

**Regional School District 17**  
***Killingworth Elementary School***  
**Continuous Improvement Plan**  
**2020-21**



Dennis Reed  
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## **Introduction**

Continuous Improvement Plans (CIPs) are developed to represent a strategic process to specify program and instructional performance goals and priorities in terms of student and community outcomes. These goals are informed by an analysis of student performance and community feedback on important indicators by teachers, administrators, and community members.

Each Principal and the Director of Student Services develops an annual Continuous Improvement Plan, in conjunction with and supported by the Superintendent. The development process involves the principal (or director) engaging with his or her faculty and community stakeholders to review and interpret results (June) and then to refine drafts of the proposed annual plan for input and articulation of action steps (late August-September). Plans are presented publicly at a Board of Education meeting (second Board meeting in October) and are posted on each school's website. The corresponding annual Student Achievement Report and State Testing Report are shared with the Board for the mid-October meeting. 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 in thriving school-communities.

Student success depends upon effective teaching and instructional leadership. Regional School District 17's vision for professional learning is that each educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for each and every student. For our students to graduate prepared for college and careers, educators must engage in strategically planned continuous professional learning focused upon student growth, development, and outcomes.

## **District Mission**

The Mission of Regional School District 17 is to engage our students in an educational community that challenges students with high standards and builds their capacity to succeed and their aspiration to improve themselves and their society.

## **Overarching District Goals Aligned with Mission**

- Increase student **aspiration** to higher levels of learning and courses
- Increase student **access** to higher levels of learning opportunities
- Increase student **engagement** in their academic achievement
- Increase student **commitment** to their school and community
- Increase **community engagement** in the schools and academic programs

## **Killingworth Elementary School**

Killingworth Elementary School is a preschool through grade 3 school in Killingworth Connecticut. Our motto, “**This is the KES Way**”, places an emphasis on **Kindness, Effort, and Safety** as the core values of the KES community. Our goal is to provide a safe, nurturing environment where each child can learn and develop to his/her fullest potential. We believe in fostering agency in students, allowing them to be able to think critically, make choices, problem solve, persevere through challenges, take risks with their learning and gain independence. Our staff is highly collaborative and fully embedded in continuous professional growth.

Our strategic priorities for the next 3-5 years are:

### **Curriculum, Instruction, & Student Learning:**

- Continue to develop and build upon best practices across our core curricular areas of reading, writing, math, science, and social studies
- Continue to develop our data review systems to effectively and efficiently analyze data to monitor and enhance the individual growth of each child in the core curricular areas.
- Implement a newly updated health curriculum including a proactive approach to social skills education

### **School Community:**

- Explicitly foster and monitor the social/emotional development of students
- Continue to build a sense of community among staff members beyond their grade level peers so that we can share in our mission, values, efforts, and goals
- Implement, reflect upon, and continue to revise our school-wide student and adult expectations and procedures in order to promote a positive and supportive school culture and climate
- Enhance student agency by offering choice in enrichment opportunities beyond the core curricula by expanding our repertoire of extra curricular programs

**2020-2021 School Year:** The COVID-19 pandemic caused our schools to unexpectedly close for the final 3 months of the 2019-2020 school year. Our students and staff did a remarkable job of transitioning to virtual instruction, but we fully recognize that our students may not be where we would typically expect them to be, both academically and socially and emotionally. Many of the goals and action steps within our continuous improvement plan address this and can be categorized into three themes.

- We intend to identify where our students are currently functioning and plan to provide the instruction, resources, and support needed to allow them to meet end of year benchmark expectations
- The social and emotional wellness of our students is critical, and providing a sense of normalcy and comfort will be a priority
- We will be reviewing and enhancing our efforts to effectively address topics of multiculturalism, black history, and diverse perspectives to foster greater knowledge, empathy, acceptance, tolerance and mutual respect

**Kindness, Effort, Safety**

**This is the KES way!**

## Goal 1: Reading

All students in grades K-3 will read efficiently and effectively across genres for a variety of purposes as measured by meeting growth targets and grade level expectations

### Rationale

Internal data indicates that by the end of third grade, on average over the last two years, 83.5% of the students are meeting grade level expectations.

Reading		
% at Goal		
Grade	2018	2019
3	83	84

\*Data from the end of the 2020 school year is not available.

