

**Regional School District 17**  
***Haddam Killingworth Intermediate School***  
**Continuous Improvement Plan**  
**2021-22**



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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

## RSD 17 Vision of the Graduate



*A graduate of the RSD17 School District is a compassionate critical thinker, who collaborates to solve problems, and is prepared to contribute to improving our world*

### Vision of the Graduate - Skills

**Contributes Productively** includes the ability to:

- Take control of one's learning by planning and organizing oneself to complete tasks
- Demonstrate independence and initiative in doing one's best work
- Collaborate positively on a team project or shared endeavor
- Seek leadership or take a supportive role within a group in a manner that works best for oneself, others, and the outcome
- Think creatively and flexibly to design and develop innovative solutions, strategies, and outcomes

**Thinks Critically** includes the ability to:

- Inquire and formulate questions to gather information and expand upon ideas
- Research and distill information from reliable resources representative of multiple perspectives
- Evaluate information for credibility, bias, and point of view
- Analyze and interpret information and data to generate solutions to problems
- Reflect upon the accuracy or viability of solutions or conclusions

**Communicates Effectively** includes the ability to:

- Organize thoughts to articulate and justify one's position or perspective with clarity
- Construct, refine, and present arguments supported by evidence
- Actively listen to understand and interpret the ideas and reasoning of others
- Use a variety of verbal, written, or visual methods appropriate for the message and audience

### Vision of the Graduate - Dispositions

**Maintains a Growth Mindset** involves believing in oneself, having an open-mind, and demonstrating perseverance and resilience. Examples of demonstrating a Growth Mindset include:

- Apply sustained effort to understand concepts, acquire skills, and achieve to one's greatest potential
- Reflect upon feedback or mistakes as opportunities to adapt and improve upon learning
- Show determination to accomplish one's goals
- Explore ideas to expand thinking
- Encourage a growth mindset in others

**Demonstrates Respect, Empathy and Kindness** involves caring for and showing compassion for oneself and others. Examples include:

- Seek to understand one another's experiences, circumstances, and perspectives
- Embrace diversity and recognize the value of all persons by promoting equity and inclusivity
- Maintain self-respect and advocate for oneself and others
- Be kind and act to enhance the climate of our schools and community

**Displays Character, Courage, and Integrity** involves having confidence in oneself to make sound decisions. Examples include:

- Do the right thing, even when no one is looking
- Take the initiative to provide or seek help for oneself or others
- Stand up for oneself or others when faced with unkind, disrespectful, or discriminatory behavior
- Actively engage in discourse that addresses difficult topics or situations to improve conditions for all

## About Haddam-Killingworth Intermediate School

HKIS is starting its third year. The fourth and fifth graders that make up our school come from across the two towns. The Intermediate School is designed as an upper elementary school with a unique environment that supports the developmental needs of the students academically, emotionally, socially and physically. Students spend most of their core instructional time with one teacher and will switch together as a class for subjects with the other teacher(s) within their "duet" or "trio." Our school is dedicated to the work of creating a place to learn that is just right for nine through eleven-year-olds.

Over the last two years, we worked to build a school to meet this vision and accomplished several of our strategic priorities. We still are working on others:

Curriculum:

- Implement consistent and best practices across our core curricular areas of reading, writing, math, science and social studies
- Develop a growth model to measure the progress of children so that all students' work and progress is measured and valued
- Review and refine fourth and fifth grade science curriculum
- Implement a new fourth grade social studies curriculum based on the CT Framework
- Refine our common understanding for quality work across all content areas

## 2021-22 Continuous Improvement Plan

### Support:

- Implement and determine impact of a new preteaching model in mathematics
- Implement SRBI social-emotional health model
- Develop a process to assure the appropriate development of student independence
- Use common planning time for teachers to support instruction and CIP goals with consistency and frequency

### Community:

- Expand structures to support connections among students and with the school
- Continue to connect parents to the school
- Create a Student Council

In addition to our strategic goals, this year we will be emphasising the following:

1. **Adjusting and Accelerating our instruction:** This fall we will be using our formative assessments to identify any gaps and make adjustments to our scope and sequence of our instruction and prioritizing core curriculum objectives.
2. **Ensuring all students feel safe, respected and accepted:** Through the work of our RSD 17 Diversity Committee and their recommendations, enhance our current programming as it relates to multiculturalism, acceptance, respect and belonging in order to prepare students to become productive members of a diverse society who embrace empathy for others.

