



**REGIONAL SCHOOL DISTRICT NO. 17
BOARD OF EDUCATION
REGULAR MEETING AGENDA**

DATE: Tuesday, October 28, 2025
LOCATION: HKHS Community Room
TIME: 6:00 PM

1. **Call to Order/Opening of Meeting**
2. **District Continuous Improvement Plan 2025-2026**
3. **Continuous Improvement Plans 2025-2026**
 - A. Burr and Killingworth Elementary Schools
 - B. Haddam-Killingworth Intermediate School
 - C. Haddam-Killingworth Middle School
 - D. Haddam-Killingworth High School
 - E. Student Services
4. **Adjournment**



Regional School District 17

District Continuous Improvement Goals

2025-2026

District Goals

1. Increase the academic growth and achievement of all students, resulting in improved student achievement and growth data (SOP 1, 2, & 3)

- a. Deepen implementation of Wit and Wisdom literacy curriculum (year 2) for grades K-8 (1.1, 1.5, 2.4)
- b. Increase the effectiveness of small group reading instruction (K-4) through daily schedules, coaching cycles, professional development, and data-driven instruction (1.1, 1.5, 2.4)
- c. Implement research-based practices in comprehension, syntax, and vocabulary through professional development in the Science of Reading, followed by curriculum updates (Gr 4-8 Science/SS teachers) (1.1, 1.5, 2.4)
- d. Implement research-based practices in math instruction for vocabulary instruction and word problems (1.1, 1.5, 2.4)
- e. Review the math curriculum and pilot programs K-8 to make curricular recommendations (1.1, 2.7, 3.6)
- f. Implement an updated Geometry curriculum that is better aligned with the expectations (1.1, 2.4)
- g. Implement Math and ELA Intervention at HKHS and use data-driven practices to plan cycles of targeted instruction (close achievement gap) (1.1, 1.5, 2.5)

2. Implement Restorative Practices K-12, resulting in an increase in school staff knowledge and implementation of practices (SOP 1)

- a. Provide professional development to paraeducators, educators, and administrators (1.8, 2.2, 2.4)
- b. Update practices to strengthen relationship building and school/classroom communities (1.2, 1.8, 2.2, 2.4, 2.8)

3. Implement the CT School Climate Policy, resulting in School Climate Improvement Plans which include building-level goals and action plans (SOP 1 & 2)

- a. Establish School Climate Committees (1.8, 2.5, 2.8)
- b. Create improvement plans with strategies (1.8, 2.3, 2.5, 2.8)
- c. Collect and monitor data (1.8, 2.5, 2.8)

4. Create and utilize the RSD17 Vision of the Educators, resulting in a collaboratively created product that is communicated to staff and incorporated into systems (SOP 2)

- a. Collaborate with administrators and school staff to develop a shared Vision of the Educators (2.2, 2.3, 2.4)
- b. Utilize the Vision of the Educators in district systems, such as attracting/retaining staff, professional development, and observation/feedback cycles (2.2, 2.3, 2.4)

5. Build instructional capacity through PDEC and year 2 of the new Educator Support and Growth Plan, resulting in an increase in teacher efficacy and student achievement. (SOP 2)

- a. Onboard new PDEC committee members (2.4, 2.5, 2.6)
- b. Utilize Spring 2025 survey data to make improvements to the rollout and implementation of the Educator plan (2.4, 2.5, 2.6)
- c. Create and implement an Instructional Tool that is aligned with professional standards to give quality feedback and support (2.4, 2.5, 2.6)

6. Utilize district software to increase the efficiency and effectiveness of processes, resulting in streamlined parent/guardian communication and improved service levels. (SOP 2 & 3)

- a. Build and roll out PowerSchool Enrollment Express (3.3, 3.4)
- b. Build and roll out PowerSchool Eforms (3.3, 3.4)
- c. Improve the technology ticket management system and ticket completion times (3.3, 3.4)
- d. Improve training and utilization of PowerSchool for front-end users (2.4, 3.4)

7. Establish communication systems to increase transparency, engage with the community, and attract high-quality applicants, resulting in improved engagement and transparency (SOP 3)

