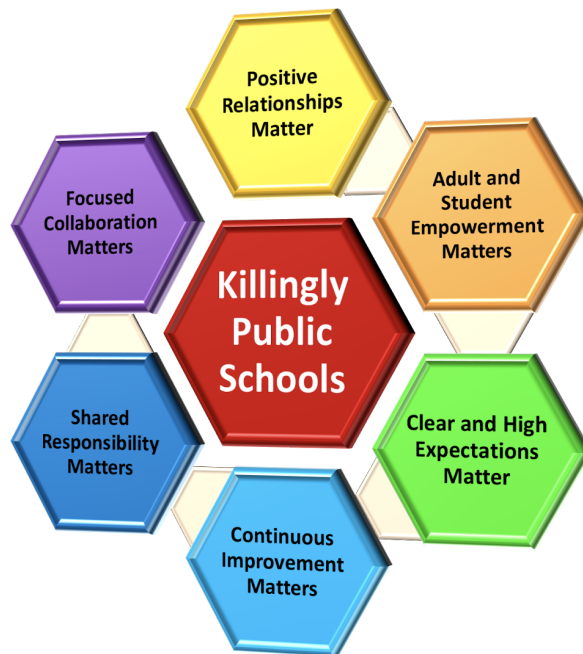


Killingly High School Continuous Improvement Plan

2017-2020



KPS Mission: It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students.

As a community we will:

1. Ensure graduates are college and career ready.
2. Provide students with the necessary foundations for learning, specifically in the area of literacy
3. Engage the community in a 5-year strategic planning process.
4. Continue to improve school climate in each building.
5. Strengthen community partnerships in order to increase community involvement within the school system.

Killingly High School Mission Statement:

The Killingly High School community promotes Responsibility, Excellence and Dedication to lifelong learning in a safe environment. Our student-focused approach provides relevant and challenging learning opportunities that address individual needs and foster talents. Students will demonstrate intellectual growth and academic excellence. We guide our students to become critical thinkers who are contributing, respectful citizens within a diverse world.

The Killingly High School student demonstrates:

Responsibility

Excellence

Dedication

KPS Theory of Action 1: Talent

IF KPS administration and curriculum leaders conduct frequent classroom observations, provide feedback, and foster collaboration that links to job embedded professional development, 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"> · Mastery based assessment · Curriculum development · Effective teaching practices which are student centered and inquiry based. · Intervention Practices

KPS Theory of Action 1: Talent

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

NEASC STANDARD TWO Student Learning

***Foundational Elements:* The school has a written document describing its' core values and beliefs about learning and a vision of the graduate**

High Leverage Strategy	1. Engage in a collaborative cycle of goal setting, action planning and reflection that involves teachers
	2. Conduct classroom walkthroughs weekly
	3. Support the use of technology by providing the teachers with ongoing professional learning opportunities through the school year

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions

Aligned to High Leverage Strategy:

1. Set goals at administrative team meetings, Department Chair Meetings and faculty meetings.
 - a. Share this plan and accept feedback from the numerous stakeholders in order to fully develop goals
2. Develop a draft CIP to share with stakeholders at fall meetings for feedback

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy

1. Conduct walkthroughs
2. Compile visit on a shared google doc with admin team.
3. Provide teachers with on- going feedback regarding the visits

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy

1. Professional development led by fellow teachers
2. Tech Tuesdays after school run by the teacher tech position
3. Opportunities for teachers to attend other PD
4. Training all administrative assistants in the google platform

Mid Year Report

End of Year Report

KPS Theory of Action 2: Academics

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

High Leverage Strategy	1. Increase district resources that directly link to instructional coaching.
	2. Engage in a data driven cycle to drive the adoption and implementation of curriculum that supports 21st century learning.
	3. Utilize an early warning system to identify at risk students and implement appropriate interventions.
	4. Utilize a collaborative process of curriculum development to empower innovation practice in the classroom.
	5. Transition to a Mastery Based learning environment.
	6. Complete implementation of identified district programming in; Inquiry based mathematics, purposeful play and mastery based practices

KPS Theory of Action 2: Academics

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

NEASC STANDARD 4 Learning Support

***Foundational Element:* The school has intervention strategies designed to support learners.**

High Leverage Strategy	1. Review student level Data D/F reports, STAR and SAT data with Dept. Chair / Reflection committee monthly
	2. Implement Academic Service Center Supports during each period for students
	3. Implement After School Program and collect data related to specific students
	4. Utilize a digital warehouse for Response to Intervention
	5. Review and Revise the Core Values, Beliefs, Learning Expectations and Vision of Graduate with faculty

