HADDAM-KILLINGWORTH MIDDLE SCHOOL

Continuous Improvement Plan

2024-25

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

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HKMS School Improvement Plan 2024-25

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HKMS Leadership Team

Dorothy Ventura, Principal	Rob Fagan, AAFA Team Leader
Heather Persson, Assistant Principal	Rebecca Reinhold, Special Education Team Leader
Tara Brinkman, 6th Grade Team Leader	Paige Callahan, Student Services Team Leader
Jess Maynard, 7th Grade Team Leader	Jennifer Beermuender, Humanities Coordinator
Kerry Geoghegan, 8th Grade Team Leader	Heather Rigatti, Stem Coordinator

RSD 17 Introduction

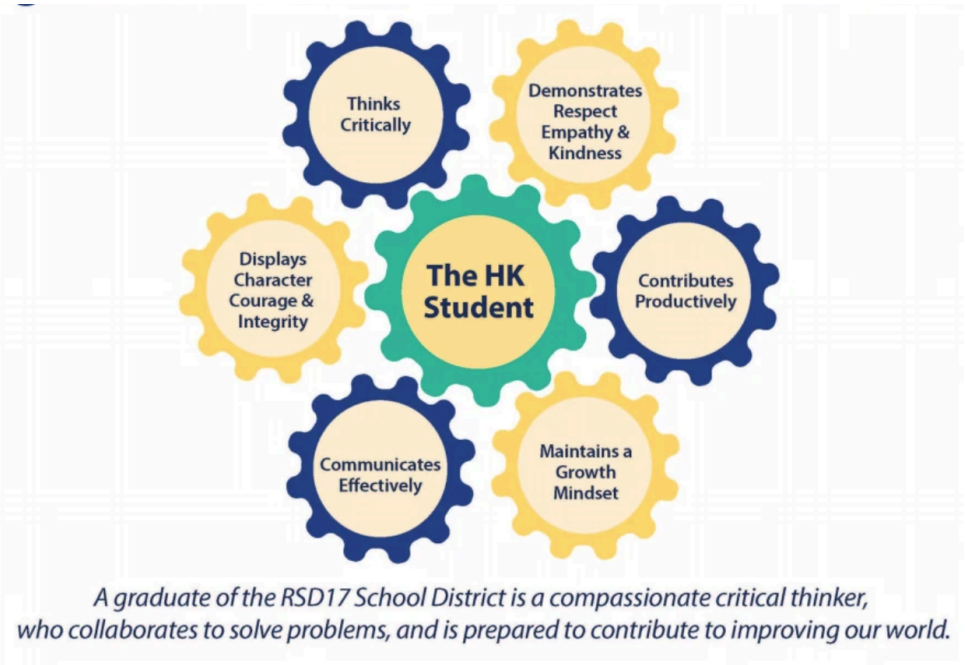
RSD 17 is committed to aligning Continuous Improvement Plans to the Strategic Operating Plan. Teams thoughtfully created goals that will contribute to the District priorities and Vision of the Graduate. Theories of Action demonstrate our focus for the year and detail what we will work towards accomplishing. 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.

RSD17 Vision of the Graduate

Appendix B



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

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. (Appendix A)

HKMS Introduction

Haddam-Killingworth Middle School's ***Continuous Improvement Plan*** demonstrates our unwavering dedication to cultivating a vibrant and enriching learning atmosphere for our students. Our plan is flexible and responsive, delineating our strategy for improving multiple facets of our educational approaches.
We stand prepared to embrace change and labor diligently to transform Haddam-Killingworth Middle School into a hub of educational innovation and excellence.

HKMS Purpose

Haddam-Killingworth Middle School's ***purpose*** is to empower students to discover their strengths, overcome challenges, think critically, and develop into their best selves. Together we foster independent learners to become respectful and responsible members of a diverse society. Collaboratively, the HKMS community guides students on their journey of self-discovery.

HKMS Mission and Core Values

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

HKMS Goal 1

School Year: 2024-25	**SOP Priority: 1**	DCIP Objective(s): 1.1, 1.2 & 1.5

Student Learning

TOA: If the administration sets clear expectations for the MTSS process and actively supports teachers during collaboration periods, teachers will implement data-driven interventions to address learning gaps, ensuring equitable instruction and improved outcomes for at-risk and high-needs students.

