

# Killingly Intermediate School

## School Improvement Plan 2018-2021



# KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

## 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

***KIS Mission: The mission of Killingly Intermediate School is to facilitate educational excellence in a nurturing, safe and professional atmosphere, inspiring students to maximize their potential abilities in preparation for high school, and as future productive citizens. As a professional learning community, dedicated to helping each and every child learn, we the staff, students, parents and community value.....***

- ***Ways of thinking: creativity, critical thinking, problem solving, decision making and learning***
- ***Ways of working: communication, collaboration and parent and community partnerships***
- ***Tools for working: technology, literacy, numeracy and written and verbal communication***
- ***Skills for living in the world: citizenship, career, and personal and social responsibility***

## Killingly Intermediate School Theories of Action

1. If we create opportunities for teachers to engage in professional learning communities related to instructional practice, then we create a shared vision for rigorous and relevant student-centered learning opportunities.
2. If we provide personalized professional development opportunities, then teacher content and pedagogy knowledge will increase, leading to enhanced instruction and improved student learning.
3. If we provide continuous opportunities across grade-levels and content areas for students to develop the Habits of Work and Growth Mindset that prepare them to be successful learners, then students will maximize their potential abilities in preparation for high school and as future productive citizens.
4. If we develop a climate that values positive relationships and Restorative Practices, then we will strengthen community and reduce conflict.
5. If we foster a culture where all stakeholders believe that all students are capable of achieving at high levels and create a system of supports, then students have the opportunity for success.

# KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

## Theory of Action 1: Talent

If we create opportunities for teachers to engage in professional learning communities related to instructional practice, then we create a shared vision for rigorous and relevant student-centered learning opportunities.

|                                  |  |
|----------------------------------|--|
| ht<br>Lever<br>e<br>Strat<br>egy | 1. Engage professional learning communities 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 through increased understanding of standards-based grading, best practice and intervention strategies. |
|                                  | 3. Conduct classroom observations on an ongoing basis and provide timely and specific feedback about implementation of instruction, curriculum, and assessment.  |

### Action Plans (Connected to High Leverage Strategies)

#### Action Plan Descriptions

**Aligned to High Leverage Strategy 1: Engage professional learning communities in a collaborative cycle of goal setting, action planning and reflection that involves teachers and school administration**

- The KIS leadership team will provide structure, professional development, and continuous feedback to instructional coordinators.
- Professional learning communities will utilize consistent processes, protocols and data collection structures to facilitate meetings and engage in work around creating a proficiency-based learning system.
- The KIS leadership team will prioritize time on a monthly basis, and during Early Release Days and Professional Development Days for professional learning communities to engage in their collaborative work.

#### Mid-Year Report:

| Focus  | Strategic Action   | Evidence of Progress  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• KIS Leadership Team has provided Instructional Coordinators ongoing professional development in Proficiency-Based Learning and facilitation.</li> </ul> | <ul style="list-style-type: none"> <li>• Instructional Coordinators met regularly over the summer, and meet monthly during the school year to share progress and engage in professional learning.</li> <li>• Professional Learning Communities meet 1-2 times monthly to engage in the work</li> </ul> | <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• PLC Agendas, Protocols, and Student Achievement Data</li> <li>• Proficiency-Based Learning Framework development</li> </ul> |

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

|   |   |   |
|---|---|---|
|   | <i>of developing a Proficiency-Based Learning framework.</i> <ul style="list-style-type: none"> <li>• <i>Instructional Coordinators actively participate in League of Innovative Schools events.</i></li> </ul>   |   |
| <b>End of Year Report:</b>  |   |   |
| <b>Aligned to High Leverage Strategy 2: Engage in professional learning communities which focus on improving instructional practice through increased understanding of standards-based grading, best practice and intervention strategies.</b> <ul style="list-style-type: none"> <li>• The KIS leadership team will meet with individual Instructional Coordinators to provide targeted feedback on individual PLC goals and objectives.</li> <li>• The KIS leadership team will monitor and assess each professional learning community's progress toward goals and provide additional resources as needed.</li> </ul>  |   |   |
| <b>Mid-Year Report</b>  |   |   |
| <b>Focus</b>  | <b>Strategic Action</b>   | <b>Evidence of Progress</b>   |
| <ul style="list-style-type: none"> <li>• <i>To provide strategic support to Instructional Coordinators with regard to individual PLC progress.</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>The KIS Leadership Team meets monthly with individual Instructional Coordinators to review individual PLC progress and provide feedback on next steps.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Proficiency-Based Learning Framework development</i></li> </ul> |
| <b>End of Year Report:</b>  |   |   |
| <b>Aligned to High Leverage Strategy 3: Conduct classroom observations on an ongoing basis and provide timely and specific feedback about implementation of instruction, curriculum, and assessment.</b> <ul style="list-style-type: none"> <li>• The KIS leadership team will utilize the Educator Evaluation plan, along with regular classroom visits, to observe teacher practice and provide timely feedback on classroom environment, and instructional and assessment practices.</li> <li>• PLC members will routinely visit each other's classrooms to support the implementation of best practice instructional strategies in their respective content areas.</li> </ul> |   |   |
| <b>Mid-Year Report:</b>   |   |   |
| <b>Focus</b>  | <b>Strategic Action</b>   | <b>Evidence of Progress</b>   |
| <ul style="list-style-type: none"> <li>• <i>The KIS leadership team will utilize the Educator Evaluation plan, along with</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Weekly KIS Admin meeting focus on collegial calibration of Domains 1-4</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Shared Google Doc</i></li> </ul>                                |

