HADDAM-KILLINGWORTH MIDDLE SCHOOL

Continuous Improvement Plan

2023-24

Regional School District #17
57 Little City Rd
Higganum, CT064

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HKMS School Improvement Plan 2023-24

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Leadership Team

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Kerry Geoghegan, 7th Grade Team Leader	Susan Speir, Student Services Team Leader
Gretchen Schwanfelder, 8th Grade Team Leader	Jennifer Beermuender, Humanities Coordinator
Rob Fagan, AAFA Team Leader	Heather Rigatti, Stem Coordinator

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

Introduction

Haddam-Killingworth Middle School's Continuous Improvement Plan demonstrates our unwavering dedication to cultivating a vibrant and enriching learning atmosphere for our students. Our plan is flexible and responsive, delineating our strategy for improving multiple facets of our educational approaches. Our objective is to meet the ever-changing demands of our students and elevate the quality of our educational journey.

As we incorporate cutting-edge technologies, innovative teaching techniques, and community involvement strategies, we eagerly anticipate shaping the future of education within our institution. We stand prepared to embrace change and labor diligently to transform Haddam-Killingworth Middle School into a hub of educational innovation and excellence.

About HKMS

Haddam-Killingworth Middle School is a child-centered learning community in which positive relationships are the basis of our successes. Our Cougar Core Values approach identifies our expectations to help foster a safe environment where all members of our community strive to be the best version of themselves by persevering, being kind, respectful, responsible, and accepting.

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

ToA:

- If we provide ongoing professional development for math teachers to enhance their instructional strategies and content knowledge, then teachers will be better equipped to deliver effective math instruction.
- If we offer extended learning opportunities such as tutoring or online resources, then students will have additional chances to reinforce their math skills.
- If we provide many and varied opportunities for students, and provide support when needed, then all students will meet their growth potential.

Goal 1: Academics

Students will continue to show consistent growth and academic progress through monitoring academic performance and utilizing appropriate interventions when necessary.

Metric 1: By spring 2024, students will meet or exceed their growth targets on iReady.

Metric 2: By Spring 2024, all students will meet or exceed their growth targets on SBAC.

Action Plan

Strategies (reference DIP)	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
Increase math instructional time	Building Admin and Heather Rigatti	* Time for planning * Curriculum support	<u>Evidence:</u> – Math AAFA Course: Real World Math Applications – Math Flex Course: Prep for Success <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved Tier 1 instruction – At least one year of growth for all students
Highly effective and reliable teaching practices.	HKMS admin, Leadership Team, Marzano Team and Curriculum Coordinators	* Job-embedded PD provided by Melisa Beiter, Math Consultant * Data team meetings * Marzano PD * Marzano Books * Design a Progress Monitoring Tool	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Teacher observations and discussions during faculty and department meetings <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved Tier 1 instruction – At least one year of growth for all students
Add structure and consistency to team meetings	Team Leaders	* Protect Collaboration time	<u>Evidence:</u> * Teams meet every other day (A or B days); * Themes for meetings include team/school business, student data and curriculum connections

School Year: 2023-24	**SOP Priority: 1**	DCIP Objective: 2

ToA:

- If we cultivate a safe, inclusive, and respectful school culture, then students will feel a sense of belonging and security that is conducive to emotional well-being.
- If we consistently implement a Code of Conduct which includes restorative and PBIS practices that encourage positive behavior and reinforce social and emotional skills, then it can reduce negative behaviors and cultivate a more positive school climate.

Goal 2: Culture

Positively affect student social and emotional well-being to enhance learning

Metric 1: Student Discipline referrals are consistent and timely.

Metric 2: Advisory Period is focused on building relationships and SEL skills.

Metric 3: Students will increase their attendance rate.

Metric 4: Students in grades 6-8 will identify one or more trusted adults in the building.

Action Plan

Strategies (reference DIP)	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
Utilize and publish a new student handbook with a new Code of Conduct	Building Admin.	*Board Policies *Surrounding schools' handbooks	Evidence: *New Handbook Short-Term Impact & Longer-Term Outcomes: * Consistent and fair implementation of the code of conduct * Increased parent communication
Write and publish a teacher handbook	Building Admin & Leadership Team	–	Evidence: – Collaborative planning agendas & lesson plans – Increased Active Supervision – Lunch Duty with teachers
Implement new MTSS handbook	HKMS admin, Support Staff and Leadership Team	* MTSS Handbook and PD	Evidence: * Agendas * Informal Observation Data Short-Term Impact & Longer-Term Outcomes: * Learning gaps begin to close

Restructure advisory lessons	HKMS admin, Support Staff and Leadership Team	* Faculty Meeting - PD with expectations outlined	<u>Evidence:</u> * Updated Advisory Vision * Updated Advisory Schedule
Implement strategies to increase school connectedness and build meaningful relationships with students.	6-8 Teachers	* Printed Code of Conduct	<u>Evidence:</u> – Daily student greetings – Observations – Surveys – Photos/video <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased attendance – Increased engagement – Increased survey results
New Discipline Referral System	HKMS faculty and staff		<u>Evidence:</u> – Developed referral system

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

ToA:

- If we actively engage parents and caregivers in meaningful ways, then it will create a supportive partnership between the school and families that fosters improved student outcomes, enhances the school's overall learning environment, and promotes a strong sense of community.
- If we involve parents, caregivers, and the broader community in supporting students' social and emotional development, then we can create a comprehensive network of support.

