



Regional School District 17
2024-25

***District Continuous
Improvement Plan***



2024-25 DCIP Review Process



From SOP to DCIP to CIP: System Coherence

A Systems Approach

RSD 17 Performance Management System

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

Regional School District #17
District Continuous Improvement Plan
2024-25

Theory of Action

RSD 17 is a continuously improving organization that is highly focused on incremental and persistent growth.



Continuous Improvement

DCIP= Objectives, Strategies, & Data Review

Superintendent's Proposed 2024-25 Key Priorities



SOP #1 Student Learning & Well-Being	SOP #2 Educator Leadership & Development	SOP #3 Operational Efficiency	SOP #4 Enhancing District Infrastructure	Other Priorities
<p>1.1 Maximize the academic growth of each student and ensure all students master essential content and skills.(ELA/Math)</p> <p>1.2 Positively affect student social and emotional well-being to enhance learning</p> <p>1.3 Ensure access to college and career-readiness learning experiences</p> <p>1.5 Ensure that individual student needs are met through equitable strategies that promote positive student outcomes</p>	<p>2.2 Attract, develop, retain, and recognize high-quality staff who embody the RSD17 values</p> <p>2.4 - Enable all staff to continuously grow and improve professional practices</p> <p>2.5 Utilize systems of collaboration to ensure data-driven decision-making and evidence-based practices</p>	<p>3.1 Maximize resources to create financial sustainability</p> <p>3.2 Create and follow consistent protocols for effective decision-making</p> <p>3.4 Build and support streamlined processes for district operations and services</p>	<p>4.2 Ensure that annual and emergency maintenance and repair needs are prioritized and addressed</p> <p>4.3 Improve technology infrastructure and software that supports learning</p>	<p>-Continue HKMS Restructure</p> <p><u>New Solutions Audit</u></p> <p>Recommendation #1: Increase the role of general education teachers in the support of students with mild and moderate disabilities through expanded instructional coaching. (SOP 2.2)</p> <p>Recommendation #4: Increase the use of certified staff for meeting the academic needs of students, and prioritize fostering greater student independence.</p> <p>Recommendation #4: Increase the use of certified staff for meeting the academic needs of students, and prioritize fostering greater student independence.</p> <p>Recommendation #5: Enhance services and supports for students with challenging behavior and mental health needs.</p>

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.

1.1 Maximize the academic growth of each student and ensure all students master essential content and skills.(ELA/Math)

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

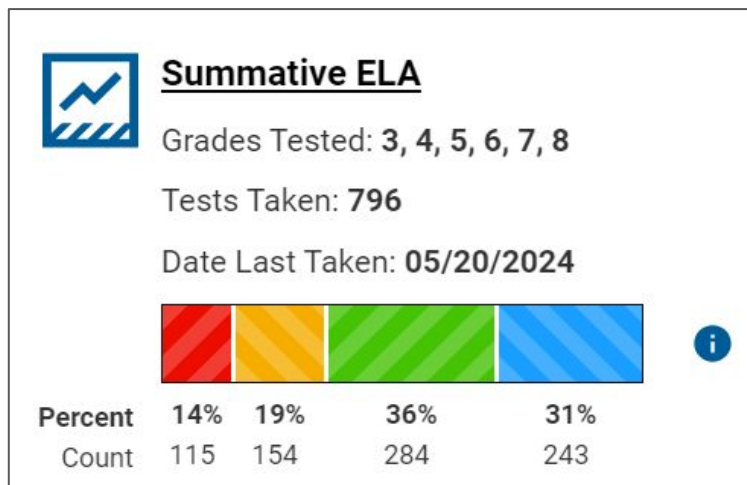
1.3 Ensure access to college and career-readiness learning experiences

1.5 Ensure that individual student needs are met through equitable strategies that promote positive student outcomes



RSD17 ELA Performance - Smarter Balanced

- 1A) SBAC Achievement Scores*: RSD17 will achieve $\geq 70\%$ meeting or exceeding performance in ELA. Achievement scores will be monitored in total and at each grade level, and compared versus that target.



