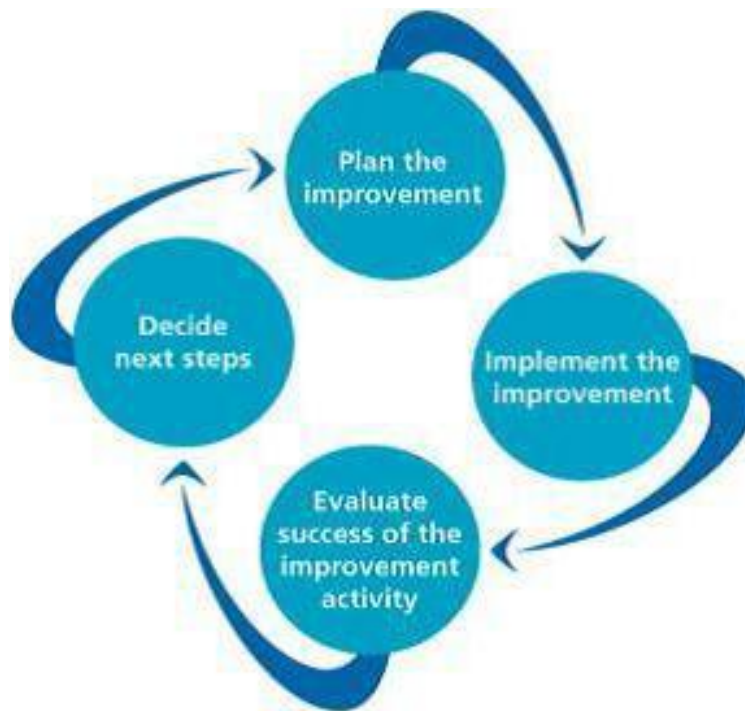


**Regional School District 17**  
***Haddam Killingworth High School***  
**Continuous Improvement Plan**  
**2021-22**



**August 2021**

## **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

## Regional School District 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.*

### HKHS Core Values, Beliefs and Learning Expectations

We believe that every member of our community has value. We believe in the power of intellectual curiosity, global responsibility, and personal integrity. We believe in developing the knowledge and skills essential to healthy and productive lives.

#### HKHS Learning Expectations:

In a variety of contexts for a variety of purposes, students will:

1. Demonstrate personal responsibility, character, cultural understanding, and ethical behavior;
2. Communicate clearly and effectively in order to express ideas and connect with others;
3. Investigate, evaluate, and apply information;
4. Work both independently and collaboratively toward a specific outcome;
5. Demonstrate creative, innovative, and reflective thinking.

#### HKHS Strategic Priorities

Haddam Killingworth High School has been deeply engaged in the Continuous Improvement model for the last six years. Beginning with the school-wide data review in August of each year, the Leadership Team crafts our collective improvement plan to incorporate ongoing learning for both students and educators, which has consistently yielded better learning outcomes for students. Overarching themes include **college and career readiness, improved student performance in literacy and numeracy, and school culture and community**. Specifically, our focus in recent years has been on helping our students to be strong candidates for post-graduate studies, understanding that the global competition for admission to colleges and universities is higher than for previous generations. As a rigorous academic program is at the heart of students' preparedness for their personal paths, our team engages in a full data team model to continuously review student learning outcomes, adjust our curriculum and instruction, and monitor both internal and external

measures of our students' mastery of essential literacy and numeracy skills and content. Across our program, we seek to personalize learning for our students in a healthy and supportive school culture.

We are very proud of our achievements at HKHS. As a recent recipient of the National Blue Ribbon Award (2018), we believe we have a very strong program to offer to the young people of Haddam and Killingworth. We continue to enhance our program as we respond to the needs and interests of our students. Over the last two years, we have launched a blended learning initiative model for several courses and aligned our course of studies to the new Connecticut graduation requirements. Beginning with the Class of 2023, all seniors are required to create and present a portfolio of their best work, which demonstrates mastery across our five Learning Expectations. Other additions include a new Health course focused on wellness and balance for freshmen as well as a Beginning Spanish Conversation course which provides an opportunity for reluctant language learners to earn the credit of World Language required. This year, we add Modern Novel to the selection of English electives, responsive to the interests of young adult readers and we will develop a new Black and Latino history course in response to the State's multicultural education initiative.

In August of 2019, we identified **five strategic priorities** which will drive our work over the coming years including:

- Ensuring that appropriate academic and social-emotional support is in place for all students;
- Implementing the new graduation requirements including the new health class, a world language course for students not accessing our traditional options, and the digital portfolio;
- Collaborating with the facilities department to support needed updates and improvements to the physical plant that support delivery of high quality curriculum, programs, and services;
- Working in conjunction with RSD17 stakeholders to develop the Vision of the Graduate;
- Rounding out the post-graduate level opportunities for students to include off-campus learning experiences such as internships.

