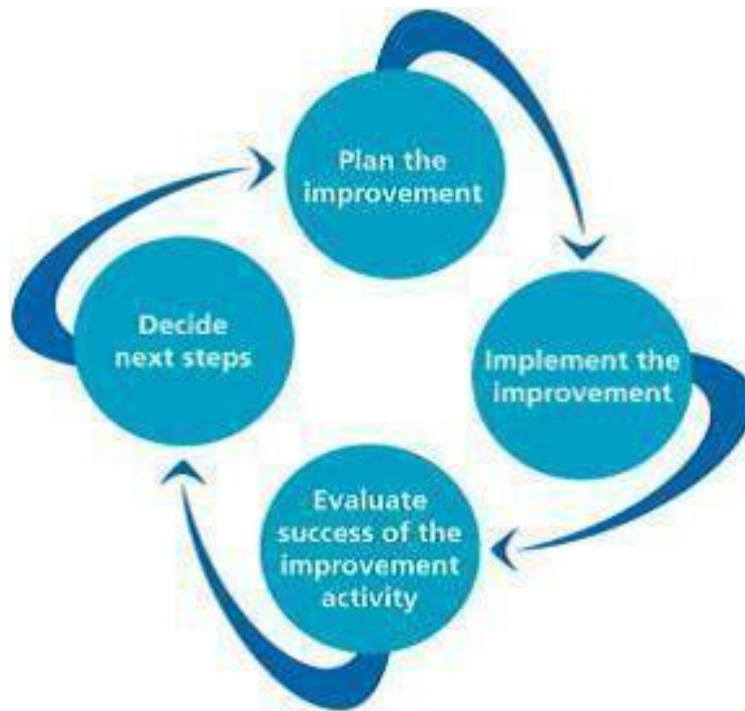


Regional School District 17
Haddam-Killingworth Middle School
Continuous Improvement Plan
2021-2022



Dolores Bates, Principal
11/30/21

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
<p>Contributes Productively includes the ability to:</p> <ul style="list-style-type: none"> • 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 <p>Thinks Critically includes the ability to:</p> <ul style="list-style-type: none"> • 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 <p>Communicates Effectively includes the ability to:</p> <ul style="list-style-type: none"> • 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
<p>Maintains a Growth Mindset involves believing in oneself, having an open-mind, and demonstrating perseverance and resilience. Examples of demonstrating a Growth Mindset</p>

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 Middle School

Our Mission

Haddam Killingworth Middle School is a child-centered learning community in which positive relationships are the basis of our successes. Our **Cougar Core Values** approach identifies our expectations to help foster a safe environment where all members of our community strive to be the best version of themselves by **persevering, being kind, respectful, responsible, and accepting.**

Adolescence is a pivotal time in child development. It is a time when students are growing out of the need to be managed as children, yet are not quite ready for the complete independence provided to adults. Middle level adolescents require a safe space to explore their identities, recover from their mistakes, and gain increasing levels of responsibility and independence. Haddam-Killingworth Middle School uses a team-based approach to support students in grades 6-8 so they will remain curious in their learning, show respect in their actions, persevere through challenges, advocate for their needs, exhibit compassion towards others, and reflect on their choices. Additionally, HKMS works to empower student voices through programs such as our school-wide student council and the principal's student advisory council, as well as through our community partnership clubs.

Impact of the continuing COVID Pandemic

The continuing COVID pandemic in the 2020-21 school year required staff to adjust their teaching and students to adjust their learning strategies so they could both be successful in a mix of in-person and remote learning environments. While this was a steep learning curve, it was approached with a growth mindset by all stakeholders. Reopening school this year has required us to continue to follow State guidelines and protocols to minimize transmission of COVID within our school community. We are taking our experience from the last year and implementing the most effective instructional tools and strategies to be able to reach all of our students. Within the actions we are taking to meet our strategic goals this year we will emphasize the following:

1. **Ensuring the wellness of students' social and emotional health:** The lingering unknowns and changing restrictions of the pandemic as well as the transition to keep school as normal as possible, make the well-being of our students a continued priority. We are intentionally putting strategies in place to monitor the well-being of our students and engage them in a supportive community.
2. **Adjusting Instruction to Accelerate to Grade Level Skills:** This fall we will use formative assessments to identify any gaps and prioritize core curriculum objectives and pre-requisite skills.
3. **Maintain a positive culture:** We will continue to 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. We will build back our co-curricular programming to develop deeper school connectedness with students.