- a. Rebuild the district's website to increase the efficiency and effectiveness of communicating with stakeholders and attracting applicants (3.5, 3.7)
- b. Send frequent community newsletters to share information, showcase students, demonstrate district K-12 coherence, and promote budget information (3.7)

8. Improve the safety features of the facilities, resulting in improved security of RSD17 buildings (SOP 3 & 4)

- a. Update safety manual template and appendices (3.2)
- b. Plan and budget for security upgrades at district facilities (4.1, 4.2)

9. Improve technology infrastructure, resulting in network security, student information security, and more effective operations (SOP 3 & 4)

- a. Create a five-year technology project plan, taking into account assets, needs, and safety (4.3)
- b. Maximize E-Rate funds to offset the cost of improvements (3.1)

10. Improve the budget development process, resulting in increased transparency, efficiency, and accuracy (SOP 3 & 4)

- a. Clearly identify all key budget drivers and provide relevant metrics (3.1, 3.7, 4.2)
- b. Utilize a zero-based budgeting practice (3.1)
- c. Accurately reflect actual cost trends and current spending patterns (3.1, 3.7, 4.2)

11. Improve district facilities with a prioritized master capital plan, resulting in effective use of district funds to improve services that impact students and staff. (SOP 4)

- a. Refine the plan document to reflect updated needs, estimated costs, and timeline (4.1, 4.2, 4.3)
- b. Communicate the plan with the Fin/Fac Subcommittees and BOE (2.1)

12. Champion and coordinate efforts to develop, plan, and promote a High School Building Project resulting in a referendum that has the wide support of staff, families, and the community (SOP 4.1, 4.2)

MEMOS TO THE BOARD OF EDUCATION

To: The RSD17 Board of Education

Date: October 24, 2025

Submitted for Board meeting dated: October 28, 2025

Re: RSD 17 Continuous Improvement Plans

Purpose of the memo: Informational

Executive Summary:

Regional School District 17 is a continuously improving organization working to achieve its vision of the future and the Strategic Operating Plan priorities. The district engages in an improvement planning process to systematically learn and accomplish goals. The administrators have developed their annual Continuous Improvement Plans as part of this process. They will be sharing these at the 10/28/25 BOE meeting.

The plans were created to align with the SOP, Vision of the Graduate, and District Continuous Improvement Plan. This ensures coherence, a key lever for success. Additionally, leadership teams collaborated to examine current data and draw upon staff expertise to select relevant, timely, and reliable strategies.

The CIPS are similar in format while containing differentiated content based on the respective needs of each group. They include the following components.

- **Goal Areas**
- **SOP:** Priority goals are referenced.
- **Strategies:** Research-based practices are listed, along with needed resources, staff responsibility, and expected outcomes.
- **Metrics:** Specific indicators of progress for each goal area

Leadership teams will monitor progress, make adjustments if necessary, and share results close to the end of the school year.

Highlights of the Elementary Continuous Improvement Plan:

- Deepen knowledge and practice of effective literacy instruction (phonemic awareness, phonics, oral language, vocabulary, and comprehension)
- Refine data-informed differentiated, small group instruction in literacy and numeracy and implementing MTSS
- Supporting the social/emotional development of students through the use of restorative practices and a focus on school connectedness

- Increasing opportunities for communication, parent engagement, and promotion of the home-school connection

Highlights of the HKIS Continuous Improvement Plan:

- Implement, monitor, and provide feedback on the RSD17 Instructional Framework to improve teaching.
- Support the social/emotional development of students through the use of restorative practices, effective teacher language, and a focus on school connectedness
- Continue to implement five high leverage strategies into instruction: fluency, vocabulary, representations, explicit instruction, word problems
- Implement new word-work scope and sequence into fourth grade and small group instruction into ELA learning time.

Highlights of the HKMS Continuous Improvement Plan:

- Increase literacy achievement through implementation of a Science of Reading curriculum, high-quality reading, writing, and vocabulary instruction, and targeted interventions informed by student data.
- Increase mathematics achievement through high-quality instruction, Building Thinking Classrooms strategies, data-driven interventions, and explicit vocabulary instruction.
- Strengthen school culture and climate by fostering relationships, social-emotional learning, restorative practices, and strategies to increase connectedness, attendance, and student engagement.
- Enhance family engagement through consistent, transparent communication, multiple opportunities for involvement, and a welcoming school community that values parent input.

