

# RSD 10 Elementary and Middle School Data and Continuous Improvement Plan Presentations

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BOARD OF EDUCATION

OCTOBER 16, 2023

# Elementary Schools Data and Continuous Improvement Plan Presentation

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## SBA Language Arts % at or above benchmark

	Grade 3			Grade 4	
	R10	State		R10	State
2020	-	-		-	-
2021	58	47		61	48
2022	54	47		69	47
2023	56	46		65	49

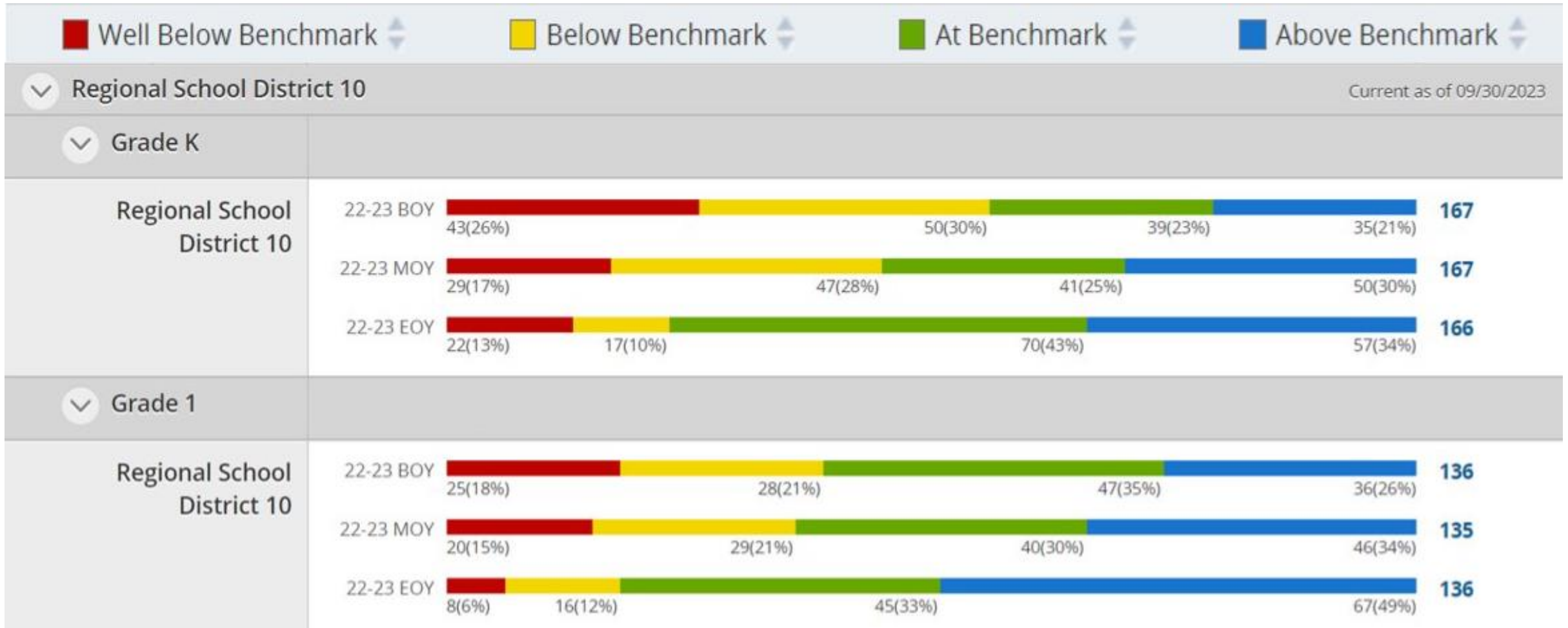
## Fountas & Pinnell Reading Benchmark Assessment % at or above benchmark










Grade Level	2020	2021	2022	2023 *
Kindergarten	--	81	81	<b>80</b>
Grade 1	--	79	71	<b>78</b>
Grade 2	--	84	86	<b>78</b>
Grade 3	--	82	81	<b>62</b>
Grade 4	--	95	87	<b>77</b>

# DIBELS

## Dynamic Indicators of Basic Early Literacy Skills

Measures phonemic awareness, phonics, fluency, and comprehension.



