

Killingly Memorial School

Continuous Improvement Plan 2017-2020



Killingly Memorial School Core Values

KILLINGLY MEMORIAL SCHOOL CONTINUOUS IMPROVEMENT PLAN

Positive Relationships Matter
Adult and Student Empowerment Matters

Clear and High Expectations Matter
Continuous Improvement Matters
Shared Responsibility Matters
Focused Collaboration Matters

KMS Mission: The mission of Killingly Memorial School, a partnership of school, family, and community, is to nurture a safe, caring, responsible, respectful, positive environment where all children can learn and achieve academic and social success.

Shared Vision

We believe that the most promising strategies for achieving the mission of Killingly Memorial School is to further develop our capacity to function as a professional learning community and to foster social-emotional growth through a continuum of positive support.

At Killingly Memorial School we will continue to:

1. Unite to achieve a common purpose and clear goals.
2. Collaborate to share ideas and to learn best teaching practices to improve student learning
3. Collaborate to define essential knowledge and skills at each grade level.
4. Monitor each student's learning by the use of assessments on a continual basis, using the results to drive instruction.
5. Develop a relationship with each child that empowers him/her to achieve academic and social success.
6. Demonstrate a commitment to a parent and community partnership to enhance child's learning.
7. Provide opportunities to all students to achieve social and learning success through Positive Behavior Support.

Killingly Memorial School Theories of Action

KILLINGLY MEMORIAL SCHOOL CONTINUOUS IMPROVEMENT PLAN

1. IF Killingly Memorial School creates a practical and meaningful coaching schedule for teachers, THEN instruction will improve and student achievement will increase.
2. IF Killingly Memorial School team leaders provide specific, accurate, and timely feedback to their data teams with support, THEN the teams will successfully implement intervention plans and progress monitoring data.
3. IF we ensure that a rigorous, comprehensive instructional program is consistently delivered with fidelity in all grade levels, THEN instruction will be consistent and of high quality for student learning to improve.
- 4: IF teachers continue to implement responsive classrooms with fidelity, THEN classroom climate will improve.

Theory of Action 1:Talent

IF Killingly Memorial School creates a practical and meaningful coaching schedule for teachers, THEN instruction will improve and student achievement will increase.

High Leverage Strategy	1. Engage in a collaborative cycle of goal setting, action planning and reflection that involves teachers and school administration.
	2. Engage in professional learning communities which focus on improving instructional practice
	3. Develop common understandings of highly effective instruction and best practice in our learning community.
	4. Develop capacity by providing development and growth opportunities in: <ul style="list-style-type: none"> ● Curriculum development ● Effective teaching practices which are student centered and inquiry based. ● Intervention Practices

Action Plans (Connected to KMS High Leverage Strategies)

Action Plan Descriptions

Aligned to High Leverage Strategy #1:

- KMS will support staff through a 6 to 8 week coaching cycle in both ELA and Math which includes goals and timelines.
- KMS will provide both the coach and teacher with the appropriate resources to achieve success.
- KMS reading specialist and math interventionist will provide ongoing consultation to reflect and consider next steps.

Mid-Year Report -

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- Both reading and math Coaches have been provided time to observe classroom teachers, model lessons, and meet weekly with their teacher. Coaches also attend grade level meetings when needed.
- Coaches set up action plans with goals and objectives for their teachers.

End of Year Report -

- Coaches met frequently with classroom teachers. They modeled lessons for them, and would meet weekly with teachers that were in need of additional support.
- Coaches reviewed whether teachers met their goals and fulfilled their objectives for the year.

Aligned to High Leverage Strategy #2:

- KMS will provide teachers collaborative time through Bi-weekly meetings and during early release days to support the growth of the staff.
- KMS will utilize data team meeting times to analyze and reflect on student progress.