### Actions

#### INSTRUCTION

Teachers will:

- Reallocate instructional time in the literacy block to prioritize explicit phonics instruction, sight word instruction, and updated reading units of study (K&1)
- Implement an explicit and articulated phonemic awareness curriculum in grades K and 1
- Analyze student work and reading behaviors to identify strengths and gaps
- Invest in resources, instructional methods, alignment of staffing and student groupings to meet all students needs
- Develop students' comprehension and vocabulary through shared thinking and discourse about texts read aloud in a variety of genres
- Integrate diverse literature into all classroom read alouds, mentor texts aligned to units of study, and book clubs
- Intentionally develop cross-curricular connections to social studies standards aligned to social justice and perspective taking
- Utilize online learning platforms to personalize learning and reach remote learners
- Utilize 1:1 devices to provide instruction, individualization, and tools for all students including remote learners

Intervention and special education teachers will:

- Analyze classroom data to determine specific skill weaknesses
- Teach targeted supplemental reading support in order to close the achievement gap
- Monitor progress and adjust instruction as needed

#### PLANNING AND COLLABORATION

K-3 teachers will participate in building-based workshops led by our Literacy Coaches on the science of reading

Teachers will be supported by the Literacy Coach and Administration through Common Planning Meetings as well as in-class collaborative coaching

Principal, coaches and interventionists will meet with teachers, at a minimum, in fall, winter and spring to discuss each child's data and develop plans for each student's growth

All K-1 teachers will participate in professional development for the onboarding of Heggerty Phonemic Awareness

All K-2 teachers will receive ongoing professional development on the science of reading and the new approach to teaching sight words

## Measures/Monitoring

Measures: Degrees of Reading Power (DRP), Developmental Reading Assessment (DRA), Smarter Balanced English Language Arts results (Grade 3), Reading Units of Study (RUOS)

Monitoring:

- Monitoring notes from small group and individual conferences
- Classroom assessments, including running records
- Teachers and coaches will meet regularly to discuss instructional methods, student progress, and professional learning needs.
- Administrators will conduct collaborative walk-throughs focused on "look-fors" in reading instruction.
- Administrators will meet no less frequently than every 8 weeks with coaches and interventionists to analyze student data and respond to student learning needs.

## Goal 2: Writing

All students in grades K-3 will communicate effectively in writing across genres for a variety of purposes as measured by RSD 17 writing rubrics and as reflected in report card standards.

### Rationale

Internal data indicates that by the end of third grade, on average over the last two years, 75% of the students demonstrate they can communicate effectively in writing across genres.

Narrative Writing			Information Writing			Opinion Writing		
% at goal			% at goal			% at goal		
Grade	2018	2019	Grade	2018	2019	Grade	2018	2019
3	77	71	3	79	70	3	81	71

\*Data from the end of the 2020 school year is not available.

### Actions

#### INSTRUCTION

Teachers will:

- Monitor each writer’s progress relative to grade level writing progressions, revised RSD 17 writing rubrics, report card rubrics, and anchor sets
- Analyze student work to form flexible instructional groups and help students set goals for their writing to move one or more bands (grade level) on the RSD 17 writing rubrics
- Help students goal set and reflect on the writing process through the use of student checklist throughout each unit of study
- Provide explicit small group instruction to help students meet those goals across genres
- Provide explicit instruction in handwriting (print in grades K and 1 and cursive in grade 3)
- Provide direct instruction in grammar and conventions through the use of *Mastering Mechanics* and *Patterns of Power*
- Work with Literacy Coaches to align writing expectations across grade levels
- Offer opportunities for student voice and choice in topic and genre across all units of study
- Utilize 1:1 devices to provide instruction, individualization, and tools for all students including remote learners

Intervention and special education teachers will:

- Analyze classroom data to determine specific skill weaknesses
- Teach targeted supplemental writing support based on children’s specific goals

#### **PLANNING AND COLLABORATION**

K-3 teachers will participate in building-based workshops led by our Literacy Coaches on: collaborative scoring of writing using RSD17 rubrics, working together to identify anchor texts, forming and implementing small groups based on students’ needs

Teachers will be supported by the Literacy Coach and Administration through Common Planning Meetings as well as in-class collaborative coaching

Principal, coaches and interventionists will meet with teachers, at a minimum, in fall, winter and spring to discuss each child’s data and develop plans for each student’s growth

#### **Measures/Monitoring**

Measures: Third trimester report card standards by genre; Smarter Balanced English Language Arts results (Grades 3); *FUNDations* Assessments or DSA results; Writing Workshop Unit and On-Demand Writing Assessments scored according to the RSD 17 Rubrics

Monitoring:

- Monitoring notes from small group and individual conferences
- Writer’s Notebooks
- Teachers and coaches will meet regularly to discuss instructional methods, student progress, and professional learning needs.
- Administrators will conduct collaborative walk-throughs focused on “look-fors” in writing instruction.
- Administrators will meet no less frequently than every 8 weeks with coaches and interventionists to analyze student data and respond to student learning needs.

