

To: The RSD 17 Board of Education

From: Holly Hageman, Superintendent

Subject: Executive Summary of 2018-19 Student Achievement and Overview of 2019-20 Continuous Improvement Plans

Date: October 11, 2019

Continuous Improvement Plans (CIPs) represent a strategic process to specify program and instructional performance goals in terms of student and community outcomes. Goals are informed by analysis of student performance and community feedback by teachers and administrators. This cycle repeats annually and is the major vehicle through which we express our shared purpose and our efforts to enable all students to reach high levels of achievement within thriving school-communities.

CIPs represent the strategic process and action steps needed to advance towards RSD17's aspirations for students, which will be expressed in the district's Vision of the Graduate to be developed this year. We have improved upon the CIP format this year to include an "About the School" page that tells the story of the school and describes its 3-5 year priorities. In addition, school goals now include growth measures in addition to performance outcomes, consistent with our focus on having each student meet his or her growth targets. Lastly, data is linked to this year's goals via a brief rationale section that follows each goal.

This Executive Summary, the corresponding 2018-19 Student Achievement Report and each school's 2019-20 CIP (now posted on each school's website) are intended to provide you with the background for how our district and schools are performing and where we see opportunities for continued growth. At the October 15th BOE Education Session, the Principals will briefly present key highlights of their Continuous Improvement Plans.

K-8 Program

Our K-8 programs benefit from ongoing curriculum and instruction development in the areas of Language Arts, Math, Science, and Social Studies. Each school's 2019-20 Continuous Improvement Plan will detail the specific goals and actions aimed to improve student achievement as well as the sense of community.

K-8 performance highlights include:

- A trend of strong Reading performance according to district expectations (81% and higher meeting goal).

- A trend of strong Writing performance across narrative, informational and opinion or argument writing according to district expectations (77% and higher meeting goal in Grades 2-4, 80% and higher in Grades 5-8)
- A trend in Math performance according to SBAC over the past 5 years of fewer students in the Level 1 basic performance band and increasing numbers of students in the Level 4 above performance level

Many of the improvement efforts contained within the elementary and middle schools' 2019-20 CIPs will address the following focus areas:

- Improving student performance in English Language Arts as measured by Smarter Balanced by updating the K-8 Language Arts curriculum to ensure Reading and Writing units address all standards and targets; expanding the Word Study program to strengthen reading, writing, vocabulary, and spelling; implementing grammar and conventions; calibrating scoring; facilitating goal setting with students and providing small group instruction with formative feedback
- Improving student performance in Math in all grade levels with a focus not only on achievement but on individual student growth as measured by Smarter Balanced by implementing a defined math model for instruction; informing instruction and student growth with the addition of iReady assessment; expanding coaching into the middle grades; utilizing high-leverage teaching practices; analyzing and monitoring student progress; facilitating goal setting with students and providing small group instruction with formative feedback
- Improving the Average Percent of Target Achieved (APTA) as measured by Smarter Balanced. The (APTA) is the percentage of the target that was achieved by students on average in a grade level. This is the measure used by the state in accountability calculations.

In addition to these efforts, ongoing programmatic improvements include:

- Improved systems for reviewing students' academic progress as well as addressing social/emotional needs.
- Implementation of the revised K-8 Health Curriculum including social skills, emotional well-being, hygiene, and substance prevention.
- Implementation of the full slate of K-12 Next Generation Science Standards curricula and reflecting upon the baseline results (2018-19) of the new state science assessment in grades 5, 8, and 11.
- Implementation of revised Social Studies curricula aligned to the Connecticut Social Studies Framework. At the heart of each curriculum unit is inquiry, where students explore research questions and collaborate with one another to gather information and apply their knowledge to current events.

HKHS

Haddam-Killingworth High School was named as one of four Connecticut public schools to earn National Blue Ribbon Schools Distinction in fall 2018 for exemplary high performance. All of the goals and actions contained within the HKHS Continuous Improvement Plan (CIP) represent the focused and united efforts of the administration, teachers, and staff and this prestigious award represents the pinnacle of outstanding work. In addition, HKHS administration and teachers are currently finalizing their

documentation to maintain accreditation in the New England Association of Schools and Colleges (NEASC). This well-renowned standard of excellence attests to a school's high quality and integrity and HKHS voluntarily participates in ongoing cycles of comprehensive strategic planning and reporting.

Additional HKHS performance highlights include:

- Performance on the School Day SAT is 20% higher than the state average in both Evidence-Based Reading & Writing ("ELA") and Mathematics.
- 46% of the students in the Class of 2019 earned credits for AP courses
- Two blended learning courses were successfully implemented (students performed at or above the levels of their peers in traditional classes) and four more have been added this year.
- Improved facilities including a newly refreshed auditorium (and lobby), new boilers, roof and plenty of freshly painted areas throughout the building
- 60 students earned the Seal of Biliteracy in its first year of implementation by demonstrating a high level of proficiency in English and one or more foreign languages
- HKHS will continue and enhance and expand upon those goals and actions which can lead to even greater opportunities and improved outcomes for students. Some of these improvement efforts contained within the 2019-20 CIP include providing personalized learning opportunities, additional academic and social-emotional intervention options for struggling students, a new health class, a world language course to be developed for students not accessing traditional options, the digital portfolio and additional post-graduate level off-campus opportunities for students such as internships.

I hope you find this summary and the associated Achievement Report informative. We will be happy to address any questions you may have on Tuesday evening.