

Killingworth Elementary School

2024-25



Regional School District #17
57 Little City Rd
Higganum, CT 06413

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School Improvement Plan 2024-25

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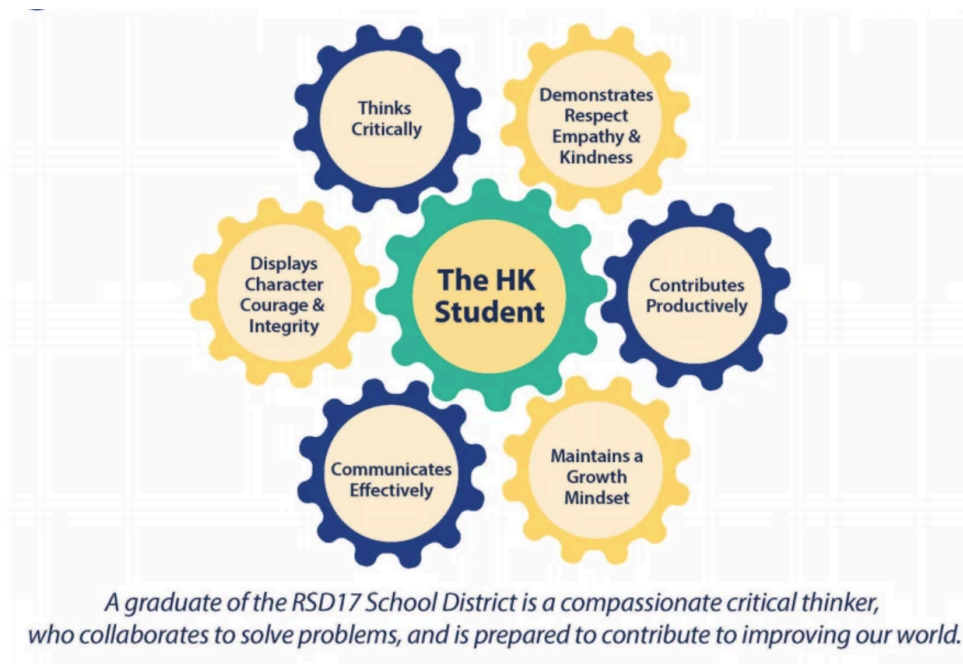
Introduction

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

RSD 17 Mission Statement

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

Vision of the Graduate



RSD17 Core Values

PUBLIC EDUCATION IS A RIGHT

All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL

Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING

Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY

A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL

We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS

An intellectually-disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE

Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE

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

RSD 17 Strategic Operating Plan Priorities

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

Killingworth Elementary School

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

School Year: 2024-25		Strategic Operating Plan 1.1a,b,c,d 2.3d 2.4c	
ToA: If we implement a highly reliable literacy curriculum based on the science of reading and provide professional learning for staff, then student achievement will be increased.			
Goal 1a-Literacy: Increase literacy achievement for all students			
Metric 1: Students in grades Pre K-3 will work towards meeting or exceeding grade level expectations as measured by the DIBELS assessment composite score.			
Metric 2: Students in grades 2-3 will work towards meeting or exceeding their I-Ready growth targets and grade level expectations based on the spring 2025 diagnostic.			
Metric 3: Students in grades 1-3 will work towards meeting or exceeding grade level expectations as measured by the CORE.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Continue implementation of research-based instruction and assessment in phonics and phonemic awareness	K-3 Classroom Teachers Special Education Teachers Paraeducators Interventionists Coaches	– Heggerty – Foundations – LETRS Training – Decodable Texts – Dibels – CORE – UFLI	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data and progress monitoring notes – Data Team action plans – Instructional alignment between Tier 1 and Tier 2 Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students – Students exiting tiered support
Continue implementation of research-based instruction in oral language, vocabulary development, and comprehension	K-3 Classroom Teachers Special Education Teachers Paraeducators Interventionists Coaches	- iReady – Structured literacy – Marzano Art and Science of Teaching – Wit and Wisdom	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data and progress monitoring notes – Data Team action plans Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students