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

|   |   |   |
|---|---|---|
| <p><i>regular classroom visits, to observe teacher practice and provide timely feedback on classroom environment, and instructional and assessment practices.</i></p> <ul style="list-style-type: none"> <li>• <i>PLC members engage in collegial classroom visits</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Frequent classroom visits with focused/shared feedback</i></li> <li>• <i>Co-observations.</i></li> <li>• <i>Promote the use of protocols to drive discussion around evidence of learning, including lesson plans, students work, and practice.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Observation feedback</i></li> <li>• <i>PLC agendas</i></li> </ul> |
| <b>End of Year Report:</b>  |   |   |

### Theory of Action 2: Talent

**If we provide personalized professional development opportunities, then teacher content and pedagogy knowledge will increase, leading to enhanced instruction and improved student learning.**

|  |  |
|--|--|
| <b>High Leverage Strategy</b>  | <ol style="list-style-type: none"> <li><b>1. Involve teachers in the design of professional development opportunities.</b></li> </ol>                |
|  | <ol style="list-style-type: none"> <li><b>2. Provide choice for professional development opportunities.</b></li> </ol>                               |
|  | <ol style="list-style-type: none"> <li><b>3. Utilize a combination of in-person and asynchronous professional learning opportunities.</b></li> </ol> |
| <b>Action Plans (Connected to High Leverage Strategies)</b>  |  |
| <b>Action Plan Descriptions</b>  |  |
| <p><b>Aligned to High Leverage Strategy 1: Involve teachers in the design of professional development opportunities.</b></p> <ul style="list-style-type: none"> <li>• KIS will involve teachers in the design of professional development opportunities as they relate to the curriculum design process and district and school-based priorities and goals.                             <ul style="list-style-type: none"> <li>○ Instructional Coordinators                                     <ul style="list-style-type: none"> <li>▪ Standards-based grading and reporting</li> </ul> </li> <li>○ Science Task Force (STF)</li> <li>○ Restorative Practices</li> <li>○ Student-Led Conferences (SLC Committee driven)</li> </ul> </li> </ul> |  |

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

- Technology Integration
- Teacher-led book studies

### Mid-Year Report:

| Focus   | Strategic Action  | Evidence of Progress   |
|---|---|--|
| <ul style="list-style-type: none"> <li>KIS will involve teachers in the design of professional development opportunities as they relate to the curriculum design process and district and school-based priorities and goals.</li> </ul> | <ul style="list-style-type: none"> <li><i>Instructional Coordinators are given level of autonomy to structure PLC meetings to support needs of individual PLC.</i></li> <li><i>SLC Committee guidance and oversight of SLC planning and revision of Teacher Handbook and student portfolios</i></li> <li><i>Interdisciplinary Team Leaders – Book Study with choice from three books.</i></li> <li><i>Ongoing tech coaching support from Library Media Specialist</i></li> <li><i>Ongoing literacy coaching support from Reading Specialist.</i></li> </ul> | <ul style="list-style-type: none"> <li><i>PLC Agendas</i></li> <li><i>Revisions to SLC Handbook and student portfolios</i></li> <li><i>Wide-spread use of Google Classroom</i></li> <li><i>Implementation of TC Reading Units of Study in Grades 7 and 8.</i></li> </ul> |

### End of Year Report:

#### Aligned to High Leverage Strategy 2: Provide choice for professional development opportunities.

- KIS will utilize time on full-day professional development days to provide choice blocks where teachers can select the most relevant and personalized learning opportunity as it relates to their assignment and professional learning goals.