HKMS Goal 1: Academics
Students will demonstrate consistent growth and academic progress through regular performance monitoring and the application of targeted interventions, with a focus on closing the achievement gap between the general population and high-needs students.

Metric 1: By Spring 2025, students will meet or exceed their growth target on the SBAC.
Metric 2: High Needs growth on the Smarter Balanced Assessment will meet or exceed the school average percent of growth achieved

Action Plan

Strategies	Staff	Resources & Learning Needed	Intended Outcomes
Enhance teacher collaboration and alignment by implementing research-based best practices and norms during grade-level and support staff team meetings.	HKMS Leaders HKMS Faculty	– Protected Time for Collaboration – MTSS meeting schedule and protocols – Data team & Department meetings	**Intended Outcome:** Teachers are consistently implementing interventions with fidelity and keeping accurate records and progress monitoring. **Intended Outcome:** Wit and Wisdom is being implemented with fidelity. **Evidence**: – Collaborative agendas & lesson plans – Behavior/SEL is being discussed, intervened and documented through the MTSS process – Informal observations & GPS – Common assessment data – Closing Achievement Gap
Ensure all students have equitable access to academic instruction and programming, promoting positive student outcomes.	HKMS Support Staff HKMS Leaders	– Protected Academic time – Securly tech platform	**Intended Outcome**: Increase in tier one instructional time that is supported by support staff, interventionists, and special education staff for interventions. **Intended Outcome**: Teachers are utilizing the double periods as designed.

	All staff		**Intended Outcome:** Teachers are writing professional goals that include high-leverage instructional practices. **Evidence:** – Students time in class will increase – Student growth data – Closing Achievement Gap – Data Team Agenda and Minutes – Students' time in class data

HKMS Goal 2

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

Student Well-Being

TOA: If the administration promotes shared responsibility through consistent communication and problem-solving, teachers will unify their efforts to reduce chronic absenteeism, resulting in better attendance, engagement, and academic success for at-risk students.

HKMS Goal 2: Attendance
Students will demonstrate improved attendance and engagement through clear communication, collective responsibility, and targeted strategies to reduce chronic absenteeism.

Metric: There will be a reduction in the number of students considered chronically absent.

Action Plan

Strategies	Staff	Resources & Learning Needed	Intended Outcomes
Consistent communication: Ensuring clear and ongoing dialogue between administration, teachers, students and families about expectations and efforts to support attendance.	HKMS Support Staff HKMS Admin	– Attendance Protocols – Weekly Support Staff Meeting – CBH Clinician	**Intended Outcome:** Communication from HKMS in the Weekly Byte with attendance updates, articles and succinct, frequent and clear messaging **Evidence:** – Weekly Byte – Attendance Protocols – Student Growth – Closing Achievement Gap – CBH Clinician Caseload

Promoting a culture of shared responsibility	HKMS Support Staff HKMS faculty and staff HKMS Admin	– Protected Time for Collaboration – Attendance Protocols – Weekly Support Staff Meeting – CBH Clinician – Identified students who have or are struggling with attendance.	**Intended Outcome:** Support Staff are meeting weekly to review attendance and communicate with parents **Intended Outcome:** All staff are communicating the same message to families regarding attendance concerns. **Evidence:** – Collaborative planning agendas – Attendance Protocols, including communication templates – Student Growth – Closing Achievement Gap – CBH Clinician Caseload – System tracking and updating students with attendance concerns
Implementing specific actions or programs (e.g., early interventions, check-ins, or incentives) aimed at reducing the number of students who frequently miss school.	HKMS Support Staff CBH Clinician	– Protected Time for Collaboration – Attendance Protocols – Weekly Support Staff Meeting – CBH Clinician – Pyramid of Intervention	**Intended Outcome:** Support Staff are meeting weekly to implement and progress monitor interventions

Goal 3: HKMS Task Force Priorities

School Year: 2024-25	**HKMS Task Force Priorities**

Priority 1: Vision Statement

HKMS has a shared vision that is collaboratively created, connected to the Vision of the Graduate, and known by stakeholders.

