Regional School District #17

District Continuous Improvement Plan

2024-25

Jeffrey Wihbey, Superintendent of Schools

Jennifer Miller, Assistant Superintendent of Schools

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District Improvement Plan 2024-25

Prepared by:

District Leadership Team

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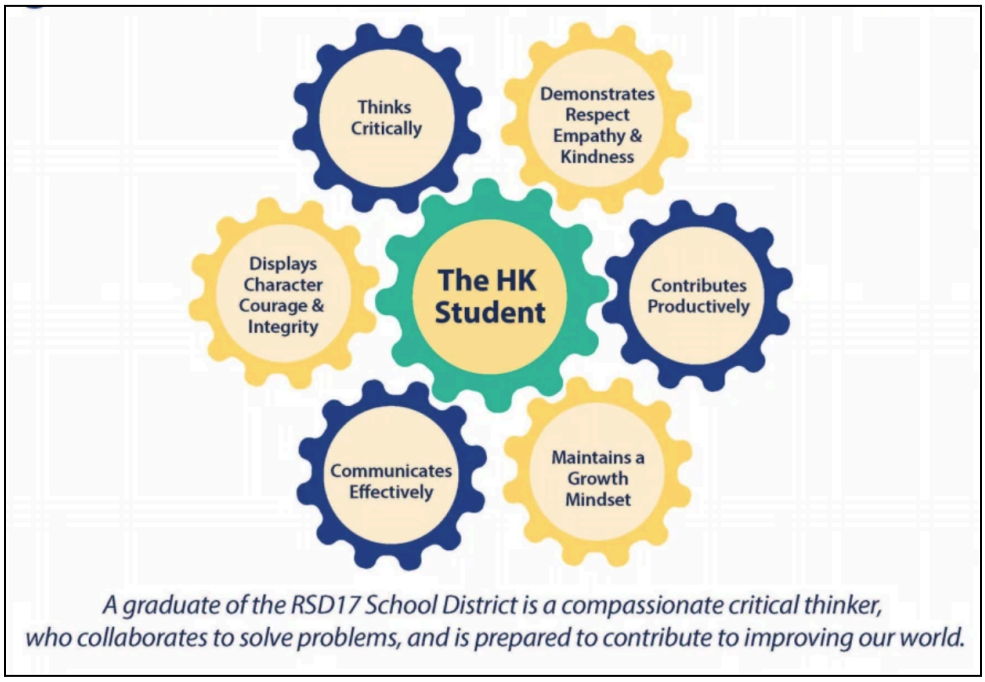
RSD 17 Vision Statement

Our learners are at the center of our community and are encouraged to discover their unique strengths to become the best versions of themselves. Their education ignites passion and develops them to be compassionate critical thinkers, prepared to contribute to improving our world.

Vision of the Graduate



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

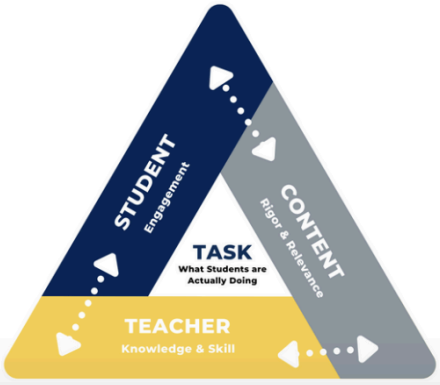
We are committed to using our resources efficiently through effective strategies and systems.

RSD 17 Instructional Vision

In 2024 a team of teachers and administrators worked to create an anchor set of expectations for teaching and learning in RSD 17. The vision will guide our work in our classrooms and our professional growth as well as highlight our values as we recruit and select our staff of the future.

Regional School District #17
Instructional Vision

RSD17 provides all students with a high-quality education that prepares them for college, career, and citizenship. To achieve this mission, we ensure that every classroom is a place where students are engaged in rigorous and relevant learning tasks, supported by effective and caring teachers, and challenged to meet high expectations. This is our vision of instruction, and it is based on the instructional core framework that emphasizes the interrelatedness of the teacher, the student, and the task. In this document, we describe our instructional vision in detail, and how it aligns with our district goals, standards, and initiatives. Our work in developing this vision incorporated elements of our Vision of a Graduate, Strategic Operating Plan, District Values, and Theory of Action, and was created by our teachers and educational leaders. It can be used in alignment with RSD17 Educator Growth and Support Plan.



Teacher

Teachers create a supportive environment that encourages academic risk-taking and builds positive relationships. Using highly reliable research-based instructional practices aligned to standards, teachers deliver rigorous and relevant instruction. They monitor student understanding, provide timely and constructive feedback, ask a range of questions, facilitate respectful discourse, scaffold, and adjust instruction to optimize student outcomes.

Scaffold: *support, adapt, model, guide*
Facilitate: *lead, assist, accelerate, steer, question, respond, manage*
Monitor: *analyze data, assess, respond, question, provide feedback, adjust and adapt*
Relationships: *connect, encourage risk-taking, safe learning environment, provide choice*

Student

In RSD17 classrooms, students plan, question, collaborate, and create to construct meaning within the learning task. Students experiment, take risks, revise their thinking, advocate, and persevere with difficult tasks exhibiting stamina to deepen their understanding of skills and content. Students take pride in their work and celebrate their own achievements and those of their peers.

Question: *notice, wonder, inquire*
Plan: *goal setting, access information and tools, draft*
Advocate: *participate, accept feedback, speak up*
Collaborate: *listen, take turns, contribute, compromise*
Create: *write, draw, calculate, produce, design, speak*
Celebrate: *reflect, recognize, compliment*

Task

Tasks are rigorous, relevant, engaging and accessible to all students. They provide opportunities for scaffolding, collaboration, and multi-sensory experiences. Open-ended tasks that support choice, risk-taking and inquiry allow students to create, set goals, and self-evaluate.

Relevant: *culturally relevant, aligned to standards, relatable, applicable*
Accessible: *opportunity for all, auditory, kinesthetic, visual, multiple entry points*
Rigorous: *think critically, build academic stamina, complex, DOK (Depth of Knowledge)*
Inquiry: *plan, open-ended, investigate, experiment, problem solve, ask questions, evaluate*

RSD 17 Strategic Operating Plan Priorities

These four priorities were created with a wide range of stakeholders to determine the direction of Regional School District 17. It is a 5-year plan, and each year, our District and School Leadership Teams will prioritize key action steps and strategies for each school year that contribute to the achievement of the plan.

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.

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

Priority 3: Operational Efficiency

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

Priority 4: Enhance District Infrastructure

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

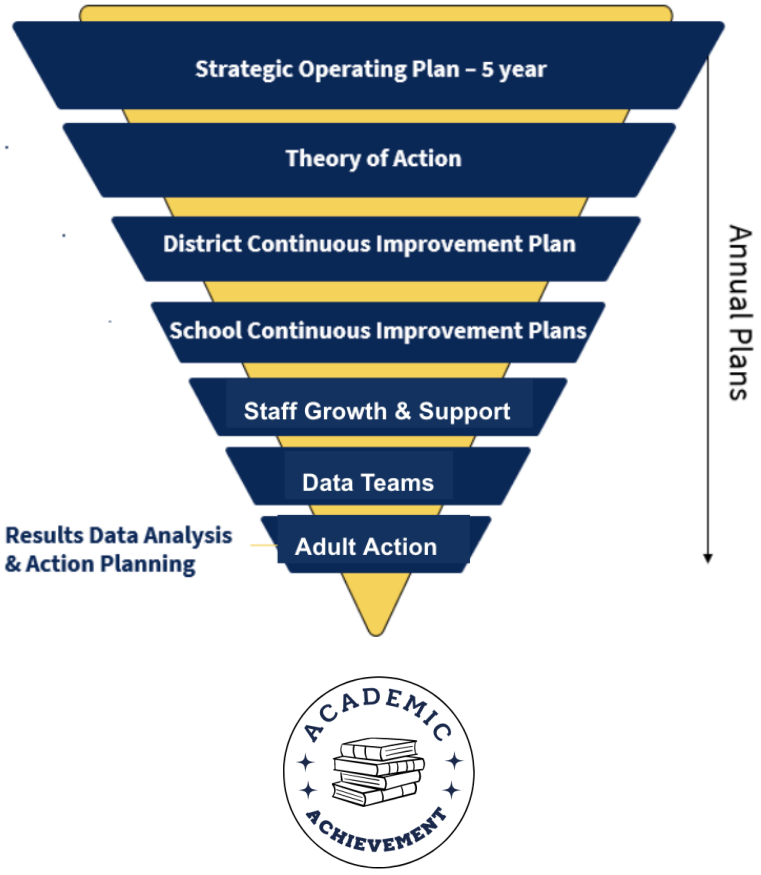
A Systems Approach

RSD 17 Performance Management System

RSD 17 Performance Management System monitors quality and produces improvement. It is a coherent connection between our ultimate goals, our practices, and our accountability systems. The system has several layers or steps.

Step 1 - Strategic Operating Plan (SOP)
Step 2 - Theory of Action
Step 3 - District Continuous Improvement Plan (DCIP)
Step 4 - School Continuous Improvement Plans
Step 5 - Staff Evaluation & Development Goals
Step 6 - Data Team Meetings - District-Wide Data Team and Educator Teams focused on data analysis and action planning

Our Performance Management System is measured with key data and indicators. *Critical Measures* will be reported annually to the Board and displayed on our District dashboard. Each year, the Superintendent will report *Leading Indicators* to the Board, representing any current trends and areas for action and celebration. District administration will continuously monitor and respond to internal *Performance Targets* with *Key Actions*.



Superintendent's Theory of Action

Get better today!

Vision Statement

Every day, every RSD 17 student, staff, faculty, and administrator will improve over yesterday. We will work at both, leaving every venue we enter a little better, as well as improving ourselves from each experience. We will recognize that our learning experience is not static and stagnant but fluid and continuous and has growth opportunities within every interaction we make. Our students read on or above grade level by 3rd grade, and all students achieve Algebra I or Geometry credit by 8th grade, while our high school graduation rates and SAT scores are among the best regionally. All of our students engage in our rich co-curricular programs, broadening their experiences as well as engaging within the H/K communities serviceably. Our graduating seniors report feeling both college and career-ready based on their experiences.

Within our community, children, families, staff, and faculty feel that academic, professional, and personal improvement is based on their own efforts and hard work. Members of the school communities report feeling safe, included, and respected physically, socially, and intellectually. **RSD 17 is a continuously improving organization that practices incremental and persistent growth.**

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.

-John Wooden

Theories of Action

- If district strategic plans are established, communicated, and aligned with prioritized resources,
  Then, action plans can be carried out with fidelity, supporting student achievement and classroom instruction
- If processes and resources are strategically directed to hiring, developing, and retaining the best teachers and administrators,
  Then, organizational capacity will be developed, driving positive student outcomes
- If we collect and analyze student assessment data and adult action data,
  Then, we can make informed instructional and school decisions and improve student performance
- If all adults view themselves as learning leaders and are developed continuously, personally, intentionally, and purposefully,
  Then, internal capacity is created, leading to a thriving and sustainable learning organization
- If a culture of coaching, observation, and professional feedback is established,
  Then, teaching and learning practice develops rapidly, continuously, and fluidly to cultivate deeper student learning
- If staff deployment practice assigns the most struggling learners with the most skilled staff,
  Then, gaps in skills and knowledge will become smaller

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.

SOP Priority 1

2024-25 DCIP Implementation Steps		
SOP Priority	**SOP Objectives**	**SOP Strategies for 24/25**
1. Student Learning and Well-Being	**1.1** - Maximize the academic growth of each student and ensure all students master essential content and skills.	☐ **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)
	1.2 Positively affect student social and emotional well-being to enhance learning	☐ **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.
	1.3 - Ensure access to college and career-readiness learning experiences https://readyct.org/	☐ **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.
	1.5 - Ensure that individual student needs are met through equitable strategies that promote positive student outcomes.	☐ **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

SOP Priority 2

2024-25 DCIP Implementation Steps		
SOP Priority	**SOP Objectives**	**SOP Strategies for 24/25**
2. Educator & Leadership Development and Capacity	**2.1**- Ensure effective governance through a high-functioning Board of Education	☐ The board should select some strategies (2-3) for 24-25
	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	☐ **2.33** 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.
	2.5 - Utilize systems of collaboration to ensure data-driven decision-making and evidence-based practices	☐ **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. • 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: • College and career readiness • Equitable strategies that promote positive student outcomes
	2.6 - Continuously improve and create accountability through clear roles, responsibilities, and evaluation systems	☐ **2.62** Establish evaluation standards for all certified staff to create accountability in meeting school goals.