Mid-Year Report

- All grade levels meet bi-weekly to review lesson plans or assessments that have been given. The team contributes feedback and recommendation for improvement and growth.
- Data teams meet with a specific focus. The classroom teachers talk about the interventions they are using and whether or not they have been successful. New interventions and strategies are developed based on how students are performing.

End of Year Report-

- All grade levels met bi-weekly throughout the entire school year. Agendas were provided and minutes were taken. Administration took turns attending grade level meetings. During meetings, teachers contributed feedback and recommendations for the end of the school year and set goals for the upcoming school year.
- Data teams would either meet for math or Language Arts on given days for 25 minutes. During this time, an agenda was set with a specific purpose. The math interventionist or the reading specialist would facilitate the meetings. Interventions were discussed and developed based on the performance data.

Aligned to High Leverage Strategy #3:

- KMS administrators will engage in a series of reflective walkthroughs with Superintendent, Assistant Superintendent, and other district leaders to improve instructional practice.
- KMS grade 2 teachers will receive math AVMR (Advantage Math Recovery) certification and the entire staff will continue Go Math instructional training.
- KMS will continue to implement strategies for writing across the curriculum. Besides using the Lucy Calkins reading and writing units of study, Grade 3 and 4 will incorporate Rally!, which is written response to literature, into their weekly schedules. Grade 2 has been designing a written

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response to their Scholastic news. In Tier 2 and Tier 3, KMS incorporates Read Live which features a written response to reading. At KMS, all grade levels are focusing on written response to literature.

- KMS will continue to implement strategies from the Core 6 Strategy Book and provide professional learning around “Teach Like a Champion.”

Mid-Year Report -

- Each month the principal has engaged in walkthroughs with either the Superintendent, Assistant Superintendent, and Math or Language Arts Coordinators.
- The KMS grade 2 teachers completed the AVMR training. They are now using part of their 90 minute monthly obligations to create various plans and activities, practice assessments, and implement more of the program under the watchful eye of the math interventionist.
- The KMS Reading specialist has coordinated RALLY! reading support groups for all grade 3 and 4 students. Teachers as well as the reading specialists are working with small groups of students on reading comprehension, written response, and vocabulary.
- Professional development has been provided in both reading and math instruction during early release days and faculty meetings using the “Teach Like a Champion” book and Go Math strategies.

End of Year Report -

- The principal engaged in walkthroughs throughout the school year at least 3 times a month with either the Superintendent, Assistant Superintendent, and Math or Language Arts Coordinators.
- The KMS grade 2 teachers who have successfully been trained in AVMR, created various plans and activities, assessments, and continue to implement more of the program.
- The KMS Reading specialist was very successful in coordinating RALLY! reading support groups for all grade 3 and 4 students to support all students in preparation of the Smarter Balanced Assessment. Teachers as well as the reading specialists worked with small groups of students on reading comprehension, written response, and vocabulary.
- Professional development was provided in both reading and math instruction during early release days and faculty meetings using the “Teach Like a Champion” book and Go Math strategies.

Aligned to High Leverage Strategy #4:

- KMS will dedicate collaborative planning time both grade level and vertical teaming to ensure professional development is available for staff.
- All teachers will have the opportunity to participate in professional development to support learning across the academic and social curriculum.

Mid-Year Report -

- Strategies through modeling and observation are provided for teachers during Early Release days to support Tier 1 instruction in the classroom.
- During January’s Staff Development day, the KMS participate in a full day Responsive Classroom training.
- Teachers are encouraged to attend professional development that they and administration believe will further support their craft.

End of Year Report -

- Professional Development was provided throughout the school year for staff.
- To implement Responsive classrooms with fidelity, time was allocated into the 19-20 schedule.

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Theory of Action 2: Academics

IF we ensure that a rigorous, comprehensive instructional program is consistently delivered with fidelity in all grade levels, **THEN** instruction will be consistent and of high quality for student learning to improve.

IF Killingly Memorial School team leaders provide specific, accurate, and timely feedback to their data teams with support, **THEN** the teams will successfully implement intervention plans and progress monitoring data.