Goal 1: Literacy

All students in grades 6-8 will meet their growth target in, as well as, meet or exceed grade level expectations in reading and writing as measured by district and state assessments. All students will read and write efficiently and effectively across genres and content areas for a variety of purposes.

Rationale

Overall, more students need to meet the grade level expectations and individual growth targets in reading and writing. While about 73% of HKMS students are on grade level as measured by the 2021 Smarter Balanced Assessment (SBA), students are not exhibiting consistent growth across the different levels of achievement.

It is our goal to have every student make at least a year's growth on SBA and iReady assessments, whether they are performing below, at, or above grade level. It is our goal to have every student writing effectively across all areas and genres regardless of the content.

On the most recent 2021 Smarter Balanced Assessment*:

- Grade 6: 75% of students met or exceeded goal on the ELA assessment.
- Grade 7: 79.2% of students met or exceeded goal on the ELA assessment.
- Grade 8: 69.1% of students met or exceeded goal on the ELA assessment.

Actions

INSTRUCTION

ELA teachers will implement newly developed units of study and integrate identified diverse texts into these units.

Review data on an on-going basis to determine any curricular or skill gaps relative to our historical data that our students may have as a result of our COVID synchronous teaching & learning experience.

All teachers will prioritize our curricular goals and adjust our scope and sequence, compacting where necessary, to accelerate the acquisition of priority standards.

ELA teachers will analyze results and determine yearly goals in reading and writing for each student.

ELA teachers will continue to provide specific formative feedback to lift the level of students' reading. Students will know how their work has improved over time and where to focus their efforts.

Grade 6 teachers will implement RSD17 conventions scope and sequence to accelerate acquisition of grammar and mechanics skills.

Content area teachers will reinforce non-fiction reading and writing skills and strategies.

ELA Teachers will implement structures and routines to support Writer's Workshop.

ELA Teachers will monitor each writer's progress relative to grade level learning progressions specified in the CT Core Standards and by Teacher's College, set individual student goals, and provide explicit instruction through whole-class and small-group structures as well as individual conferences to move every student up the ladder of progress.

Students will receive differentiated writing instruction in ELA classes through the Writer's Workshop model of instruction.

Content area teachers, in collaboration with Literacy Coach & Humanities Curriculum Coordinator, will develop rubrics and checklists consistent with ELA writing rubrics to provide students feedback on their writing.

Teachers will implement word work instruction and assessment with fidelity, as needed.

- Content area teachers will build students' content-specific vocabulary for use in their writing and speaking.

Students will receive targeted supplemental reading support as needed and revealed through the SRBI or Special Education data-review process.

PLANNING AND COLLABORATION

- Teachers, Literacy Coach, and Administrator will collaborate to review and adjust Reading and Writing unit pacing guides to ensure that our curriculum addresses student growth in the learning progressions.
- ELA teachers will use Ready Classroom personalized learning pathways to support selected students.
- Administrator, ELA teachers, reading interventionists, and Literacy Coach will collaborate to use the RSD17 Reading Instructional Tool for reflection and feedback.
- ELA teachers, with the support of the Literacy Coach and Administrator, will develop/refine assessments and rubrics to align with new report card standards in reading and writing for grades 6-8.
- Teachers and Literacy Coach will collaborate to calibrate the scoring of the reading and writing post-assessments.
- Administrator, ELA teachers, reading interventionists, and Literacy Coach will collaborate to use the RSD17 Writing Instructional Tool for reflection and feedback.
- Content area teachers will work with Literacy Coach to develop a common writing rubric.
- ELA teachers, with the support of the literacy coach and content-area teachers, will develop and implement grammar instruction within the writing workshop to target identified grammar needs.
- All teachers, with the support of Administrator, Literacy Coach, and Humanities Curriculum Coordinator, will differentiate writing instruction to meet the instructional needs of all students and provide targeted small group instruction to lift the level of writing achievement and growth.