### Goal 3: Mathematics

All students in grades K-3 will demonstrate mastery of grade level mathematical knowledge and skills as measured by meeting growth targets and grade level expectations

### Rationale

Smarter Balanced Assessment summative data indicates that by the end of third grade, on average over the last two years, 71% of students are meeting grade level expectations.

SBAC Math		
% at Goal		
Grade	2018	2019
3	69	75

\*Data from the end of the 2020 school year is not available.

### Actions

#### INSTRUCTION

Teachers will:

- Implement ready classroom math as a primary resource for Tier 1 instruction
- Analyze student work and mathematical behaviors to identify strengths and gaps
- Invest in resources, instructional methods, alignment of staffing and student groupings to meet all students needs
- Strengthen students' conceptual understanding of mathematics through classroom discourse
- Utilize iReady personalized learning system to differentiate learning for select students
- Engage students in problem solving and effective communication of mathematical reasoning
- Engage students in "productive struggle" with appropriate scaffolds for support
- Implement sequential fact fluency instruction
- Provide explicit instruction through whole-class and small-group structures as well as individual conferences to move every student toward meeting standards and growth targets
- Utilize 1:1 devices to provide instruction, individualization, and tools for all students including remote learners

Intervention and special education teachers will:

- Analyze classroom data to determine specific skill weaknesses
- Teach targeted supplemental math support to close the achievement gap
- Use iReady resources and personalized learning systems to support individual student growth

#### PLANNING AND COLLABORATION

Teachers will be supported by the Math Coach and Administration through Common Planning Meetings as well as in-class collaborative coaching

During Common Planning Meetings, Math Coach will work with grade level teachers and administration to implement a math workshop model that effectively uses instructional time while emphasizing differentiation, discourse, and problem solving



Ready Classroom professional development for teachers in grade K-3 on the implementation of the Ready curriculum and all necessary components

iReady professional learning for teachers in K-3 on the use of iReady data reports and analysis and planning instruction

Principal, coaches and interventionists will meet with teachers, at a minimum, in fall, winter and spring to discuss each child's data and develop plans for each student's growth

### Measures/Monitoring

Measures: District Benchmark Assessments; District Fact Fluency Assessments (grades 1-3); Smarter Balanced Math results (grade 3)

Monitoring:

- Major Work of the Grade Benchmark Assessments
- iReady Universal Screening (K-3)
- Classroom work and assessments
- Fact Fluency running records
- Report Card Standards for Mathematical Thinking
- Administrators and coaches will use RSD 17's math instruction "look-fors" to observe and provide feedback to teachers
- Teachers and coaches will meet regularly to discuss instructional methods, student progress, and professional learning needs
- Administration will meet at least every 8 weeks with coaches and interventionists to analyze student data and respond to student needs
- Administration, coaches, and teachers will analyze the internal assessments and adjust instruction/intervention as needed

### Goal 4: Community

Killingworth Elementary will continue to develop its community and culture by increasing collegial collaboration within the school community while fostering social/emotional development of students.

#### Rationale

Our school staff survey data indicates 100% of staff members are feeling positive and supported, and 97% of parents feel the school is a caring and nurturing place.

Staff Survey	Some to All of the time	None of the time
The culture and emotional climate of the school is positive and supportive	100%	0%
I feel like I am a part of a school community (shared mission, values, efforts, goals)	100%	0%
I feel like my contributions are valued and important	100%	0%

I feel respected by students	100%	0%
Parent Survey	Agree or Strongly Agree	Disagree or Strongly Disagree
The school is a caring and nurturing place	97%	3% Neutral

### Actions

- Continue to work with the School Improvement Team to implement our newly developed school-wide positive behavior supports and recognitions
- Continue implementation of social/emotional learning curriculum and identify specific lessons related to acceptance
- Increase time spent in morning meeting to build classroom community and strengthen students' connections to school
- Implement monthly school-wide assemblies to promote core values and diversity in a virtual format
- Engage students in discourse around diverse literature to foster a climate of acceptance and understanding
- Select staff members will share/lead professional development as part of their role on the district diversity committee
  
- Implement virtual evening learning opportunities for families in helping their children with early literacy and numeracy skills
- Actively and consciously engage remote learners so they continue to feel connected to the school and classroom community

### Measures/Monitoring

Measures: Parent Survey, Internal School Climate Survey

Monitoring:

- School Improvement Team outcomes
- Office referrals
- Artifacts from school-wide assemblies and family activities including survey data