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

School Year: 2024-25		Strategic Operating Plan 1.1b,c,d 2.3d 2.4c	
ToA: If we implement research-based, aligned, sequential, and explicit mathematics instruction and provide professional learning for staff, then student achievement will be increased.			
Goal 1b-Mathematics: Increase mathematics achievement for all students			
Metric 1: Students in grades K-1 will work towards meeting or exceeding grade level expectations as measured by the Acadience Math screener composite score.			
Metric 2: Students in grades K-3 will work towards meeting or exceeding their I-Ready growth targets and grade level expectations based on the spring 2025 diagnostic.			
Metric 3: Students in grades K-3 will work towards meeting or exceeding grade level expectations as measured by the MWOG.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement research based instruction in mathematics focusing specifically on the essential components of math instruction	K-3 Classroom Teachers Coaches Interventionists Paraeducators Special Education Teachers	– SPDG Grant PD – I-Ready – Fact Fluency Progressions – Daily Math Fluency Kits – Spiral Review – Fluency Flight (grades 2-3) – Math Lab – Marzano Art and Science of Teaching	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data Team action plans – Adjusted IEP goals to better align with math standards Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students – Students exiting tiered support – Students with IEPs for math close the achievement gap
Implement differentiated, small group instruction to meet students’ individual needs	- K-3 Classroom Teachers - Coaches -Interventionists -paraeducators - Special Education Teachers - Academic Tutors	– Job Embedded PD provided by Instructional Coaches and Interventionists – Data Teams – WIN Time – Common Planning PD opportunities with contracted math consultant	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans – Adjusted IEP goals to better align with math standards Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students – Better alignment of tier 1 instruction with tiered intervention support – Students with IEPs for math close the achievement gap

Closely monitor the growth and progress of high needs students (EL, SPED, and free and reduced eligible)	MTSS Leadership Team	-revised reports in SAID that sort by high needs category	<u>Evidence:</u> <ul style="list-style-type: none"> – Data collection on math assessments – Tracking of students in T2 or T3 that are high needs – Notes from MTSS leadership team meetings – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Reduce/eliminate the achievement gap that exists between high need and non-high needs students
Redesign grade level schedules to maximize time spent in Math instruction	Certified Staff	- collaboration on efficient use of time in longer instructional blocks	<u>Evidence:</u> <ul style="list-style-type: none"> – Data collection on all assessments – Progress relative to pacing calendars – Collaborative planning agendas & lesson plans <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Reduce transitions in the instructional day – Longer sustained periods of time in instruction

School Year: 2024-25		Strategic Operating Plan: 2.2a,b,c,d,e	
ToA: If we implement relationship-building strategies and foster social/emotional development of students, then students will be more engaged with school which will increase student achievement.			
Goal 2-Culture & Climate			
Metric 1: The percentage of students identified as chronically absent in June 2025 will be less than 6%.			
Metric 2: At least 85% of students will report that “students in this school respect differences in other students” based on survey data collected in Spring 2025.			
Metric 3: At least 85% of staff will respond positively to the statement “the school feels like a positive community”.			
Metric 4: 85% of staff will report that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and that they have formal roles in the decision-making process regarding school initiatives.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes

Implement strategies (including but not limited to monthly school-wide gatherings, buddy classes, cultural arts assemblies, festival days) to increase school connectedness and build meaningful relationships with students and staff.	All staff	<ul style="list-style-type: none"> – Common expectations (PBIS) – Positive behavior recognition – Monthly Whole-School Assemblies – Staff/Faculty Meetings – 2nd Step Lessons 	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> – Observations – Surveys – Office referrals – Positive behavior recognition data – Student feedback <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> – Increased engagement and positive peer relationships – Improved academic achievement
Implement Strategies to monitor and support students at risk for chronic absenteeism	<ul style="list-style-type: none"> - Principal - School Psychologist -Nurse 	<ul style="list-style-type: none"> – MTSS – Powerschool Attendance Monitor – District-Wide Data Team 	<p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> – Increased attendance – Improved academic achievement
Implement strategies to empower teachers and staff to have formal roles in the decision-making process regarding school initiatives and the optimal functioning of the school	All staff	<ul style="list-style-type: none"> - School Improvement Team - Google forms 	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> – Formal feedback system developed and utilized – School Improvement Team Meetings Minutes <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> – Increased staff engagement in a collaborative culture