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| | 1. Implement social studies curriculum based on the CT Social Studies Framework and continue to support Next Gen Science Standards. |
| | 2. Continue to utilize the readers and writers workshop model, as well as the Teacher College Assessments in grades 2 through 4. |
| | 3. Continue improved implementation of the Inquiry based mathematics program in grades 2 through 4. |
| | 4. Participate in data driven meetings to identify at risk students and implement appropriate interventions. |

Action Plans (Connected to KMS High Leverage Strategies)

Action Plan Descriptions

Aligned to High Leverage Strategy #1:

- KMS teachers will receive professional development using strategies in the inquiry design model for social studies.

Mid-Year Report -

- KMS teachers are receiving social studies curriculum support through Eastconn. They are utilizing some of their early release days for curriculum work, as well as hours outside of the school day.

End of Year Report-

- Grade level teachers will be concluding their curriculum work on social studies throughout the summer.

Aligned to High Leverage Strategy #2:

- KMS will continue improved growth by utilizing Teacher's College Assessment: this encompasses running records, fluency, miscues, retelling, and comprehension) with both pre and post data.
- Team leaders will provide feedback to grade level teams and submit all reading/ writing scores and plans to the principal.

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- Grade level teams will share resources, examples of quality writing, and reading work at team meetings to continue consistency among the grade levels.

Mid-Year Report -

- Reading and writing scores are collected three times a year. These include Teacher College scores, STAR, Narrative, Opinion, and Informational writing scores.
- Teachers input their own TC scores, writing scores, and STAR scores onto the Google drive. This makes it accessible for the principal to review at any given time.
- When grade levels meet bi-weekly, they bring examples of student work to analyze together. This helps with consistency among the grade level. Teams work hard to complete this once a month.

End of Year Report-

- Reading and writing scores were collected three times a year. These included Teacher College scores, STAR, Narrative, Opinion, and Informational writing scores.
- When grade levels meet bi-weekly, they bring examples of student work to analyze together. This helps with consistency among the grade level. Teams work hard to complete this once a month.

Aligned to High Leverage Strategy #3:

- KMS math committee will continue a three-year professional learning plan to increase teacher effectiveness using the 5E's lesson format in mathematics.
- KMS will continue to work collaboratively with the district math coordinator and math interventionist to develop rigorous curriculum to support the current math program.
- KMS math coach will model lessons, coach teachers, and work with small groups.

Mid-Year Report-

- For the next three years, KMS math teachers will focus on building in and effectively implementing the 5E's constructivist approach to format a math lesson. This includes the 2017-2018 implementation of instructional transitions, increasing student engagement, and explaining mathematical practices. 2018-2019 will focus on providing differentiation through Think Central and student-directed learning through exploration. 2019-2020 will focus on student elaboration and application of math concepts, and build upon student directed learning through self-evaluation.
- Through weekly collaboration with the district math coordinator, the math interventionist will help implement effective intervention and small group strategies to apply to students at the 2-4 grade levels. GoMath! lessons will be modeled in classrooms with emphasis placed on each of the 5E's of learning in accordance with the year of focus (2017-2018- engage/explain; 2018-2019- exploration; 2019-2020- elaborations and evaluation) Professional Development opportunities will be provided throughout the year on GoMath! and resources to implement within the classroom.
- Feedback to teachers and in class support will be provided by the interventionist to ensure all learners are being reached and teachers are implementing GoMath! effectively and efficiently. KMS interventionist will support teachers through feedback, modeling GoMath! lessons, push-in classroom support, help with technology integration, assist with designing lessons that effectively implement the 5E model, provide examples of

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effectively run math classrooms, and assist with pacing guide alignment while ensuring all students learning needs are being met.