Level 1 = below = red
Level 2 = approaching = yellow
Level 3 = meeting = green
Level 4 = exceeding = blue

Students meeting or above goal

- *State of CT:* 48.9%
- **RSD17: 67%**

**SBAC Achievement scores are a one-time snapshot measurement of student's academic performance in grades 3-8. Students are evaluated against a fixed standard, not against other students.*

RSD17 ELA SBAC Cohort Data

% of Students Meeting and Exceeding Goal

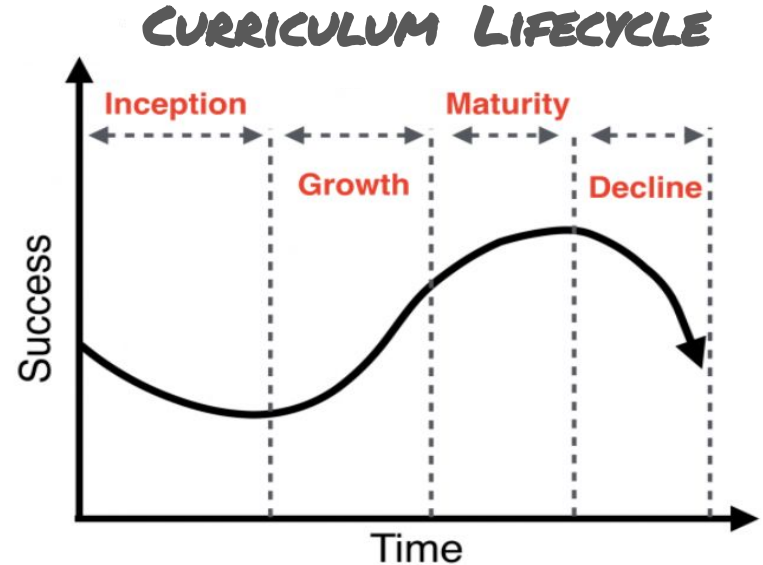
	2016	2017	2018	2019	2020	2021*	2022	2023	2024
Grade 3**	67.1	72.7	68.1	69.0	n/a	74	74	66	66
Grade 4	77.4	73.5	80.4	79.1	n/a	67	73	80	65
Grade 5	67.9	78.6	72.1	76.1	n/a	67	73	74	68
Grade 6	81.7	68.1	73.8	59.1	n/a	75	62	74	67
Grade 7	71.6	77.2	63.5	75.9	n/a	79	76	73	69
Grade 8	75.7	73.3	85.8	72.2	n/a	69	66	73	60

**in-person and remote testing*

***2024 Grade 3: KES 63%, BES 68%*

Analysis

- Within x number of students to reach 70%
- Internal data as a predictor - needs analysis
- Implementation of a new curriculum
- Less emphasis on teaching typing in the lower grades due to research and curriculum
- Awaiting official growth data to do further analysis



Change is hard at first, messy in the middle, and gorgeous at the end.
~Robin Sharma

HKHS ELA School Day SAT

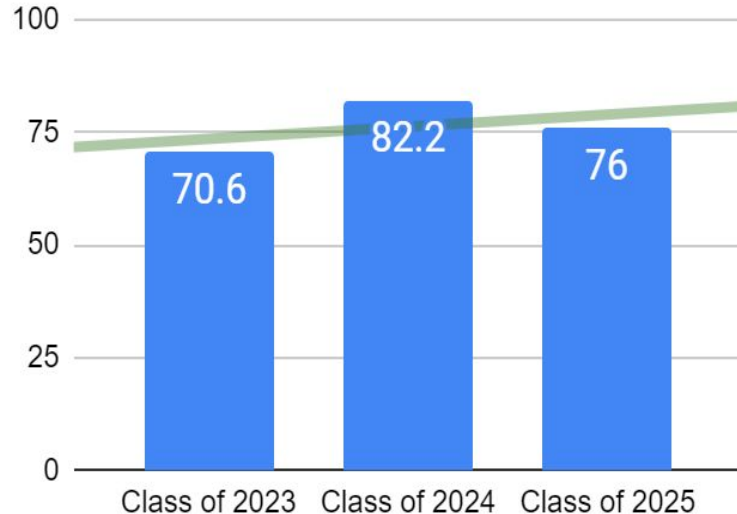
- 1C) PSAT and SAT Scores*: RSD17 will achieve improvement in ELA in PSAT/SAT scores. PSAT/SAT scores will be monitored in total and at each grade level [growth target TBD].

**SAT Achievement scores are a one-time snapshot measurement of student's academic performance.*

Class of 2025 was the first cohort to take the Digital SAT.

