

Killingworth Elementary School

2023-24



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

Table of Contents

KES School Improvement Team	2
Introduction	2
RSD 17 Mission Statement	3
RSD17 Core Values	3
RSD 17 Strategic Operating Plan Priorities	4
Goal 1a-Literacy: Increase literacy achievement for all students	4
Goal 1b-Mathematics: Increase mathematics achievement for all students	6
Goal 2-Culture & Climate	8
Goal 3-Family Engagement	9
School Academic Data	10
School Climate/Culture and Family Engagement Data	12
Schoolwide Professional Learning Plan	12
Accountability Index	13

School Improvement Plan 2023-24

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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.

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

Killingworth Elementary School

Killingworth Elementary School is a preschool through grade 3 school in Killingworth Connecticut. Our motto, “**This is the KES Way**”, places an emphasis on **Kindness, Effort, and Safety** as the core values of the KES community. Our goal is to provide a safe, nurturing environment where each child can learn and develop to their fullest potential. We believe in fostering agency in students, allowing them to be able to think critically, make choices, problem solve, persevere through challenges, take risks with their learning and gain independence. Our staff is highly collaborative and fully embedded in continuous professional growth.

School Year: 2023-24		Strategic Operating Plan 1.1a,b,c,d 2.3d 2.4c	
		District Continuous Improvement Plan 1.1, 2.3, 2.4	
ToA: If we implement a highly reliable literacy curriculum and provide professional learning for staff, then student achievement will be increased.			
Goal 1a-Literacy: Increase literacy achievement for all students			
Metric 1: Students in grades Pre K-3 will meet or exceed grade level expectations as measured by the DIBELS assessment composite score.			
Metric 2: Students in grades 2-3 will meet or exceed their I-Ready growth targets and grade level expectations based on the spring 2024 diagnostic.			
Metric 3: Students in grades 1-2 will meet or exceed grade level expectations as measured by the CORE.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement systematic research-based instruction and assessment in phonics and phonemic awareness	K-3 Classroom Teachers Special Education Teachers Paraeducators Interventionists Coaches	— Heggerty — Foundations — LETRS Training — Decodable Texts — Lexia — Dibels — CORE	Evidence: — Collaborative planning agendas & lesson plans — Informal observations — Common assessment data and progress monitoring notes — Data Team action plans — Instructional alignment between Tier 1 and Tier 2 Short-Term Impact & Longer-Term Outcomes: — Improved tier 1 instruction — A year + growth for all students — Students exiting tiered support
Implement research-based instruction in oral language, vocabulary development, and comprehension	K-3 Classroom Teachers Special Education Teachers Paraeducators Interventionists Coaches	- iReady — Structured literacy — Diverse text read alouds — Wit and Wisdom	Evidence: — Collaborative planning agendas & lesson plans — Informal observations — Common assessment data and progress monitoring notes — Data Team action plans Short-Term Impact & Longer-Term Outcomes: — Improved tier 1 instruction — A year + growth for all students

Implement differentiated, small group instruction to meet students' individual needs	K-3 Classroom Teachers Special Education Teachers Paraeducators Reading Specialists Academic Tutors Coaches	<ul style="list-style-type: none"> – Job Embedded PD provided by Instructional Coaches and Interventionists – Geodes – Data Teams – Shared Drive – WIN Time – UFLI 	<u>Evidence:</u> <ul style="list-style-type: none"> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data Team action plans – Small group instruction schedule <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Improved tier 1 instruction – A year + growth for all students – Better alignment of tier 1 instruction with tiered intervention support
Closely monitor the growth and progress of high needs students (EL, SPED, and free and reduced eligible)	MTSS Leadership Team	-revised reports in SAID that sort by high needs category	<u>Evidence:</u> <ul style="list-style-type: none"> – Data collection on ELA assessments – Tracking of students in T2 or T3 that are high needs – Notes from MTSS leadership team meetings – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Reduce/eliminate the achievement gap that exists between high need and non-high needs students