Action Plan

Strategies	Staff	Resources & Learning Needed	Intended Outcomes
Put together a small committee that will guide the process and gain consensus for the new Vision Statement	HKMS Leadership	– A protocol to build a vision statement	**Intended Outcome:** HKMS Vision Statement **Evidence:** – A timeline and process to build the Vision Statement – Committee Agendas – Vision Statement Published

Priority 2: Student-based Systems			
HKMS has an effective system of addressing social-emotional and behavioral needs that includes a whole school structure and individualized supports that are implemented with fidelity.			
Action Plan			
Strategies	**Staff**	**Resources & Learning Needed**	**Intended Outcomes**
Review Current Systems, design and rebuild antiquated or ineffective systems	HKMS Admin HKMS Leadership Team HKMS faculty and staff	– Historical and present data in areas of SEL and Behavior – Tiered Interventions for SEL & Behavior	**Intended Outcome:** All faculty and staff are utilizing HKMS systems and structures as intended and with fidelity **Intended Outcome:** Teams meet twice a week for MTSS to focus on Academics and Behavior (SEL, Academic behavior, and other behaviors) <u>Evidence:</u> – Compass with Tiered Interventions – Handbook – New Systems
Priority 3: Communication			
HKMS has a timely, responsive, and consistently well-implemented protocol for whole-school and teacher-level family communication.			
Action Plan			
Strategies	**Staff**	**Resources & Learning Needed**	**Intended Outcomes**
Review and improve the distribution and use of Report Cards, Messenger, PowerSchool, and Google Suite	HKMS Leadership HKMS Faculty & Staff IT department	– Survey Data – Surrounding Towns Reporting system – Surrounding Towns Communication system	**Intended Outcome:** A consistent way to report student Growth and Achievement <u>Evidence:</u> – Compass – Handbook – Possibly a new look to the report card and reporting/communication system and policy – All families are receiving communication from HKMS
Priority 4: Structures			
HKMS has a schedule that:			

- ☐ Is developmentally appropriate at each grade level
- ☐ Emphasizes teaming and relationships
- ☐ Prioritizes core content and student support while maintaining some elective choice.

Action Plan			
Strategies	**Staff**	**Resources & Learning Needed**	**Intended Outcomes**
Progress Monitor the new Schedule	HKMS Admin HKMS Leadership Team HKMS faculty and staff	– Traveling Desks – SAM	**Intended Outcome:** Building Administration is visible and collects qualitative data to make informed decisions. **Intended Outcome:** HKMS faculty are utilizing the structures as intended. **Intended Outcome:** Building Administration is utilizing the timetracker (SAM) as intended. <u>Evidence:</u> – SAM meetings and Timetracker data – Qualitative data (GPS and Surveys) – TEAM agendas
Priority 5: Growth and Achievement			
HKMS outcomes lead the region in academic growth and achievement. Math is a school priority.			
Action Plan			
Strategies	**Staff**	**Resources & Learning Needed**	**Intended Outcomes**
Progress monitoring through MTSS, data teams, and counseling meetings.	HKMS Admin HKMS Support Staff HKMS faculty and staff	– Historical and present data (IABs, iReady and SBAC) – Protect Team Collaboration time – PD in PLCs – New Solutions priorities – Instructional Coaches – Admin Visibility	**Intended Outcome:** Close the Achievement Gap **Intended Outcome:** All students grow; students at-risk outgrow the general population **Intended Outcome**: Team Meetings and Data Team Meetings focus on At-Risk Students <u>Evidence:</u> – MTSS meetings – Data Teams focused on Students At-Risk – Department meetings focused on Students At-Risk – Teachers following MTSS with fidelity – Wit & Wisdom implemented with fidelity

HKMS Baseline

iReady % scoring proficient or higher						
	ELA			Math		
Grade	Fall 2024	Winter 2025	Spring 2025	Fall 2024	Winter 2025	Spring 2025
6th						
7th						
8th						
HKMS						
At-Risk						

	Smarter Balanced Assessments % scoring proficient or higher						
		ELA			Math		
	Grade	Spring 2022	Spring 2023	Spring 2024	Spring 2022	Spring 2023	Spring 2024
6th Grade	Whole Class	61.91	75	67.46	49.52	57.14	64.29
	Non High Needs	72.73			59.74		
	High Needs	32.14			21.43		
7th Grade	Whole Class	76.81	72.22	70.2	54.35	49.07	58.94
	Non High Needs	84.84			65.65		
	High Needs	56.41			25.64		

8th Grade	Whole Class	66.9	74.82	60.36	45.32	51.08	51.35
	Non High Needs	72.72			12.9		
	High Needs	48.39			54.63		