Highlights of the HKHS Continuous Improvement Plan:

- Focus on college and career readiness through Advisory lessons on “soft skills” for employability, post-secondary study, and healthy habits around cell phones/social media
- Continue to close the achievement gap for high needs students
- Implement strategies for the ethical and effective use of AI in education
- Expand on strategies for school connectedness, meaningful engagement, and strong interpersonal skills

Highlights of the Student Services Continuous Improvement Plan:

- Focus on the expansion of the continuum of services to meet the needs of all students
- Implement strategies that helps calibrate the district response on the new challenging

behavior policy

- Find ways to streamline the information that is shared at 504 meetings, so it is consistent across the district and easier for the team to understand

Enclosures:

Continuous Improvement Plans will be provided in the Board packet.

Burr Elementary School

2025-2026



Regional School District #17
57 Little City Rd
Higganum, CT 06415

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Burr Elementary School Improvement Plan 2025-2026

School Improvement Team

Tania Shaw , SPED teacher	
Becky Aithal, kindergarten	Elisa Bovey, grade 3
Charlene Reynolds, grade 1	Anna Wilcox, art
Heather Lonergan, grade 2	

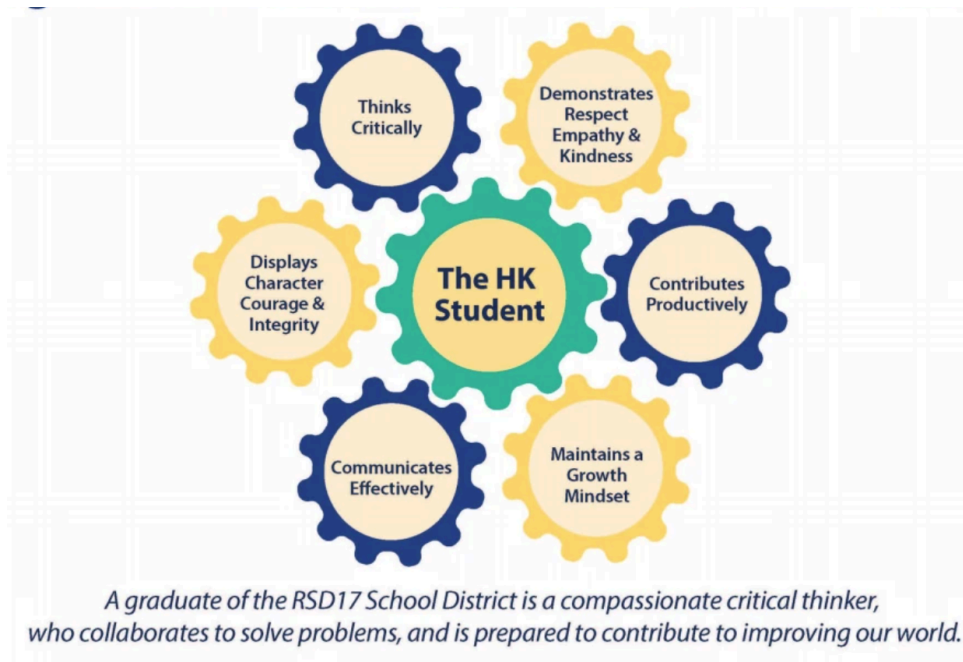
Introduction

RSD 17 is committed to aligning Continuous Improvement Plans to the Strategic Operating Plan. Teams thoughtfully created goals that will contribute to the District priorities and Vision of the Graduate. Theories of Action demonstrate our focus for the year and detail what we will work towards accomplishing. As a learning organization, we will monitor progress consistently and reflect on the impact of our actions.

RSD 17 Mission Statement

The Mission of Regional School District 17 is to engage students in an educational community that challenges them with high standards and builds their capacity for success and their aspiration to improve themselves and their society.

Vision of the Graduate



RSD17 Core Values

PUBLIC EDUCATION IS A RIGHT

All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL

Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING

Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY

A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL

We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS

An intellectually-disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE

Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE

We are committed to using our resources efficiently through effective strategies and systems.