### Mid-Year Report:

| Focus   | Strategic Action  | Evidence of Progress   |
|---|---|--|
| <ul style="list-style-type: none"> <li><i>Personalized professional learning</i></li> </ul> | <ul style="list-style-type: none"> <li><i>This has only been realized this year through coaching support and Professional Learning Communities. Full-day PD Days have been used for whole-school areas of focus.</i></li> </ul> | <ul style="list-style-type: none"> <li><i>PLC Agendas</i></li> </ul> |

### End of Year Report:

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

**Aligned to High Leverage Strategy 3: Utilize a combination of in-person and asynchronous professional learning opportunities.**

- Science Task Force Webinars
- Book Study discussion groups
- Mandated trainings

**Mid-Year Report:**

| <i>Focus</i>   | <i>Strategic Action</i>  | <i>Evidence of Progress</i>   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Utilize a combination of in-person and asynchronous professional learning opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>Proficiency-Based Learning webinars and in-person meeting</li> <li>Book studies, guest speakers, and mandated trainings related to social-emotional learning</li> </ul> | <ul style="list-style-type: none"> <li>Professional learning agendas</li> </ul> |

**End of Year Report:**

### Theory of Action 3: Achievement

**If we provide continuous opportunities across grade-levels and content areas for students to develop the Habits of Work and Growth Mindset that prepare them to be successful learners, then students will maximize their potential abilities in preparation for high school and as future productive citizens.**

**High  
Leverage  
Strategy**

1. Engage staff in cross-disciplinary discussions about instructional strategies related to school-wide Habits of Work and how they provide opportunities for feedback and reflection.
2. Use school-wide reporting practices and an online student-information system to provide updated and detailed information about student progress and learning.
3. Utilize classroom observation data to monitor fidelity of implementation of school-wide Habits of Work standards and provide feedback to ensure practices are adjusted accordingly.
4. Develop a communication and engagement strategy to inform family members about proficiency-based learning systems and collaborate with them in the design, implementation, and refinement of the proficiency-based learning system in your school or district.

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

### Action Plans (Connected to High Leverage Strategies)

#### Action Plan Descriptions

**Aligned to High Leverage Strategy 1: Engage staff in cross-disciplinary discussions about instructional strategies related to school-wide Habits of Work and how they provide opportunities for feedback and reflection.**

- The School Improvement Team (SIT) will monitor progress toward implementation of standards-based grading and reporting to inform faculty level discussions.
- Continuous refinement of Student-Led Conferences (SLC) model to promote growth mindset by engaging students in an ongoing cycle of goal setting and reflection.
- The School Improvement Team and KIS leadership team will utilize the League of Innovative Schools and the Principals Learning group (PLG) to elicit feedback on standards-based grading practices.

#### Mid-Year Report:

| Focus  | Strategic Action  | Evidence of Progress   |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Monitor progress toward development of Proficiency-based Learning Framework to inform faculty-level conversations.</li> <li>● Revise SLC model and student portfolio to highlight goals, growth, and reflection.</li> </ul> | <ul style="list-style-type: none"> <li>● Monthly Instructional Coordinator meetings elicit feedback on level of understanding and need for future direction.</li> <li>● School-wide portfolio template</li> </ul> | <ul style="list-style-type: none"> <li>● IC meeting agendas</li> <li>● Student Portfolios</li> </ul> |

#### End of Year Report:

**Aligned to High Leverage Strategy 2: Use school-wide reporting practices and an online student-information system to provide updated and detailed information about student progress and learning.**

- Provide professional development and ongoing support for Gradebook Pro. An online gradebook that enables scoring and reporting of content standards and school-wide Habits of Work

#### Mid-Year Report:

| Focus   | Strategic Action  | Evidence of Progress                                |
|---|---|---|
| <ul style="list-style-type: none"> <li>● Develop Gradebook Pro to include content Proficiencies and Performance Indicators</li> </ul> | <ul style="list-style-type: none"> <li>● Initial planning meeting with EASTCONN for technical support.</li> </ul> | <ul style="list-style-type: none"> <li>●</li> </ul> |

#### End of Year Report:

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

**Aligned to High Leverage Strategy 3: Utilize classroom observation data to monitor fidelity of implementation of school-wide Habits of Work (HOW) standards and provide feedback to ensure practices are adjusted accordingly.**