<p>Grade 2</p>				
<p>Regional School District 10</p>	<p>22-23 BOY  154</p>			
<p>22-23 MOY</p>	<p> 156</p>			
<p>22-23 EOY</p>	<p> 156</p>			
<p>Grade 3</p>				
<p>Regional School District 10</p>	<p>22-23 BOY  160</p>			
<p>22-23 MOY</p>	<p> 161</p>			
<p>22-23 EOY</p>	<p> 162</p>			
<p>Grade 4</p>				
<p>Regional School District 10</p>	<p>22-23 BOY  153</p>			
<p>22-23 MOY</p>	<p> 153</p>			
<p>22-23 EOY</p>	<p> 152</p>			

# Literacy - 2022/2023 Reading Target

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Goal: 100% of students will read on grade level by the end of their 3rd and 4th grade years as measured by the F&P Benchmark Assessment System

## 2022-2023 Targets at Each Grade Level (% of Students at or Above Benchmark)

Grade	2021-2022 Results	2022-2023 Targets	2022-2023 Results *
3	81	92	<b>62</b>
4	87	92	<b>77</b>

# Literacy - 2023/2024 Reading Targets

Goal: 100% of 3rd and 4th grade students will read at grade level at the end of their 3rd and 4th grade years.

Grade	2022/2023 % met/exceeded F & P Benchmark	2023/2024 Targets
2	78	n/a
3	62	85
4	77	80

Grade	2022/2023 % met/exceeded DIBELS Benchmark	2023/2024 Targets
2	67	
3	66	80
4	58	80



## Reading Improvement Strategies

- Focused instructional coaching for teachers based on student assessment data
- Use of multiple data points to form instructional groups in each grade level.
- Integrate phonological awareness activities into classroom instruction in grades 3 & 4.
- Improved reading intervention practices:
  - Earlier assessment of student reading performance (Sept v. Oct/Nov)
  - Use of diagnostic assessments for students not yet reading at benchmark
  - Strategic grouping of students with common strengths and needs

# Elementary Writing Program Evaluation for 2023-2024

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- Review and analyze current evidence of writing proficiency including:
  - On Demand writing prompts
  - End of unit assessments (reading & writing)
  - Holistic writing rubrics
- Evaluate effectiveness of assessments
- Explore other measures of writing assessments
- Develop a first-generation data profile for students by the end of the 23-24 school year

SBA Math  
% at or above benchmark

	Grade 3			Grade 4	
	R10	State		R10	State
2020	-	-		-	-
2021	61	45		66	42
2022	58	47		72	45
2023	66	50		74	48

## BRIDGES UNIT ASSESSMENTS

	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
	B	A	M/E	B	A	M/E	B	A	M/E	B	A	M/E	B	A	M/E	B	A	M/E
Grade 1	2%	4%	94%	2%	15%	83%	3%	8%	89%	6%	11%	83%	0%	3%	97%	2%	6%	92%
Grade 2	3%	14%	82%	12%	23%	61%	5%	28%	67%	10%	22%	68%	4%	19%	77%	1%	9%	90%
Grade 3	7%	28%	65%	3%	15%	82%	9%	27%	64%	7%	19%	77%	4%	9%	87%	17%	25%	58%
Grade 4	1%	26%	73%	7%	33%	60%	2%	26%	72%	4%	36%	60%	6%	27%	67%	10%	41%	49%

B – Below Benchmark

A – Approaching Benchmark

M – Meeting or Exceeding Benchmark

# Numeracy Goal & Targets

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Goal: 100% of students will meet grade level standards in math on the Smarter Balanced Assessment (SBA)