End of Year Report-

- Through weekly collaboration with the district math coordinator, the math interventionist implemented effective intervention and small group strategies to apply to students at the 2-4 grade levels. GoMath! lessons were modeled in classrooms with emphasis placed on each of the 5E's of learning in accordance with the year of focus (2017-2018- engage/explain; 2018-2019- exploration; 2019-2020- elaborations and evaluation) Professional Development opportunities and resources continue to be provided on GoMath! within the classroom.
- The increased time of the math block to 75 minutes of instruction help better support the math program.
- Teachers were required to have their students take at least 2 computer based Interim assessments and complete the remaining interim based assessments in the classroom throughout the school year.
- More SBAC preparation prior to STAR through higher order thinking questions designed to challenge the students as SBAC was beneficial.
- Alliance tutors and the extra after school Strive for Success benefitted students.

Aligned to High Leverage Strategy #4:

- Team leaders will meet bi-monthly to insure that intervention plans and progress monitoring is being implemented correctly and successfully.
- Team leaders will share their Data Team planning and interventions at the bi-monthly meetings. Focus will be given Units of Study.
- KMS will adjust their classroom practice based on performance data. This data will be reviewed at team level meetings and also between the Principal and Superintendent at their bi-monthly meetings.
- KMS will continue to utilize existing technology to identify students for SST's and intervention.
- KMS will use RTI direct to monitor progress and implementation of student interventions.

Mid Year Report -

End of Year Report -

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Theory of Action 3: Climate and Culture

IF teachers continue to implement responsive classrooms, Second Step Curriculum, and PBIS with fidelity, THEN classroom and building climate and culture will improve.

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High Leverage Strategy	<ol style="list-style-type: none"> 1. Empower and engage members of the KMS community by promoting voice, input and feedback as we engage in our organizational decision making processes. 2. Celebrate employee contributions through the implementation of meaningful recognition practices. 3. Engage the community in meaningful partnerships that positively impact school practices. 4. Complete implementation of KMS programming: <ul style="list-style-type: none"> ● Second Step Curriculum ● Responsive classroom ● PBIS ● KPS attendance initiatives
Action Plans (Connected to KMS High Leverage Strategies)	
Action Plan Descriptions	
<p>Aligned to High Leverage Strategy #1:</p> <ul style="list-style-type: none"> ● KMS will continue their school governance council which advocates for school resources in grades 2-4. ● KMS will continue on site committees such as literacy, technology, PBIS, math, etc... to develop and advocate for building level needs. 	
<p>Mid-Year Report –</p> <ul style="list-style-type: none"> ● The governance council meets the first Monday of each month. This year, the School Governance Council is focusing on school safety and security. ● All committees continue to meet once a month. 	
<p>End of Year Report-</p> <ul style="list-style-type: none"> ● The School Governance Council met the first Monday of the month throughout the 18-19 school year. During this time, an action plan was created to address what families believe are the biggest safety concerns at KMS. ● KMS school based committees continued to meet each month. The last day of the school year, teachers met to discuss what worked and what needed to be changed for the upcoming school year. 	
<p>Aligned to High Leverage Strategy #2:</p> <ul style="list-style-type: none"> ● Teachers and staff will continue to be recognized at monthly staff meetings. ● KMS will celebrate the faculty each month with a morning breakfast that builds a positive school climate. 	

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Mid-Year Report –

- Teachers, as well as paraprofessionals continue to be recognized for their outstanding work and dedication to our students during faculty meetings and monthly breakfasts.

End of Year Report-

- Teachers and paraprofessionals were recognized throughout the year for their outstanding work and dedication to our students during faculty meetings.
- KMS celebrated the faculty each month with a morning breakfast that built a positive school climate.
- Look for the Good Campaign brought team building and positive relationships between students and staff.
- Monthly BOE reports featured all the great things that the teachers and staff continue to provide for the students of KMS.