SOP Priority 3

2024-25 DCIP Implementation Steps		
SOP Priority	**SOP Objectives**	**SOP Strategies for 24/25**
3. Operational Efficiency	**3.1** Maximize resources to create financial sustainability	☐ **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	☐ **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	☐ **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.

SOP Priority 4

2024-25 DCIP Implementation Steps		
SOP Priority	**SOP Objectives**	**SOP Strategies for 24/25**
4. Enhance District Infrastructure	**4.1** - Strategically invest in District facilities through the implementation of a Master Capital Plan.	☐ **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	☐ **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	☐ **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.

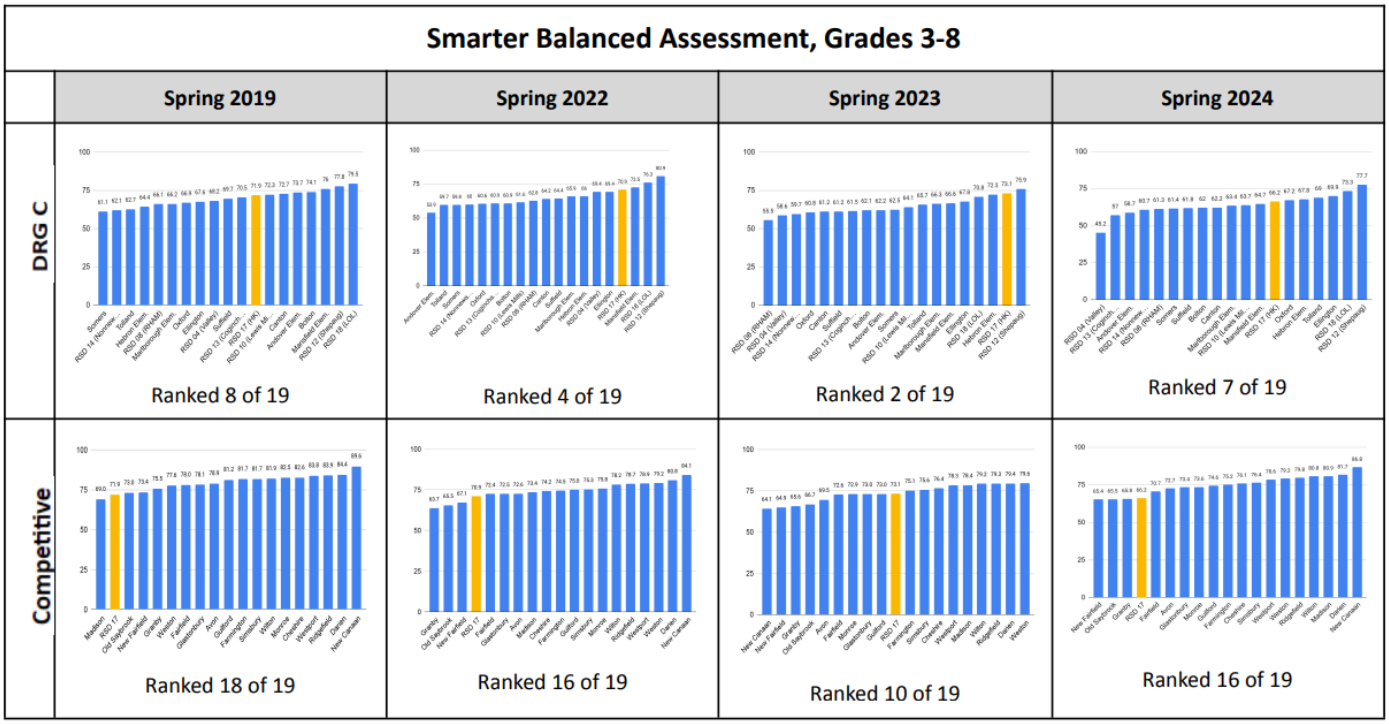
Leading Indicators

RSD17 ELA SBAC Achievement Cohort Data

	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	**68**
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**

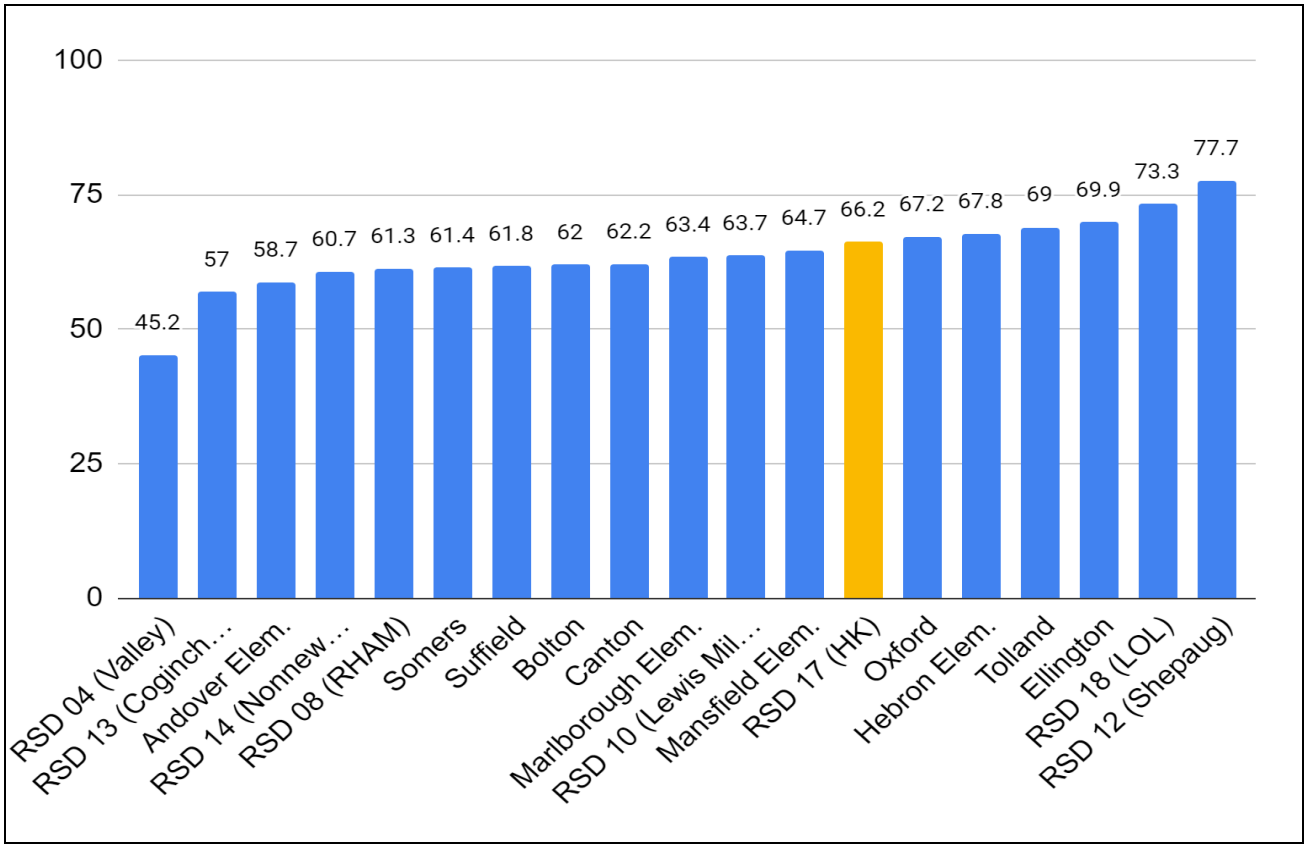
- *2024 Grade 3: KES 63/3%, BES 67.6%
- Values are the percent of students in performance levels 3 and 4, "meeting and exceeding goal"
- 2024 values updated9/23/24 based on EdSight

ELA Performance Comparison Across Years

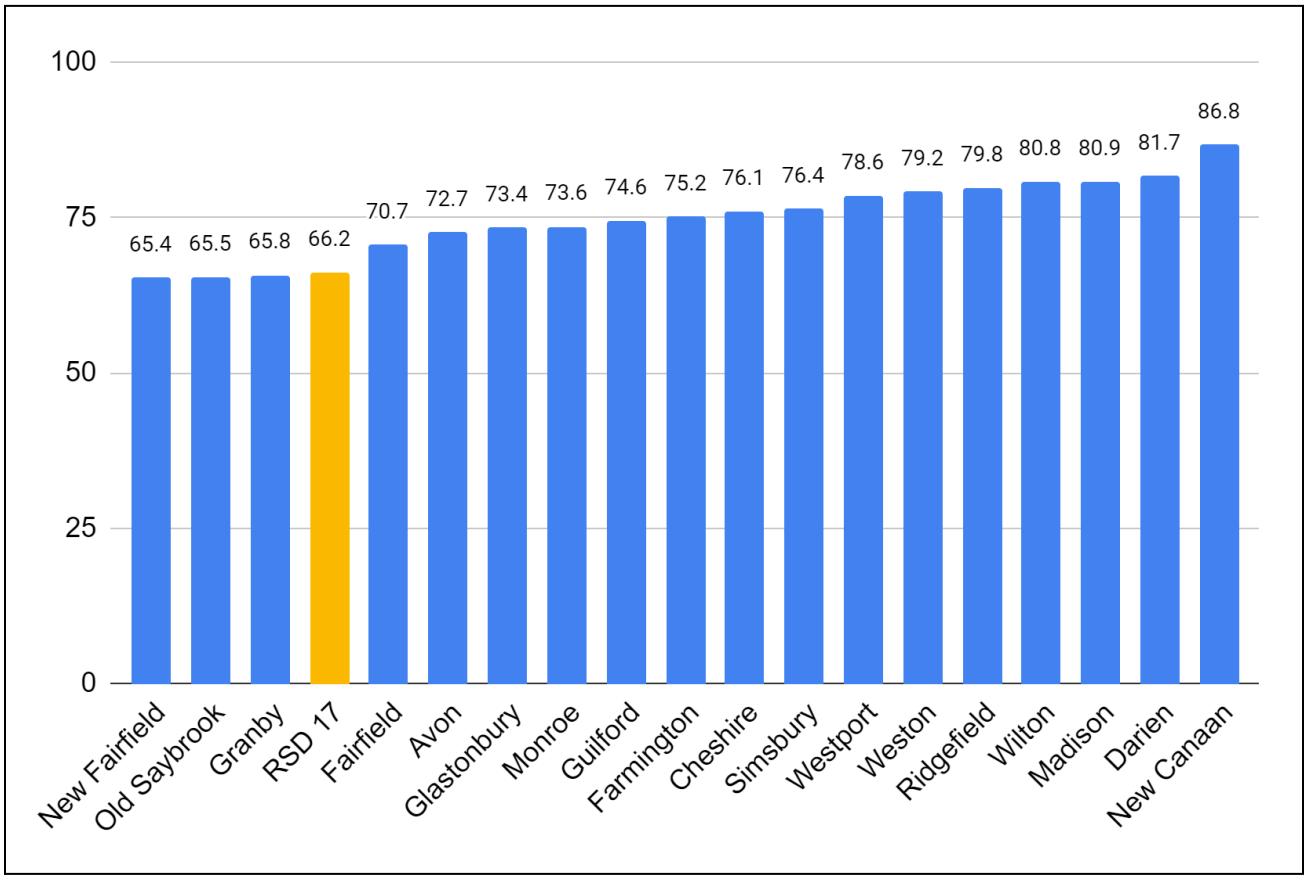


*The data in the graphs above represents the percentage of students who met or exceeded goal on the SBAC assessment.