	Class of 2023	Class of 2024	Class of 2025
Ave	545	552	548
% at/above	70.6	82.2	76

SAT ELA (% at goal)



HKHS ELA SAT and PSAT

SAT School Day, March 2024

- **76%** met benchmark

SAT Grade 11	Average Total Score	Evidence Based Reading & Writing	% Test Takers Met ERW Benchmark
RSD17	1084	548	76%
CT state	962	491	55%
Total Group	952	486	53%

Class of 2025

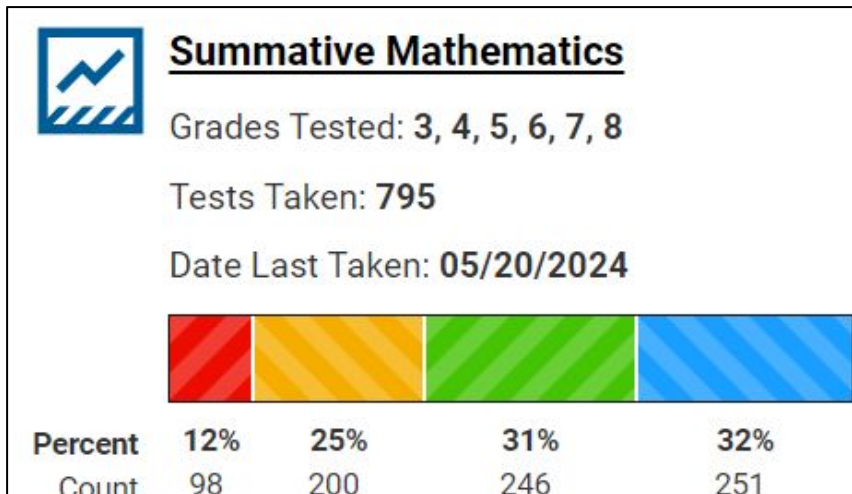
PSAT NMSQT (Fall Gr11)		SAT (March Gr11)	
# of students tested:	123	# of students tested:	126
Needs work (not met)	24%	Needs work (not met)	17%
Approaching	11%	Approaching	6%
Meet or exceed	64%	Meet or exceed	76%
Met both subjects	37%	Met both subjects	46%

Class of 2026

PSAT 8/9 (Spr Gr9)		PSAT NMSQT (Fall Gr10)	
# of students tested:	122	# of students tested:	128
Needs work (not met)	12%	Needs work (not met)	23%
Approaching	7%	Approaching	12%
Meet or exceed	80%	Meet or exceed	65%
Met both subjects	69%	Met both subjects	34%

RSD17 Math Performance - Smarter Balanced

- 2A) SBAC Achievement Scores*: RSD17 will achieve $\geq 70\%$ meeting or exceeding performance in Math. Achievement scores will be monitored in total and at each grade level, and compared versus that target.



Level 1 = below = red
Level 2 = approaching = yellow
Level 3 = meeting = green
Level 4 = exceeding = blue

Students meeting or above goal

- State of CT: 44.1%
- RSD17: **63%**

**SBAC Achievement scores are a one-time snapshot measurement of student's academic performance in grades 3-8. Students are evaluated against a fixed standard, not against other students.*

RSD17 Math SBAC over time

% of Students Meeting or Exceeding Goal

(levels 3 & 4)

2020	2021*	2022	2023	2024
N/A	56%	59%	62%	63%



**in-person and remote testing*

RSD17 Math SBAC Cohort Data

% of Students Meeting and Exceeding Goal

	2017	2018	2019	2020	2021*	2022	2023	2024
Grade 3	74.7	77.2	74.3	n/a	69	77	80	71**
Grade 4	68.5	75.3	71.9	n/a	71	68	70	67
Grade 5	67.3	61.9	67.3	n/a	54	61	63	62
Grade 6	61.0	59.9	54.4	n/a	50	50	57	65
Grade 7	67.3	47.2	64.0	n/a	51	53	49	58
Grade 8	48.1	72.2	47.2	n/a	47	45	51	51

**in-person and remote testing*

***2024 Grade 3: 62% KES, 78% BES*

HKHS Math SAT and PSAT

SAT School Day, March 2024

- **49%** met benchmark

SAT Grade 11	Average Total Score	Math	% Test Takers Met Math Benchmark
RSD17	1084	536	49%
CT state	962	471	30%
Total Group	952	467	27%

Class of 2025

PSAT 11 (Fall Gr11)		SAT (March Gr11)	
# of students tested:	123	# of students tested:	126
Needs work (not met)	43%	Needs work (not met)	40%
Approaching	20%	Approaching	11%
Meet or exceed	37%	Meet or exceed	49%
Met both subjects	36%	Met both subjects	46%