Targets at Each Grade Level (% of Students at or Above Benchmark)

Grade	2022-2023 Targets	2022-2023 Results	2023-2024 Targets
3	70	66 (+8)	75
4	80	74 (+2)	85

# Numeracy Improvement Strategies

- **Focused instructional coaching for teachers based on student assessment data**
- **Structured teacher collaboration time to optimize use of student data to inform instruction**
- **Use of multiple data points to form instructional groups in each grade level to provide students with strategic instruction, support and intervention**
- **Calibration of Bridges and Number Corner assessment scoring**
- **Build students' sense of self-efficacy as mathematicians. Asset based approach to instruction and assessment to promote equity in mathematics. (fighting "I'm bad at math!")**

# 2022-2023 Internal Community

Goal: 100% of students in grades K-4 will have an adult at school that they feel comfortable asking for help.

Target 1 and Results: On the spring student survey, 90% of students will respond favorably to the question "There is an adult at school that I feel comfortable asking if I need help with something." 91% of students responded favorably.

Target 2 and Results: On the spring climate survey, 90% of families will respond favorably to the question "How comfortable is your child asking for help at school?" 93% of families responded favorably.

# 2023-2024 Internal Community

Goal 1: 100% of families will respond to the annual climate survey. Goal 2: 100% of third and fourth graders will respond favorably to the question "How much respect do students at your school show you?"

2023-2023 Data: 39% of families responded to the annual school climate survey. 77% of third and fourth graders responded favorably to the question "How much respect do students at your school show you?"

Targets: 70% of families will respond to the annual school climate survey. 90% of third and fourth grade students will respond favorably to the question "How much respect do students at your school show you?"



# Improvement Strategies for Goal 1

- **Create a QR code to make it easier for parents to access the climate survey**
- **Share goal of 70% completion rate with families and update progress regularly**
- **Incentives for survey completion:**
  - **Scholastic Book Fair gift card**
  - **Free admission or preferred seating for school activity**

## Improvement Strategies for Goal 2

- **Morning meetings for class discussions on respect**
- **Identify lessons in Second Steps that address respect and schedule them across the school year**
- **Use of restorative conversations that focus on mutual respect to address peer issues**

# Har-Bur Middle School Data and Continuous Improvement Plan Presentation

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# Overall Percentage of Middle School Students Meeting and Exceeding Benchmark on English Language Arts on the Smarter Balanced Assessment

Percentage of Students Achieving Levels 3 and 4

	RSD 10	State	RSD 10	State	RSD 10	State	RSD 10	State
Grade	2020		2021		2022		2023	
5	--	--	<b>61</b>	52	<b>59</b>	52	<b>67</b>	51
6	--	--	<b>63</b>	48	<b>57</b>	48	<b>66</b>	48
7	--	--	<b>71</b>	52	<b>65</b>	50	<b>65</b>	49
8	--	--	<b>66</b>	52	<b>66</b>	49	<b>67</b>	49

# Literacy Goal: 100% of students at Har-Bur will meet the English Language Arts/Literacy Achievement Benchmark as measured by the Smarter Balanced or Star Assessments

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Percent of Students Achieving Levels 3 or 4

Grade	Target	SBA	STAR	Either SBA or STAR
5	<b>75</b>	67	71	<b>80</b>
6	<b>75</b>	66	56	<b>77</b>
7	<b>75</b>	65	66	<b>75</b>
8	<b>78</b>	67	72	<b>75</b>

# Literacy

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**Goal: 100% of students at Har-Bur will meet the English Language Arts/Literacy Achievement Benchmark as measured by the Smarter Balanced or Star Assessments.**

2023-2024 Targets at Each Grade Level (% of Students at or Above Benchmark)

Grade	2022-2023 Targets	2022-2023 Results	2023-2024 Targets
5	75	80	<b>85</b>
6	75	77	<b>85</b>
7	75	75	<b>85</b>
8	75	75	<b>85</b>