Goal 3-Family Engagement

Metric 1: Increase consistency with parent communication with an informative weekly newsletter from administration including a weekly blog.

Metric 2: End of year survey will show that the communication at HKMS has improved from previous years.

Action Plan

Strategies (reference DIP)	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
Increase parent communication to support learning and progress updates	Building Admin	– Smore newsletter	<u>Evidence:</u> – Newsletter links – Parent feedback <u>Short-Term Impact & Longer-Term Outcomes:</u> – Consistent communication – Parent satisfaction
Consistent Messaging to Parents	All staff	– Faculty Meeting to review templates and when to reach out to parents	<u>Evidence:</u> – HKMS Compass – Communication Templates <u>Short-Term Impact & Longer-Term Outcomes:</u> – Positive results on family survey

School Academic Data

IReady % scoring proficient or higher								
	ELA				Math			
Grade	Fall 2022	Winter 2023	Spring 2023	FALL 2023	Fall 2022	Winter 2023	Spring 2023	FALL 2023
6	51	63	68	49	51	58	69	54
7	55	65	63	61	42	51	53	44
8	64	66	64	56	10*	19*	25*	7

*Grade 8 only includes students in Math 8. Students in Algebra do not take iReady.

Smarter Balanced Assessments % scoring proficient or higher						
	ELA			Math		
Grade	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
6	75**	61.9	74.0	50**	49.5	56.4
7	79**	76.3	72.2	51**	54.0	49.1
8	69**	66.0	73.8	47**	44.7	50.4

**2021 results are unofficial as testing was done both remotely and in-person.

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

Whole school learning Indicator and/or Student Feedback:
Strategically implementing an advisory program centered on building trusting adult relationships and enhancing social-emotional learning (SEL) competencies through Second Step.

What is the rationale for this goal?
By strategically implementing an advisory program centered on building nurturing relationships and enhancing social-emotional learning (SEL) competencies through Second Step, we aim to increase the percentage of students who have an adult they trust to go to if they have a problem, ultimately fostering a more supportive and emotionally healthy school environment.

Recognizing that students' emotional well-being is closely tied to their academic success, our advisory program prioritizes the cultivation of trust-based relationships and SEL skills, as research consistently shows that students who have a trusted adult to turn to for support are better equipped to overcome challenges and thrive in their educational journey.

What data will you collect to assess progress toward achieving this goal? What is your time frame?

BASELINE 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**
HKMS	4.0	4% (12)	6% (18)	6% (17)	37% (104)	33% (93)	17% (49)

Data:

- Dipstick Student Surveys administered end of November and late April
- Annual Climate Survey administered in Spring 2024

Timeline:

- Advisory Period Added (end of October)
    - Advisory will meet at least two times per month.
    - First two advisory periods focused on Relationship Building Activities.
        - Subsequent themes or topics will be designed by the HKMS Support Staff Team with resources shared with staff during our monthly faculty meetings or Team Meetings.
        - Time will be dedicated during Professional Development Days

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	Instructional Coaching Book study
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

- Viewboards
- eHall Passes

Building & Grounds

- Curb flattened by main school entrance
- Cameras

Professional Learning

- Middle School Leadership
- Block Scheduling

Culture

- Data-driven instruction
- Redefined North Star Statements
- Family Communication

Next Generation Accountability, 2022-23

Regional School District 17, Haddam-Killingworth Middle School (Grades: 6-8)

School Category: 3

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	76.4	75	50.0	50	100.0	85.2
1b. ELA Performance Index - High Needs Students	65.3	75	43.5	50	87.0	72.1
1c. Math Performance Index - All Students	67.3	75	44.9	50	89.7	79.6
1d. Math Performance Index - High Needs Students	54.3	75	36.2	50	72.4	65.2
1e. Science Performance Index - All Students	74.4	75	49.6	50	99.2	82.1
1f. Science Performance Index - High Needs Students	62.5	75	41.7	50	83.4	68.2
2a. ELA Academic Growth - All Students	58.4%	100%	58.4	100	58.4	57.2
2b. ELA Academic Growth - High Needs Students	59.4%	100%	59.4	100	59.4	52.5
2c. Math Academic Growth - All Students	55.1%	100%	55.1	100	55.1	61.8
2d. Math Academic Growth - High Needs Students	48.0%	100%	48.0	100	48.0	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	7.7%	<=5%	44.5	50	89.1	39.8
4b. Chronic Absenteeism - High Needs Students	10.6%	<=5%	38.9	50	77.7	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	96.1%	94%	50.0	50	100.0	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 = 96.6%)	70.5%	75%	47.0	50	94.0	60.6
12. Arts Access	.	60%	.	.	.	90.9
Accountability Index	.		667.1	900	74.1	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	65.3	9.7	17.0	N
Math Performance Index Gap	73.2	54.3	18.9	18.6	Y
Science Performance Index Gap	75.0	62.5	12.5	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	99.5
ELA - High Needs Students	99.2
Math - All Students	99.3
Math - High Needs Students	98.4
Science - All Students	99.3
Science - High Needs Students	100.0

Minimum participation standard is 95%.