Haddam Killingworth Intermediate School

Continuous Improvement Plan

2024-25

Regional School District #17

451 Route 81

Killingworth, CT 06419

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HKIS Continuous Improvement Plan 2023-24

Prepared by:

Leadership Team

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

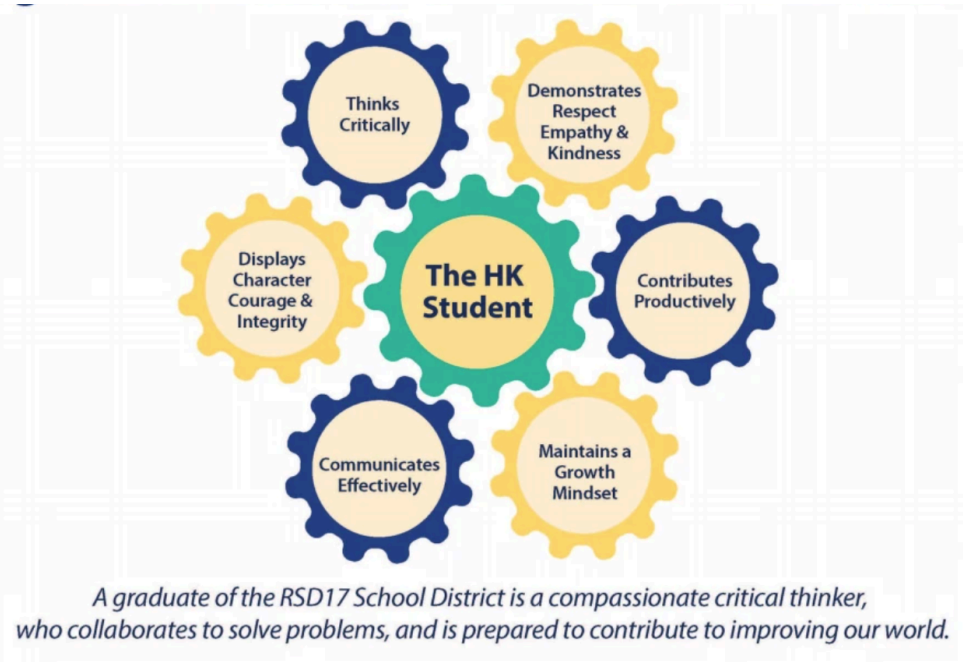
Introduction

RSD 17 is committed to aligning Continuous Improvement Plans to the Strategic Operating Plan. Teams thoughtfully created goals that will contribute to the District priorities and Vision of the Graduate. Theories of Action demonstrate our focus for the year and detail what we will work towards accomplishing. As a learning organization, we will monitor progress consistently and reflect on the impact of our actions.

RSD 17 Mission Statement

The Mission of Regional School District 17 is to engage students in an educational community that challenges them with high standards and builds their capacity for success and their aspiration to improve themselves and their society.

Vision of the Graduate



RSD17 Core Values

PUBLIC EDUCATION IS A RIGHT
All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL
Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING
Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY
A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL
We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS
An intellectually-disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE
Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE
We are committed to using our resources efficiently through effective strategies and systems.

RSD 17 Strategic Operating Plan Priorities

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

School Year: 2024-25	**SOP Priority: 1**	DCIP Objective(s): 1.1, 1.5

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

Goal 1a-Language arts. Student growth among fourth and fifth grade students will improve over 2023-24 levels.

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

Metric 2: High Needs ELA growth on the Smarter Balanced Assessment will meet or exceed the school average percent of growth achieved

Action Plan

Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Continue implementation of Wit and Wisdom curriculum	ELA Teachers Instructional Coach	– Common planning time – Ongoing support from instructional coach – Analyze common assessments and adjust instruction	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students
Morphology and spelling work	ELA teachers Instructional Coach	Small group instruction time in the master schedule. Common planning time Identify resources for 4th and fifth grade spelling instruction.	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Artifacts from classroom <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students
Implement a Literacy Lab to help students who may need support in writing (SOP strategy 1.13)	ELA teachers ELA interventionists	Identify time during PLT and implementer Time to identify students who need support Materials within Wit and Wisdom to help with reteaching and support	<u>Evidence:</u> – Schedule which allows for literacy lab – Informal observations <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved common assessment scores among participants – Higher growth on SBA than state or district averages

School Year: 2024-25	**SOP Priority: 1&2**	DCIP Objective: 1.1, 2.5

ToA: If we improve our instruction in key areas of mathematics, we can reduce the achievement gap between our students with higher needs and the general population and all students will improve as mathematicians.