NGSS % scoring proficient or higher			
Grade	**Spring 2022**	**Spring 2023**	**Spring 2024**
HKMS	66.19	71.22	66.67
Non High Needs	71.29	80	79.76
High Needs	48.39	48.72	25.93

HKMS Student Attendance

School Culture – Student Attendance (Percentage of Non-Chronic Students – 96%)	**2022-23**	**2023-24**	**2024-25**
No. of Students	31	34	
Percentage of students identified as chronically absent*	7.7%	8.6%	
Percentage of ***NOT*** ***"high-needs"*** students identified as chronically absent*	6.5%	6.7%	
Percentage of "***high-needs***" students identified as chronically absent*	10.6%	13.4%	

*according to state report

HKMS Professional Learning Plan		
When?	**Staff?**	**Topics?**
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps. There will be a strong focus on students at-risk.
	Paraprofessionals	Complete mandatory trainings and others that are relevant to position responsibilities.
Professional Learning days	Certified Staff	Marzano Chapter 10 (District-wide) & Chapter 4 (School-wide)
	Certified Staff	Goals, reflections and individual professional learning as it relates to their goals.
Ongoing	Certified Staff	MTSS practices and instructional practices
Ongoing	Instructional Coaches	Provide teacher support throughout the year to support the delivery of the curriculum.

HKMS Accountability Chart

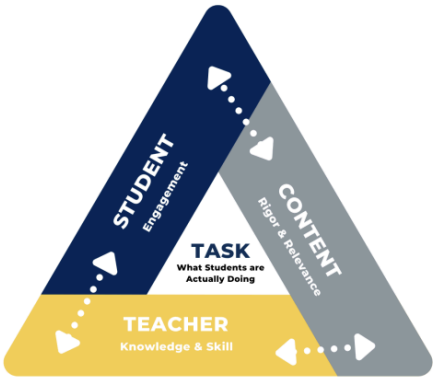
2023-2024

Not Available yet

Appendix A: Instructional Vision

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 curriculum around a 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 VoG, SOP, District Values, and Theory of Action, which were created by our teachers and educational leaders. It drives professional reflection, learning, and growth.



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, 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*

Appendix B: Alignment of Core Values and Portrait of a Graduate

HKMS: ***Cougar Core Values***					
Responsibility & Respect	Responsibility & Perseverance	Responsibility & Acceptance	Perseverance & Responsibility	Kindness & Respect	Acceptance & Kindness
RSD 17: *Portrait of a Graduate*					
Contribute Productively	Think Critically	Communicate Effectively	Maintain a Growth Mindset	Demonstrate Respect, Empathy and Kindness	Display Character, Courage, and Integrity
Take control of one's learning by planning and organizing oneself to complete tasks	Inquire and formulate questions to gather information and expand upon ideas	Actively listen to understand and interpret the ideas and reasoning of others	Involves believing in oneself, having an open-mind, and demonstrating perseverance and resilience.	Involves caring for and showing compassion for oneself and others	Involves having confidence in oneself to make sound decisions
Seek leadership or take a supportive role within a group in a manner that works best for oneself, others and the outcome	Research and distill information from reliable resources representative of multiple perspectives	Organize thoughts to articulate and justify one's position or perspective with clarity	Apply sustained effort to understand concepts, acquire skills, and achieve to one's greatest potential	Seek to understand one another's experiences, circumstances, and perspectives	Do the right thing, even when no one is looking
Collaborate positively on a team project or shared endeavor	Inquire and formulate questions to gather information and expand upon ideas	Construct, refine, and present arguments supported by evidence	Show determination to accomplish one's goals	Maintain self-respect and advocate for oneself and others	Take the initiative to provide or seek help for oneself or others
Think creatively and flexibly to design and develop innovative solutions, strategies, and outcomes	Analyze and interpret information and data to generate solutions to problems	Use a variety of verbal, written, or visual methods appropriate for the message and audience	Reflect upon feedback or mistakes as opportunities to adapt and improve upon learning	Be kind and act to enhance the climate of our schools and community	Stand up for oneself or others when faced with unkind, disrespectful, or discriminatory behavior
Demonstrate Independence and initiative in doing one's best work	Evaluate information for credibility, bias, and point of view		Explore ideas to expand thinking And Encourage a growth mindset in others	Embrace diversity and recognize the value of all persons by promoting equity and inclusivity	Actively engage in discourse that addresses difficult topics or situations to improve conditions for all