

Regional School District 17
Killingworth Elementary 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

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

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.

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

2021-2022 School Year: The COVID-19 pandemic caused our schools to unexpectedly close for the final 3 months of the 2019-2020 school year. The 2020-2021 school year continued to present challenges as we transitioned from hybrid, to in-person instruction while continuing to teach our full-time remote learners. Our students and staff did a remarkable job of transitioning to virtual instruction and in managing both in-person and virtual instruction simultaneously, 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 three years, 81.3% of the students are meeting grade level expectations.

Reading % at Goal				
Grade		2018	2019	2021
3	Internal Measures	83	84	77
3	SBAC	65	77	79

*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) to align with the science of reading
- Implement an explicit and articulated phonemic awareness curriculum in grades K, 1, 2
- 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 through reading and writing units of study
- 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
- Implement a multisensory approach to reading instruction to align to the science of reading
- Monitor progress and adjust instruction as needed

PLANNING AND COLLABORATION

K-3 teachers will participate in building-based and district workshops led by our Literacy Coaches and Intervention Team on the 5 pillars of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension)

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-2 teachers will participate in professional development for the onboarding of Heggerty Phonemic Awareness

Measures/Monitoring

Measures: iReady Diagnostic, Dynamic Indicators of Basic Early Literacy Skills (Dibels), CORE, 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 and word reading
- 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 three years, 72% 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	2021	Grade	2018	2019	2021	Grade	2018	2019	2021
3	77	71	64	3	79	70	59	3	81	71	72

*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 *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 three years, 71% of students are meeting grade level expectations.

SBAC Math			
% at Goal			
Grade	2018	2019	2021
3	69	75	70

*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 100% 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	100%	0%

Actions

- Continue to work with the School Improvement Team to revise and implement our 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
- Continue implementation of monthly school-wide assemblies to promote core values and build community across grade levels
- 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

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