School Year: 2023-24		Strategic Operating Plan 1.1b,c,d 2.3d 2.4c	
		District Continuous Improvement Plan 1.1, 2.3, 2.4	
ToA: If we implement research-based, aligned, sequential, and explicit mathematics instruction and provide professional learning for staff, then student achievement will be increased.			
Goal 1b-Mathematics: Increase mathematics achievement for all students			
Metric 1: Students in grades K-1 will meet or exceed grade level expectations as measured by the Acadience Math screener composite score.			
Metric 2: Students in grades 1-3 will meet or exceed their I-Ready growth targets and grade level expectations based on the spring 2024 diagnostic.			
Metric 3: Students in grades K-3 will work towards meeting or exceeding grade level expectations as measured by the MWOG.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement systematic research based instruction in mathematics	K-3 Classroom Teachers Coaches Interventionists Paraeducators Special Education Teachers	– I-Ready – Fact Fluency Progressions – Daily Math Fluency Kits – Spiral Review Sheets – Fluency Flight	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data Team action plans Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students
Implement differentiated, small group instruction to meet students’ individual needs	- K-3 Classroom Teachers - Coaches -Interventionists -paraeducators - Special Education Teachers - Academic Tutors	– Job Embedded PD provided by Instructional Coaches and Interventionists - Data Teams - WIN Time	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students – Better alignment of tier 1 instruction with tiered intervention support

Math Lab	- Coaches	- Grand Fletcher Fact Fluency	<u>Evidence:</u> - Weekly schedule - Lesson plans <u>Short-Term Impact & Longer-Term Outcomes:</u> - Improved tier 1 instruction - fact fluency benchmarks mastery
Closely monitor the growth and progress of high needs students (EL, SPED, and free and reduced eligible)	MTSS Leadership Team	-revised reports in SAID that sort by high needs category	<u>Evidence:</u> — Data collection on math assessments — Tracking of students in T2 or T3 that are high needs — Notes from MTSS leadership team meetings — Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> — Reduce/eliminate the achievement gap that exists between high need and non-high needs students

School Year: 2023-24		Strategic Operating Plan: 2.2a,b,c,d,e	
		District Continuous Improvement Plan 1.2, 1.6	
ToA: If we implement relationship-building strategies and foster social/emotional development of students, then students will be more engaged with school which will increase student achievement.			
Goal 2-Culture & Climate			
Metric 1: The percentage of students identified as chronically absent in June 2024 will decrease from 15% in June 2023 to 10% or better in June 2024 Metric 2: Students will report that “school is a positive place where there are caring adults who support them” based on survey data collected in Spring 2024. Metric 3: The percent of staff reporting that “it is common for students to tease and insult one another” will decrease from 12% to 5% or better			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement strategies to educate staff and students on the topic of teasing and insulting behaviors	All staff	– Monthly Whole-School Assemblies – Staff/Faculty Meetings – 2nd Step Lessons	<u>Evidence:</u> – Observations – Surveys – Office referrals – Student feedback <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased engagement and positive peer relationships – Improved academic achievement
Implement Strategies to monitor and support students at risk for chronic absenteeism	- Principal - School Psychologist -Nurse	– MTSS	<u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased attendance – Improved academic achievement
Implement strategies to increase school connectedness and build meaningful relationships with students and staff	All staff	-Common expectations (PBIS) -Positive Behavior Recognition -DESSA Screener	<u>Evidence:</u> – Observations – Surveys – Office referrals – Positive behavior recognition <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased engagement and positive peer relationships – Improved academic achievement

School Year: 2023-24		Strategic Operating Plan 1.5a,b,c	
		District Continuous Improvement Plan 1.5, 1.6	
ToA: If we implement relationship-building strategies and regular communication with families, the home-school connection will be strengthened which will support positive student outcomes.			
Goal 3-Family Engagement			
Metric 1: 90% or more of families will respond positively to “My child’s school makes an effort to keep me and my family informed about what is going on in school.”			
Metric 2: 90% or more of families will respond positively to “My child feels like he or she belongs at this school .”			
Metric 3: 90% or more of families will respond positively to “Parents/guardians feel welcome at my child’s school.”			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Maintain high levels of parent communication to support learning and progress updates	All certified staff	– School Newsletter – Teacher/Grade level Communication Plan – Parent survey	Evidence: – Newsletter links – Parent feedback – Parent conferences Short-Term Impact & Longer-Term Outcomes: – Consistent communication – Parent engagement – Home/school collaboration
Increase opportunities for parent engagement	All certified staff	– PTO – Curriculum Night – Family Math and Reading Events – Learning Fair – Student Performances	Evidence: – High attendance at parent-teacher conferences – High attendance at curriculum events (family math, learning fair, etc.) Short-Term Impact & Longer-Term Outcomes: – More touchpoints to build relationships – Positive results on family survey