RSD 17 Strategic Operating Plan Priorities

1. Student Learning and Well-being
2. Educator Leadership and Capacity
3. Operational Efficiency
4. Enhance District Infrastructure

Burr Elementary School Vision Statement

We foster students' intellectual curiosity, emotional development, and physical well-being through our core values of respect, responsibility, and academic risk-taking.

We help students develop a growth mindset to discover their own unique talents, gifts, and personal strengths in order to thrive as confident learners.

We provide students a foundation to grow into collaborative and compassionate individuals who embrace diverse perspectives and develop a lifelong love of learning.

School Year: 2025-26		Strategic Operating Plan 1	
ToA: If we implement a highly reliable literacy curriculum based on the science of reading and provide professional learning for staff, then student achievement will be increased.			
Goal 1a-Literacy: Increase literacy achievement for all students			
<p>Metric 1: By spring 2026 the number of students scoring on grade level/at benchmark will increase from fall to spring as measured by the DIBELS assessment composite score for students in grades K-3.</p> <p>Metric 2: Students in grades 2-3 will meet or exceed their I-Ready growth targets and/or meet grade level expectations based on the spring 2026 diagnostic or SBAC.</p> <p>Metric 3: Students in grades 1-2 will meet or exceed grade level expectations or make a minimum of a year’s growth as measured by the CORE.</p>			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Maximize use of all curricular resources to deliver differentiated instruction in phonics and phonemic awareness	K-3 Classroom Teachers Special Education Teachers Reading Specialists Coaches Paraeducators Academic Tutors	– Heggerty – Foundations – LETRS – Lexia – Marzano Art and Science of Teaching – Decodable texts – UFLI – Geodes	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data and progress monitoring notes – Data team action plans – Instructional alignment between Tier 1 and Tier 2 – Teachers making purposeful instructional moves to meet students needs – Instructional Focus Sheet <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students – Students exiting tiered support
Maximize use of all curricular resources to deliver differentiated instruction in oral language, vocabulary development, and comprehension	K-3 Classroom Teachers Special Education Teachers Reading Specialists Coaches	– iReady – Structured literacy – Marzano Art and Science of Teaching – Wit and Wisdom – Geodes	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans – Wit and Wisdom guided observations – Vocabulary word walls – Teachers making purposeful instructional moves to meet students needs – Instructional focus sheet <u>Short-Term Impact & Longer-Term Outcomes:</u>

	Paraeducators		<ul style="list-style-type: none"> – Improved tier 1 instruction – A year + growth for all students – Teachers moving into the “deepen” or “know” phases of Wit and Wisdom implementation
Implement differentiated, small group instruction to meet students’ individual needs	K-3 Classroom Teachers Special Education Teachers Reading Specialists Coaches Academic Tutors Paraeducators	<ul style="list-style-type: none"> – Job Embedded PD provided by Instructional Coaches and Interventionists – Data Teams – WIN Time – Geodes – UFLI – Decodables 	<u>Evidence:</u> <ul style="list-style-type: none"> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – MTSS meeting notes – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Improved tier 1 instruction – A year + growth for all students – Better alignment of tier 1 instruction with tiered intervention support
Closely monitor the growth and progress of high needs students (EL, SPED, and free and reduced eligible)	MTSS Leadership Team	-SAID data	<u>Evidence:</u> <ul style="list-style-type: none"> – Data collection on all assessments – Tracking of students in T2 or T3 that are high needs – Notes from MTSS leadership team meetings – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Reduce/eliminate the achievement gap that exists between high need and non-high needs students