Measures/Monitoring

Measures: Smarter Balanced English Language Arts performance results; Smarter Balanced English Language Arts growth; iReady Reading Assessment growth targets; Report Card Standards by Genre and DIBELS MAZE assessment.

Monitoring:

- Grade-level common classroom assessments, including student reading responses and unit-based pre-and post-assessments
- Administrator and the Literacy Coach will meet regularly to discuss instructional methods, student progress, and professional learning needs.
- Administrator will meet regularly with Literacy Coach and reading interventionists to analyze student data and respond to student learning needs.
- Administrators, Literacy Coach and ELA teachers will review all students' progress in reading regularly.
- Writing Workshop Unit and On-Demand Writing Assessments scored according to the TC rubric – develop and monitor common assessments for each grade level
- Growth on Grade 6 Editing and Revising pre and post assessment?
- Growth on DIBELS MAZE
- Growth on Social Studies argument essay rubric

- Growth on Science CER rubric

Goal 2: Mathematics

All students in grades 6-8 will meet growth targets, as well as meet or exceed grade level expectations in mathematics as measured by district and state assessments.

Rationale

Overall, more students need to meet the performance and growth targets in math. While about 50% of HKMS students are on grade level as measured by the most recent SBA, students are not exhibiting consistent growth across the different levels of achievement. It is our goal to have every student make at least a year's growth on SBA and/or iReady, whether they are performing below, at or above grade level.

2021 Smarter Balanced Assessment of Math showed the following:

- Grade 6: 50% met or exceeded goal
- Grade 7: 50.7% met or exceeded goal
- Grade 8: 46.8% met or exceeded goal

Actions

INSTRUCTION

All teachers will engage students in mathematical thinking and reasoning using the following high-leverage teaching practices:

- Establishing mathematical goals to focus learning
- Implementing tasks that promote reasoning and problem solving
- Building procedural fluency from conceptual understanding
- Facilitating meaningful mathematical discourse
- Posing purposeful questions
- Using and connecting mathematical representations
- Eliciting and using evidence of student thinking
- Supporting productive struggle in learning mathematics

Review fall data to determine any curricular or skill gaps relative to our historical data that our students may have as a result of our COVID synchronous experience.

Math teachers will analyze results and determine yearly goals for each student.

Math teachers will use Ready Classroom personalized learning pathways to support students.

All students will have access to Math Lab for additional support with daily curriculum content.

Students will receive targeted supplemental math support as needed and revealed through the SRBI or Special Education data-review process.

PLANNING AND COLLABORATION

- Math teachers will be supported by Math Coach to implement Ready Classroom curricula and common unit assessments and use the data to inform instructional practice.

- Math teachers, with the support of Math Coach and Administrator, will guide students to set math goals and monitor their progress.
- Math teachers will develop assured learning experience lessons within each unit of instruction.
- Math teachers will have intra-department visitations with their colleagues to further our collective understanding of mathematical practices and strengthen our instructional practices.
- Math teachers, Math Coach and Administrator will engage in professional learning in the mathematics practice standards and include a focus on Math mindsets and brain research.
- Math teachers with support of Math Coach will Implement instructional and assessment math software with all students in math (ie: iReady; Gizmos).
- Math teachers, with the support of Math Coach and Administrator, will revise report card standards in mathematics for advanced courses in grades 6 & 7 to align with updated pacing guides.
- Grade level skills will be supported through other content areas (such as science, tech ed, foods) and disciplines as appropriate.

Measures/Monitoring

Measures: Common Unit Assessments; iReady Assessments; Smarter Balanced Math results

- Students will have met grade level expectations in math if they meet goal on the iReady math assessment, and/or receive 80% or higher on all common unit assessments.
- Students will meet their iReady growth targets.

Monitoring:

- Common Unit Assessments
- Math classroom work and assessments
- Administrator will lead teachers in classroom walk-throughs focused on the essentials described in the RSD17 Mathematics Instructional Tool.
- Administrator will meet regularly with Math Coach to analyze student data and respond to student needs.
- Administrator, coaches, and teachers will analyze unit assessments, iReady diagnostic and growth data, and adjust instruction/intervention as needed
- Administrator and math teachers will review all students' progress in mathematics regularly.