ELA Grades 3-8 DRG C 2023-24



ELA Grades 3-8 Competitive Schools 2023-24



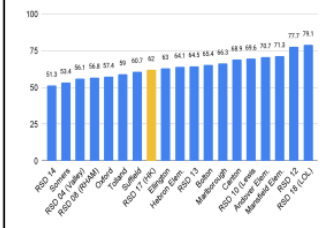
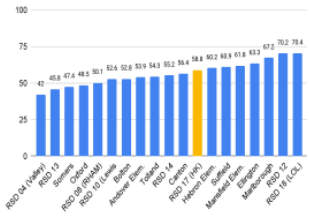
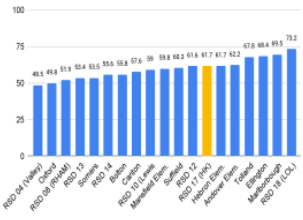
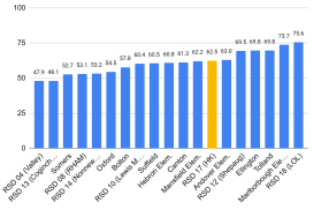
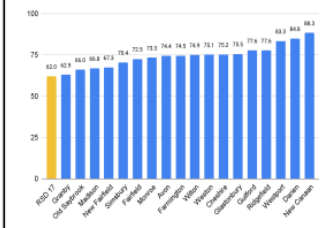
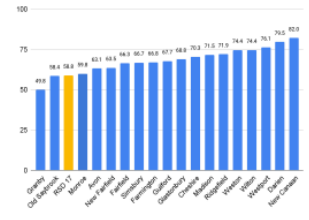
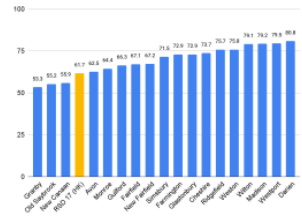
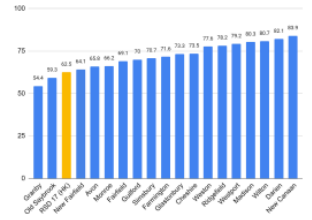
RSD17 Math SBAC Cohort Data

	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	**64**
Grade 7	67.3	47.2	64.0	n/a	51	53	49	**59**
Grade 8	48.1	72.2	47.2	n/a	47	45	51	**51**

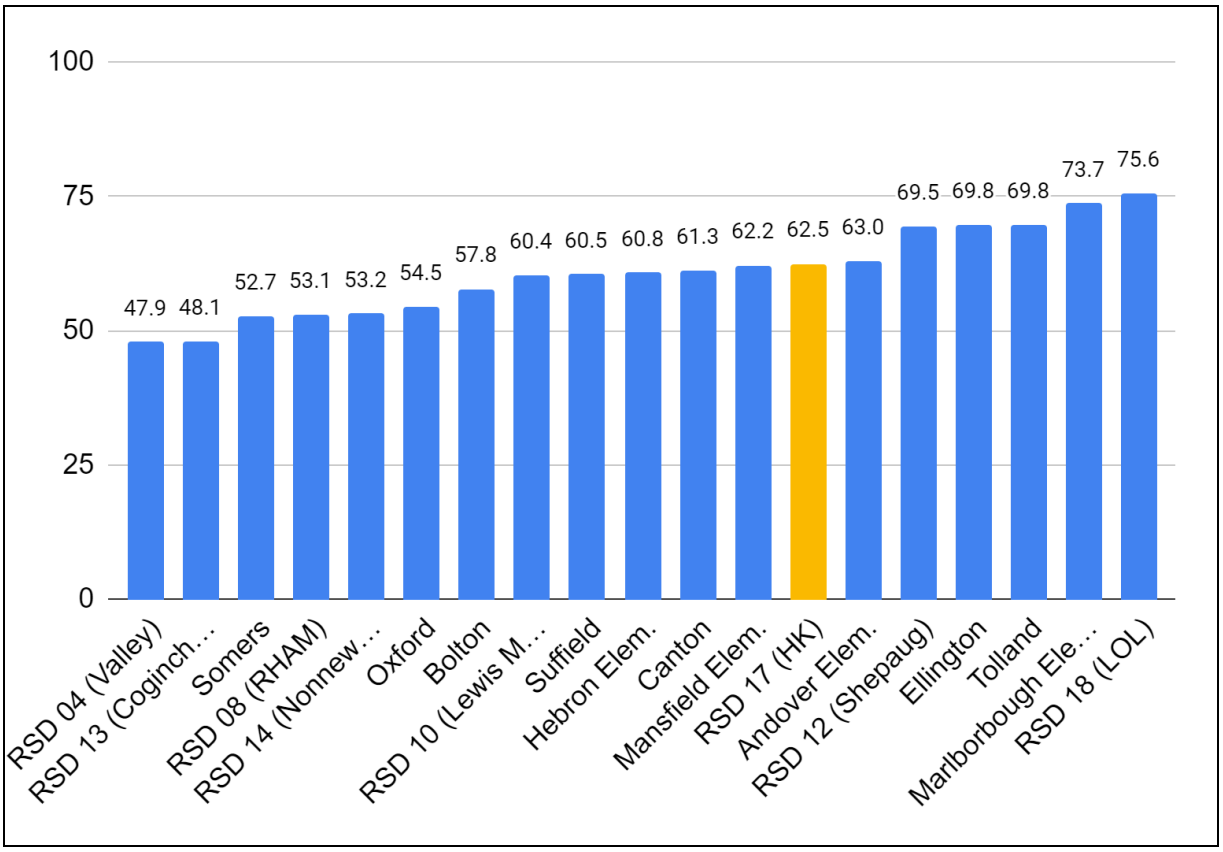
- *2024 Grade 3: 61.7% KES, 78.4% BES
- Values are the percent of students in performance levels 3 and 4, “meeting and exceeding goal”
- 2024 values updated 9/23/24 based on EdSight

Math Performance Comparison Across Years

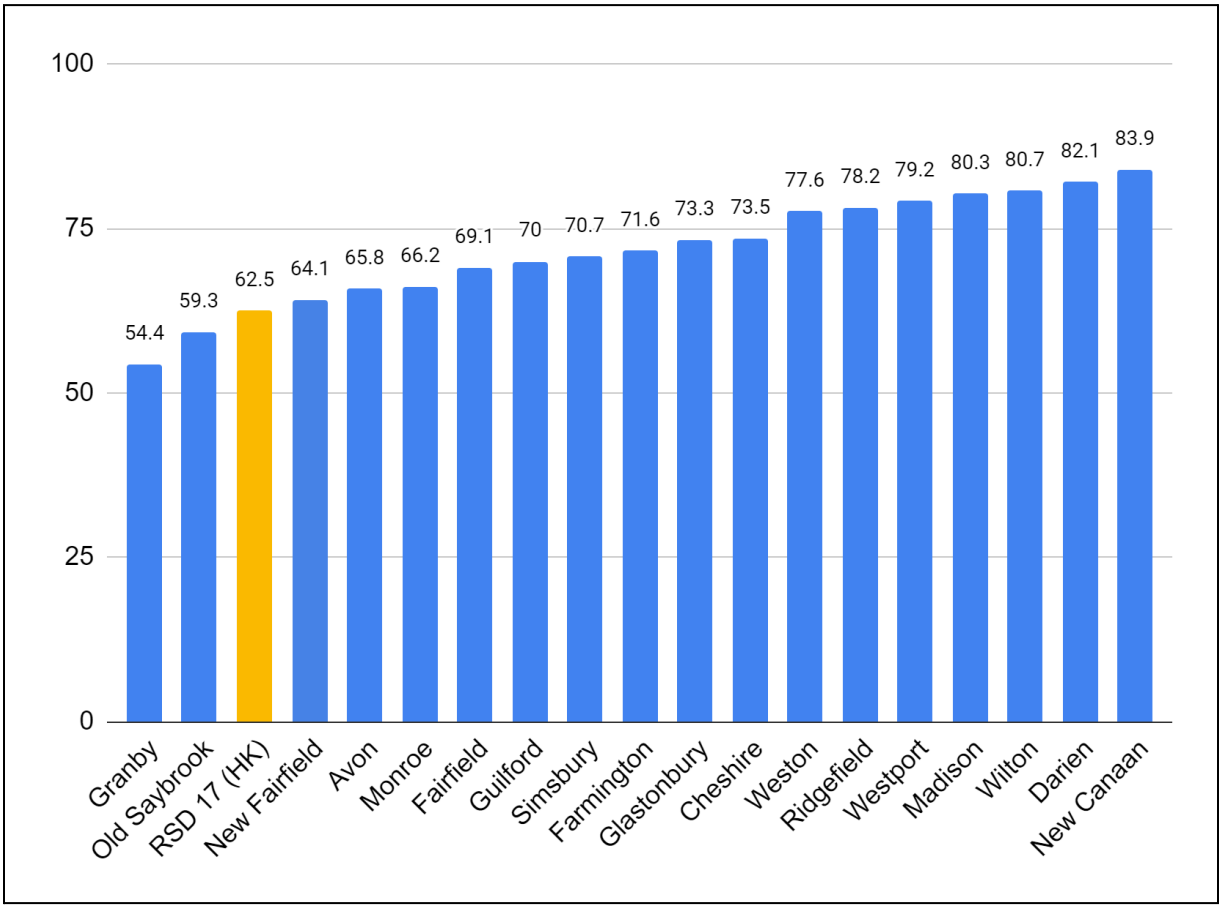
Smarter Balanced Assessment, Grades 3-8

	Spring 2019	Spring 2022	Spring 2023	Spring 2024
DRG C	 Ranked 12 of 19	 Ranked 8 of 19	 Ranked 7 of 19	 Ranked 7 of 19
Competitive	 Ranked 19 of 19	 Ranked 17 of 19	 Ranked 16 of 19	 Ranked 17 of 19

Math Grades 3-8 DRG C 2023-24



Math Grades 3-8 Competitive Schools 2023-24



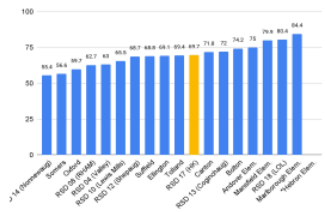
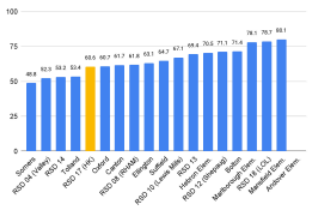
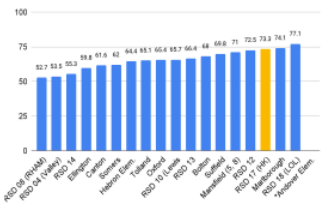
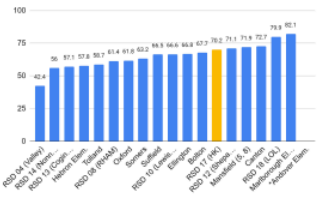
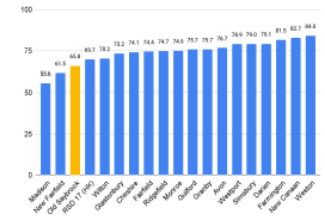
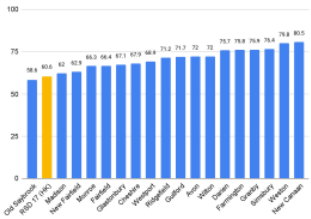
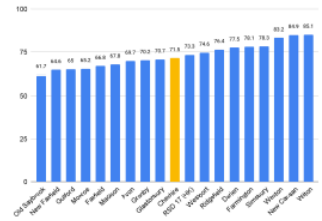
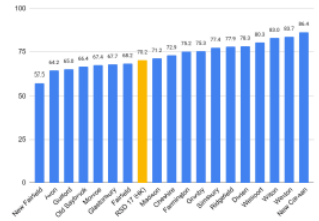
NGSS Science Over Time by Cohort

