classroom	Math Teachers Instructional Coach	– iReady math fluency – Planning and data analysis time	<u>Evidence:</u> – Informal observations – Common assessment data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved math fluency results
Vertical work for progression of fraction and decimal skills and concept	Math Teachers Instructional Coach	– Professional development – Planning across grades – Spiral review	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students

School Year: 2023-24	**SOP Priority: 1**	DCIP Objective: 1.2

ToA:
- If we implement relationship-building strategies with students, then students will be more engaged at school which will increase attendance rates and students will feel more emotionally safe.

Goal 2-Culture & Climate

Metric 1: An increasing number of students will have 95% or better attendance over last year.

Metric 2: Students will identify one or more trusted adults in the building.

Metric 3: Students, staff and families will identify a stronger sense of social-emotional security as measured by an increase in spring survey results over 2023.

Action Plan

Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement strategies to increase school connectedness and build meaningful relationships with students.	Classroom Teachers	– Fully implement a Morning Meeting in all homerooms – Implementation of Marzano Strategy 39, Understanding Students' Interests and Backgrounds	<u>Evidence:</u> – Morning meeting messages – Observations – Surveys – Photos/video <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased attendance – Increased engagement – Increased survey results
Continue building common expectations for spaces at HKIS	Admin Teachers	– Common duty expectations – Clearly posted expectations for cafeteria – End of day hallway expectations	<u>Evidence:</u> – Duty expectations – Cafeteria expectations – Posted expectations for hallways <u>Short-Term Impact & Longer-Term Outcomes:</u> – Lower discipline rates – Increased survey results
Counseling staff will monitor and support students who have been identified as chronically absent.	HKIS office and counseling staff	Dessa Assessment Absence tracking information Collaborative planning time for counseling staff	<u>Evidence:</u> – Absence data – Club attendance – Monitoring notes – DESSA <u>Short-Term Impact & Longer-Term Outcomes:</u> – Decreased number of absences

School Year: 2023-24	**SOP Priority: 1**	DCIP Objective: 2.4
ToA: If we create a common understanding of quality instruction, teachers will be able to monitor their practice and improve their instruction.		
Goal 3-Develop common Model of Instruction for HKIS		
Metric 1: Teachers will report increased level of implementation of at least 5 areas of instruction		

Action Plan			
Strategies	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
HKIS will commit to implementing practices as defined by The New Art and Science of Teaching and self-assess progress towards mastery	HKIS Teachers	– Professional Development time – Instruction on practices – NASOT materials	<u>Evidence:</u> – Staff surveys – Common Model of Instruction with at least 5 areas identified. <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved instruction

School Academic Data

Input key data (sba, iready, etc)

IReady % scoring proficient or higher						
	ELA			**Math**		
Grade	**Fall 2022**	**Winter 2023**	**Spring 2023**	**Fall 2022**	**Winter 2023**	**Spring 2023**
4th	54	63	77	36	61	86
5th	47	68	73	51	62	80

Smarter Balanced Assessments % scoring proficient or higher						
	ELA			**Math**		
Grade	**Spring 2021**	**Spring 2022**	**Spring 2023**	**Spring 2021**	**Spring 2022**	**Spring 2023**
4th	67	73	75	71	69	70
5th	67	73	79	54	62	63

Assessments Defined:

iReady –This is an online, interactive learning environment designed to assess students and then provide individualized instruction based on each student's learning needs in reading and math. After the assessment, students can log on at school or at home to complete lessons that target concepts the student missed on the assessment.

Smarter Balanced Assessment (SBA) – The State online assessment given to students in grades 3-8 in reading and math.

School Climate/Culture and Family Engagement Data

Survey Group	Question	2021-22		2023-24	
		# of responders	Percent positive	# of responders	Percent positive
Family	My child feels like he/she belongs at this school	49	75%	82	80%
Family	My child's school makes and effort to keep me and my family informed about what's going on in school.	49	72%	82	82%
Staff	Most students in this school try to treat other students the way they/d want to be treated	24	75%	37	77%
Student	I feel like I belong at school	NA	%	219	69%

School Culture – Student Attendance (Percentage of Non-Chronic Students – 96%)					
	2018-19	2019-20	2020-21	2021-22	2023-24
Percentage of Students with > 90% of days of attendance*	NA%	+	98%	94%	96%
Percentage of students identified as chronically absent*	%	%	2%	6%	4%

*according to state report

+not reported due to pandemic closure

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 Marzano strategies, Wit and Wisdom training.
Ongoing	Certified Staff	Instructional Coaching Morpheme Magic
Ongoing	Instructional Coaches	Provide new teacher support throughout the year to support the delivery of the curriculum. Provide support to all teachers through CRS coaching days and individual requests.

School Priorities

Technology

- View Boards

Building & Grounds

- Interior Cameras

Professional Learning

- Wit and Wisdom
- Morpheme Magic

Culture

- Data teams
- Morning Meeting
- Attendance

Next Generation Accountability, 2022-23

Regional School District 17, Haddam-Killingworth Intermediate School (Grades: 4-5)

School Category: 2

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	78.0	75	50.0	50	100.0	85.2
1b. ELA Performance Index - High Needs Students	68.0	75	45.3	50	90.6	72.1
1c. Math Performance Index - All Students	74.8	75	49.9	50	99.8	79.6
1d. Math Performance Index - High Needs Students	65.0	75	43.3	50	86.7	65.2
1e. Science Performance Index - All Students	75.5	75	50.0	50	100.0	82.1
1f. Science Performance Index - High Needs Students	66.3	75	44.2	50	88.5	68.2
2a. ELA Academic Growth - All Students	64.3%	100%	64.3	100	64.3	57.2
2b. ELA Academic Growth - High Needs Students	61.1%	100%	61.1	100	61.1	52.5
2c. Math Academic Growth - All Students	65.4%	100%	65.4	100	65.4	61.8
2d. Math Academic Growth - High Needs Students	61.8%	100%	61.8	100	61.8	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	4.2%	<=5%	50.0	50	100.0	39.8
4b. Chronic Absenteeism - High Needs Students	4.1%	<=5%	50.0	50	100.0	6.0
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	59.0
7. On-track to High School Graduation	.	94%	.	.	.	87.7
8. 4-year Graduation: All Students (2022 Cohort)	.	94%	.	.	.	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	.	94%	.	.	.	91.1
10. Postsecondary Entrance (Graduating Class 2022)	.	75%	.	.	.	88.2
11. Physical Fitness (estimated participation rate = 99.2%)	73.8%	75%	49.2	50	98.4	60.6
12. Arts Access	.	60%	.	.	.	90.9
Accountability Index	.		684.6	850	80.5	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	75.0	68.0	7.0	17.0	N
Math Performance Index Gap	75.0	65.0	10.0	18.6	N
Science Performance Index Gap	75.0	66.3	8.7	18.6	N
Graduation Rate Gap (2020 Cohort)	.	.	.	.	

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	99.2
ELA - High Needs Students	97.3
Math - All Students	98.9
Math - High Needs Students	97.3
Science - All Students	98.5
Science - High Needs Students	97.4

Minimum participation standard is 95%.