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

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

Metric 2: Average percent of growth target achieved on the Smarter Balanced Assessment in grades 4-5 will increase from 60.8% in 2024 to 70% in Spring 2025.

Metric 3: High Needs math growth on the Smarter Balanced Assessment will meet or exceed the school average percent of growth achieved

Action Plan

Strategies (reference DIP)	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
Train and implement five high leverage strategies into instruction: fluency, vocabulary, representations, explicit instruction, word problems (SOP strategy 2.43)	Math Teachers Instructional Coach SPed teachers	– Ongoing PD throughout the year on strategies – Monitoring through observation and feedback in every math classroom – Adjusting IEPs to match strategies	<u>Evidence:</u> – Informal observations – Common assessment data – IEP goals and objectives <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved math unit assessments – IEP goals and objectives will be closer to grade level expectations
Implement the strategies of *Building Thinking Classrooms* into each of our math classes (SOP strategy 2.43)	Math Teachers Instructional Coach	– *Building Thinking Classrooms* – I-Ready – Planning and coaching time	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students
Improve IEP quality and progress monitoring (SOP strategy 1.54)	Math Teachers Instructional Coach SPed teachers	– CSDE SPDG grant	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – Reducing the achievement gap – A year + growth for all students

Implement second Math Lab to be co-taught with regular education teacher and special education teacher (SOP strategy 1.13)	Math teacher/intervention ist Special Education teacher	Identified time and space. Identified students with IEPs who could benefit from the math lab	Evidence: – Schedule which allows for second math lab – Informal observations Short-Term Impact & Longer-Term Outcomes: – Improved common assessment scores among participants – Higher growth on SBA than state or district averages

School Year: 2024-25	**SOP Priority: 1**	DCIP Objective: 1.2

ToA:
– If we ensure we have safe, supportive and collaborative culture, we will be able to focus better on improving instruction.

Goal 2-Culture & Climate

Metric 1: HRS Level 1 certification
Metric 2: Students will identify one or more trusted adults in the building.
Metric 3: Reduction of Chronic Absenteeism below the 5% threshold.

Action Plan

Strategies	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
Ensure we have a Safe, Supportive and Collaborative Culture	School Improvement Team Administration	– HRS certification support – Track and evaluate school on 8 indicators indicative of these factors	Evidence – Survey data – HRS submission packet – Collection of strategies and monitoring tool – Successful completion and certification <u>Short-Term Impact & Longer-Term Outcomes:</u> – Specific and codified safety and collaboration guidelines
Implement our new school rules in each area of the building and have ongoing discussion and support	Admin Teachers	– Common duty expectations – Clearly posted expectations for spaces	<u>Evidence:</u> – Duty expectations – Cafeteria expectations – Posted expectations for hallways <u>Short-Term Impact & Longer-Term Outcomes:</u> – Lower discipline rates – Increased survey results
Counseling staff will monitor and support students who have been identified as chronically absent.	HKIS office and counseling staff	Dessa Assessment Absence tracking information Collaborative planning time for counseling staff	<u>Evidence:</u> – Absence data – Club attendance – Monitoring notes – DESSA <u>Short-Term Impact & Longer-Term Outcomes:</u> – Decreased number of absences

School Year: 2024-25	**SOP Priority: 1**	DCIP Objective: 2.5	
ToA: If we create a welcoming classroom environment and develop our skills on addressing student behaviors, students will be present more in the classroom and learning will improve.			
Goal 3-Classroom Management			
Metric 1: Decreased number of discipline referrals to the office which require administrative response.			
Action Plan			
Strategies	**Staff Responsible**	**Resources & Learning Needed**	**Intended Outcomes**
HKIS teachers will implement common behavioral expectations and implement best practices in disrupting cycles of negative behaviors.	HKIS Teachers	– Professional Development time – Training with consultant – Tools for students to help with mindfulness and self-centering	<u>Evidence:</u> – Staff surveys – Behavioral referrals from the classroom – Communication with families <u>Short-Term Impact & Longer-Term Outcomes:</u> – More instructional time and fewer disruptions – Student self-control