- Interdisciplinary team meetings
- Professional Learning Communities
- RtI, SRBI, KSST

**Mid-Year Report:**

| <i>Focus</i>  | <i>Strategic Action</i>   | <i>Evidence of Progress</i>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Utilize Habits of Work data to drive decisions.</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing HOW discussion within PLCs</li> <li>Use of HOW data to drive KSST process</li> </ul> | <ul style="list-style-type: none"> <li>HOW Data</li> <li>PLC Agendas</li> <li>KSST plans</li> </ul> |

**End of Year Report:**

**Aligned to High Leverage Strategy 4: Develop a communication and engagement strategy to inform family members about proficiency-based learning systems and collaborate with them in the design, implementation, and refinement of the proficiency-based learning system in your school.**

- Maintain school and classroom banners and posters communicating school-wide Habits of Work standards.
- Multi-year communication at all school-wide, open house and parent-teacher conference events, as well as grade 5 orientation.
- Letter to accompany standards-based reporting system with all progress reports and report cards.

**Mid-Year Report:**

| <i>Focus</i> | <i>Strategic Action</i> | <i>Evidence of Progress</i> |
|--------------|-------------------------|-----------------------------|
| •            | •                       | •                           |

**End of Year Report:**

### Theory of Action 4: Climate and Culture

If we develop a climate that values positive relationships and Restorative Practices, then we will strengthen community and reduce conflict.

1. Communicate a vision and mission that focuses on school climate and building positive relationships.
2. Include faculty, students and families in the review of discipline data and the refinement of discipline policies.

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

- 3. Provide professional development for teachers to increase their understanding of Restorative Practices and positive relationships.**

### Action Plans (Connected to High Leverage Strategies)

#### Action Plan Descriptions

#### Aligned to High Leverage Strategy 1: Communicate a vision and mission that focuses on school climate and building positive relationships

- The KIS leadership team will continue to designate Domain 1a, using Restorative Practices language, as the school-wide CCT Focus.
- Continue to revise language specific to Restorative Practices in our Student-Parent Handbook and Faculty Handbook.
- Implementation of a Restorative Room.

#### Mid-Year Report:

| Focus   | Strategic Action  | Evidence of Progress  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• <i>Building culture that reflects Restorative Practices</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Offer Restorative Practices as school-wide CCT Focus Area</i></li> <li>• <i>Language specific to Restorative Practices in Student/Parent and Faculty Handbooks</i></li> <li>• <i>Tiered behavioral intervention support.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Teacher Summary Goal Forms</i></li> <li>• <i>Handbooks</i></li> <li>• <i>Weekly meetings with Restorative Room facilitator to review data/observations</i></li> </ul> |

#### End of Year Report:

#### Aligned to High Leverage Strategy 2: Include all stakeholders in the review of discipline data and the refinement of discipline policies.

- Climate Survey
- Interim Surveys
- Educator Handbook

#### Mid-Year Report:

| Focus   | Strategic Action  | Evidence of Progress   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• <i>Climate Survey</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Research survey instruments/questions that reflect current level of implementation</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Review Mid-Year Survey Data</i></li> </ul> |

#### End of Year Report:

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

**Aligned to High Leverage Strategy 3: Provide professional development for teachers to increase their understanding of Restorative discipline and positive communication.**

- Year-long faculty book study with: *Embarrassment, And the Emotional Underlife of Learning* by, Thomas Newkirk
- Professional Development focusing around social emotional development

### Mid-Year Report:

| Focus   | Strategic Action   | Evidence of Progress  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• <i>Building culture that reflects Restorative Practices</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Year long faculty books study with: <u>Embarrassment and the Emotional Underlife of Learning; Thomas Newkirk</u></i></li> <li>• <i>November Professional Development - <u>Nourishing School and Classroom Climate through Authentic Relationships and Restorative Practices</u></i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>PD and Faculty Meeting agendas</i></li> </ul> |

### End of Year Report:

### Theory of Action 5: Climate and Culture

If we foster a culture where all stakeholders believe that all students are capable of achieving at high levels and create a system of supports, then students have the opportunity for success.

#### High Leverage Strategy

1. Optimize structures during, and after the school day to provide intervention, enrichment, and acceleration through a comprehensive system of interventions in order to ensure that struggling students receive the academic and personal support they need.
2. Regularly communicate and engage with all parents.
3. Establish a school-wide system for monitoring student performance and socialization issues.
4. Have guidance counselors work closely with teachers to provide practical and timely support for behavior needs.