Aligned to High Leverage Strategy #3:

- KMS will continue to invite community members to the school to read with students and be guests at events such as Grandparents' Day, Evening of the Arts, and seasonal concerts.
- KMS will build partnerships with community resources such as Parks and Recreation and Killingly Business Association meeting quarterly to communicate about community and school events.

Mid-Year Report –

- Approximately 480 grandparents attended our weeklong Grandparent's day that combined literacy week.
- Parents, as well as members of the community and Board of Education have attended our Thanksgiving and Holiday concerts
- KMS continues to work closely with the town librarian. The historical society has also been a wonderful resource in writing our social studies curriculum.
- Ongoing conversations with Tracy from the recreation department.

End of Year Report-

- Approximately 480 grandparents attended our weeklong Grandparent's day that combined literacy week.
- Parents, as well as members of the community and Board of Education attended our Thanksgiving and Holiday concerts.
- KMS Evening of the Arts brought in hundreds of families to view various artwork and listen to our Discovery Band and Choir.
- KMS first ever Square Dance night was a hit with both families and staff.

Aligned to High Leverage Strategy #4:

- KMS will continue to use Second Steps in all grade levels.
- KMS will continue the responsive classroom approach to teaching by using the six principles to guide the approach.
- KMS will continue to encourage good behavior by using positive behavioral interventions and supports (PBIS).

-Star Awards

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-Koala tickets

- KMS will continue to focus on improving student attendance through the initiatives of the District Attendance Committee.

Mid-Year Report –

- All teachers continue to teach Second Steps.
- KMS teachers participated in a full day responsive classroom training in January to further guide them in the classroom.
- Through the PBIS, the golden fork initiative was put into place in January to encourage positive behavior in the dining hall.
- Students, as well as their parents who have missed less than 5% or 2 days or less of school this year, received an attendance certificate and letter at parent conferences. They also had their name placed on a scroll and displayed in the entrance hallway. Classes also have been participating in the attendance traveling trophy challenge where the top class in each grade for best attendance receives the trophy for the month.

End of Year Report-

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Killingly Memorial School

Data and Performance Measures

KMS Go Math Chapter Test Averages 2017-2018

Grade Level	Chapter Test Results Average												
	Chp.1	Chp.2	Chp.3	Chp.4	Chp.5	Chp.6	Chp.7	Chp.8	Chp.9	Chp.10	Chp.11	Chp.12	Chp.13
Grade 2	82%	81%	85%	85%	78%	85%	86%	89%	89%	89%	88%	NA	NA
Grade 3	68%	74%	82%	84%	90%	88%	NA	73%	84%	75%	82%	80%	NA
Grade 4	76%	74%	82%	70%	75%	75%	81%	73%	83%	71%	70%	67%	56%

KMS Go Math Chapter Test Averages 2018-2019

Grade Level	Chapter Test Results Average											
	Chp.1	Chp.2	Chp.3	Chp.4	Chp.5	Chp.6	Chp.7	Chp.8	Chp.9	Chp.10	Chp.11	Chp.12
Grade 2	87%	84%	88%	86%	81%	85%	88%			97%	94%	
Grade 3	79%	82%	93%	79%	NA	93%	NA	72%			86%	84%
Grade 4	83%	78%	89%	78%	77%	79%	84%	82%	85%	86%	75%	76%

KMS Go Math Chapter Test Averages 2019-2020

Grade Level	Chapter Test Results Average											
	Chp.1	Chp.2	Chp.3	Chp.4	Chp.5	Chp.6	Chp.7	Chp.8	Chp.9	Chp.10	Chp.11	Chp.12
Grade 2												
Grade 3												
Grade 4												

KMS Reading Progress Monitoring through STAR

STAR Reading Assessment Comparison 2018 to 2019

Grade	Number of Students	Fall Scaled Score	Spring Scaled Score	Change	Fall Percentile Rank	Spring Percentile Rank	Change
Second	162	180	343	163	31	54	23
Third	168	325	454	129	38	52	14
Fourth	154	472	565	93	48	50	2