Class of 2026

PSAT 8/9 (Spr Gr9)		PSAT NMSQT (Fall Gr10)	
# of students tested:	122	# of students tested:	129
Needs work (not met)	16%	Needs work (not met)	41%
Approaching	6%	Approaching	23%
Meet or exceed	79%	Meet or exceed	35%
Met both subjects	69%	Met both subjects	34%

HKHS Math School Day SAT

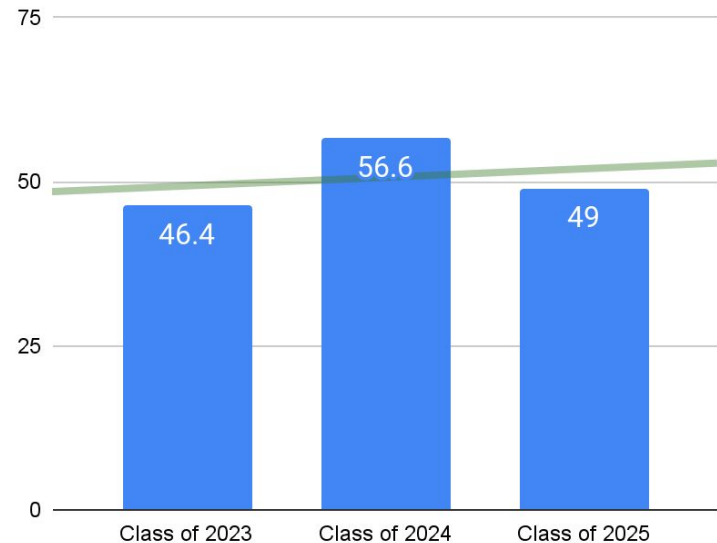
2C) PSAT and SAT Scores*: RSD17 will achieve improvement in ELA in PSAT/SAT scores. PSAT/SAT scores will be monitored in total and at each grade level [growth target TBD].

**SAT Achievement scores are a one-time snapshot measurement of student's academic performance.*

Class of 2025 was the first cohort to take the Digital SAT.

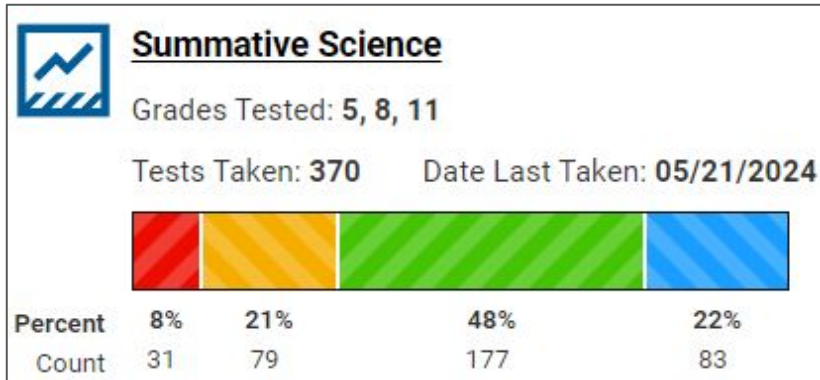
	Class of 2023	Class of 2024	Class of 2025
Ave score	516	539	536
% at/above	46.4%	56.6%	49%

SAT Math (% goal)



RSD17 Science Performance - NGSS Summative

3) RSD17 will achieve the state target of 75 on the Science Performance Index.



Level 1 = below = red
Level 2 = approaching = yellow
Level 3 = meeting = green
Level 4 = exceeding = blue

Students meeting or above goal

- *State of CT: 48.5%*
- **RSD17: 70%**

**NGSS Achievement scores are a one-time snapshot measurement of student's science performance. Students are evaluated against a fixed standard, not against other students.*