School Year: 2025-26		Strategic Operating Plan 1	
ToA: If we implement research-based, aligned, sequential, and explicit mathematics instruction and provide professional learning for staff, then student achievement will be increased.			
Goal 1b-Mathematics: Increase mathematics achievement for all students			
Metric 1: By spring 2026, the number of students scoring at grade level will increase from fall to spring as measured by the Acadience Math screener composite score for students in grades K-1.			
Metric 2: Students in grades 1-3 will meet or exceed their I-Ready growth targets from fall 2025 to spring 2026.			
Metric 3: Students in grades K-3 will demonstrate increased levels of proficiency as measured by the MWOG assessment. K/1 will maintain the high (over 90%) proficiency levels and 2/3 will increase to at least 85% proficient.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Maximize the use of all curricular resources that focus on the essential components of math instruction	K-3 Classroom Teachers Coaches Intervention ists Special Education Teachers Paraeducato rs Academic Tutors	– SPDG grant PD – Ready Classroom – Fact Fluency Progressions – Fletcher Fluency Kits – Spiral Review – Marzano Art and Science of Teaching – Vocabulary protocol – Word problem protocol	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment and progress monitoring data – Data team action plans – Adjusted IEP goals to better align with math standards – Vocabulary word walls – Teachers making purposeful instructional moves to meet students’ needs <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students – Students exiting tiered support – Students with IEPs for math close the achievement gap
Implement differentiated, small group instruction to meet students’ individual needs	K-3 Classroom Teachers Coaches Intervention ists	– Job Embedded PD provided by Instructional Coaches and Interventionists - Data Teams -WIN Time -Common Planning PD opportunities with	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – PL agendas – Data team action plans – Adjusted IEP goals to better align with math standards

	Special Education Teachers Academic Tutors Paraprofessionals	contracted math consultant	<u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Improved tier 1 instruction – A year + growth for all students – Better alignment of tier 1 instruction with tiered intervention support – Students with IEPs for math close the achievement gap
Closely monitor the growth and progress of high needs students (EL, SPED, and free and reduced eligible)	MTSS Leadership Team	-SAID reports	<u>Evidence:</u> <ul style="list-style-type: none"> – Data collection on math assessments – Tracking of students in T2 or T3 that are high needs – Notes from MTSS leadership team meetings – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Reduce/eliminate the achievement gap that exists between high need and non-high needs students

School Year: 2025-26		Strategic Operating Plan: 2	
ToA: – If we implement relationship-building strategies and foster social/emotional development of students, then students will be more engaged with school which will increase student achievement.			
Goal 2-Culture & Climate			
Metric 1: The percent of students identified as chronically absent in June 2026 will be less than 5%. Metric 2: At least 85% of students will report that “students in this school respect differences in other students” based on survey data collected in spring 2025. Metric 3: At least 85% of staff will respond positively to the statement “the school feels like a positive community”.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement strategies (including but not limited to monthly Town Meeting, monthly cultural arts assemblies, PAWS for Mindfulness days) to increase school connectedness and build meaningful relationships with students and staff.	All staff	– Common expectations (PBIS) – Consistent positive behavior recognition – 2nd Step – PAWS for Mindfulness – DESSA Screener	<u>Evidence:</u> – Observations – Surveys – Office Referrals – Positive behavior recognition <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased engagement – Improved survey results – Improved academic achievement
Implement strategies to monitor and support students at risk for chronic absenteeism and their families.	Principal School Psychologist Nurse Attendance Secretary	– MTSS – PowerSchool Attendance monitor – District-Wide Data Team	<u>Evidence:</u> – Attendance data <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved attendance – Improved academic achievement – Increased engagement
Implement restorative practices to support conflict resolution among students.	Teachers Principal Paraprofessionals	-professional development sessions - school climate improvement plan -	<u>Evidence:</u> – Classroom morning meetings – Restorative conference logs <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increase in student empathy – Stronger relationships between students – Independence in handling conflict resolution appropriately among peers

School Year: 2025-26		Strategic Operating Plan 2	
ToA: If we implement relationship-building strategies and regular communication with families, the home-school connection will be strengthened which will support positive student outcomes.			
Goal 3-Family Engagement			
Metric 1: A minimum of 85% of families will respond positively to the statement “My child’s school makes an effort to keep me and my family informed about what is going on in school.”			
Metric 2: A minimum of 85% of families will respond positively to the statement “My child feels like he or she belongs at this school .”			
Metric 3: A minimum of 85% of families will respond positively to the statement “As a parent or family member I feel welcome at my child’s school.”			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Maintain high levels of parent communication to support learning and progress updates	All certified staff	<ul style="list-style-type: none">– Smore Monthly Newsletter– Teacher/Grade level Communication Plan– Parent survey– Curriculum Night– Math Assessment Communication– Curriculum specific parent letters	<u>Evidence:</u> <ul style="list-style-type: none">– Newsletter links– Parent feedback– Parent conference attendance data– MTSS communication log <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none">– Consistent communication– Parent engagement– Home/school collaboration
Increase opportunities for parent engagement	All certified staff	<ul style="list-style-type: none">– PTO– Curriculum Night– Family Math and Reading Events– STEAM Night– PAWS for Mindfulness– Student Performances– Mystery Readers– Fun Run– Field Day– Art Show	<u>Evidence:</u> <ul style="list-style-type: none">– High attendance at parent-teacher conferences– High attendance at curriculum events (family math, learning fair, etc.) <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none">– More touchpoints to build relationships– Positive results on family survey– Increased parent participation in survey