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

### Action Plans (Connected to High Leverage Strategies)

#### Action Plan Descriptions

**Aligned to High Leverage Strategy 1: Continue structures during, and after the school day to provide intervention, enrichment, and acceleration through a comprehensive system of interventions in order to ensure that struggling students receive the academic and personal support they need.**

- Fidelity to the SRBI Model and KSST process utilizing Intervention Block and the After School Intervention and Enrichment program.
  - Content specific support during Intervention/Enrichment block
  - Tiered model of intervention for reading and math during the school day
  - Extension of grade 5 math block
  - After school support/enrichment programs
  - Implementation of a Restorative Room

#### Mid-Year Report:

| <i>Focus</i>  | <i>Strategic Action</i>   | <i>Evidence of Progress</i>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>● Continue structures during, and after the school day to provide intervention, enrichment, and acceleration through a comprehensive system of interventions in order to ensure that struggling students receive the academic, social/emotional support needed.</li> </ul> | <ul style="list-style-type: none"> <li>● Tiered reading/math support provided during school day and after school</li> <li>● Content specific support during intervention/Enrichment block</li> <li>● Math intervention for grades 5 and 6</li> <li>● Restorative Room Implementation</li> </ul> | <ul style="list-style-type: none"> <li>● Skill block structure (6th - 8th grade)</li> <li>● Monday - Wednesday → Alliance Programming - Includes enrichment programs (i.e. Model UN/TSA/Invention Convention)</li> <li>● Utilizing the KSST model to drive intervention (teams meet every 6-8 weeks)</li> <li>● Bi-weekly SSP meetings to identify chronic absenteeism and/or truancy</li> <li>● Weekly meetings to discuss Restorative Room data/observations to implement student specific plans</li> </ul> |

#### End of Year Report:

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

**Aligned to High Leverage Strategy 2: Regularly communicate and engage with all parents.**

- Open House
- Fall Parent-Teacher Conference and Spring Student-Led Conferences
- Quarterly Newsletters
- School Website and Teacher Webpages
- Parent-Teacher Organization
- Finals site

**Mid-Year Report:**

| Focus   | Strategic Action   | Evidence of Progress   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Regularly communicate and engage with all parents</li> </ul> | <ul style="list-style-type: none"> <li>• Open House</li> <li>• Fall Parent Teacher Conferences and Spring Student Led Conferences</li> <li>• Quarterly Newsletters</li> <li>• School Website and Teacher Webpages</li> <li>• Parent Teacher Organization</li> <li>• Family Night/Game Night</li> <li>• Electronic Academic Updates (progress reports)</li> </ul> | <ul style="list-style-type: none"> <li>• Fall and Spring Conference sign-ups (Sign-up Genius)</li> <li>• 504/IEP meetings</li> <li>• SSRB meetings</li> <li>• Friday Newsletters (electronic)</li> <li>• Follow-up contact from team member after KSST and/or team meetings (every 6-8 weeks)</li> <li>• Follow-up on Educator Handbook Referrals</li> <li>• Continual update of PowerSchool</li> <li>• Teachers utilizing Remind App</li> <li>• Updates of teacher and/or team website</li> <li>• Related Services member contacting family/guardian(s) per team discussions</li> </ul> |

**End of Year Report:**

**Aligned to High Leverage Strategy 3: Establish a school-wide system for monitoring student performance and social/emotional needs.**

- Utilize Universal Screening data, Early Warning Indicators through Power School and discipline data through Educator's Handbook.

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

- Review data from Restorative Room to inform decision-making around student specific plans

### Mid-Year Report:

| Focus   | Strategic Action   | Evidence of Progress   |
|---|--|--|
| <ul style="list-style-type: none"> <li>Establish school-wide system for monitoring student performance and socialization issues.</li> </ul> | <ul style="list-style-type: none"> <li>Weekly meetings to review Restorative Room data.</li> <li>Utilize Universal Screening data</li> <li>Early Warning Indicators through Power School</li> <li>Discipline data through Educator's Handbook</li> <li>Data from Restorative Room</li> </ul> | <ul style="list-style-type: none"> <li>Professional development time dedicated to reading of Embarrassment</li> <li>Teacher/Related Services/Administration collaboration around Restorative Circle implementation/topics</li> <li>Weekly social groups in which students were identified through team discussions</li> <li>Educator Handbook Data</li> <li>Restorative Room Data</li> <li>Team leader meetings</li> <li>Grade-level team meetings</li> <li>Related Services Educator Handbook Discussion</li> <li>ERD meetings</li> <li>Forgive and Forget - Improve Student Culture/Student Leadership Group</li> <li>NASSP Global Citizenship Awareness Project - NJHS</li> </ul> |

### End of Year Report:

#### Aligned to High Leverage Strategy 4: Have guidance counselors work closely with teachers to provide practical and timely support for behavior needs.

