

Killingly Central School Continuous Improvement Plan 2018-2020



Killingly Public Schools Core Values

Positive Relationships Matter

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

KCS Mission: The mission of KCS, a partnership of school, family and community, is to support all children in developing their individual potential within a collaborative, child centered, positive, safe, kind, and supportive environment.

Killingly Central School's Theories of Action

1. **IF** KCS administration and curriculum leaders conduct frequent classroom observations, provide timely, substantive, and specific feedback, and foster collaboration that links to job embedded professional development, **THEN** instruction will improve and student achievement will increase
2. **IF** KCS students have access to high quality instruction, guaranteed viable curriculum, and engaging student-centered, inquiry-based student experiences **THEN** student achievement will increase.
3. **IF** KCS empowers faculty and students and fosters positive relationships, **THEN** KCS will establish a supportive community of learners.

Theory of Action 1: Talent

IF KCS administration and curriculum leaders conduct frequent classroom observations, provide timely, substantive, and specific feedback, and foster collaboration that links to job embedded professional development, THEN instruction will improve and student achievement will increase

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High Lev era ge Str ate gy	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 will 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 District High Leverage Strategies)	
Action Plan Descriptions	
Aligned to High Leverage Strategy #1: <ul style="list-style-type: none"> ● KCS will engage in a collaborative process of strategic planning which includes: <ul style="list-style-type: none"> - Utilization of available performance data during weekly Data Meetings - Implementation of the Killingly BOE Goals for 2018-2019 	
<p>Mid-Year Report: Weekly meetings have been held with the Kindergarten and Grade 1 teams. During this time specific student need has been analyzed through data derived through TC scores, running records, PAST/Core, Math benchmarking, AVMR results, and chapter quizzes and tests. Individualized intervention plans have been formulated and continually updated.</p> <p>End of Year Report- Weekly collaboration meetings continued to be held throughout the end of the school year. This process will continue next year, but will vertically align grade levels.</p>	
Aligned to High Leverage Strategy #2: <ul style="list-style-type: none"> ● KCS teachers will be provided collaborative time through an ERD schedule with built in professional development opportunities. ● KCS administration, curriculum leaders, and coaches (Leadership Team) will engage in Consults, targeted discussions aligned to best practices and assessment data ● Through PLCs, staff will participate in professional learning to research resources to determine best practices and strategies to meet individual student need. 	
<p>Mid-Year Report: Weekly collaborative time, as well as ERD sessions, have been utilized for professional development opportunities. Teachers have actively</p>	

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participated in learning about small strategy groups implemented during workshop as well as analyzing the five lenses of reading to develop specific reading interventions. KPS administration have conducted individual consults in the fall and winter, discussing data, student growth, interventions and enrichment opportunities. ELA and Purposeful Play PLCs have been established. All teachers have also been trained in AVMR, implementing these math strategies and interventions within Math.

End of Year Report: Collaborative professional development occurred during ERDs and faculty meetings. PLCs, established through an ELA and Purposeful Play Committees, provided staff with additional opportunities of participating in professional learning experiences that were teacher driven. New learning supported individual student need.

Aligned to High Leverage Strategy #3:

- KCS leadership will engage in a series of reflective **monthly walkthroughs** with district leaders and certified staff to improve instructional practice.
- KCS will continue our work implementing the Five Es throughout Math instruction
- KCS will continue to implement the workshop model within ELA
- KCS leadership and staff will participate in a **professional learning community** around **data-driven decision making**

Mid-Year Report: Monthly walkthroughs have been conducted with the ELA Coordinator and Math Coordinator. Head Teacher and Math Interventionist have also joined several of the walkthroughs. Formative teacher feedback, reflective of AVMR strategies, Five Es, and fidelity to the workshop model within ELA, have been provided to teachers after each classroom visit. Our next goal is to encourage colleague to colleague classroom visits.

End of Year Report: Monthly Math and ELA walkthroughs were conducted and formative feedback was provided to each teacher visited. Walkthroughs determined consistency and fidelity to the workshop model within reading and writing as well as the implementation of the Five Es within math instruction.