School Academic Data

IReady % scoring proficient or higher									
	ELA					Math			
Grade	Fall 2021	Winter 2022	Spring 2022	Spring 2023		Fall 2021	Winter 2022	Spring 2022	Spring 2023
K	N/A	N/A	N/A	N/A		N/A	71%	85%	73%
1	N/A	N/A	N/A	N/A		18%	40%	88%	64%
2	38%	55%	78%	81%		27%	59%	78%	69%
3	70%	86%	85%	90%		29%	60%	81%	84%

Smarter Balanced Assessments % scoring proficient or higher									
	ELA					Math			
Grade	Spring 2019	Spring 2021	Spring 2022	Spring 2023		Spring 2020	Spring 2021	Spring 2022	Spring 2023
3	77%	79%	80%	68%		75%	70%	76%	82%

Grade	Dibels Composite Spring 2022	CORE Spring 2022	Math MWOG Spring 2022	Math MWOG Spring 2023
K	83%	47%	98%	96%
1	79%	48%	89%	83%
2	70%	53%	70%	78%
3	71%	N/A	71%	68%

Assessments Defined:

iReady –i Ready Diagnostic is a **web-based adaptive screening assessment for reading** and math. It assesses students' reading and math skills to the sub-domain level and provides teachers with a complete picture of student performance relating to their grade level and national norms.

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

DIBELS - DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills and helps teachers and schools determine if students are at risk in developing important reading skills such as first sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency.

CORE - CORE Phonics Survey assesses the phonics and phonics related skills that have a high rate of application in beginning reading.

MWOG - Math summative assessment that incorporates the Major Work of the Grade.

School Climate/Culture and Family Engagement Data

2021-2022		2021-2022 # of family responses-28 # of staff responses-27		2022-2023 # of family responses-61 # of staff responses-42	
Survey Group	Question	Positive Range	Neutral Range	Positive Range	Neutral Range
Family	Sense of Social-Emotional Security	75%	18%	73%	25%
Family	Sense of Physical Security	86%	11%	95%	5%
Family	School Connectedness/Engagement	89%	7%	90%	7%
Family	Social Supports/Adults	93%	4%	92%	8%
Staff	Sense of Social-Emotional Security	100%	0	74%	26%
Staff	Sense of Physical Security	100%	0	86%	14%
Staff	School Connectedness/Engagement	85%	15%	95%	5%
Staff	Professional Relationships	93%	7%	86%	14%
Staff	Social Supports/Adults	100%	0	100%	0
Staff	Respect for Diversity	100%	0	93%	7%

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	Team meetings focused on data-driven decision-making for the planning of instruction.
Ongoing	Certified Staff	Instructional Coaching
Ongoing	Instructional Coaches	Provide new teachers support throughout the year to implement the delivery of the curriculum.
Ongoing	TEAM Mentors	Provide new teachers support throughout the year.

Killingworth Elementary School
Accountability Index

Next Generation Accountability, 2022-23

Regional School District 17, Killingworth Elementary School

School Category: 2

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	76.1	75	100.0	100	100.0	85.2
1b. ELA Performance Index - High Needs Students	.	75	.	.	.	72.1
1c. Math Performance Index - All Students	77.0	75	100.0	100	100.0	79.6
1d. Math Performance Index - High Needs Students	.	75	.	.	.	65.2
1e. Science Performance Index - All Students	.	75	.	.	.	82.1
1f. Science Performance Index - High Needs Students	.	75	.	.	.	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	15.1%	<=5%	29.8	50	59.6	39.8
4b. Chronic Absenteeism - High Needs Students	22.7%	<=5%	14.5	50	29.1	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	.	75%	.	.	.	88.2

(Graduating Class 2022)						
11. Physical Fitness (estimated participation rate = .)	.	75%	.	.	.	60.6
12. Arts Access	.	60%	.	.	.	90.9
Accountability Index	.		244.3	300	81.4	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	.	.	17.0		
Math Performance Index Gap	75.0	.	.	18.6		
Science Performance Index Gap	.	.	.	18.6		
Graduation Rate Gap (2020 Cohort)	.	.	.	.		
Assessment Participation Rates						
Indicator	Participation Rate (%)					
ELA - All Students	100.0					
ELA - High Needs Students	.					
Math - All Students	100.0					
Math - High Needs Students	.					
Science - All Students	.					
Science - High Needs Students	.					