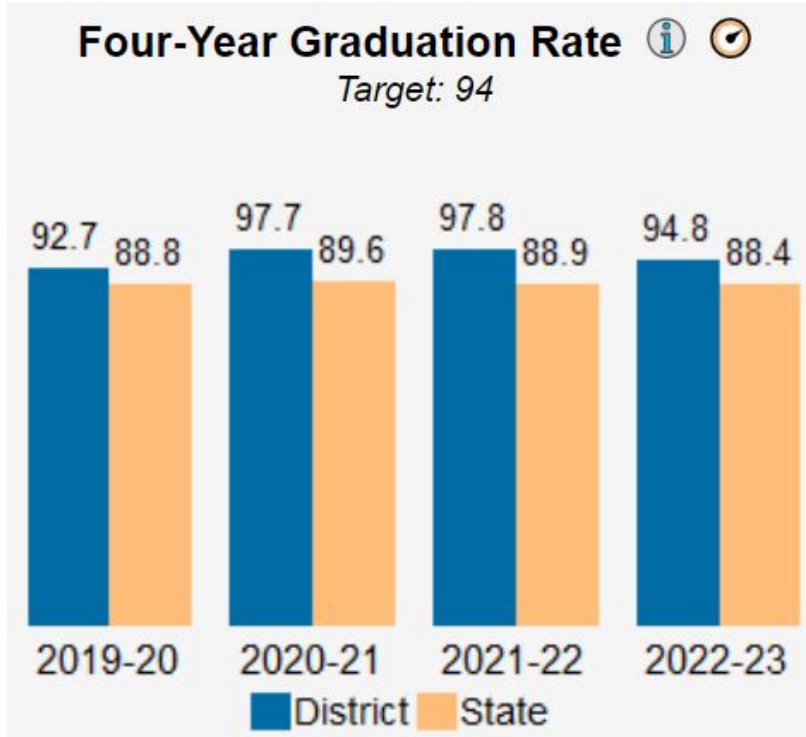
RSD17 NGSS Science Over Time/by Cohort

% of Students Meeting and Exceeding Goal

	2019	2020	2021 (in-person and remote tested)	2022	2023	2024
Grade 5	77.4	n/a	68	71	69	74
Grade 8	64.6	n/a	54	65	71	66
Grade 11	69.2	65*	65	46	81	70
District	69.7	N/A	N/A	60.6	73.3	70
State of CT	51.2	N/A	N/A	47.0	48.5	Not yet

**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.*

Four-Year Graduation Rate



5.) RSD17 will maintain a 4-year graduation rate* above 95% and above the state average.

**Four-year graduation rate is defined as the % of first time 9th graders who graduate with a regular high school diploma in four years or less. If a student transfers out, they are removed and added to the new school's cohort. If a student drops out, they remain in the school's cohort.*

Chronic Absenteeism

7.) RSD17 will aim to close the gap between high needs students and non-high need students in chronic absenteeism.

	18-19	19-20	20-21	21-22	22-23	23-24*	notes
Burr Elementary	N/A	3.1%	5.84%	7.47%	6.75%	2.34%	n=7 this year
Killingworth Elem.	4.2%	3.5%	2.94%	2.74%	15.1%	6.03%	n=14 this year
HK Intermediate	N/A	N/A	2.01%	6.47%	4.2%	5.38%	n=15 this year
HK Middle	3.6%	3.2%	1.62%	0.51%	7.7%	8.61%	n= 34 this year
HK High	6.0%	8.0%	0.82%	5.86%	22.2%	7.47%	n= 38 this year
total	4.6%	4.5%	2.2%	4.6%	12.3%	6.24%	n=108 this year

*PSIS report

***Student attendance** is essential to student achievement and graduation. In contrast, missing too much school (chronic absence and truancy) can lead to school drop-out, academic failure and juvenile delinquency.₁*

Chronic Absenteeism Breakdown

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	23/24 [^]
All	4.3%	4.5%	2.2%	4.61%	12.3%	6.55%
Fr/Rd Lunch	9.5%	10.9%	6.1%	9.38%	19.1%	14.02%
ELL	-	-	0	4.65%	12.5%	25.00%
Sped	9.5%	6.0%	3.9%	6.76%	18.9%	12.12%
High Needs	9.0% ⁺	7.6% ⁺	4.7% ⁺	7.3% ⁺	17.7% ⁺	13.26%

*Performance & Profile Reports

+EdSight Public

[^] PSIS reports

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

2 Due to pandemic, option for virtual learning

Trusted Adult

“I can identify at least one staff member if I need help.”

Grades 4 to 12

HKIS - 86.1%

HKMS - 98%

HKHS - 95%





2024-25 DCIP Priorities

Priority # 1

<p>1.1 - Maximize the academic growth of each student and ensure all students master essential content and skills.</p>	<ul style="list-style-type: none">• 1.11 Establish proficiency standards and assessments across all subjects and grades to monitor and evaluate clearly articulated learning criteria for student performance tracking.• 1.13 Create and monitor a highly reliable, research-based multi-tiered system of support for meeting the learning needs of students. (SRBI/MTSS)
<p>1.2 Positively affect student social and emotional well-being to enhance learning</p>	<ul style="list-style-type: none">• 1.21 Utilize nationally recognized SEL standards and develop a menu of assessment tools to monitor and evaluate student progress• 1.25 Provide a range of supports and programs at tiered levels for students with IEPs and 504 Plans (i.e. a transparent pyramid of interventions), as well as other students who have social-emotional or behavioral needs.