Aligned to High Leverage Strategy #4:

- KCS leadership will dedicate resources to ensure **professional development** is consistent and ongoing.
- KCS leadership and district leaders will ensure that **coaching practices** foster professional growth and adjust classroom practices through coaching meetings and goal setting.
- KCS leadership team will utilize weekly **Data meetings** to analyze performance data to ensure that effective intervention practices are adjusted for a Tier 1, 2, and 3 setting.

Mid-Year Report: Teachers and administration have attended two Teacher College workshops and have shared new learning with staff. Two teachers have also participated in a full day of Responsive Classroom training, focused on addressing undesirable and disruptive behavior. Staff will receive training from the two participants. The Literacy Coach attended professional development related to small group strategy groups and provided staff with a full day professional learning opportunity focused on these groups. The Literacy Coach has continued to work with a variety of teachers in lesson planning,

End of Year Report: ERDs continued to be utilized for professional development opportunities. Coaching opportunities with explicit feedback, collaborative planning, and weekly meetings ensued through the remainder of the school year. Data meetings were utilized for collaborative analysis of performance data and for the determination of target areas for student growth.

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Theory of Action 2: Academics

IF KCS students have access to high quality instruction, guaranteed viable curriculum, and engaging student-centered, inquiry-based student experiences THEN student achievement will increase.

High Lever age Strate gy	<ol style="list-style-type: none"> 1. Participate in activities which directly link to instructional coaching.
	<ol style="list-style-type: none"> 2. Utilize an early warning system to identify at risk students and implement appropriate interventions.
	<ol style="list-style-type: none"> 3. Complete implementation of identified district programming in; Inquiry based mathematics, purposeful play and mastery based practices
Action Plans (Connected to District High Leverage Strategies)	
Action Plan Descriptions	
Aligned to High Leverage Strategy #1: <ul style="list-style-type: none"> Coaches will engage in professional learning focused on best practice of early learning through a study circle utilizing the book, <u>The Literacy Teacher’s Playbook</u> 	
<p>Mid-Year Report: Coaches have conducted professional learning opportunities during ERD sessions and Collaboration. Teacher learning has been focused on meeting the individual need of readers in K and 1, analyzing the 5 lenses of reading achievement to determine student specific reading goals. The book study has been completed with the expectation that teachers continue to use this data to advance student success in reading.</p>	
<p>End of Year Report- Learning acquired through <u>The Literacy Teacher’s Playbook</u> continued to be used through the remainder of the year as evidenced by teacher use of data collected using students’ 5 Lenses (Fluency, Comprehension, Engagement, Decoding, and Conversation) to create intervention plans.</p>	
Aligned to High Leverage Strategy #2: <ul style="list-style-type: none"> KCS will develop and implement a plan to utilize data to identify students for SST and intervention 	

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- KCS will continue to use district SRBI Flow Chart to continuously monitor student achievement and growth.

Mid-Year Report: The SST system and KCS’s response to intervention has been re-structured to insure a systematic approach to interventions. Tiered supports have also been established and reconfigured to support student need at a Tier 2 and 3 level.

End of Year Report- Data meetings and SST meetings indicated a continued need for students to receive interventions in small group, highly individualized settings through a Clinic Model. This model yielded positive results in supporting student achievement within reading.

Aligned to High Leverage Strategy #3:

- KCS grades K-1 will develop and implement a viable **curriculum** plan to increase teacher success implementing **Next Generation Science Standards** (NGSS) and Social Studies.
- KCS grades K-1 will develop an ELA curriculum map aligned with the Workshop Model.
- KCS will work collaboratively to develop meaningful rigorous curriculum to support **purposeful play** PK-1 classrooms.

Mid-Year Report- Committees were restructured around ELA and Purposeful Play. Committees are currently forming goals and are establishing next steps for aligning Purposeful Play scenarios with Next Generation Science Standards as well as Social Studies Standards. Calibration of staffs’ understanding of the scope and sequence of the workshop model and their collaboration in planning were determined to be an area of need prior to mapping the ELA curriculum.