School Academic Data

IReady % scoring proficient or higher						
	ELA			**Math**		
Grade	**Fall 2023**	**Winter 2024**	**Spring 2024**	**Fall 2023**	**Winter 2024**	**Spring 2024**
4th	42	63	66	32	54	81
5th	52	64	76	48	60	76

Smarter Balanced Assessments % scoring proficient or higher						
	ELA			**Math**		
Grade	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2022**	**Spring 2023**	**Spring 2024**
4th	73	75	65	69	70	67
5th	73	79	68	62	63	62

Assessments Defined:

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

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

School Culture – Student Attendance (Percentage of Non-Chronic Students – 95%)					
	2020-21	**2021-22**	**2021-22**	**2022-23**	**2023-24**
Percentage of Students with > 90% of days of attendance*	+	98%	94%	96%	95%
Percentage of students identified as chronically absent*	%	2%	6%	4%	5%

*according to state report

+not reported due to pandemic closure

Schoolwide Professional Learning Plan		
School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.		
DATES	**STAFF RESPONSIBLE**	**OUTCOMES**
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps. Math and Special Education teachers will be learning and practicing high leverage teaching skills.
	Paraprofessionals	Complete mandatory trainings and others that are relevant to position responsibilities.
Professional Learning days	Certified Staff	PLC meetings focused on Marzano strategies, Wit and Wisdom training and Math instruction. Training on Classroom Management.
Ongoing	Certified Staff	Instructional Coaching
Ongoing	Instructional Coaches	Provide new teacher support throughout the year to support the delivery of the curriculum. Provide support to all teachers through CRS coaching days and individual requests.

School Priorities

Technology

- View Boards
- Electronic hall pass system

Building & Grounds

- Interior Cameras

Professional Learning

- “Math Grant”
- New Evaluation Plan
- Classroom Management

Culture

- Data teams
- Attendance

Next Generation Accountability, 2022-23

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

School Category: 2

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	78.0	75	50.0	50	100.0	85.2
1b. ELA Performance Index - High Needs Students	68.0	75	45.3	50	90.6	72.1
1c. Math Performance Index - All Students	74.8	75	49.9	50	99.8	79.6
1d. Math Performance Index - High Needs Students	65.0	75	43.3	50	86.7	65.2
1e. Science Performance Index - All Students	75.5	75	50.0	50	100.0	82.1
1f. Science Performance Index - High Needs Students	66.3	75	44.2	50	88.5	68.2
2a. ELA Academic Growth - All Students	64.3%	100%	64.3	100	64.3	57.2
2b. ELA Academic Growth - High Needs Students	61.1%	100%	61.1	100	61.1	52.5
2c. Math Academic Growth - All Students	65.4%	100%	65.4	100	65.4	61.8
2d. Math Academic Growth - High Needs Students	61.8%	100%	61.8	100	61.8	55.5
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	55.3
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	56.1
4a. Chronic Absenteeism - All Students	4.2%	<=5%	50.0	50	100.0	39.8
4b. Chronic Absenteeism - High Needs Students	4.1%	<=5%	50.0	50	100.0	6.0
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	59.0
7. On-track to High School Graduation	.	94%	.	.	.	87.7
8. 4-year Graduation: All Students (2022 Cohort)	.	94%	.	.	.	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	.	94%	.	.	.	91.1
10. Postsecondary Entrance (Graduating Class 2022)	.	75%	.	.	.	88.2
11. Physical Fitness (estimated participation rate = 99.2%)	73.8%	75%	49.2	50	98.4	60.6
12. Arts Access	.	60%	.	.	.	90.9
Accountability Index	.		684.6	850	80.5	69.3

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	68.0	7.0	17.0	N
Math Performance Index Gap	75.0	65.0	10.0	18.6	N
Science Performance Index Gap	75.0	66.3	8.7	18.6	N
Graduation Rate Gap (2020 Cohort)	.	.	.	.	

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.2
ELA - High Needs Students	97.3
Math - All Students	98.9
Math - High Needs Students	97.3
Science - All Students	98.5
Science - High Needs Students	97.4

Minimum participation standard is 95%.