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions

Aligned to High Leverage Strategy:

1. After reviewing D/F reports by student- KSST, PPT or 504 meetings may be held which include the parent as well as, administration, teachers and the student.
2. In Monday Administrative Meetings we will review the data directly related to the After School Attendance documents
3. Begin to identify and implement strategies and/or best practices regarding increasing student mastery with the faculty

Mid-Year Report

End of Year Report

Aligned to High Leverage Strategy:

1. Create a schedule that provides teacher duties as coverage for each period to open an academic service center.
2. Provide teachers with the process to sign up for the academic service center
3. Monitor student use and grades of who is using the Academic Service Center
4. Monitor the use of Academic Service Center and monitor student's grades

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy:

1. Admin Team will meet every Monday to review student data including behavior
2. Wed. meeting all guidance and admin will meet to review student attendance and chronic absenteeism
3. Each faculty meeting will review ABC data with teachers of students failing , attendance and discipline

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy:

1. Train a small group of Guidance and Admin on RTI direct
2. After January 2018 begin to identify staff who can participate in a train the trainer model
3. Train the departments in Spring 2018
4. Fully implement the use RTI direct for the 2018-2019 school year.

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy

1. In monthly Department meetings review, edit and revise the current CVBLE & Vision of a graduate
 - a. Develop measures for the Learning Expectations
2. Gather feedback from Faculty in monthly faculty meetings & School Governance Council Meetings in order to develop comprehensive beliefs that will then be shared with the stakeholders.

Mid Year Report

End of Year Report

KPS Theory of Action 3: Climate and Culture
IF KPS empowers our community of faculty, students and families; and fosters positive relationships, THEN KPS will establish a supportive community of learners. .

High Leverage Strategy	1. Empower and engage members of the KPS 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. Promote wellness by engaging in practices that foster healthy lifestyles for our community
	5. Engage the community in meaningful partnerships that positively impact school practices.
	6. Complete implementation of identified district programming related to Social and Emotional Learning.

KPS Theory of Action 3: Climate and Culture
IF KPS empowers our community of faculty, students and families; and fosters positive relationships, THEN KPS will establish a supportive community of learners.
NEASC STANDARD ONE: Learning Culture
Foundational Elements: The School Community Provides a safe environment.

High Leverage Strategy	1. Increase staff attendance at school functions
	2. Celebrate employee contributions through the implementation of meaningful recognition practices
	3. Communicate weekly to all stakeholders using school messenger which includes phone call and email
	4. Develop a further understanding of faculty and staff strategies to support students in social emotional learning and coping strategies.

Action Plans (Connected to District High Leverage Strategies)

Action Plan Descriptions

Aligned to High Leverage Strategy

1. Provide teachers/ staff with free passes to sporting events
2. Invite teachers to attend the homecoming game
3. Include teachers in the Business After Hours events

Mid-Year Report

End of Year Report

Aligned to High Leverage Strategy

1. The administration will celebrate employees and their hard work at monthly faculty meetings using the Above and Beyond Program.
2. The staff will create a sunshine club to help celebrate and other events in their lives.

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy

1. The principal will take information from the daily bulletin and other stakeholders in order to create a weekly message that provides detailed information about the events of the weeks to come.
2. Administration will attend parent nights, open house, sporting events in order to further develop relationships with stakeholders in the school and community
3. Monthly school based reports to the board of education

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy

Provide training on trauma based student lives
Review articles regarding supporting students in developing social emotional strategies in school and life
Provide outside supports to provide training as needed

Mid Year Report

End of Year Report

KPS Theory of Action 4: Operations

IF KPS purposefully invests and evaluates district resources, THEN we will have the necessary talent, technologies, infrastructure and finances to promote student achievement

**High
Leverage
Strategy**

- 1. Implementation of a Districtwide Technology plan that reviews current resources and defines long term strategies and procedures.**
- 2. Attract, hire, develop and retain a talented workforce through established practices that reflect district values.**
- 3. Align communication of resources and processes to reduce silos to promote efficiency**
- 4. Complete implementation of Human Resource initiatives related to non-certified staff.**

KPS Theory of Action 4: Operations

IF KPS purposefully invests and evaluates district resources, THEN we will have the necessary talent, technologies, infrastructure and finances to promote student achievement