	2019	2020	2021*	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	48.5

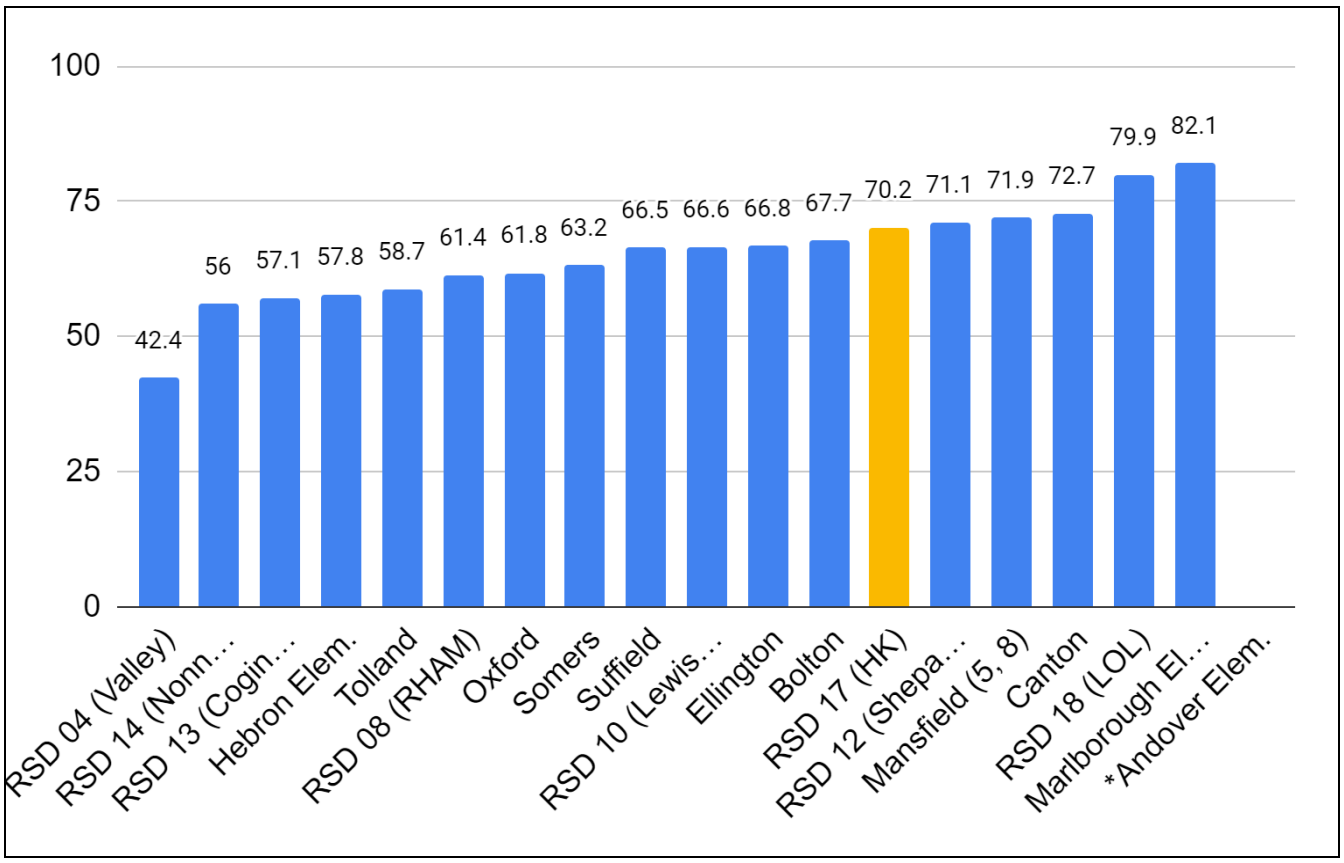
- *INCOMPLETE: Some Grade 11 students took the NGSS Summative assessment in mid-February however, we closed buildings due to the pandemic in March 2020. Those results were released to districts, but it is an incomplete set of data.
- Values are the percent of students in performance levels 3 & 4 "meeting and exceeding goal"

Science Performance Comparison Across Years

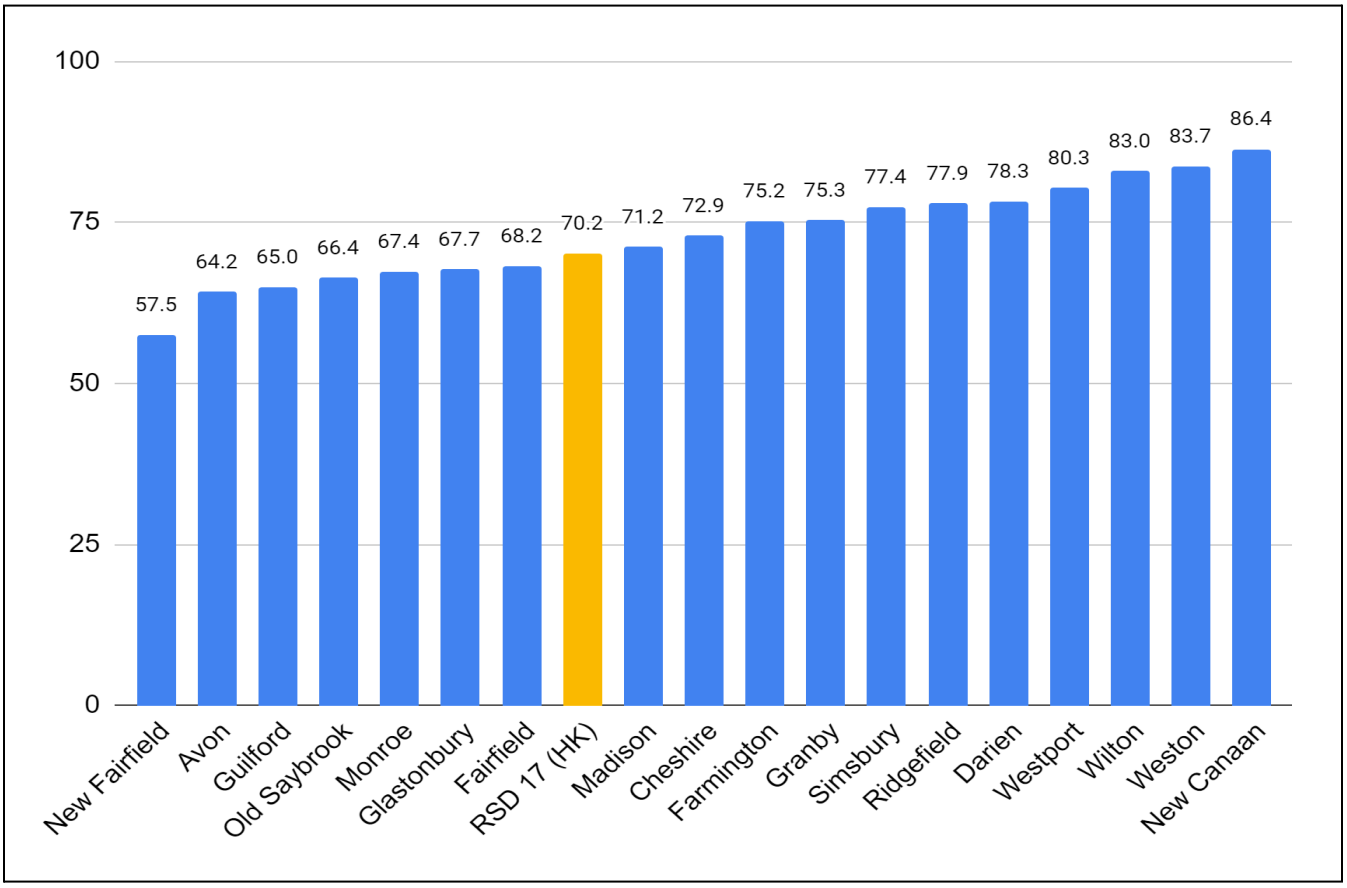
NGSS, Grades 5, 8 & 11

	Spring 2019	Spring 2022	Spring 2023	Spring 2024
DRG C	 Ranked 8 of 19	 Ranked 15 of 18	 Ranked 3 of 18	 Ranked 6 of 18
Competitive	 Ranked 17 of 19	 Ranked 18 of 19	 Ranked 10 of 19	 Ranked 12 of 19

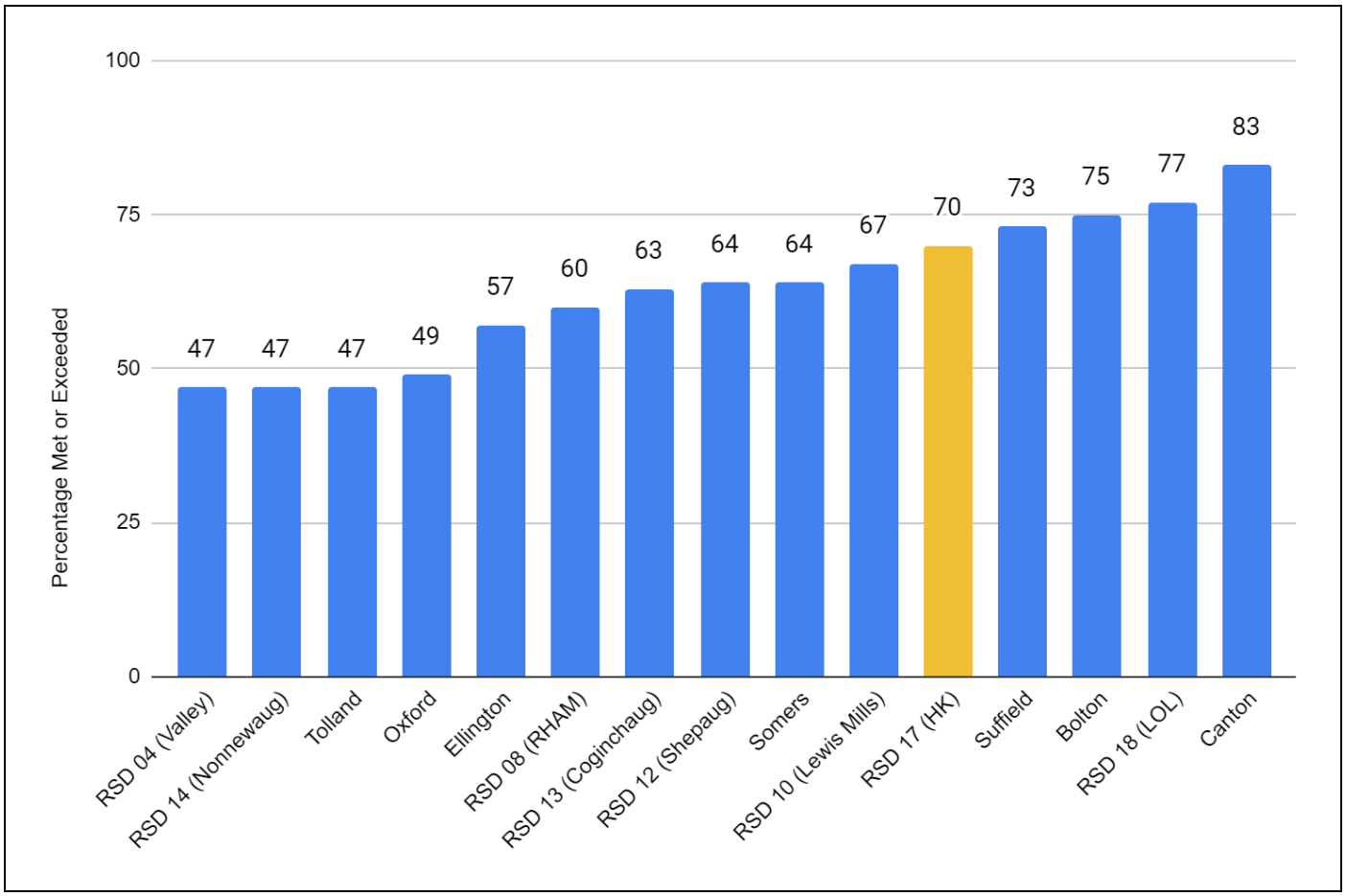
Science Grades 5, 8 & 11, DRG C 2023-24



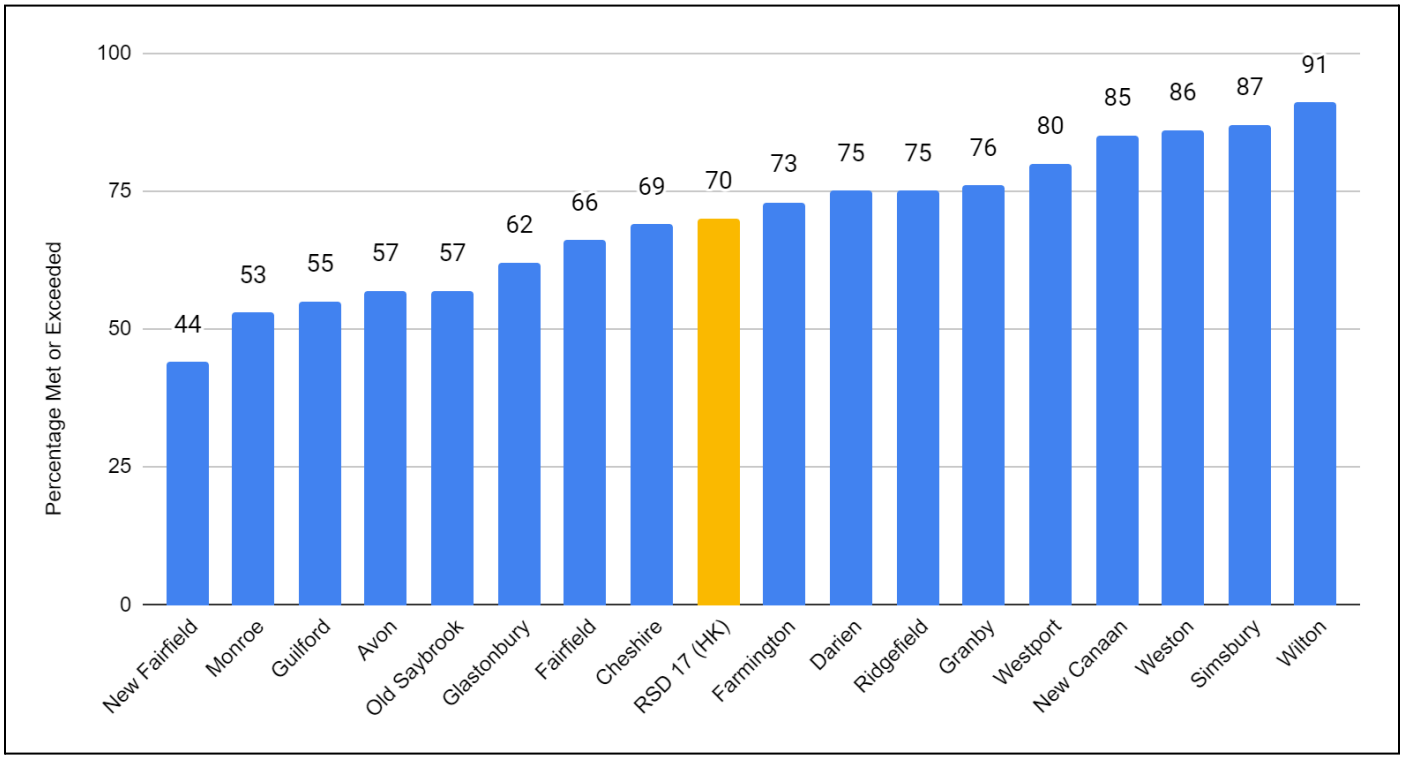
Science Grades 5, 8 & 11, Competitive Schools 2023-24