2024-25 DCIP Priorities

Priority # 1

<p>1.3 - Ensure access to college and career-readiness learning experiences https://readyct.org/</p>	<ul style="list-style-type: none"> • 1.31 Expand post-secondary level learning opportunities to allow students to discover their unique interests and strengths, including new offerings, advanced classes, and internships [i.e. Career Technical Education, Early College Experience, Advanced Placement, Project Lead the Way, and college and career ready credentials]. • 1.32 Increase the growth, independence, and vocational experiences of students in the 18-22 program in accordance with their IEPs to facilitate their transition from high school to postsecondary education activities. • 1.34 Strengthen college and career counseling so that students receive guidance as they strive to navigate their path forward after high school.
<p>1.5 - Ensure that individual student needs are met through equitable strategies that promote positive student outcomes.</p>	<ul style="list-style-type: none"> • 1.52 Improve attendance and achievement by identifying and implementing specific strategies to close the gap for students at risk • 1.54 Identify and remove barriers so that all students have equitable access to academic instruction and programming in order to promote positive student outcomes

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.

2.1- Ensure effective governance through a high-functioning BOE.

2.3 - Ensure that each school's continuous improvement plan and staff performance goals are aligned with the Strategic Plan and Vision of the Graduate

2.5 Utilize systems of collaboration to ensure data-driven decision-making and evidence-based practices

2.6 - Continuously improve and create accountability through clear roles, responsibilities, and evaluation systems



Priority # 2, Educator & Leadership Development and Capacity



<p>2.1- Ensure effective governance through a high-functioning BOE.</p>	<ul style="list-style-type: none">• The board should select some strategies (2-3) for 24-25.
<p>2.3 - Ensure that each school's continuous improvement plan and staff performance goals are aligned with the Strategic Plan and Vision of the Graduate</p>	<ul style="list-style-type: none">• 2.33 Integrate the Vision of the Graduate into the curriculum vertically and horizontally across grade levels and subjects (into learning outcomes, activities, and assessments) via curriculum mapping so that it facilitates learning, is free of academic gaps and redundancy, and is aligned.

Priority # 2

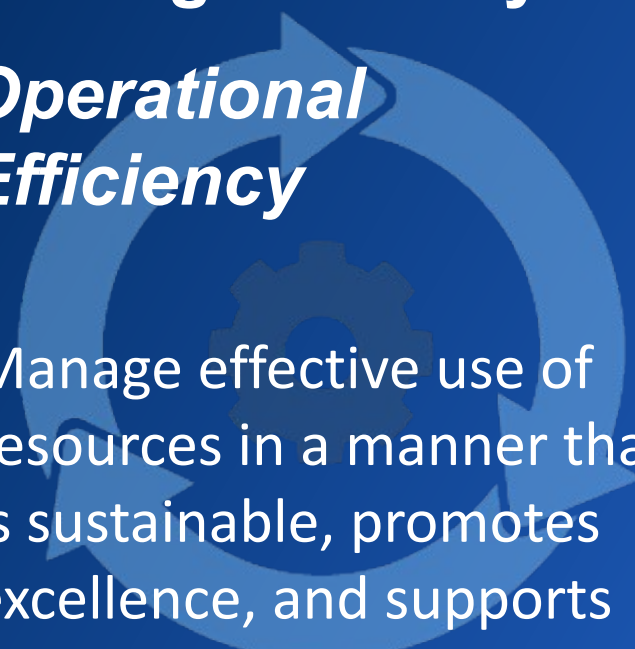
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<p>2.5 - Utilize systems of collaboration to ensure data-driven decision-making and evidence-based practices</p>	<ul style="list-style-type: none">● 2.43 Create a shared instructional vision to meet the needs of the whole child by developing a blueprint of high-reliability practices for RSD17 through the DWDT process.<ul style="list-style-type: none">○ 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.● 2.55 Develop master schedules that offer instructional opportunities to meet student's unique needs in terms of:<ul style="list-style-type: none">○ College and career readiness○ Equitable strategies that promote positive student outcomes
<p>2.6 - Continuously improve and create accountability through clear roles, responsibilities, and evaluation systems</p>	<ul style="list-style-type: none">● 2.62 Establish evaluation standards for all certified staff to create accountability in meeting school goals.