# Literacy – Writing Goal

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**Goal: 100% of students at Har-Bur will be at or above grade level expectations across multiple genres of writing.**

Middle School Writing Program Evaluation for 2023-2024

- Audit and evaluate our existing current evidence of writing proficiency and measurement rubrics
- Examine and explore any other assessments if needed
- Design and develop a first-generation data profile in writing for each student

# Improvement Strategies

- **Structure teacher collaboration time focused on student data to determine any curricular or skill gaps**
- **Coach teachers about literacy best practices at the classroom level and data informed decision making.**
  - **ELA- Defined Literature Priority Standards**
  - **All Content Areas- Defined Informational Priority Standards**
- **Increase the use of formative assessments to guide instruction**
  - **Developmental Spelling Assessment**
  - **Smarter Balanced Interim Assessment**
- **Students will receive strategic instruction, support and intervention in classrooms and WIN (What I Need) Block and Reading Skills Classes.**
- **Progress monitor students regularly to ensure growth**
  - **STAR Benchmark Assessments**
  - **Teacher crafted Assessments aligned to priority standards and SBA strands**
- **Leverage the additional classroom time in Language Arts Classes in Grades 7-8 for grammar and vocabulary work**
- **Sharing responsibility across multiple content areas for writing**



# Overall Percentage of Middle School Students Meeting and Exceeding Benchmark on Math Smarter Balanced Assessments

Percentage of Students Achieving Levels 3 and 4

	RSD 10	State	RSD 10	State	RSD 10	State	RSD 10	State
Grade	2020		2021		2022		2023	
5	--	--	<b>42</b>	37	<b>49</b>	39	<b>58</b>	42
6	--	--	<b>43</b>	35	<b>38</b>	37	<b>53</b>	40
7	--	--	<b>57</b>	38	<b>50</b>	38	<b>52</b>	40
8	--	--	<b>48</b>	36	<b>49</b>	34	<b>54</b>	36

# Numeracy Goal: 100% of students at Har-Bur will meet the Math Achievement Benchmark as measured by the Smarter Balanced or Star Assessments

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Percent of Students Achieving Levels 3 or 4

Grade	Target	SBA	STAR	Either SBA or STAR
5	60	58	50	61
6	60	53	42	57
7	60	52	49	56
8	60	54	58	62

# Numeracy

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**Goal: 100% of students at Har-Bur will meet the Math Achievement Benchmark as measured by the Smarter Balanced or Star Assessments.**

2023-2024 Targets at Each Grade Level (% of Students at or Above Benchmark)

Grade	2022-2023 Targets	2022-2023 Results	2023-2024 Targets
5	60	61	<b>70</b>
6	60	57	<b>70</b>
7	60	56	<b>70</b>
8	60	62	<b>70</b>

# Improvement Strategies

- **Structure teacher collaboration time focused on student data to determine any curricular or skills gaps**
- **Leverage the additional time in Math Classes in Grades 6-8**
- **Apply the learning from last year's professional development opportunities to better engage students in mathematical thinking and reasoning**
- **Implement individualized and differentiated instructional strategies, resources and technology to grow every student**
- **Progress monitor students regularly to ensure growth**
  - **STAR Benchmark Assessments**
  - **IXL Diagnostic**

# Internal Community

**Goal: 100% of students will feel connected to the adults at Har-Bur Middle School and can identify at least one trusted adult.**

**2022-2023 Targets and Results: On the Spring 2023 Student Survey:**

**75% of students answer favorably to the question: How connected do you feel to the adults at your school? 67% of the students answered favorable.**

**85% of the students will answer yes to the question: Do you have a trusted adult at school? 76% of the students answered yes.**