Science - Grade 11 DRG C 2023-24



Science - Grade 11 Competitive Schools 2023-24



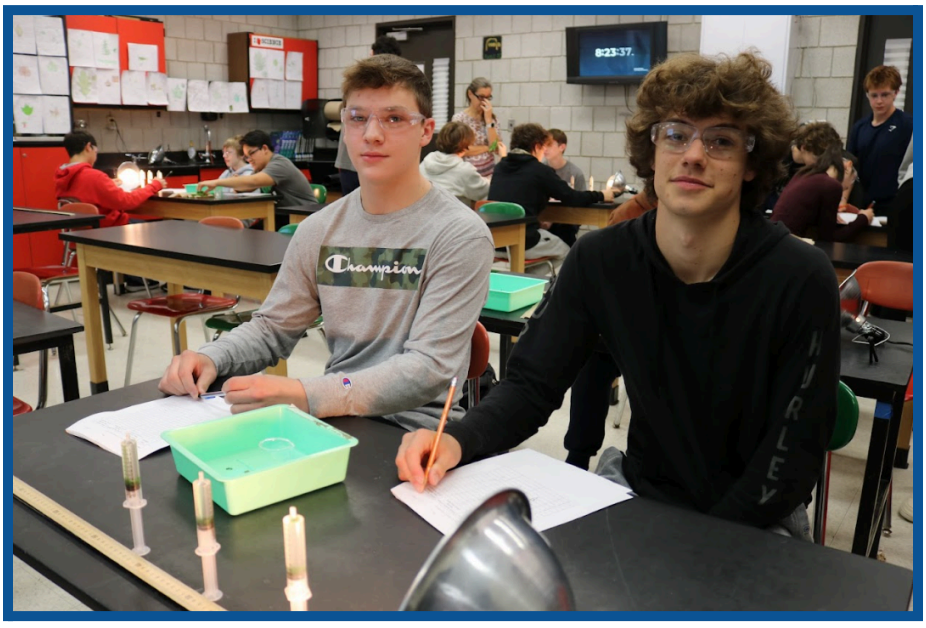
RSD17 High School PSAT & SAT

- **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%

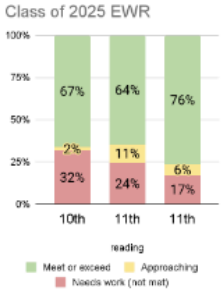
Class of 2026			
PSAT 8/9 (Spr Gr9)		**PSAT NMSQT**(Fall Gr10)	
# of students tested:	122	# of students tested:	129
Needs work (not met)	16%	Needs work (not met)	41%
Approaching	6%	Approaching	23%
Meet or exceed	79%	Meet or exceed	35%
Met both subjects	**69%**	Met both subjects	**34%**

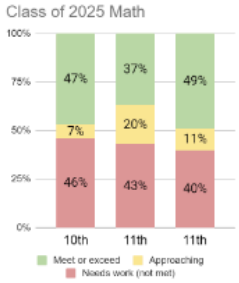


Class of 2025

Entering Grade 12 in Fall 2024

	PSAT 8/9		PSAT NMSQT		PSAT 11		SAT School Day	
	Oct - 9th gr		Oct - 10th gr		Oct - 11th gr		Mar - 11th gr	
	EWR	*Math*	*EWR*	*Math*	*EWR*	*Math*	*EWR*	*Math*
# of students tested	none		114		123		126	
Needs work (not met)			32%	46%	24%	43%	17%	40%
Approaching			2%	7%	11%	20%	6%	11%
Meet or exceed			67%	47%	64%	37%	76%	49%
Met both subjects			**45%**		**36%**		**46%**	
Average score			**485**	**470**	**506**	**487**	**548**	**536**
Goal score			*430*	*480*	*460*	*510*	*480*	*530*

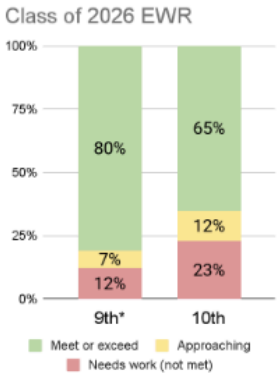


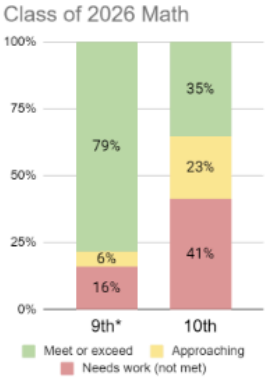


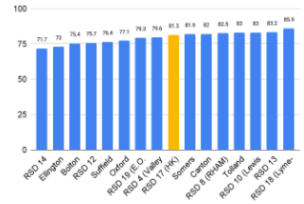
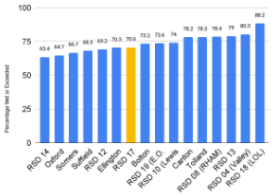
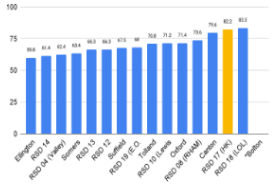
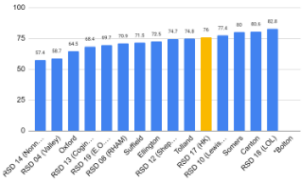
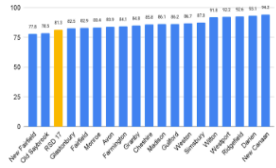
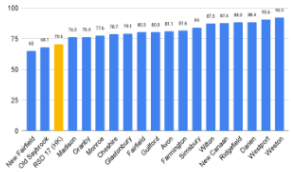
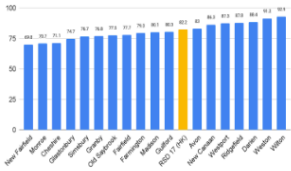
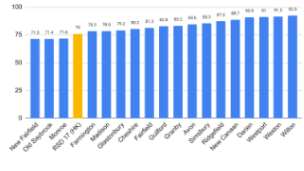
Class of 2026

Entering Grade 11 in Fall 2024

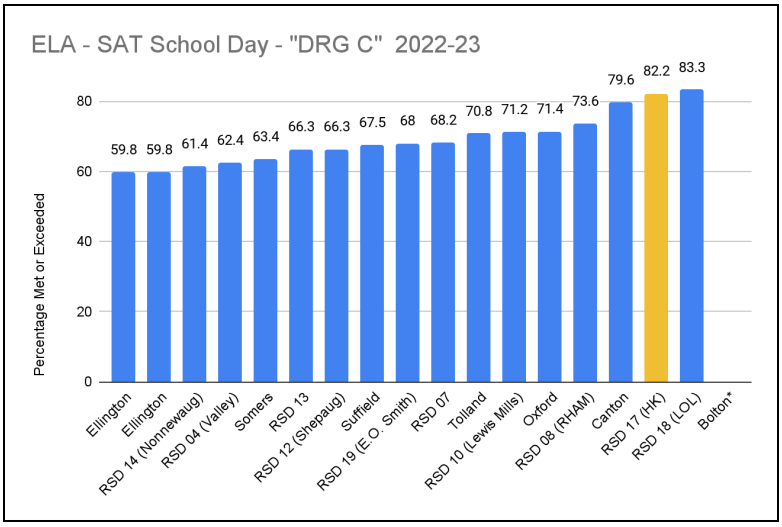
	PSAT 8/9		PSAT NMSQT	
**instead of Oct*	Spring- 9th gr*		Oct - 10th gr	
	EWR	*Math*	*EWR*	*Math*
# of students tested	122		129	
Needs work (not met)	12%	16%	23%	41%
Approaching	7%	6%	12%	23%
Meet or exceed	80%	79%	65%	35%
Met both subjects	**69%**		**34%**	
Average score	**485**	**488**	**474**	**464**
Goal score	*410*	*450*	*430*	*480*



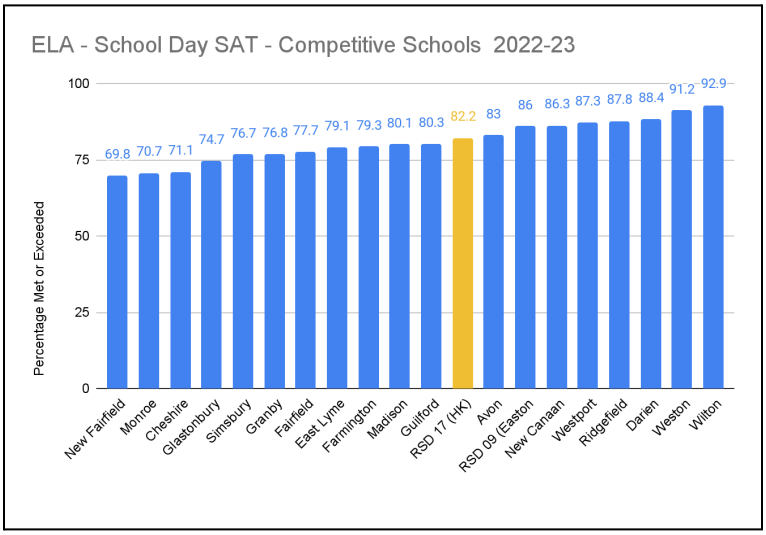


ELA SAT School Day, Grade 11				
	Spring 2019	Spring 2022	Spring 2023	Spring 2024
DRG C	 Ranked 8 of 16	 Ranked 10 of 16	 Ranked 2 of 15 (one * district)	 Ranked of 5 of 15
Competitive	 Ranked 17 of 19	 Ranked 17 of 19	 Ranked 8 of 19	 Ranked 16 of 19

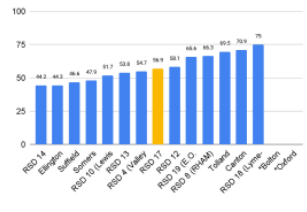
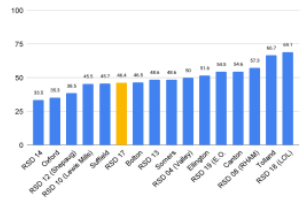
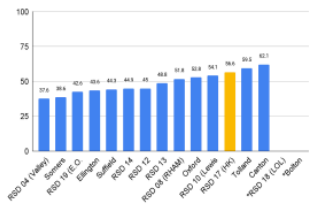
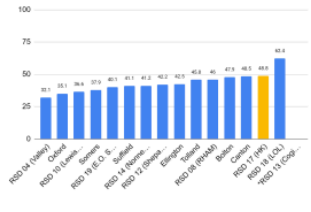
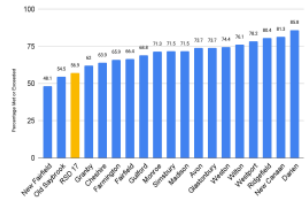
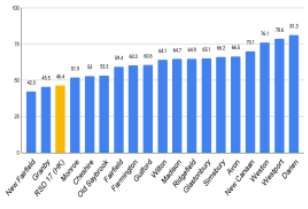
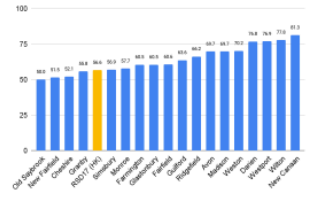
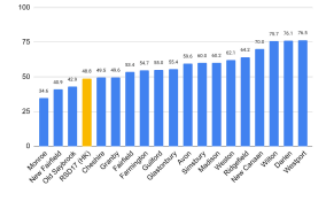
ELA SAT School Day, DRG C 2023-24