NEASC STANDARD 3 Professional Practices

***Foundational Elements:* The school has a current school improvement/ growth plan**

NEASC STANDARD 5 Learning Resources

***Foundational Elements:* The school site and plant support the delivery of curriculum, programs and services**

High Lever age Strate gy	1. Continue with Tools for Schools Program
	2. Maintain School Climate and Safety Committee – report to district committee
	3. Implement the Continuous Improvement Plan for the 2017-2018 school year
	4. Create a committee to review the current schedule and its' effectiveness and make recommendations for any changes
	5. Identify the roles of the Department Chairs in relation to the upcoming NEASC accreditation
Action Plans (Connected to District High Leverage Strategies)	

Action Plan Descriptions

Aligned to High Leverage Strategy

1. Meet monthly for the Tools for Schools walkthrough and identify any areas that need to be reported

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy

1. Collect and Review meeting minutes from Asst. Principal and review and implement all recommendations from the School Climate Committee
2. Regular meetings with Director of Maintenance and the Head Custodian to review concerns or building needs at the high school

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy

1. Share monthly update to Reflection Committee and Faculty Meetings
Include data for Educators' Handbook, Discipline Data and D/F reports
 - a. Revise plan as needed, at a minimum annually

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy

1. Develop scheduling committee
2. Develop meeting schedule and timeline
3. Provide outcomes ie new schedule to Asst. Superintendent

Mid Year Report

End of Year Report

Aligned to High Leverage Strategy

1. Review the meeting schedule with Dept. Chairs
2. Develop a collaborative agenda prior to each meeting
3. Provide meeting minutes as follow up during the next meeting or thereafter
4. Identify the Dept. Chair and the NEASC reflection committee

Mid Year Report

End of Year Report

Four Year Graduation Data - High Needs Students

Four-Year Graduation Rates 2012-16 Free/Reduced Lunch Eligibility						
	Eligibility	2012	2013	2014	2015	2016
Killingly	Free	57.1%	67.1%	67.6%	51.9%	68.1%
	Reduced	80.8%	76.5%	84.0%	85.7%	90.0%
	Not Eligible	88.2%	79.6%	87.2%	93.3%	96.0%
Putnam	Free	*	*	80%	84.2%	94.3%
	Reduced	*	*	*	*	*
	Not Eligible	84.4%	87.2%	*	*	100%
Plainfield	Free	73.5%	75.0%	*	*	*
	Reduced	91.3%	83.3%	*	*	*
	Not Eligible	88.5%	89.0%	89.2%	92.6%	91.0%
Griswold	Free	77.5%	72.5%	*	*	86.7%
	Reduced	77.3%	85.0%	*	*	*
	Not Eligible	92.6%	92.7%	93.8%	95.3%	96.4%
<p>* The data are suppressed to ensure confidentiality. N/A is displayed when a category is not applicable for a district or school</p>						

Four Year Graduation Rate Data - Regional Comparison

Four-Year Graduation Rates 2010-16 Regional Comparison					
	2011-12	2012-13	2013-14	2014-15	2015-16
Killingly High School	78.2%	76.6%	83.8%	83.2%	84.9%
Putnam High School	88.3%	80.4%	86.2%	*	97.0
Plainfield High School	87.3%	84.7%	84.8%	81.9%	83.4%
Griswold High School	87.4%	88.0%	85.0%	90.9%	91.5%
Thompson High School	85.9%	90.6%	91.7%	*	*
Woodstock Academy	95.4%	96.4%	96.7%	98.6%	98.4%

Five Year Graduation Rate Data

Category	5-Year Graduation Rate	Still Enrolled	Other
All Students	83.8	1.1	15.1
Hispanic	60.0	††	40.0
Non-Hispanic	85.1	1.1	13.7
Black	87.5	††	12.5
White	85.6	1.3	13.1
Male	80.0	2.1	17.9
Female	87.8	††	12.2
Non-ELL	83.5	1.1	15.4
Eligible For Free Lunch	67.8	1.7	30.5
Eligible For Reduced Lunch	88.0	††	12.0
Not Eligible For Lunch	92.1	1.0	6.9
Special Education	78.6	3.6	17.9
Non-Special Education	84.7	0.6	14.6

SAT Data

Grade	KHS Mean Score	KHS % Students Meeting Benchmark	KHS Mean Score	KHS % Students Meeting Benchmark	CT Mean Score	National Mean Score
	2015-16	2015-16	2016-17	2016-17	2016-17	2016-17
11 English Benchmark 480	500	65%	494	57%	524	503
11 Math Benchmark 530	461	18%	459	23%	506	494