End of Year Report: Both of the Committee’s work will continue into the next school year to initiate alignment of ELA, Social Studies and Science standards.

Theory of Action 3: Climate and Culture

IF KCS develops a school based climate and culture that fosters a sense of empowerment among faculty, students and families; and fosters positive relationships, THEN KCS will establish a supportive community of learners. .

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1. Empower and engage members of the KCS community by promoting voice, input and feedback as we engage in our organizational decision making processes.
2. Engage the community through frequent and friendly communication, and accessible information portals.
3. Celebrate stakeholder contributions through the implementation of meaningful recognition practices.
4. Engage the community in meaningful partnerships that positively impact school practices.

5. Complete implementation of identified district programming related to Social and Emotional Learning.

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions

Aligned to High Leverage Strategy #1:

- KCS will empower the Leadership Team and PLCs to proactively advocate on building level needs.

Mid-Year Report- The Leadership Team has merged into one committee with the leaders of the ELA committee and Purposeful Play committee. The Leadership Team will continue to collaborate to discuss building level needs.

End of Year Report: The Leadership Team continued to collaborate through the end of the year. Committee work and SRBI process are two topics for Leadership discussion for the following school year.

Aligned to High Leverage Strategy #2:

- KCS will invite community members and families to events held at KCS.
- KCS will continually utilize and update the new **school website** and individual teacher websites

Mid-Year Report- KCS has hosted a Playground Opening Ceremony, Unified Arts and Math Night, as well as a Holiday Concert and Open Houses in the fall for PK, K and 1 families. A family story teller event is planned for the spring along with a Literacy Night. Last month, GECC families were invited to KCS for a transition to Kindergarten meeting. This is the first of several events that KCS will be hosting to assist students and families with the transition to Kindergarten. KCS staff and administration is looking forward to the launch of the new website.

End of Year Report- The new website was officially launched and is now being utilized by KCS families. Several teachers also conducted “Take a Peek” opportunities within their classrooms, providing families with an opportunity of observing a reading mini lesson and conferencing.

Aligned to High Leverage Strategy #3:

- KCS administration will celebrate faculty achievements through daily shout-outs during announcements and VIP Parking
- KCS will recognize faculty achievements through a bulletin board display

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Mid-Year Report- Daily shout outs are shared during morning announcements as well as weekly nominations for VIP parking. The bulletin board display is still actively used to recognize staff achievements.

End of Year Report- Shout-outs and VIP parking, as well as staff recognition during Community Meeting and Faculty meetings were utilized through the remainder of the school year.

Aligned to High Leverage Strategy #4:

- KCS will look to partner with “Harrington HealthCare System” out of Putnam with the intent of establishing a school partnership to gain additional mental health resources.
- Collaboration with “Community Mental Health Outreach” co-chaired by Elizabeth DeConno and JM Gonzalez to determine local resources and assistance for our students and their families.
- Professional Development provided to KPS Bus Drivers with PBIS strategies and expectations.

Mid-Year Report- Numerous KCS students have been referred to Harrington Healthcare System. Through these referrals, KCS social workers and staff members have begun to form a collaborative partnership with the clinicians in order to establish supports for students both within and outside of the school. The school social worker attends the “Community Mental Health Outreach” opportunities, sharing pertinent information with administration and staff. The PBIS committee conducted a bus training for all KPS drivers, reinforcing the philosophies of PBIS as well as providing guidance to the drivers when addressing behaviors. The next training in April will focus on assisting drivers with teaching their bus riders the expectations of the bus.

End of Year Report- The bus driver training was well received, with ideas of how to implement positive praise and reward being shared opening among the presenters and drivers. Training will ensue in the fall, assisting drivers with teaching bus expectations to the students.