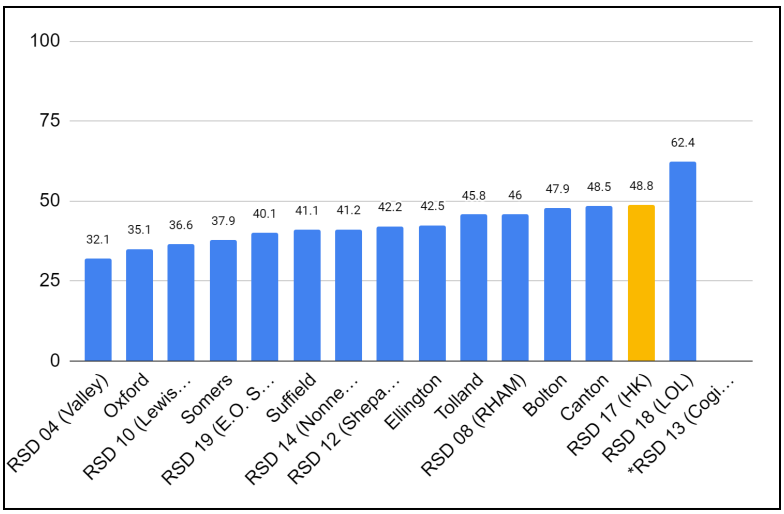
ELA SAT School Day, Competitive Schools 2023-24



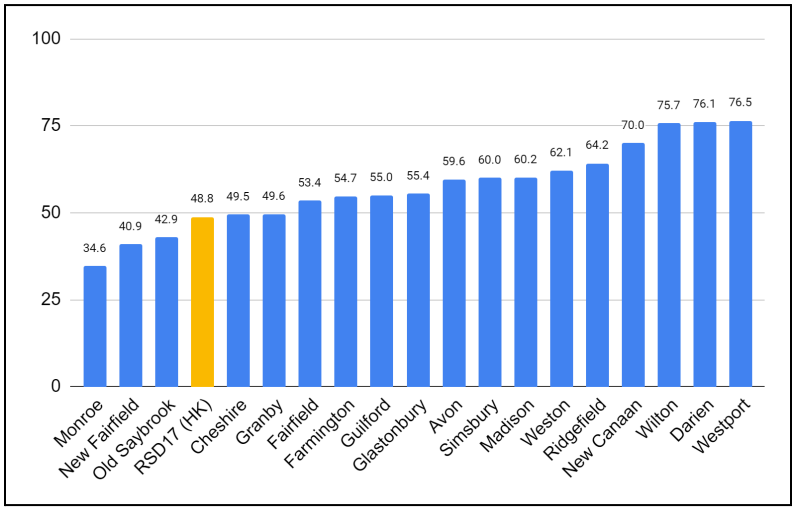
Math SAT School Day, Grade 11

	Spring 2019	Spring 2022	Spring 2023	Spring 2024
DRG C	 Ranked 7 of 14 *(two *districts)*	 Ranked 11 of 16	 Ranked 3 of 14 *(two * districts)*	 Ranked 2 of 15 *(one * district)*
Competitive	 Ranked 17 of 19	 Ranked 17 of 19	 Ranked 15 of 19	 Rank 16 of 19

Math SAT School Day, DRG C 2023-24



Math SAT School Day, Competitive Schools 2023-24



Chronic Absenteeism (multi-year comparison)

	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%	**2.3%**	n=7 this year
Killingworth Elem.	4.2%	3.5%	2.94%	2.74%	15.1%	**6.0%**	n=14 this year
HK Intermediate	N/A	N/A	2.01%	6.47%	4.2%	**5.4%**	n=15 this year
HK Middle	3.6%	3.2%	1.62%	0.51%	7.7%	**8.6%**	n= 34 this year
HK High	6.0%	8.0%	0.82%	5.86%	22.2%	**7.5%**	n= 38 this year
RSD17	**4.6%**	**4.5%**	**2.2%**	**4.6%**	**12.3%**	**6.24%**	n=108 this year

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%

Discipline, Last 3 Years

	Office referrals			Bullying investigation			In-School Suspension			Out-of-School Suspension			Bus suspensions			Expulsions			Arrests		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
BES	23	47	45	1	0	0	1 half day	1	0	0	2	0	NA	1	1	0	0	0	0	0	0
KES	7	35	58	2	0	1	1	3	1	0	3	2	NA	1	2	0	0	0	0	0	0
IS	NA	88	174	0	2	0	16	0	7	2	1	5	NA	0	0	0	0	0	0	0	0
MS	39	226	265	3	1	5	33	35	44	7	19	31	NA	3	0	0	0	0	0	0	0
HS	117	147	112	0	0	1	33	31	18	13	24	9	NA	1	1	5	5	3	2	3	0

RSD17 is rated a Tier 1 District - low suspension and expulsion rate/disproportionality by CSDE

Critical Measures

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.

Critical Measures

- Increase student growth rates on the Smarter Balanced Assessment and exceed the state average in Math and ELA.
  - Disaggregate at school level
  - Disaggregate by high needs vs. non-high needs
- Increase student performance on the state Science assessment and exceed the state average.
- Score above state average on the SAT College and Career Readiness benchmark and move upward within the top quintile of all state of CT school districts.
- Maintain a 4-year graduation rate above 95% and above the state average.
- Maintain a college entrance rate above the state target of 75.
- Increase the number of students taking four years of a language and receiving the CT Seal of Biliteracy

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.

Critical Measures (cont.)

- Close the gap between high needs students and non-high needs students in chronic absenteeism
  - Absenteeism in total
  - Absenteeism: high needs
  - Absenteeism: non-high needs
- Increase the percent of students meeting the state fitness levels.
- RSD17 will score 4.0 or higher each year on the National School Climate survey.
  - Disaggregated by school and families
- Each school shall improve upon three lower performing growth opportunities, including "having a trusted adult" on the National School Climate survey year over year.

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.

Critical Measures

- RSD17 will score 4.0 or higher each year on the National School Climate survey.
  - Disaggregated by personnel & families

Strategic Priority 3:

Operational Efficiency

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

Critical Measures

- Increase Return on Investment measure compared to communities of similar size and percentage of high needs students (using District Accountability Index and Cost per point per student)
- *$/pupil comparison with communities of similar size and percentage of high needs students*

Strategic Priority 4:

Enhance District Infrastructure

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

Critical Measures

- Increase each building's maintenance score as measured by rubric score on district created walk-through tool.
- Show progress on each phase of the Master Capital Plan (develop, design, build, complete)
- *Maintenance project tracker (budget, reforecast, actual)*

Appendix

District Performance Measures Dashboard

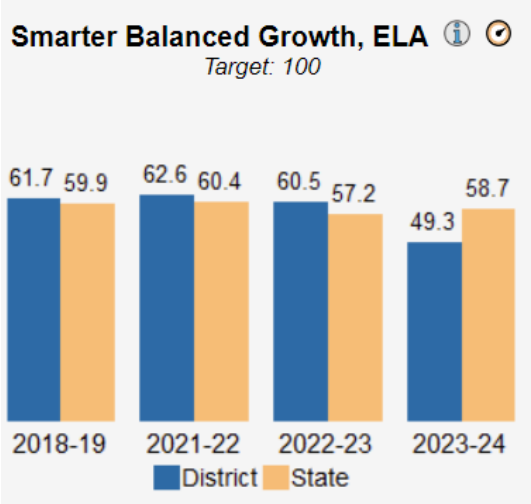
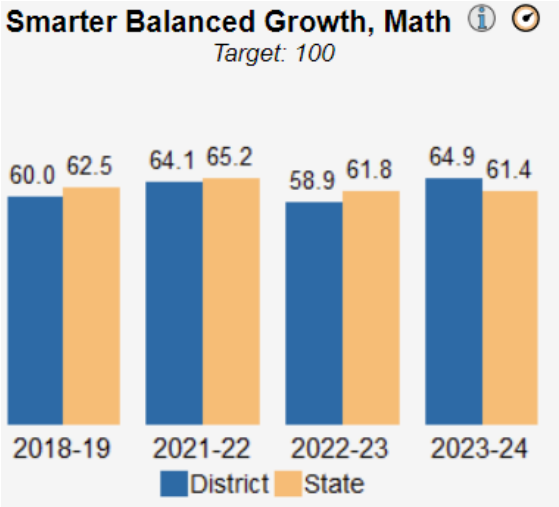
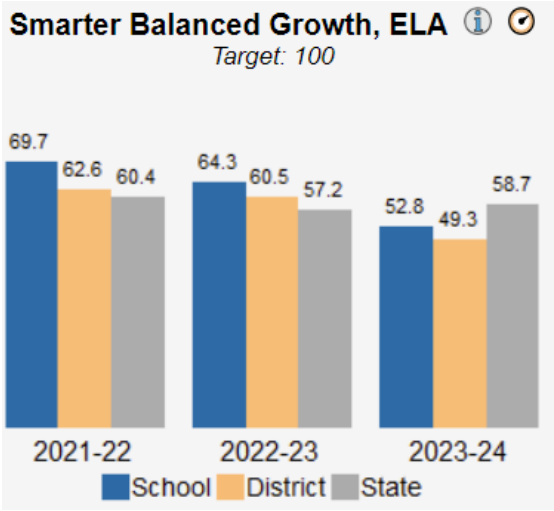
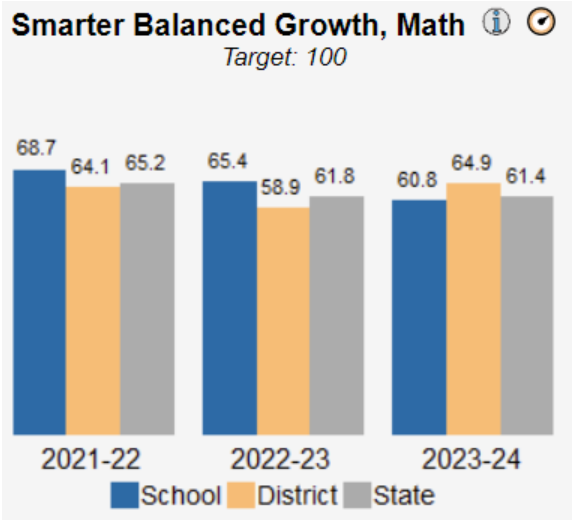
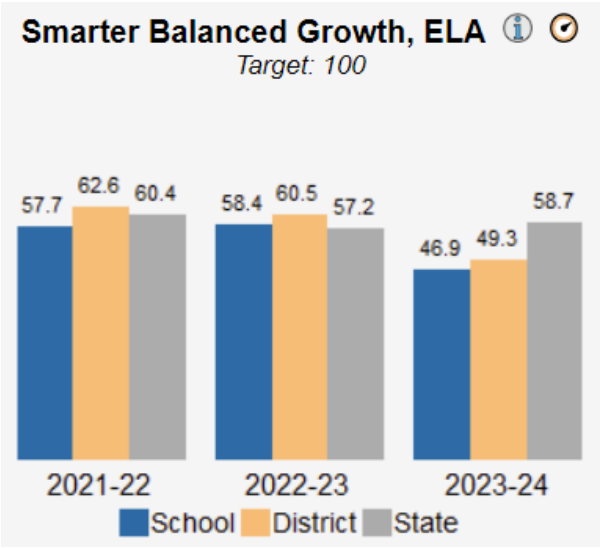
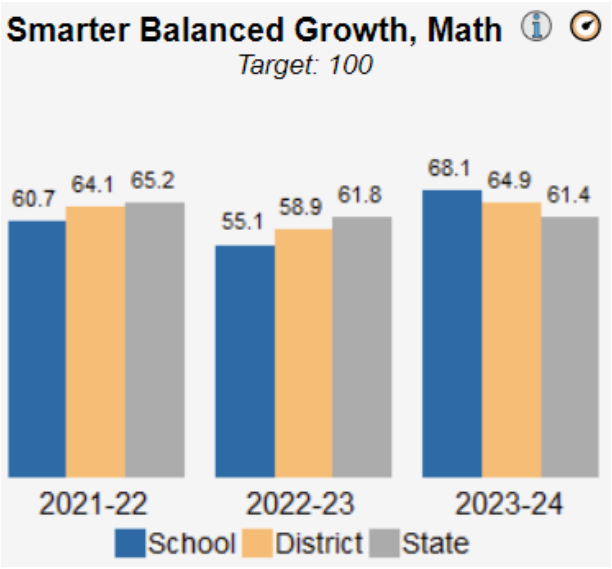
These key measurements will indicate progress toward achieving the district vision and improvement in the priority areas contained in the Strategic Operating Plan. ***Critical Measures*** will be reported annually to the Board and displayed on our District dashboard. Each year, the Superintendent will also report ***Leading Indicators*** to the Board representing any current trends and areas for action and celebration. District administration will continuously monitor and respond to internal ***Performance Targets*** with ***Key Actions*.**