- Guidance counselors routinely visit/observe grade level classrooms to understand student behavior in different settings.
- Guidance counselors attend all SRBI/KSST meetings for students in the respective grade-level assignments.
- Guidance counselors collaborate with KIS leadership team and teachers to develop behavior plans and implement strategies to meet social/emotional/behavioral needs.

### Mid-Year Report:

| Focus  | Strategic Action   | Evidence of Progress  |
|--|--|---|
| <ul style="list-style-type: none"> <li>Providing teachers with timely support for behavioral needs.</li> </ul> | <ul style="list-style-type: none"> <li>Weekly meetings with grade-level counselors</li> <li>Meetings with grade level teams</li> </ul> | <ul style="list-style-type: none"> <li>Related Services Action Plan</li> <li>Regularly attending team meetings</li> </ul> |

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

|                            |   |   |
|----------------------------|---|---|
|                            | <ul style="list-style-type: none"> <li>• <i>Guidance counselors routinely visit/observe grade-level classrooms to understand student behavior in different settings</i></li> <li>• <i>Guidance counselors attend all SRBI/KSST meetings for students for their respective grade level assignments.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Monitor Educator Handbook with administrative support</i></li> <li>• <i>Push-in classroom support</i></li> <li>• <i>Weekly social groups in which students were identified through team discussions (SSRB, KSST)</i></li> </ul> |
| <b>End of Year Report:</b> |   |   |

| KPS Professional Development focus 2018-2019   |  |                             |                               |
|--|--|-----------------------------|-------------------------------|
| Area of Focus  | Strategic Actions  | Time of implementation      | Targeted Evidence of Progress |
| Professional Learning Communities  | Summer and Monthly IC meetings to support PLC facilitator role                                     | Year-long                   |                               |
| Implementation of TC Reading Units of Study  | Interactive Read-aloud and mini-lesson development - Grades 7 & 8                                  | Year-long                   |                               |
| Implementation of Next Generation Science Standards  | FOSS Kit Training<br>Assessment Writing – Grades 7 & 8<br>NGSX Part 1 - Remaining Science Teachers | 3x/year<br>TBD<br>September |                               |
| Technology Integration – Google Initiative   | School-wide implementation of Google Classroom   | March                       |                               |
| Global Best Practices <ul style="list-style-type: none"> <li>• 1.2 – Personalization and Relevance</li> <li>• 1.4 – Proficiency-Based Education</li> </ul> | NESSC Fall Conference<br><br>NESSC Annual Conference - Proposal for Presentation                   | October<br><br>March        |                               |

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

|                       |   |           |  |
|-----------------------|---|-----------|--|
| Restorative Practices | Whole-School Book Study:<br><i>Discipline with Dignity</i>          | Year-long |  |
| Math                  | Develop Math Interventionist role,<br>responsibilities and capacity | Year-long |  |

### Killingly Public Schools Data and Performance Measures

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

| Grade Level | Number Students | SPED |      | EL |      | F/R Lunch |     |
|-------------|-----------------|------|------|----|------|-----------|-----|
|             |                 | N    | %    | N  | %    | N         | %   |
| PK          | 159             | 33   | 21%  | 0  | 0%   | 69        | 43% |
| K           | 185             | 27   | 15%  | 6  | 3%   | 88        | 48% |
| 1           | 163             | 15   | 9%   | 7  | 4%   | 69        | 42% |
| 2           | 176             | 28   | 16%  | 9  | 5%   | 88        | 50% |
| 3           | 165             | 21   | 13%  | 7  | 4%   | 84        | 51% |
| 4           | 168             | 12   | 7%   | 8  | 5%   | 78        | 46% |
| 5           | 170             | 28   | 16%  | 3  | 2%   | 86        | 51% |
| 6           | 157             | 19   | 12%  | 2  | 1%   | 77        | 49% |
| 7           | 165             | 28   | 17%  | 1  | 0.6% | 70        | 42% |
| 8           | 182             | 31   | 17%  | 3  | 2%   | 85        | 47% |
| 9           | 231             | 35   | 15%  | 0  | 0%   | 82        | 35% |
| 10          | 198             | 13   | 7%   | 1  | 0.5% | 71        | 36% |
| 11          | 191             | 15   | 8%   | 0  | 0%   | 63        | 33% |
| 12          | 180             | 39   | 22%  | 1  | 0.5% | 64        | 36% |
| OD          | 91              | 91   | 100% |    | -    | -         | -   |

# KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

## KIS Progress Monitoring through STAR

STAR Reading Assessment 2016-2017

STAR Reading Assessment Comparison 14/15 to 16/17

| Grade   | Number of Students    | Fall Scaled Score     | Spring Scaled Score   | Change    |  | Fall Percentile Rank | Spring Percentile Rank | Change |
|---------|-----------------------|-----------------------|-----------------------|-----------|--|----------------------|------------------------|--------|
| Fifth   | 159                   | 576                   | 690                   | 114       |  | 49                   | 53                     | 4      |
| Sixth   | 154                   | 674                   | 797                   | 123       |  | 44                   | 50                     | 6      |
| Seventh | 167                   | 769                   | 885                   | 116       |  | 43                   | 49                     | 6      |
| Eighth  | 166                   | 920                   | 979                   | 59        |  | 49                   | 48                     | 1      |
| Grade   | Percentile Rank 14/15 | Percentile Rank 15/16 | Percentile Rank 16/17 | SGP 16/17 |  |                      |                        |        |
| Fifth   | 56                    | 53                    | 53                    | 54        |  |                      |                        |        |
| Sixth   | 56                    | 54                    | 50                    | 59        |  |                      |                        |        |

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

|         |    |    |    |    |
|---------|----|----|----|----|
| Seventh | 51 | 54 | 49 | 50 |
| Eighth  | 53 | 52 | 48 | 50 |

### STAR Mathematics Assessment 2016-2017

### STAR Mathematics Assessment Comparison 14/15 to 16/17

| Grade   | Number of Students    | Fall Scaled Score     | Spring Scaled Score   | Change    | Fall Percentile Rank | Spring Percentile Rank | Change |
|---------|-----------------------|-----------------------|-----------------------|-----------|----------------------|------------------------|--------|
| Fifth   | 159                   | 665                   | 734                   | 69        | 57                   | 62                     | 5      |
| Sixth   | 154                   | 730                   | 773                   | 43        | 56                   | 56                     | 0      |
| Seventh | 168                   | 751                   | 788                   | 37        | 49                   | 51                     | 2      |
| Eighth  | 166                   | 798                   | 813                   | 15        | 55                   | 50                     | 5      |
| Grade   | Percentile Rank 14/15 | Percentile Rank 15/16 | Percentile Rank 16/17 | SGP 16/17 |                      |                        |        |
| Fifth   | 57                    | 60                    | 62                    | 47        |                      |                        |        |
| Sixth   | 63                    | 59                    | 56                    | 49        |                      |                        |        |
| Seventh | 51                    | 58                    | 51                    | 42        |                      |                        |        |
| Eighth  | 50                    | 54                    | 50                    | 33        |                      |                        |        |

### Smarter Balanced Results 2016-2017

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

|             | Reading                   |                             |
|-------------|---------------------------|-----------------------------|
| Grade Level | Number of Students Tested | Percent at Level 3 or Above |
| 5th         | 162                       | 60                          |
| 6th         | 158                       | 61                          |
| 7th         | 177                       | 52                          |
| 8th         | 167                       | 49                          |

|             | Math                      |                             |
|-------------|---------------------------|-----------------------------|
| Grade Level | Number of Students Tested | Percent at Level 3 or Above |
| 5th         | 162                       | 31                          |
| 6th         | 158                       | 35                          |
| 7th         | 175                       | 26                          |
| 8th         | 165                       | 21                          |