Aligned to High Leverage Strategy #5:

- KCS will engage in continuing to incorporate responsive classroom practices in all classrooms.
- KCS will implement PBIS along with a Check In-Check Out system
- KCS will continue to utilize Second Step (SEL)
- KCS will continue to focus on improving student attendance through the initiatives of our District Attendance Committee.

Mid-Year Report- All teachers follow Responsive Classroom practices, implementing strategies and routines. Two staff members have participated in an additional training addressing disruptive and defiant behaviors. During March’s faculty meeting, the two staff members shared provided professional learning to the rest of the staff that was reflective of their new learning. All systems have been established for the Check In/Check Out system. The next step is to provide an overview of the program for staff and parents, teaching stakeholders their role within the program. Second Step lessons continue to be implemented within all PK, K and 1 classrooms. Bi-weekly attendance meetings are conducted at KCS. The attendance team tracks student attendance and tardies, providing outreach to families through phone calls, letters, home visits, and attendance meetings.

End of Year Report- Responsive Classroom strategies and ideas were presented by teacher leaders and then practiced at monthly faculty meetings. PBIS-Check In-Check Out was successfully implemented, with six students participating. Second Step was utilized among staff. Bi-weekly attendance meetings continued to focus specifically on KCS students, identifying students who were trending toward truancy.

Percent of Students at Grade Level in Reading

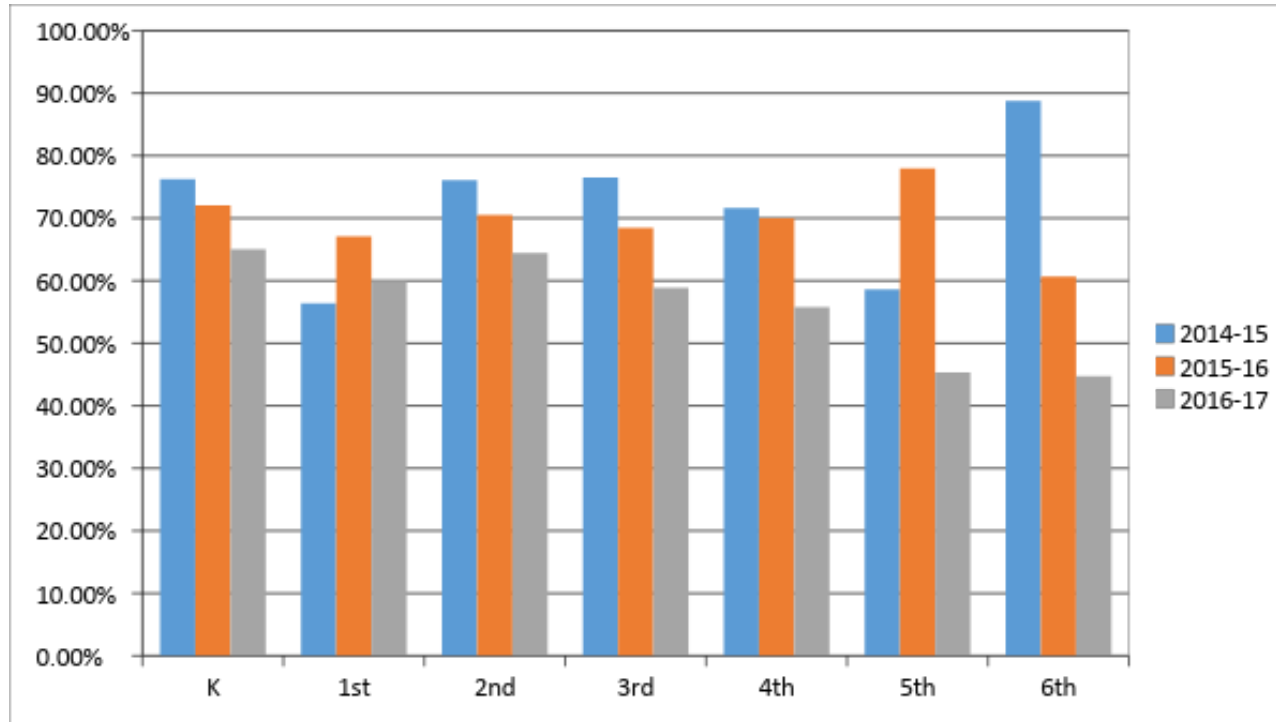
GRL Grade Level Comparison				
	2013-14	2014-15	2015-16	2016-17
K	60.0%	76.3%	72.1%	65.0%
1st	61.0%	56.4%	67.1%	59.9%
2nd	71.5%	76.1%	70.5%	64.4%
3rd	68.5%	76.5%	68.5%	58.9%
4th	72.5%	71.6%	70.0%	55.8%
5th		58.6%	78.0%	45.3%