STAR Reading Assessment Comparison 2019-2020

Grade	Number of Students	Fall Scaled Score	Spring Scaled Score	Change	Fall Percentile Rank	Spring Percentile Rank	Change
Second							
Third							
Fourth							

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STAR Reading Assessment Comparison 15/16 to 19/20

Grade	Percentile Rank 15/16	Percentile Rank 16/17	Median SGP 16/17	Percentile Rank 17/18	Median SGP 17/18	Percentile Rank 18/19	Median SGP 18/19	Percentile Rank 19/20	Median SGP 19/20
Second	58	51	52	53	64	54	68		
Third	50	50	40	54	58	52	61		
Fourth	60	49	45	48	41	50	43		

KMS Math Progress Monitoring through STAR

STAR Mathematics Assessment 2018-2019

Grade	Number of Students	Fall Scaled Score	Spring Scaled Score	Change	Fall Percentile Rank	Spring Percentile Rank	Change
Second	162	378	521	143	33	61	28
Third	168	515	620	105	56	66	10
Fourth	156	603	681	78	57	63	6

STAR Mathematics Assessment 2019-2020

Grade	Number of Students	Fall Scaled Score	Spring Scaled Score	Change	Fall Percentile Rank	Spring Percentile Rank	Change
Second							
Third							
Fourth							

STAR Mathematics Assessment Comparison 15/16 to 18/19

Grade	Percentile Rank 15/16	Percentile Rank 16/17	Median SGP 16/17	Percentile Rank 17/18	Median SGP 17/18	Percentile Rank 18/19	Median SGP 16/17	Percentile Rank 19/20	Median SGP 19/20
Second	67	56	56	62	64	61	56		
Third	59	55	37	62	53	66	37		
Fourth	63	50	29	64	58	63	29		

KMS Smarter Balanced Mathematics Results 14-15, 15-16, 16-17, 17-18 Comparison

Grade	KMS Percent Scoring Level 3 and Above						CT
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	State Average 2018-2019
3	42%	37%	37%	58%	58%		
4	28%	39%	26%	46.7%	46%		

KMS Smarter Balanced Language Arts Results 14-15, 15-16, 16-17, 17-18 Comparison

Grade	KMS Percent Scoring Level 3 and Above						CT
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	State Average 2018-2019
3	48%	45%	49%	53.8%	53%		
4	53%	50%	41%	43.8%	48%		

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Percent of Killingly Memorial Students at Grade Level in Reading

KMS 2018-2019 Guided Reading Level Data

Grade Level	Total Number of Students At/Above Goal	Total in Grade	Percent at Benchmark or Above			
2nd	93	165	56%			
3rd	95	170	56%			
4th	89	157	57%			
GRL Grade Level Comparison						
Grade Level	2013-14	2014-15	2015-16	2016-17	2017-18	2018-2019
2nd	71.5%	76.1%	70.5%	64.4%	62%	56%
3rd	68.5%	76.5%	68.5%	58.9%	63%	56%
4th	72.5%	71.6%	70.0%	55.8%	55%	57%

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KMS SPECIAL EDUCATION

Local - Special Education Enrollment –KMS											
Grade	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-16	2016-17	2017-2018	2018-2019	2019-2020
2nd	22	24	22	28	27	10	18	22	25	27	
3rd	23	17	26	30	24	24	28	13	19	20	
4th	28	21	18	29	25	19	23	29	14	18	

Special Education Enrollment – Total OOD & Local											
Grade	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
2nd	25	26	26	33	35	13	22	25	33	28	
3rd	27	20	30	34	30	33	31	19	21	28	
4th	30	26	23	35	31	26	32	31	18	23	