Goal 3: Climate & Culture

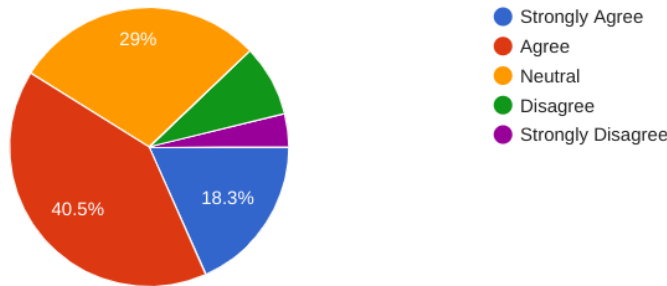
HKMS will foster a collaborative, safe, and positive school culture for all members of the HKMS community.

Rationale

A safe and healthy environment is the base on which all learning rests. When people feel mentally, emotionally and physically safe, they learn best. This continues to be a difficult year for some of our students due to the restrictions of the pandemic and the transition back to school. We are intentionally putting strategies in place to monitor the well-being of our students and engage them in a supportive community. It is also our goal to create the conditions that will improve equity and foster feelings of acceptance and respect. An important piece of this work is developing positive student-teacher, student-student and teacher-teacher relationships that are grounded in mutual respect.

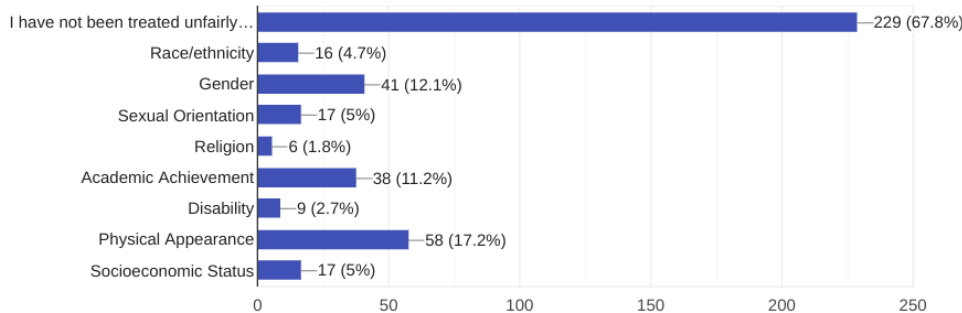
Students in this school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).

338 responses



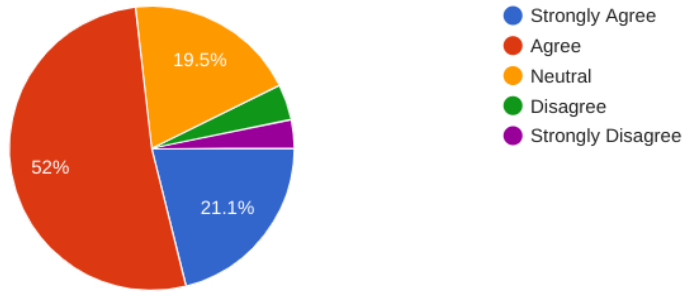
I believe I have been treated unfairly at school because of my (select all that apply)

338 responses



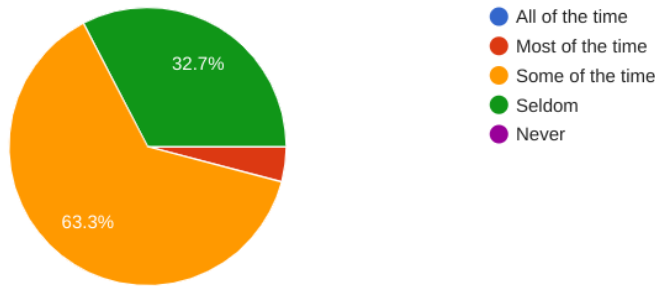
My child's school has created opportunities to build community (e.g. spirit days, costume contests, advisory activities, co-curricular clubs, extra-curriculars, sports, drama, etc.)