School Year: 2024-25		Strategic Operating Plan 1.5a,b,c	
ToA: If we implement relationship-building strategies and regular communication with families, the home-school connection will be strengthened which will support positive student outcomes.			
Goal 3-Family Engagement			
Metric 1: A minimum of 85% of families will respond favorably to the question “How confident are you in your ability to support your child’s learning at home?”			
Metric 2: A minimum of 85% of families will respond favorably to the question “How much of a sense of belonging does your child feel at his/her school?.”			
Metric 3: A minimum of 85% of families will respond favorably to the statement “As a parent or family member, I feel welcomed at my child’s school.”			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Maintain high levels of parent communication to support learning and progress updates	All certified staff	– School Newsletter – Teacher/Grade level Communication Plan – Parent survey – Curriculum Night – Math Assessment Communication – Curriculum specific parent letters	Evidence: – Newsletter links – Parent feedback – Parent conference attendance data – MTSS communication log Short-Term Impact & Longer-Term Outcomes: – Consistent communication – Parent engagement – Home/school collaboration
Increase opportunities for parent engagement	All certified staff	– PTO – Curriculum Night – Family Math and Reading Events – Festival of the Arts and Sciences – Field Day – Student Performances	Evidence: – High attendance at parent-teacher conferences – High attendance at curriculum events (family math, learning fair, etc.) Short-Term Impact & Longer-Term Outcomes: – More touchpoints to build relationships – Positive results on family survey

School Academic Data

IReady % scoring proficient or higher							
	ELA				Math		
Grade	Spring 2022	Spring 2023	Spring 2024		Spring 2022	Spring 2023	Spring 2024
K	N/A	N/A	N/A		85%	73%	76%
1	N/A	N/A	N/A		88%	64%	53%
2	78%	81%	79%		78%	69%	71%
3	85%	90%	88%		81%	84%	65%

Smarter Balanced Assessments % scoring proficient or higher											
	ELA						Math				
Grade	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Spring 2024		Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
3	77%	79%	80%	68%	63%		75%	70%	76%	82%	62%

Grade	Dibels Composite Spring 2024	CORE Spring 2024	Math MWOG Spring 2024
K	76%	N/A	79%
1	67%	56%	77%
2	75%	62%	53%
3	64%	N/A	56%

Assessments Defined:

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

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

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

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

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

School Climate/Culture and Family Engagement Data

Survey Group	Question	2023-24		2024-25	
		# of responders	Percent favorable	# of responders	Percent favorable
Family	How confident are you in your ability to support your child's learning at home?	85	99%		
Family	How much of a sense of belonging does your child feel at his/her school?.	85	99%		
Family	As a parent or family member, I feel welcomed at my child's school.	85	96%		

Schoolwide Professional Learning Plan

School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.

DATES	STAFF RESPONSIBLE	OUTCOMES
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps.
	Paraprofessionals	Complete mandatory trainings and others that are relevant to position responsibilities (i.e. De-escalation strategies)
Professional Learning days	Certified Staff	Team meetings focused on data-driven decision-making for the planning of instruction. WIt and Wisdom, Marzano Art and Science of Teaching, SPDG Grant Math PD
Ongoing	Certified Staff	Instructional Coaching
Ongoing	Instructional Coaches	Provide new teachers support throughout the year to implement the delivery of the curriculum.
Ongoing	TEAM Mentors	Provide new teachers support throughout the year.

**Killingworth Elementary School
Accountability Index**

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