As we begin 2021-2022, we reflect on the most unusual dynamics of the last two years and must adapt our approach to best educate our students in light of the particular challenges of the time. This will include an emphasis on **“resetting” our school by supporting our students and staff to reach a new, improved “normal”**. We envision this new normal to be marked by **an increased sense of student agency of learning through technology tools and platforms**. Our approach will include a significant focus on **tracking and responding to students' academic and emotional wellness and recovering from a lengthy interruption in the familiar model of school**. In addition, we will continue to **build and maintain a positive school culture** which reflects our core belief and value that every member of our community has value.

## Goal 1: All students will graduate from HKHS college and career ready.

### Background

One of our primary focal points has always been, and continues to be, ensuring that students are well-prepared for their post-secondary aspirations. For several years, we have relied heavily on two metrics to demonstrate our progress and success relative to this goal: the percentage of students in each graduating class who have had a post-secondary experience before graduation; and the percentage of students getting accepted to the most competitive colleges they aspire to attend. As students return to full time, in-person learning we will be resetting expectations for student performance in order to help them prepare for life after high school.

RSD17 has adopted a formal Vision of the Graduate which will support and guide our work across all areas. Our current focus is on communicating with the HKHS community about this new initiative.

Beginning with the Class of 2023 (currently juniors), all students must meet new state graduation requirements (i.e. including a senior mastery experience, an additional health course, and a minimum of 1 credit of World Language.) Due to the ongoing pandemic the rollout of these requirements has been challenging and we must have a renewed focus on ensuring all students meet standards for graduation.

### Actions

Our faculty will promote student agency and ownership over their learning to improve student preparedness for college and career by:

- counseling students to enroll in at least one “challenge” course their senior year.
  - promote growth in UCONN, PLTW, and AP course sign up
- promoting innovation and self-directed learning by continuing to guide students to manage online learning platforms.
  - using a variety of different technology tools such as 1:1 device management
  - introduction to and refinement of executive functioning skills, self advocacy, and digital learning
- Implementing the vision of the graduate and communicating with stakeholders about expectations associated with this initiative.
- monitoring student success in the new graduation requirement courses (i.e. Health 2, Digital Portfolio) and adjust curriculum and instruction, as necessary

The Counselors will continue to focus on post-secondary planning for our seniors by:

- scaffolding senior meetings and post-secondary planning sessions with counselors to ensure that all seniors meet their post secondary goals
- continuing our senior-to-junior mentoring with respect to the college application process
- facilitating in-person and virtual visits from college representatives, financial aid experts, etc.

- implementing and analyzing student feedback from our post-grad survey, using results from first administration to examine possible areas of growth
- reviewing our current class rank policy and proposing a change in policy, as appropriate to support HKHS students in the college application process

Make final preparations for the NEASC decennial visit.

- Complete priority areas of growth for follow-up in April
  - 1:1 program, ADA compliance, curriculum template

## Measures/Monitoring

Measures:

- Percent of students in the Class of 2022 who complete at least one “challenge” course for the 2021-2022 school year by June 2022
- Student mastery data (e.g. grades, benchmark assessments) from Health 2 and the Digital Portfolio
- Percent of juniors and seniors who attend in-person or virtual meetings with college representatives.
- responses from the Post Graduate Survey

Monitoring:

- Teacher recommendation for students should reflect challenge courses for students when appropriate.
- Classroom observations will include evidence of innovation and self-directed learning among students.
- Continuously communicate and align our work to the RSD17 vision of the graduate.
- Post-secondary planning notes by counselors
- Written curriculum and lesson notes targeting executive functioning skills (i.e. Health 2, Advisory, etc.)
- A revised class rank policy will be proposed, as appropriate, to align with best practice in school counseling and to best support our students in the college admissions process

## **Goal 2: Students will continue to show consistent growth and academic progress through monitoring of academic performance and appropriate interventions when necessary.**

### **Background**

Over the last several years, HKHS has focused on both internal benchmark and external standardized assessments to measure student performance in core academic areas including reading, writing, math, and science. We have relied heavily on the data-team model, returning to it again and again as our map to growth in any area. While we have enjoyed a fairly consistent pattern of success, significant disruptions to the learning model have impacted scores and therefore, have left us concerned about student growth. Our team will need to assess where students are at the beginning of the year with respect to academic benchmarks and then set growth targets such that, by employing the very best instructional strategies and supports, our students will end the year at the appropriate mastery levels.

Curriculum, instruction, intervention, and assessment are all critical components of our data team model. Given the uncertain circumstances presented by Covid, as well as feedback received during our NEASC Collaborative Conference, we will continue to improve and refine our data-team model as well as monitor student progress on internal and standardized assessments. While student scores have been consistent, we are concerned about a slight decline in standardized test scores over the last four years.