**2023-2024 Targets: On the Spring 2024 Student Survey:**

**75% of the students answered favorably to the question: How connected do you feel to the adults at your school?**

**85% of the student will answer yes to the question: Do you have a caring adult at school?**

## Improvement Strategies

- **Build Staff capacity towards supporting students and developing positive relationships and school climate through professional learning in Restorative Practices**
- **Partner students who do not identify a trusted adult to a staff member to build a positive relationship**
- **Implementation of Advisory Periods for all Grades**
- **Implement 5<sup>th</sup> Grade Husky Academy that is SEW focused and help build foundation of how we should operate to be successful at Har-Bur**
- **Continue to review our Co-Curricular Offerings to students to allow for more participation**

# Lewis Mills High School Data and Continuous Improvement Presentation

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Board of Education  
November 13, 2023

# Post-Secondary Information: Class of 2022

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• Four Year College: 66%	AP Students: 48%
• Two-Year College: 21%	ECE Students: 22%
• Other Schools: 3%	Comm. Coll. Credit: 20%
• Employment: 8%	Work/Study: 25%
• Military: 1%	<b>Overall Secondary</b>
• Other Plans: 1%	<b>Experience: 80%</b>



## Post-Secondary Experience

**Goal:** 100% of students will have a post-secondary experience during their time at LSM.

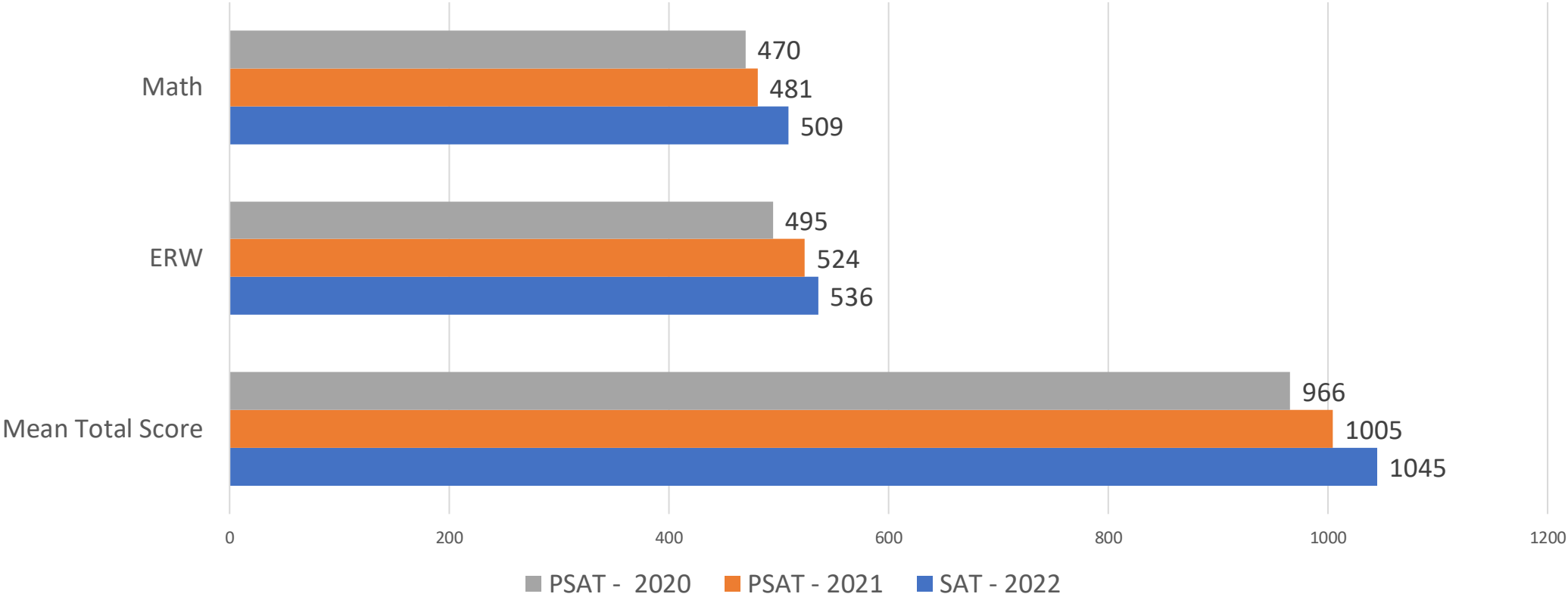
**2022-2023 Target:** 90% of students in the Class of 2023 will have a post-secondary experience before they graduate in June.