Critical Measures

Priority 1

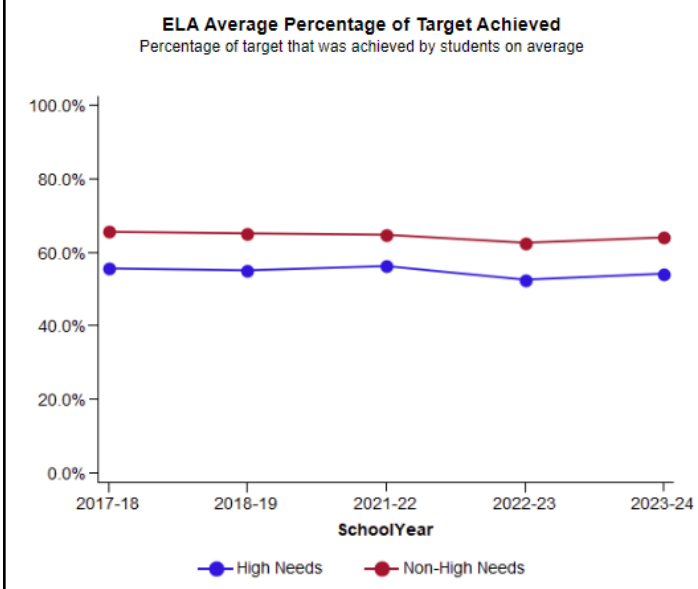
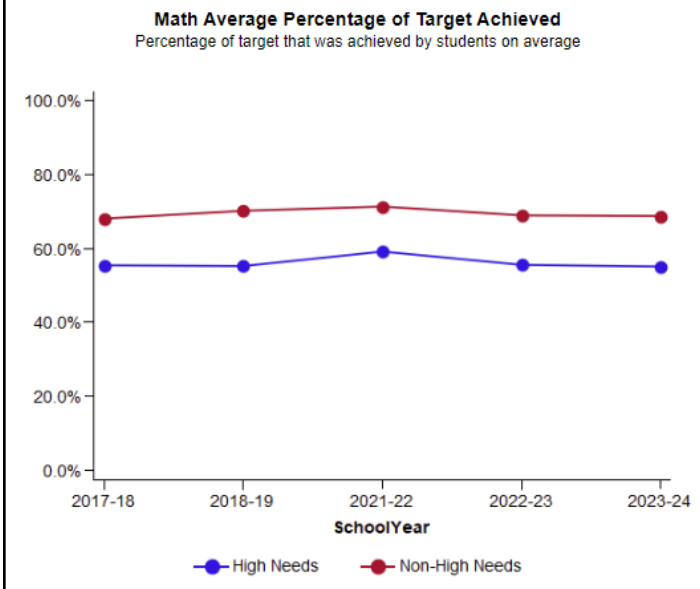
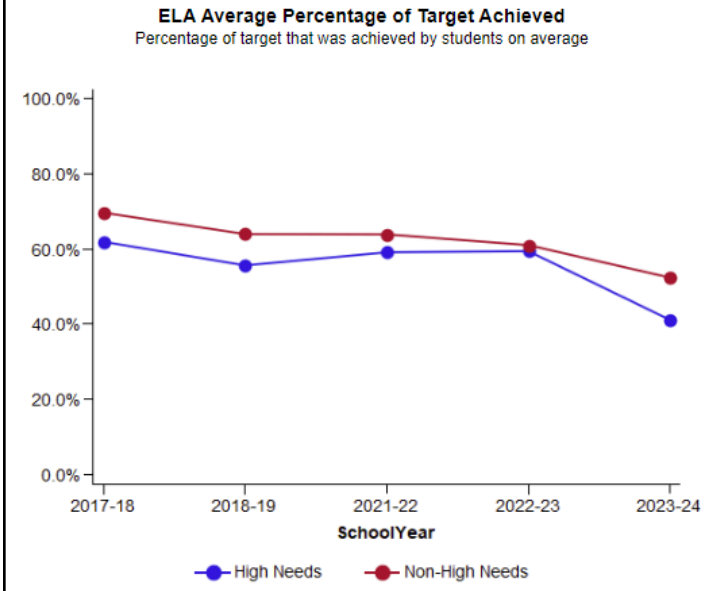
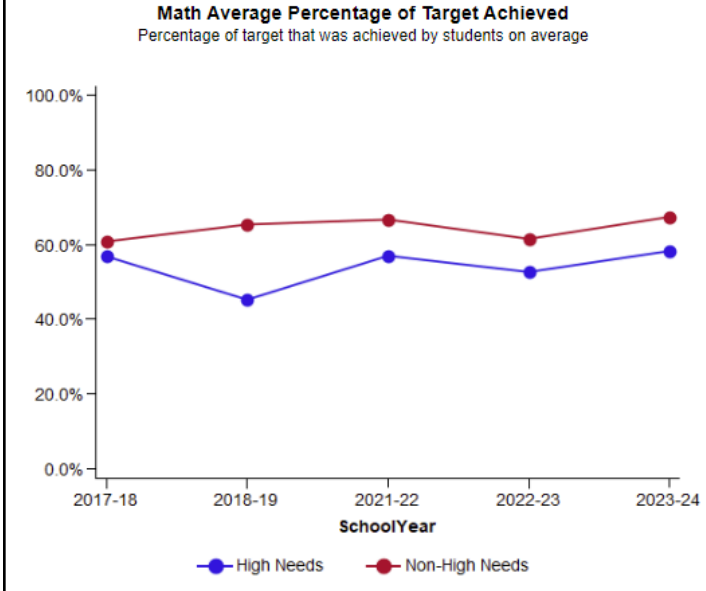
1. **Increase students' growth rates on the Smarter Balanced Assessment and exceed the state average.**

    - The metric presented here is the Average Percentage of Target Achieved (APTA). It tells how much of the growth target was achieved, on average, by the students.
    - This is Indicator 2a in the Accountability Index.
    - High Needs students are defined by the state of Connecticut as those students with special needs (IEP), multilingual learners (ML/ELs) and free/reduced lunch.
    - Data is disaggregated by school (HKIS and HKMS) and high needs.
    - Performance vs Growth Bubble Graphs (From EdSight)

	ELA	Math
RSD 17		
HKIS		
HKMS		

The Average Percentage of Target Achieved (APTA) tells how much of the growth target was achieved, on average, by the students. *(Graphs from CT Report Card)*

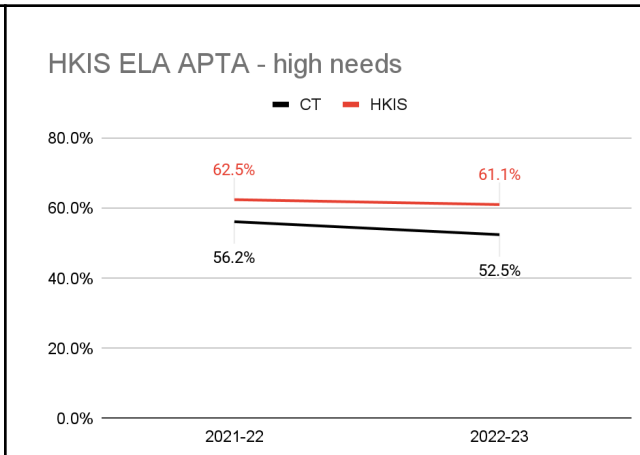
SBAC Growth Comparison RSD17 to State - High Needs

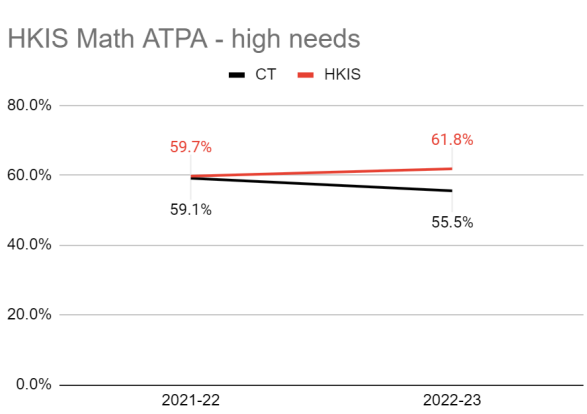
State of CT		
RSD 17		

High Needs students are defined by the state of Connecticut as those students with special needs (IEP), multilingual learners (ML/ELs) and free/reduced lunch. *(Graphs from EdSight Public)*

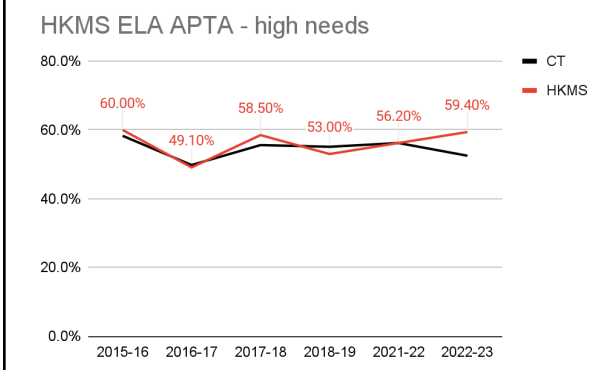
SBAC Growth Comparison RSD17 by School to State - High Needs - NOT UPDATED

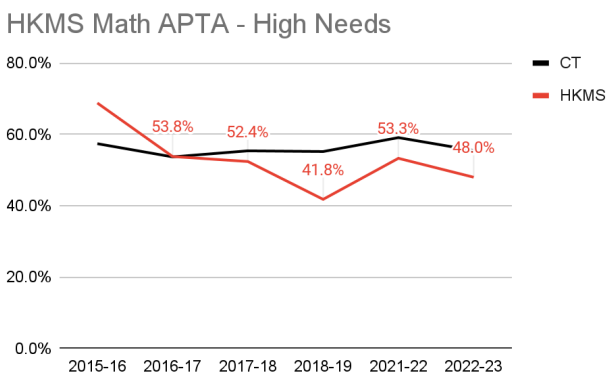
HKIS





HKMS





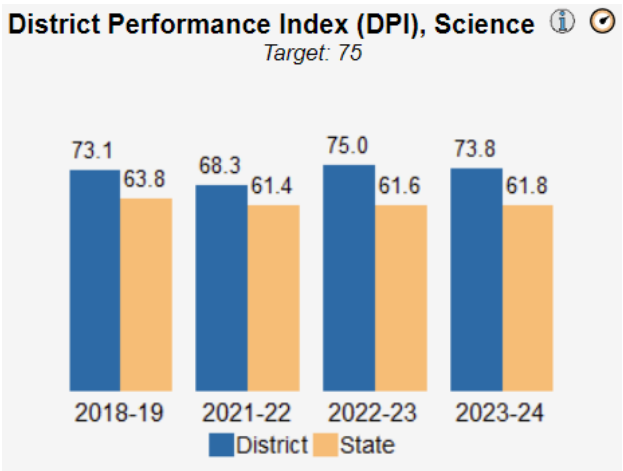
APTA = average percentage of target of achieved

High Needs students are defined by the state of Connecticut as those students with special needs (IEP), multilingual learners (ML/ELs) and free/reduced lunch. *(Data from EdSight Public, graphs by RSD17)*

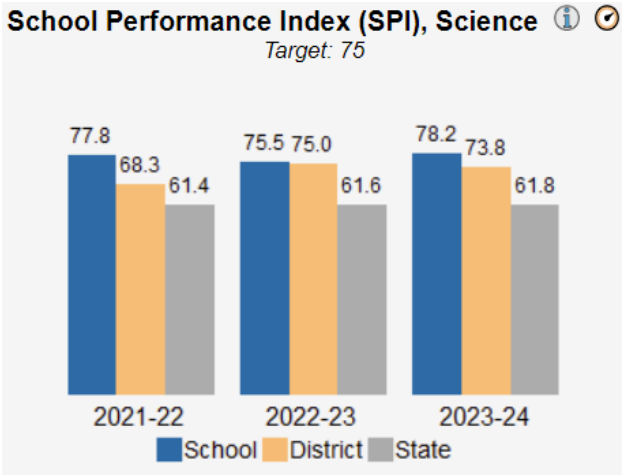
2. **Increase students' performance on the state Science assessment and exceed the state average.**

   The Science Performance Index is the average performance of students in science on the state summative assessment and ranges from 0 to 100. Connecticut's ultimate target for the Science Performance Index is 75. All schools met the target in 2022-23.