Strategic Priority 3:

Operational Efficiency



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

3.1 Maximize resources to create financial sustainability

3.2 Create and follow consistent protocols for effective decision-making

3.4 Build and support streamlined processes for district operations and services

2024-25 DCIP Priorities

Priority # 3, Operational Efficiency



3.1 Maximize resources to create financial sustainability	<ul style="list-style-type: none">• 3.17 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 Add 3-year budgeting projections to the annual budgeting process to improve planning and increase transparency with the towns and community.
3.2 Create an follow consistent protocols for effective decision making	<ul style="list-style-type: none">• 3.22 Develop and follow consistent protocols for new initiatives which take into account financial and human costs, SOP, ongoing training needs and effectiveness measures.
3.4 Build and support streamlined processes for district operations and services	<ul style="list-style-type: none">• 3.43 Automate facility use requests to streamline services and improve timeliness of response.• 3.44 Utilize CASBO membership to identify best practices in CT.• 3.45 Reduce manually generated reports and increase automated and standardized district reports to free up capacity and increase focus on more value-added activities.

Strategic Priority 4:

Enhance District Infrastructure

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

4.2 Ensure that annual and emergency maintenance and repair needs are prioritized and addressed

4.3 Improve technology infrastructure and software that supports learning



Building Maintenance Scores *(Enhance District Infrastructure)*

13.) RSD17 will increase the maintenance score on each building as measured by rubric score on district-created walk-through inspection tool.

Location	Pre Score (Fall 2023) (out of 4)	Post Score (Spring 2024) (out of 4)
BES	2.6	2.8
KES	2.7	3.1
HKIS	3.1	3.2
HKMS	3.1	3.2
HKHS	2.4	2.6

*RSD17 will monitor its **building maintenance** by engaging in an inclusive school inspection process prior to and subsequent to school year to develop rolling campus & district facilities priorities and monitor progress.*

Building Maintenance Scores *(Enhance District Infrastructure)*

FY25 GF CAPITAL PRIORITY LIST

FACILITIES & TECHNOLOGY CAPITAL IMPROVEMENT PLAN

HKHS Facilities Upgrades	\$124,055.00	HKHS Technology Upgrades	\$18,550.00
HKIMS Facilities	\$39,273.00	HKIMS Technology	\$60,450.00
KES Facilities	\$55,164.00	KES Technology	\$59,875.00
BES Facilities	\$47,111.00	BES Technology	\$116,861.00
District - Facilities Equipment	\$20,765.00	TOTAL BUDGET FOR FY25	\$542,104.00

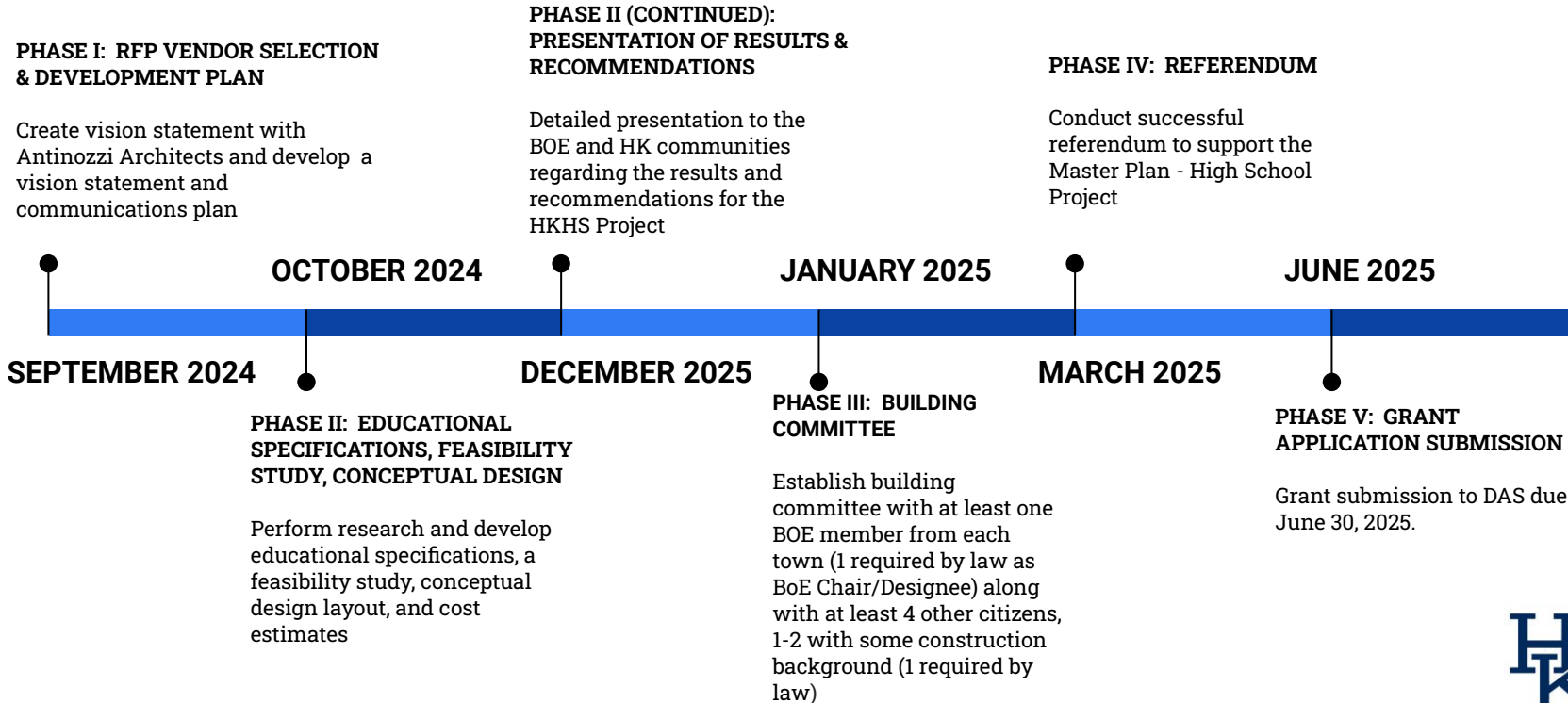
Facilities Master Planning *(Enhance District Infrastructure)*