### Percent of Students at Grade Level in Reading

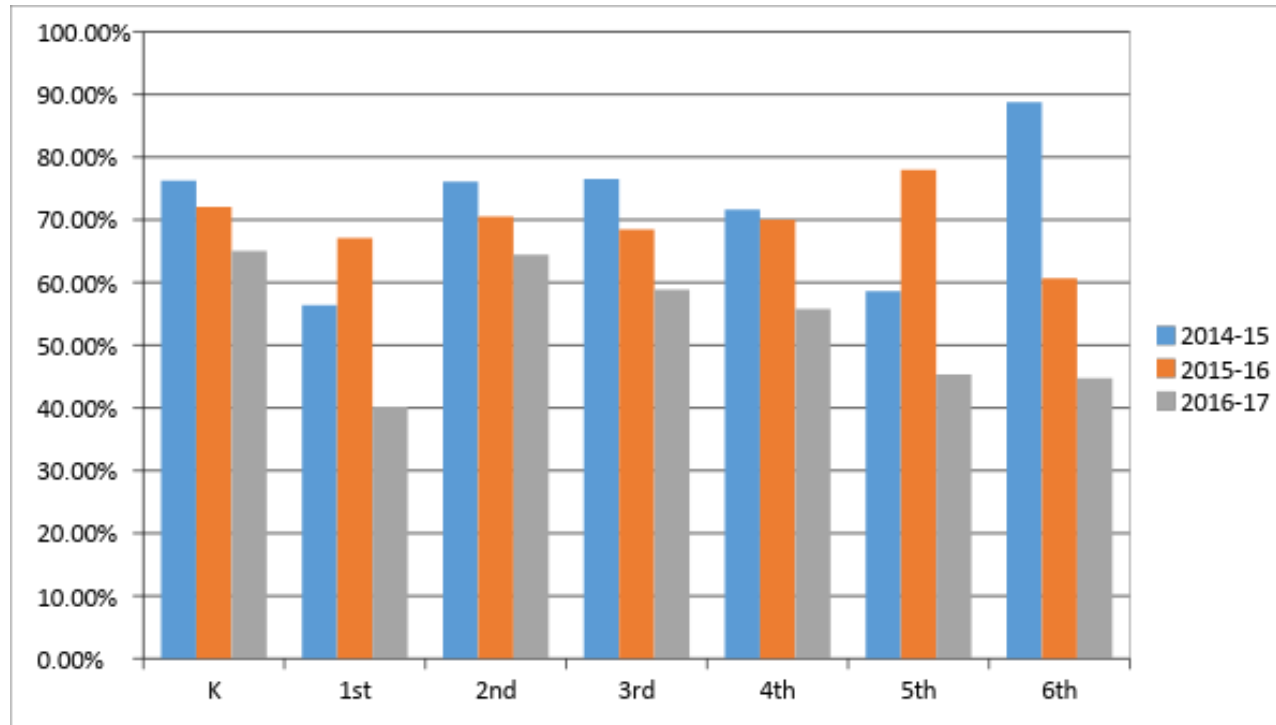
## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

| GRL<br>Grade Level Comparison |         |         |         |         |
|-------------------------------|---------|---------|---------|---------|
|                               | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| 5th                           |         | 58.6%   | 78.0%   | 45.3%   |
| 6th                           |         | 88.8%   | 60.7%   | 44.7%   |

| KPS 2016-17 Guided Reading Level Data |  |                |                               |
|---------------------------------------|--|----------------|-------------------------------|
| Grade Level                           | Total Number of Students At/Above Goal | Total in Grade | Percent at Benchmark or Above |
| 5th                                   | 72                                     | 159            | 45.3%                         |
| 6th                                   | 67                                     | 150            | 44.7%                         |

## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

**Percent of Students at Grade Level in Reading**



## KILLINGLY INTERMEDIATE SCHOOL CONTINUOUS IMPROVEMENT PLAN

### KPS Attendance Data 2010-17

| KIS          | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Attendance   | 94.55%    | 94.60%    | 95.13%    | 94.78%    | 95.04%    | 93.7%     |
| Chronic      | 86.45%    | 85.75%    | 86.89%    | 83.07%    | 81.89%    | 80.5%     |
| # of chronic | 116/812   | 102/781   | 80/747    | 71/766    | 94/739    | 94/680    |
| % of Chronic | 14.29%    | 13.06%    | 10.71%    | 9.27%     | 12.72%    | 13.8%     |

### KIS Discipline Totals

| KIS    | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-17 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|---------|
| ISS    | 364       | 307       | 229       | 162       | 134       | 93        | 66      |
| OSS    | 99        | 144       | 94        | 47        | 21        | 53        | 37      |
| BUS    | 23        | 23        | 14        | 5         | 7         | 5         | 51      |
| OFFICE | 1361      | 1748      | 1387      | 880       | 546       | 665       | 566     |