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6th		88.8%	60.7%	44.7%
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KPS 2016-17 Guided Reading Level Data			
Grade Level	Total Number of Students At/Above Goal	Total in Grade	Percent at Benchmark or Above
K	106	163	65.0%
1st	103	174	59.9%
2nd	105	163	64.4%
3rd	96	163	58.9%
4th	91	163	55.8%
5th	72	159	45.3%
6th	67	150	44.7%

Percent of Students at Grade Level in Reading



Killingly Public Schools- Preschool
Goodyear Early Childhood Center/Killingly Central School
Data Summary/Kindergarten Eligible Students Meeting Benchmark
SY 2016-2017

CT Early Learning and Development Standard	% at Mastery
Number Operations	91%
Recognition of Uppercase Letters	81%
Letter Identification of Uppercase Letters	70%
Concepts About Print *	81%
Phonological Awareness:	
Rhyme Identification	71%
Syllable Segmentation	84%
Rhyme Production	64%
Alliteration	72%

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Conveys Meaning through Drawing, Writing, & Words	55%

* 24 children were administered Teacher's College Level A.

Special Education -Total Out of District Placement PK-1								
Grade	2013-2014		2014-2015		2015-2016		2016-17	
	OOD	Sunrise	OOD	Sunrise	OOD	Sunrise	OOD	EASTCONN
PK	1		2		1	0	1	0
K	1	3	1		1		1	0
1st	3	0	1	3	4	3	3	4

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Special Education Enrollment –KCS								
Grade	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-16	2016-17
PK	60	61	49	46	44	50	25	56
K	20	23	24	25	18	26	20	17
1st	23	20	26	22	26	25	24	24

KCS Attendance Data 2010-17

KCS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Attendance	95.97%	92.66%	95.50%	95.25%	94.12%	94.7%
Chronic	79.11%	72.29%	85.01%	83.30%	82.28%	85.3%
# of chronic	54/485	56/464	29/397	33/415	60/419	42/337
% Chronic	11.13%	12.07%	7.30%	7.95%	14.32%	12.5%

KPS Preschool Enrollment

Enrollment Numbers	June 3, 2013	June 2, 2014	June 1, 2015	June 1, 2016	June 1, 2017
Pre-K	77	83	109	129	119
Pre-K Special Ed	45	55	51	39	54
Total	122	130	160	168	173

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Enrollment	4 year olds enrolled:	3 year olds enrolled:	Enrollment type:
Goodyear=141	Goodyear=95	Goodyear=46	Full/School Day=108
KCS=32	KCS=21	KCS=11	Part Day=65
Total=173	Total=116	Total=57	

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Enrolled with an IEP:	Current waiting list:	Utilizing Transportation:	Utilizing Meal Program:
			Breakfast
Goodyear=43	3 year olds=52	Goodyear=69	Goodyear=23
			KCS=6
KCS=9	4 year olds=0	KCS=26	
			Lunch
Total=52	Total=52	Total=95	Goodyear=41
(30% of Total Enrollment)			KCS=12

KCS Discipline Totals

KCS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-17
ISS	1	0.75	0	7	5.5	7	1
OSS	1.5	6.5	5	8	19	8	6
BUS	1	2	0	0	4	6	76
OFFICE	455	265	355	279	240	143	494