<b>Goal 1: Literacy</b>
Students in grades 4 and 5 will meet their growth targets in literacy with increasing numbers at or above grade level as measured by district and state assessments. All students will read and write efficiently and effectively across genres for a variety of purposes.
<b>Rationale</b>
On last year's Smarter Balanced assessment 68% of 4th graders and 67% in fifth met goal in ELA.  Our iReady data from this fall show that 51% are at or above their current grade level.  Historically, students have average only 60-80% of their growth target on the Smarter Balanced Assessment.
<b>Actions</b>
<b>INSTRUCTION</b>
<b>Teachers will:</b> <ul style="list-style-type: none"><li>● Review fall data to determine any gaps relative to our curricular expectations</li><li>● Prioritize our curricular goals and readjust our scope and sequence, compacting where necessary to accelerate the acquisition of priority standards</li><li>● Set goals for each child to grow at least one year in reading</li><li>● Analyze student work using the RSD17 Writing about Reading rubric and set goals for each student to progress one or more bands (one grade level)</li><li>● Provide direct instruction in grammar and conventions through the use of <i>Patterns of Power</i></li><li>● Work with Literacy Coaches to align writing expectations within and across grade levels</li><li>● Implement new reading assessments</li></ul> <b>Intervention and special education teachers will:</b> <ul style="list-style-type: none"><li>● Assist teachers in identifying supports for students who may need a boost after the period of remote learning</li></ul>
<b>PLANNING AND COLLABORATION</b>
Grade 4 and 5 teachers will participate in building-based workshops led by our Literacy Coaches on using assessments to support small group instruction.  Coaches and literacy teachers will meet collaboratively after district assessments to make instructional adjustments  Coaches will support teachers in pacing of literacy lessons to allow for more student independent work.  Teachers will be supported by the Literacy Coaches and Administration through Department Meetings as well as in-class collaborative coaching  Coaches and literacy teachers will work together to incorporate academic vocabulary instruction into lessons
<b>Measures/Monitoring</b>
Measures: Smarter Balanced Assessment English Language Arts results, iReady diagnostic, DIBELS, Reading Units of Study assessments; DSA results; report card standards

**Monitoring:**

- Adjusted scope and sequence in literacy
- Monitoring notes from small group and individual conferences
- Classroom assessments, including student reading response journals
- Teachers and coaches will meet regularly to discuss instructional methods, student progress, and professional learning needs

<b>Goal 2: Mathematics</b>
Students in HKIS will meet their growth targets in mathematics with increasing numbers of students at or above grade level expectations as measured by district and state assessments.
<b>Rationale</b>
On last year’s Smarter Balanced Assessment , 71% of our fourth graders and 54% of our fifth grade were at goal.  Our fall iReady diagnostic data shows only 40% (29% 4th/49% 5th) of our students are currently on or above goal in mathematics.
<b>Actions</b>
<b>INSTRUCTION</b>
<b>Teachers will:</b> <ul style="list-style-type: none"><li>● Review fall data to determine any gaps relative to our curricular expectations</li><li>● Prioritize our curricular goals and readjust our scope and sequence, compacting where necessary to accelerate the acquisition of priority standards</li><li>● Continue to implement Ready classroom materials</li><li>● Analyze results to plan and implement small group instruction</li><li>● Utilize iReady personalized learning system to differentiate learning for select students</li><li>● Engage students in problem solving and effective communication of mathematical reasoning</li><li>● Work with Math Coach to develop and align practices for effective use of math instruction time</li></ul> <b>Intervention and special education teachers will:</b> <ul style="list-style-type: none"><li>● Assist teachers in identifying supports for students who may need a boost after the period of remote learning</li><li>● Use iReady resources and personalized learning systems as appropriate</li><li>● Implement math pre-teaching model</li><li>● Create before school office hours for drop in math help</li></ul>
<b>PLANNING AND COLLABORATION</b>
Teachers will be supported by the Math Coach and Administration through Department Meetings as well as in-class collaborative coaching. Grade level meetings will focus on looking at formative data and helping teachers adjust instruction.  Teachers and coach will work together on common pacing of the curriculum  During Department Meetings, Math Coach will work with grade level teachers and administration to define effective use of instructional time, with an emphasis on differentiation, discourse and problem solving  Ready Classroom professional learning for teachers in grades 4-5 in use of resources
<b>Measures/Monitoring</b>
Measures:



Smarter Balanced Math results; iReady Universal Screening; district unit assessments

Monitoring:

- Adjusted scope and sequence
- Report Card Standards for Mathematical Thinking
- Administrators and coaches will use RSD 17's defined math model to observe and provide feedback to teachers
- Administration, coaches, and teachers will analyze the district assessments, iReady diagnostic and growth data, and adjust instruction/intervention as needed

**Goal 3: HKIS will continue to develop a positive school climate where everyone is welcome and valued**

Students and staff of HKIS will feel increasingly connected to the school and with each other.

**Rationale**

As a school still growing and turning over  $\frac{1}{2}$  of its students every year, it is imperative that we build the structures and climate that help all of our students feel welcome and ready to learn.

**Actions**

**Ensuring all students feel safe, respected and accepted:**

- Teachers will participate in training to help raise awareness around multiple perspectives and become aware of implicit biases in order to deliver instruction with greater cultural awareness.
- Implement our new social studies units which explore similarities and differences in the communities across the US
- Engage students in discourse around diverse literature to foster a culture of acceptance and understanding.
- Engage teachers in discussion around these texts so they can better guide their students and respond to their needs.

**Intentionally build structures that promote connectedness and engagement of our students:**

- Develop a student council
- Develop before- and after-school club opportunities for students to engage in based on interest

**Measures/Monitoring**

Measures: Successful implementation of our action steps. Parent and staff survey.