High School

Phase	Date Begun	Date Completed
Develop	9/17/24	
Design	NS	
Build	NS	
Complete	NS	

Facilities *(Enhance District Infrastructure)*

Master Plan - High School Project (Timeline - Phases I – V)



2024-25 DCIP

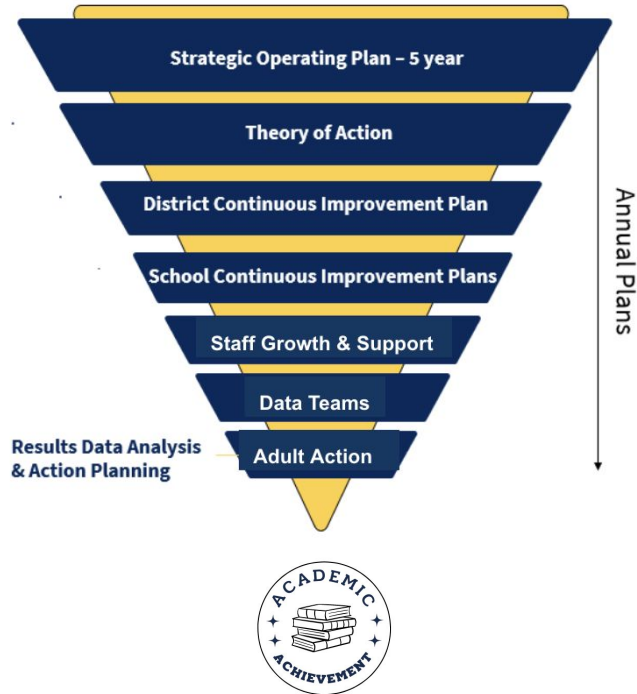
Priority #4



4. Enhance District Infrastructure

4.1 - Strategically invest in District facilities through the implementation of a Master Capital Plan.	<ul style="list-style-type: none">• 4.19 Create a community engagement process, including the towns, to ensure that any building project passes a referendum.
4.2 Ensure that annual and emergency maintenance and repair needs are prioritized and addressed	<ul style="list-style-type: none">• 4.24 Utilize and review the SchoolDude system to improve maintenance management (i.e. calendar, useful life of assets, digitized tickets, financial impacts, etc.)• 4.25 Digitize facilities use requests to improve tracking and efficiency.
4.3 Improve technology infrastructure and software that supports learning	<ul style="list-style-type: none">• 4.31 Create a district technology committee that aims to create and implement a plan that will integrate new and existing technology to improve teaching and learning in RSD17.• 4.32 Based upon findings of the committee, develop a long-term comprehensive technology plan to improve capabilities throughout the District and refresh on an annualized basis.

System Coherence



2024-25 DCIP Priorities

There are 14 SOP objectives & 24 SOP strategies which will inform key actions and implementation steps to support our SOP priorities for 2024-25. 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.

Objectives
14

Strategies
24

Incremental Growth

Continuous Improvement



John Wooden
UCLA

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.

Thank you