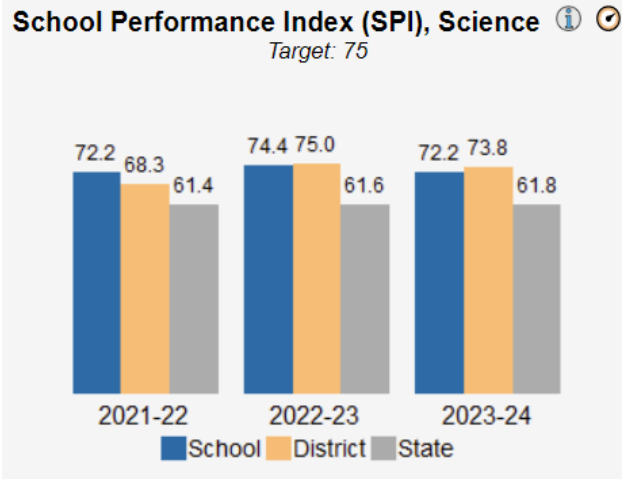
District



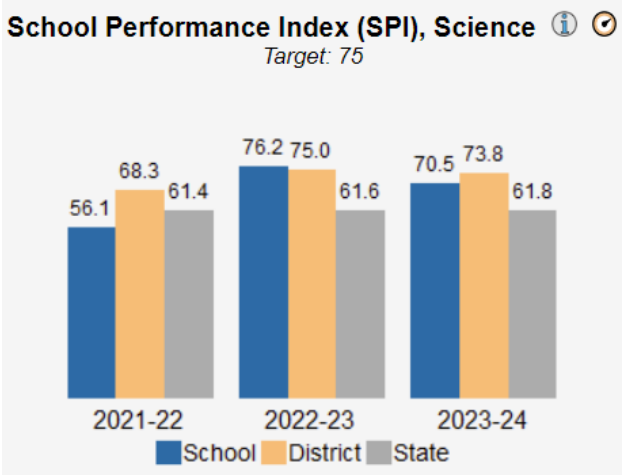
Grade 5 - HKIS



Grade 8 - HKMS

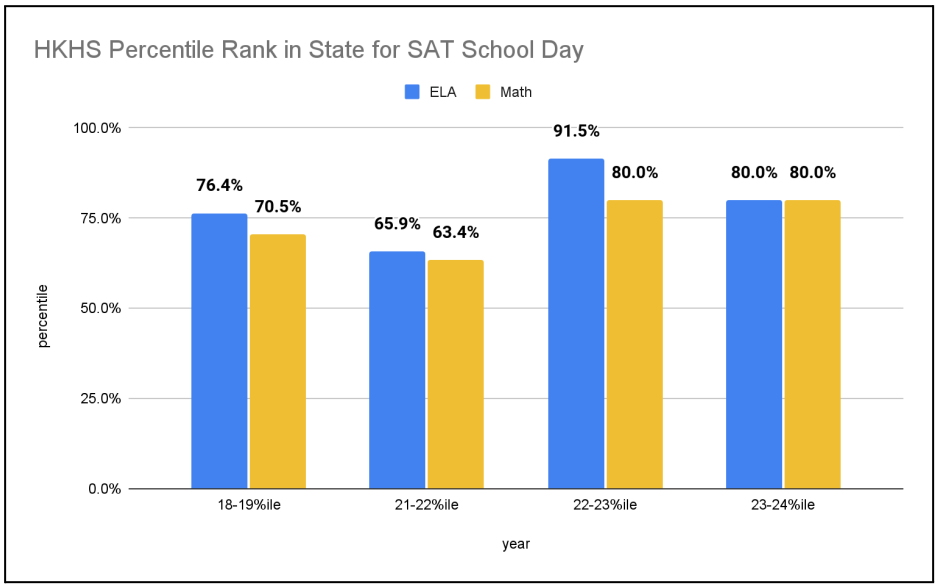


Grade 11 - HKHS



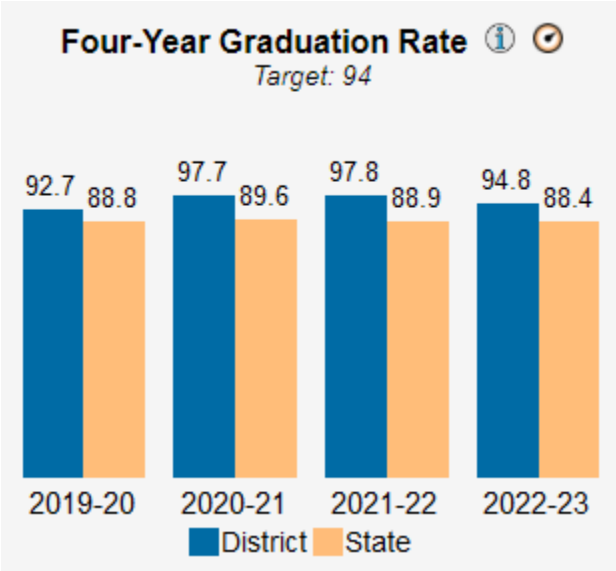
3. **Score above state average on the SAT College and Career Readiness Benchmark and move upward within the top quartile of all State of CT school districts**

	2018-19			2021-22			2022-23			2023-2024		
	HK rank	out of CT	18-19%ile	HK rank	out of CT	21-22%ile	HK rank	out of CT	22-23% ile	HK rank	out of CT	23-24 %ile
ELA	29	123	76.4%	42	123	65.9%	10	118	91.5%	25	124	80.0%
Math	36	122	70.5%	45	123	63.4%	24	120	80.0%	24	120	80.0%



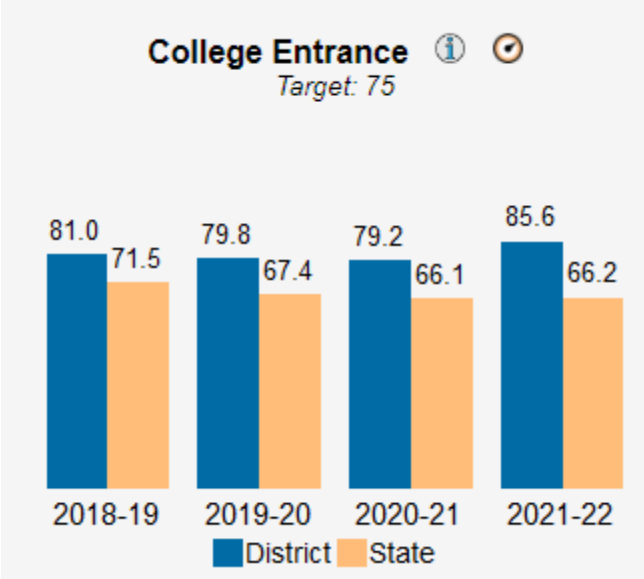
See file

4. **Maintain a 4-year graduation rate above 95% and above the state average.**



not currently available on State Report Card 23-24

5. **Maintain a college entrance rate above the state target of 75.**



not currently available on State Report Card 22-23

6. **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

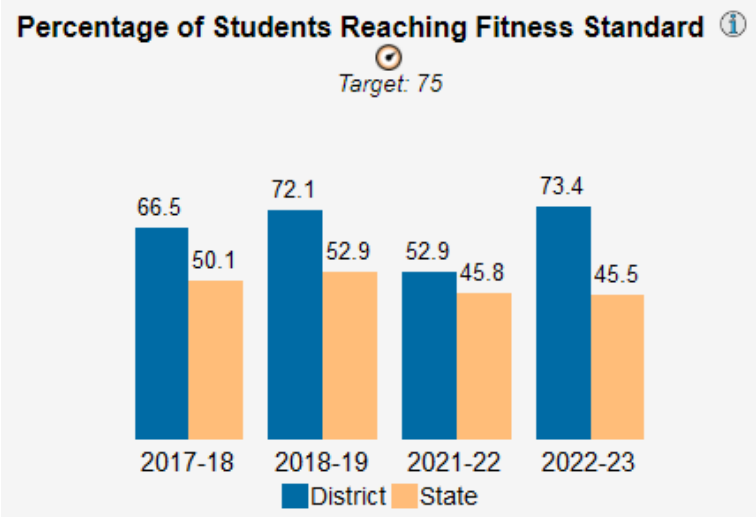
^PSIS Reports

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

2 Due to pandemic, option for virtual learning

7. **Increase the percent of students meeting the state fitness levels**

not currently available on State Report Card 23-24



Comparison to the State (Data from EdSight Public)

% reaching fitness zone on all assessments (Target 75)

	2022-23	2023-24
CT	45.5%	
RSD17	73.4%	

RSD17 Physical Fitness data, Spring 2024 (internal records)

Grade	Participa -tion rate	PACER or MileRun	Sit Reach	Push up	Curl Up	Meet on all 4	# tested on all 4	% pass on all 4
4th	**97%**	91%	89%	94%	95%	115	139	**82.7%**
6th	**100%**	82%	86%	80%	89%	83	130	**63.8%**
8th	**100%**	74%	88%	68%	97%	62	111	**55.9%**
10th	**99%**	71%	95%	93%	93%	89	125	**71.2%**

Priority 2

8. **RSD 17's Overall Score will move toward 4.0 or higher each year on the National School Climate survey.**

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

Grades 4 to 12

HKIS - 86.1%

HKMS - 98%

HKHS - 95%

9. **Each school shall continuously improve upon one of the lowest-rated indicators, for their respective school as well as the "trusted adult" item", on the National School Climate Survey.**

Trusted Adult Survey Question Data, Spring 2024

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

Grades 4 to 12

HKIS - 86.1%
HKMS - 98%
HKHS - 95%

10. **Increase stakeholder engagement through phone calls/web interactions/texts/email/conferences/job post interactions/social media as measured by source analytics.**

District Newsletter	
Edition	**Views**
Jan 2023	3,656
April 2023	3,558
Sept 2023	3,453
Fall 2023	3,554
Spring 2024	3,275

FACEBOOK		
Year	**Visits**	**Exposed to content**
22/23	• 10,371 views • 276% increase over 21/22 • 106 new followers	• 35,110 unique individuals • 624% increase over 21/22
23/24	• 13,500 views • 24.9% increase over 22/23 • 150 new followers	• 51,300 unique individuals • 47.4% higher than 22/23

Priority 4

11. **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

12. **Develop a Master Capital Plan in phases: develop, design, build, and complete.**

Phase	Date Begun	Date Completed
Develop		
Design		
Build		
Complete		

Last Published District Accountability Index Data

The attached charts will serve as a placeholder and include older data as an example; it will be updated with new data when SDE releases the most up-to-date version of these accountability reports.

2022/23 School Year 23/24 Not available

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	74.9	75	49.9	50	99.8	85.2
1b. ELA Performance Index - High Needs Students	64.3	75	42.8	50	85.7	72.1
1c. Math Performance Index - All Students	69.8	75	46.5	50	93.1	79.6
1d. Math Performance Index - High Needs Students	58.3	75	38.9	50	77.7	65.2
1e. Science Performance Index - All Students	75.0	75	50.0	50	100.0	82.1
1f. Science Performance Index - High Needs Students	63.8	75	42.6	50	85.1	68.2
2a. ELA Academic Growth - All Students	60.5%	100%	60.5	100	60.5	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	58.9%	100%	58.9	100	58.9	61.8
2d. Math Academic Growth - High Needs Students	52.6%	100%	52.6	100	52.6	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	12.3%	<=5%	35.3	50	70.6	39.8
4b. Chronic Absenteeism - High Needs Students	17.7%	<=5%	24.6	50	49.3	6.0
5. Preparation for CCR - Percent Taking Courses	84.0%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	61.3%	75%	40.9	50	81.8	59.0
7. On-track to High School Graduation	95.0%	94%	50.0	50	100.0	87.7
8. 4-year Graduation: All Students (2022 Cohort)	97.8%	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 = 96.8%)	73.4%	75%	48.9	50	97.8	60.6
12. Arts Access	66.8%	60%	50.0	50	100.0	90.9
Accountability Index	.		1093.0	1350	81.0	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	64.3	10.7	16.6	N
Math Performance Index Gap	74.6	58.3	16.4	18.0	N
Science Performance Index Gap	75.0	63.8	11.2	17.8	N
Graduation Rate Gap (2020 Cohort)	94.0	85.7	8.3	8.7	N

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	98.6
ELA - High Needs Students	96.5
Math - All Students	98.4
Math - High Needs Students	96.2
Science - All Students	97.6
Science - High Needs Students	94.1

Minimum participation standard is 95%.