2022 Results: 81% of the Class of 2022 had a post-secondary experience. Up from 78% in 2021.

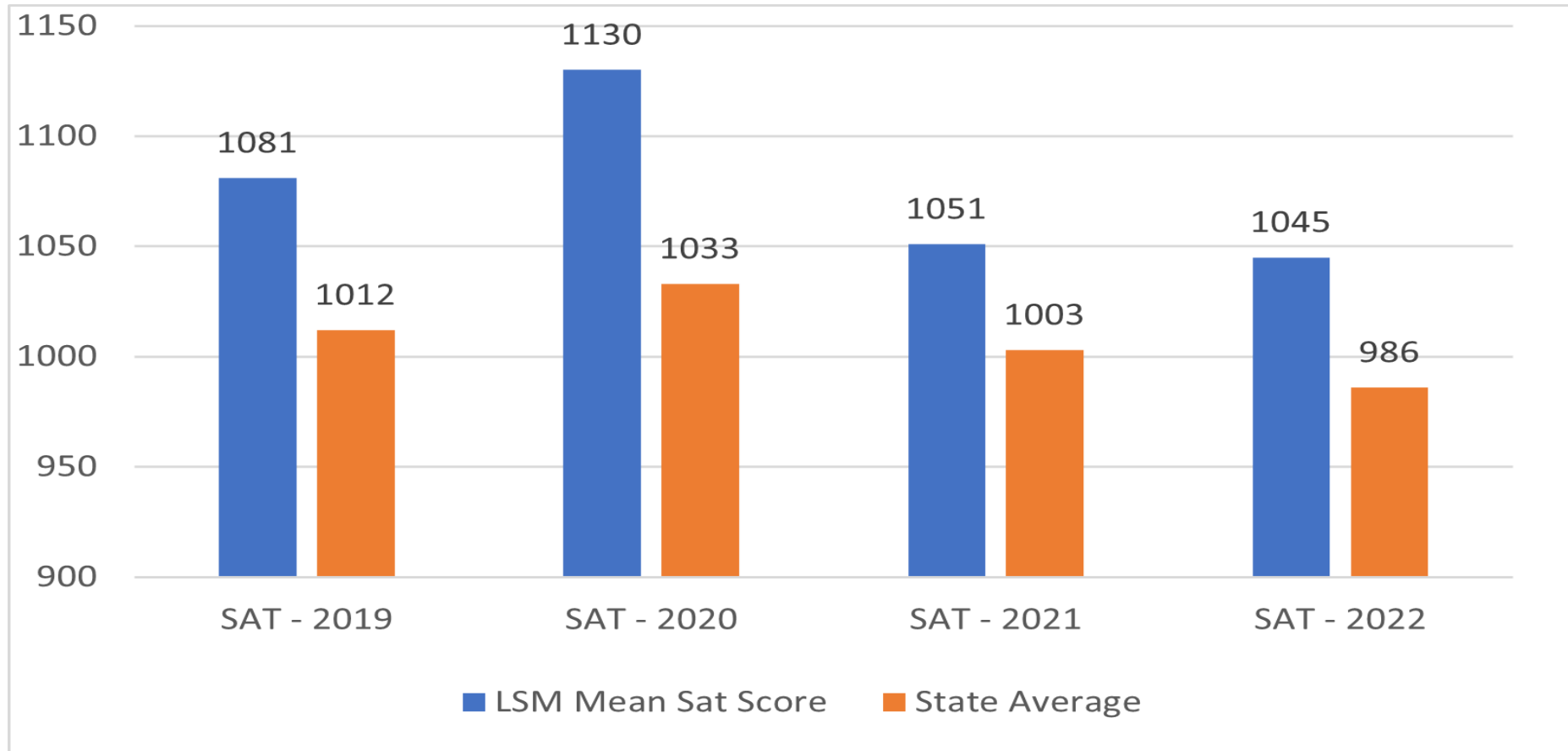
# Improvement Strategies

- **Increase the number of students enrolled in AP, ECE, and Dual-Enrollment classes.**
  - 48% of Class of 2022 took an AP course. We will continue to use PSAT scores to identify "AP Potential" to notify students who might find success in AP.
  - 3 new ECE classes being added in 2023-2024.
- **Increase the number of students with work experience opportunities**
  - Numbers bounced back last year after slow-down during COVID. Continue to look for partnerships in the community.
  - Work with School Transition Specialist to identify new programs
- **Grow our Community College Partnership Programs**
  - Current agreements with Northwestern and Tunxis programs. Looking into partnership with Connecticut State Colleges and Universities as well.
  - Added Tunxis Business classes in 2021-2022. Enrollment is growing in this class.
  - Publicize CC connection with Sign Language Program