### **Actions**

All departments will enhance their data-team practices as a best practice approach to improving student learning outcomes by:

- regularly analyzing assessment data to inform instruction;
- reviewing common benchmark assessments to ensure accurate measurement of student outcomes/growth.
- meeting as a department to analyze student performance and calibrate course standards/expectations.
- collaborating to adhere to best practice instructional strategies
- using school-wide rubrics to assess student mastery of HK learning expectations;
- emphasizing the importance of the digital portfolio to the student body as it will become a graduation requirement in 2023.

The faculty and administration will expand and strengthen student interventions by:

- Reviewing all available supports with the SRBI team and determining whether additional supports are needed for our students, seeking support, if appropriate;
- Following clear referral and review procedures;
- Monitoring student tier movement and success
- Expanding our identification process to include student and parent survey data, and ongoing review of high needs students by administration, counselors, and academic departments;

- Carefully monitoring and supporting the growth of current 11th graders in mathematics through strategic programming such as smaller class sizes in fundamental courses and increased math skills support, including the addition of a math interventionist.
- Increasing the number of targeted SAT practices for current 11th grade students.
- Using internal data to better identify students who are near benchmark on standardized tests.
- Providing more opportunities for students to demonstrate creative, innovative, and reflective thinking.
- Increasing the number of targeted SAT practices for current 11th grade students.
- Using internal data to better identify students who are near benchmark on standardized tests.
- Providing more opportunities for students to demonstrate creative, innovative, and reflective thinking.

## Measures/Monitoring

### Measures:

- Internal benchmark data as evidence of student growth;
- Established list of cornerstone assessments and data;
- SRBI data, including number of students moved into and out of SRBI tiered supports along with the impact on their academic performance;
- PSAT and practice SAT data;
- Student and teacher surveys;
- Digital portfolio submissions;
- Digital portfolio data from previous years;
- Data from mentored study students as to the efficacy of the program.

### Monitoring:

- Classroom observations will indicate that all teachers are implementing the school-wide rubrics to assess student mastery of Learning Expectations;
- Standardized test data (PSAT & SAT practice data) will be reviewed as it is released.
- Data reports will be collected and reviewed from each department to ensure that student growth is on target with year-end goals;
- Department heads will work with their colleagues to monitor and to review common benchmark assessments and data to ensure accurate measurement of student performance.
- Department notes and observations will indicate evidence of best instructional practices;
- Technology infrastructure will effectively support teaching and learning.



### **Goal 3: HKHS will foster a school culture and climate that nurtures and elicits personal responsibility, character, cultural understanding, and ethical behavior.**

#### **Background**

Returning to “normal” is our primary concern this year, with a focus on two critical aspects of school climate and culture. The first aspect is educating our students around Social and Emotional Learning. The second aspect involves building and maintaining a healthy school culture despite and amid local and national issues around diversity, inclusion, and acceptance.

#### **Actions**

We will implement strategies and programs to monitor, educate, and support student Social and Emotional Learning. We will be:

- Implementing Aperture program to screen all students and identify struggling students
- Providing additional support for some of our most struggling students via an additional ESS Clinician
- Utilizing grant funding to hire a one year Social Worker to meet students social and emotional needs
- Dedicating PD time for the preparation of new School Connect (SEL) Curriculum and implement School Connect Curriculum through Advisory Program
- Improving the physical plant to support the delivery of curriculum, programs, and services and to ensure access to all areas of the building by all members of the school community

We will continue to build and support a positive school culture, especially as it pertains to issues of acceptance, diversity, gender and lifestyles by:

- Including several members of our faculty and administration in the RSD17 Diversity Committee with action outcomes created and implemented;
- Creating a new state required course: African-American and black and Puerto Rican and Latino studies;
- Implement advisory curriculum and lessons to weave multiculturalism, diversity, and acceptance into our school culture including School Connect program ;
- Host “Names Can Hurt” assembly through the Anti-Defamation League
- Strengthen Advisory program to encourage for more student-adult connections in the building
- Renewed focus on a unified approach to academic standards amongst staff and students
- Working with the A-Team to monitor school culture and explore/implement new strategies to strengthen culture;
- Increase co-curricular participation among students
- Develop and implement procedures regarding attendance and tardies
- Review discipline referral procedures with faculty and staff
- Educate students regarding academic integrity
- Surveying our students-about the academic and emotional wellness;
- We will improve the school site and plant to support the delivery of curriculum, programs, and services and to ensure access to all areas of the building by all stakeholders through full ADA compliance.

## Measures/Monitoring

### Measures:

- Surveys of students
- Feedback from teachers individually and through Leadership Team
- STAT, counseling data, and Aperture data regarding students at risk
- Attendance, tardy and truancy data, Advisory lesson data (e.g. work artifacts, other)

### Monitoring:

- Administration will collect evidence of (e.g. advisory lessons, administrative/department meeting notes, professional development, etc.)
- Club participation attendance and club records
- Discipline referrals
- Provide continuing professional development
- Feedback from the A-Team
- Review curriculum for new course and bring to curriculum counsel to include in program of studies
- The physical plant will be ADA compliant and support all aspects of the established curriculum
- Diversity committee rosters and agendas