123 responses



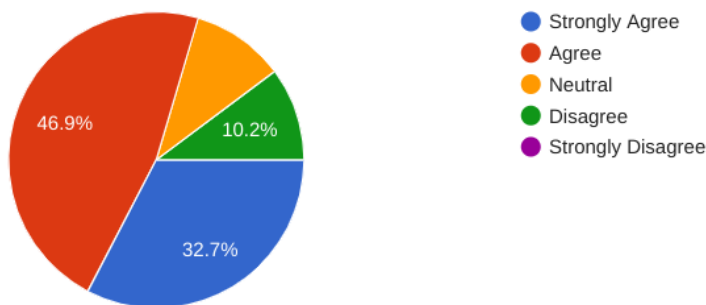
I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)

49 responses



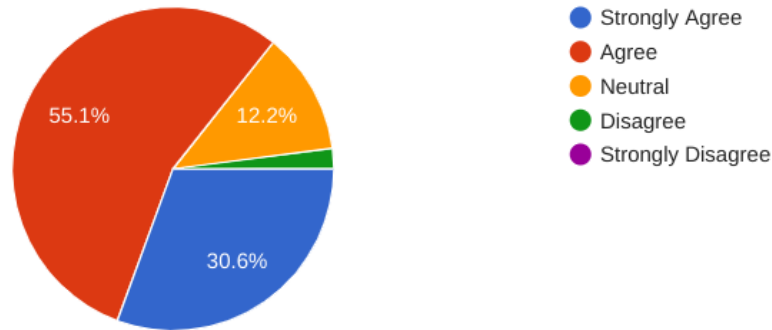
I feel like I am a part of a school community (shared mission, values, efforts and goals)

49 responses



3. The culture and emotional climate of the school is positive and supportive.

49 responses



Actions

STUDENTS

Ensuring the wellness of students' social and emotional health:

- Analyze our current practices of how students are supported socially and emotionally at HKMS and determine our next steps to improve these supports.
 - implement Wellness Wednesdays for mental health via homeroom check ins
- Implement SEL lessons on bullying, harassment and stress management and coping skills.
 - Begin new Advisory program using Second Steps Curriculum
 - Partner with HKYFS for additional support for students.

Ensuring all students feel safe, respected and accepted:

- Continue to engage teachers, staff, parents, and students in developing a positive school culture and valuing a safe social climate for all members of the HKMS community.
 - Members of the Diversity Committee 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. Members will share learning with faculty members.
 - Continue Principal's Student Advisory Board with students members from grades 6-8 advising and providing student perspective.
 - Lead students to develop and practice skills to act as allies and contribute to a positive and supportive school climate.
 - Use online learning platforms to personalize learning.
 - Establish traditions for school community to celebrate successes & talents (ie: Town Meetings)
 - Raise students' awareness about the harm of cyberbullying and how to act/react if exposed to it.
 - Internet Safety Presentation by Officer Scott Driscoll
- Engage students in discussions about diversity via read alouds.

PARENTS AS PARTNERS

- The HKMS faculty and administration will communicate our student recognitions and celebrations with the entire HKMS community on a regular basis. Cougar Celebrations, emailed to parents monthly, is an example.
- Continue sharing frequent HKMS updates and student recognitions with families from HKMS administration through SchoolMessenger.
- Teachers will communicate regularly with families per the RSD17 middle school/high school communications expectations.
- Teachers will maintain Google Classrooms to inform HKMS families of curriculum, homework, and upcoming events using Guardian Email Summaries.
- Continue to meet with the Parent Advisory Board, a cross-section of families representing all grade levels, both towns and diverse perspectives.
- HKMS administrator and faculty will continue to participate in PTO meetings and support community activities.
- Administrator, support staff, and teachers will continue to build partnerships with H-K Youth and Family Services.

Measures/Monitoring

Measures: End-of-year staff, parent and student surveys

Monitoring:

- Continue to encourage student participation in school clubs, sports, activities
- Decrease in number of behavior referrals
- Decrease in staff and student absences