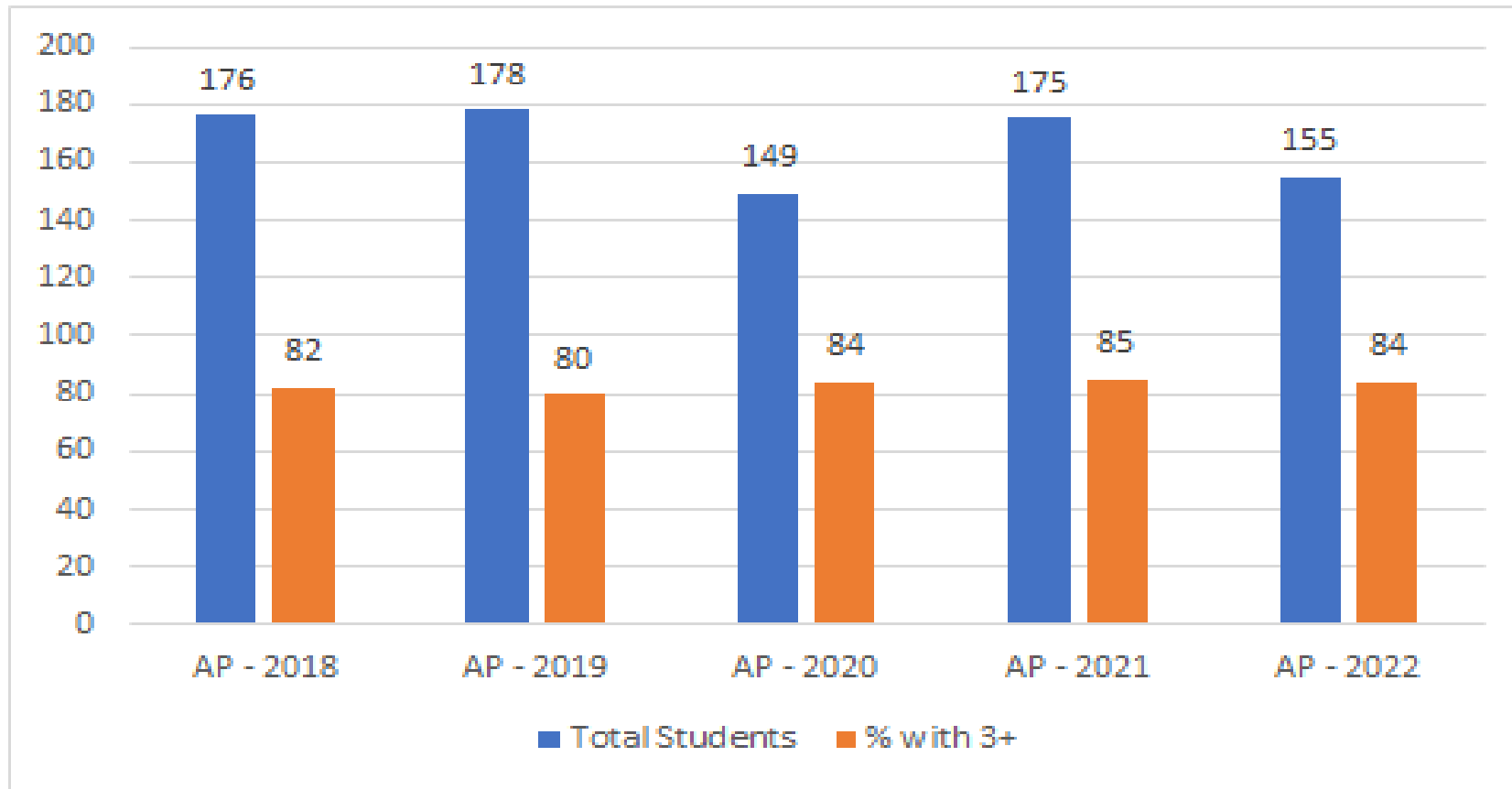
# Class of 2023 SAT/PSAT Score History



# SAT Score History



# 5 Year AP Score Statistics



# Math Benchmark Scores

## Goal

- 100% of students will achieve benchmark on the math portion of the spring SAT.

## Target

- 60% of the Class of 2024 will achieve the math benchmark on The Spring 2023 SAT

## 2021-2022 Data

- 45% of the Class of 2023 reached benchmark on the SAT.
- 48% of the Class of 2024 reached benchmark on the Fall PSAT in 2021.

# Improvement Strategies

## Raise

Raise the % of high needs students achieving the math benchmark on the PSATs.

- Disaggregate high needs scores
- Provide additional support for identified students



## Increase

Increase academic supports available to students.

- School SST team will monitor #s of students in learning labs
- Provide SAT/PSAT help after school



## Grow

Grow our math intervention opportunities

- After-school math support
- Investigate use of IXL in study halls and homeroom.
- Math teachers in learning labs

# ELA Benchmark Scored

## Goal

- **100% of students will reach the ERW (Evidenced Based Reading and Writing) benchmark as determined by their SAT score.**

## Target

- **85% of students in the Class of 2024 will reach the ERW benchmark in the Spring of 2023.**

## 2021-2022 Data

- **74% of students in the Class of 2023 reached the math benchmark on the Spring SAT.**
- **The Class of 2024 had 79% of students reach benchmark in the Fall of 2021.**



# Improvement Strategies

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- Supporting students in co-taught classes with a Reading Interventionist.
- **Disaggregate high needs scores**
- **Provide additional support for identified students**

- Structured teacher collaboration time to focus on student growth.
  - Goal setting aligned with Vision of the Graduate
- Implementing Universal Design for Learning (UDL) for instruction and assessment.

- Providing resources and materials to engage all students.
  - Choice and voice aligned with district philosophy.
  - Differentiated texts

# Student Participation

**Goal:** 100% of students will participate in a co-curricular club or sport.

**2022-2023 Target:** 92% of students at LSM will participate in a co-curricular club or sport.

**2022-2023 Data:** As of this fall, 86% of students are projected to participate in a club or sport. This is up from 83% in the 2021-2022 school year.

# Improvement Strategies

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## Raise the number of students participating in After-School clubs.

- Currently offering 27 different club offerings
- New clubs have been added this fall including Anime, Dungeons and Dragons, and Feminism Club.

## Grow our opportunities for student participation

- Meet with students to discuss new initiatives
- Recruit teachers/staff to run new programs
- Look at alternate times for clubs/activities to meet

# Summary Points

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- We continue to see lingering impacts of Covid but see some instances of positive trending.
- In looking at the data from last year, there has been an urgent shift this year to an emphasis on strategic instruction, support, and intervention to produce academic growth for every student.