Special Education -Total Out of District Placement KMS												
Grade	2013-2014		2014-2015		2015-2016		2016-17		2017-2018		2018-2019	
	OOD	Sunrise	OOD	Sunrise	OOD	Sunrise	ODD	EASTCONN	ODD	EASTCONN	ODD	EASTCONN
2nd	7	3	5	0	4	2	0	3	3	5	1	0
3rd	6	1	7	3	3	0	3	3	0	2	3	5
4th	3	4	5	2	9	4	1	1	2	2	0	5

KMS Attendance Data 2010-2019

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KMS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Attendance	95.75%	93.48%	95.24%	95.20%	96.67%	94.8%	95%	95.3%	
Chronic	85.95%	72.07%	86.47%	80.39%	84.79%	83.2%	83.4%		
# of chronic	39/441	50/431	37/440	41/529	17/509	46/489	34/501	36/499	
% Chronic	8.84%	11.60%	8.41%	7.75%	3.34%	9.4%	6.8%	7.2%	

KMS Discipline Totals

KMS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-17	2017-2018	2018-2019	2019-2020
ISS	4	0	2	2	6	6	15	7	12	
OSS	2	4	5	11	7	1	4	3	14	
BUS	1	1	3	5	2	3	41	47	49	
OFFICE			127	114	146	254	309	383	422	

Killingly Memorial School Writing Achievement

2018-2019

KMS 2018-2019 Writing Data*			
(*Based on June 2019 Scores)			
Grade Level	Total Number of Students At/Above Goal	Total in Grade	Percent of Students At/Above Goal
2nd	67	160	42%
3rd	85	171	50%
4th	80	156	51%

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Writing Data 2018-2019

Comparison by Genre *

(*Based on Post Test Scores)

	Narrative Percentage of Students At/Above Goal	Informational Percentage of Students At/Above Goal	Opinion Percentage of Students At/Above Goal
2nd	35/163 students 21%	53/162 students 33%	67/160 students 42%
3rd	39/169 students 23%	79/170 students 46%	85/171 students 50%
4th	26/156 students 17%	80/156 students 51%	61/157 students 39%

Killingly Memorial School Writing Achievement

2017-18

KMS 2017-18 Writing Data*			
(*Based on June 2018 Scores)			
Grade Level	Total Number of Students At/Above Goal	Total in Grade	Percent of Students At/Above Goal
2nd	64	145 <i>Note- 7 classrooms reporting</i>	44%
3rd	78	158	49%
4th	81	167	49%

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Writing Data 2017-2018

Comparison by Genre *

(*Based on Post Test Scores)

	Narrative Percentage of Students At/Above Goal	Informational Percentage of Students At/Above Goal	Opinion Percentage of Students At/Above Goal
2nd	41/165 25%	57/167 34%	64/145 44% Note- 7 classrooms reported
3rd	38/160 24%	67/155 45%	78/158 49%
4th	42/168 25%	81/167 49%	74/168 44%

**Killingly Memorial School Writing Achievement
Comparison 2016-17 to 2017-18 to 2018-2019**

(Based on post test scores)

				2017-18			2018-2019			2019-2020		
	Narrative	Informational	Opinion	Narrative	Informational	Opinion	Narrative	Informational	Opinion	Narrative	Informational	Opinion
Grade 2	40 students 26%	44 students 27%	37 students 24%	41 students 25%	57 students 34%	64 students 44% Note- 7 classrooms reported	35/163 students 21%	53/162 students 33%	67/160 students 42%			
Grade 3	47 students 36% * Note- 6 classes	57 students 42% * Note- 6 classes reporting	88 students 54% * Note- 7 classes	38 students 24%	67 students 45%	78 students 49%	39/169 student 23%	79/170 students 46%	85/171 students 42%			

KILLINGLY MEMORIAL SCHOOL CONTINUOUS IMPROVEMENT PLAN

Grade 4	54 students 35%	38 students 55% * Note- 3 classes reporting	81 students 50%	42 students 25%	81 students 49%	74 students 44%	26/156 students 17%	80/156 students 51%	61/157 students 39%			
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