School Academic Data

iReady % scoring within the grade level band							
	ELA				Math		
Grade	Fall 2025	Winter 2026	Spring 2026		Fall 2025	Winter 2026	Spring 2026
K	N/A	N/A	N/A		N/A		
1st	N/A	N/A	N/A		16%		
2nd	49%				24%		
3rd	65%				21%		

DIBELS % scoring proficient or higher on composite score			
	Fall 2025	Winter 2026	Spring 2026
K	49%		
1st	65%		
2nd	66%		
3rd	76%		

CORE % of students passing proficient level or higher			
	Fall 2025	Winter 2026	Spring 2026
K (E)	N/A		
1st (H)	20% (E)		
2nd (K)	45% (I)		

Acadience			
	Fall 2025	Winter 2026	Spring 2026
K			
1st			

MWOG % achieving proficient or better			
	April 2024	April 2025	April 2026
K	94%	98%	
1st	93%	94%	
2nd	65%	60%	
3rd	83%	80%	

SBAC				
	2023	2024	2025	2026
ELA	66	67	67	
Math	78	78	85	

Assessments Defined:

iReady –This is an online, interactive learning environment designed to assess students and then provide individualized instruction based on each student’s learning needs in reading and math. After the assessment, students can log on at school or at home to complete lessons that target concepts the student missed on the assessment.

DIBELS– This is a screener entitled the dynamic indicators of basic early literacy skills. The screener is administered individually to each student three times per year to assess their decoding skills.

CORE– The CORE Phonics Survey assesses the phonics and phonics-related skills that have a high rate of application in beginning reading. Data recorded is the words students read automatically. In the Fall words read accurately are also counted as correct for internal data but not reported in SAID.

Acadience–Acadience Math is a universal screening and progress monitoring assessment that measures the acquisition of math skills in early numeracy, computation, and problem solving.

MWOG–The MWOG is the district created assessment that encompasses all of the major work of the grade level in math. The assessment is administered to all students in April and assesses the priority standards for the grade level.

School Climate/Culture and Family Engagement Data

Survey Group	Question	Fall 2025		Spring 2025	
		# of responders	Percent positive	# of responders	Percent positive
Family	Parents/guardians feel welcome at my child's school.		*		
Family	My child feels like he or she belongs at this school.				
Family	My child's school makes an effort to keep me and my family informed about what is going on in school.				
Staff	The school feels like a positive community.				
Student	There is an adult at my school who will help me if I need it.				

*Still
collecting
Fall data

School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.

DATES	STAFF RESPONSIBLE	OUTCOMES
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps.
	Paraprofessionals	Complete mandatory trainings and others that are relevant to position responsibilities.
Professional Learning days	Certified Staff	PLC meetings focused on data-driven decision-making for the planning of instruction.
Ongoing	Certified Staff	Instructional Coaching
Ongoing	Instructional Coaches	Provide new teachers support throughout the year to implement the delivery of the curriculum.
Ongoing	TEAM Mentors	Provide new teachers support throughout the year.

Killingworth Elementary School

2025-26



Regional School District #17
57 Little City Rd
Higganum, CT 06413

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School Improvement Plan 2025-26

Prepared by:

KES School Improvement Team

Lauren Roby, First Grade	Becky Viens, Reading Intervention
Craig Cusson, Third Grade	Donna Jones, Reading Intervention
Julia DeVivo, SPED	Erin Hull, Paraeducator
Jennifer Esposito, Second Grade	Kim Brustman, Third Grade
Dennis Reed, Principal	Victoria Pommer, Kindergarten

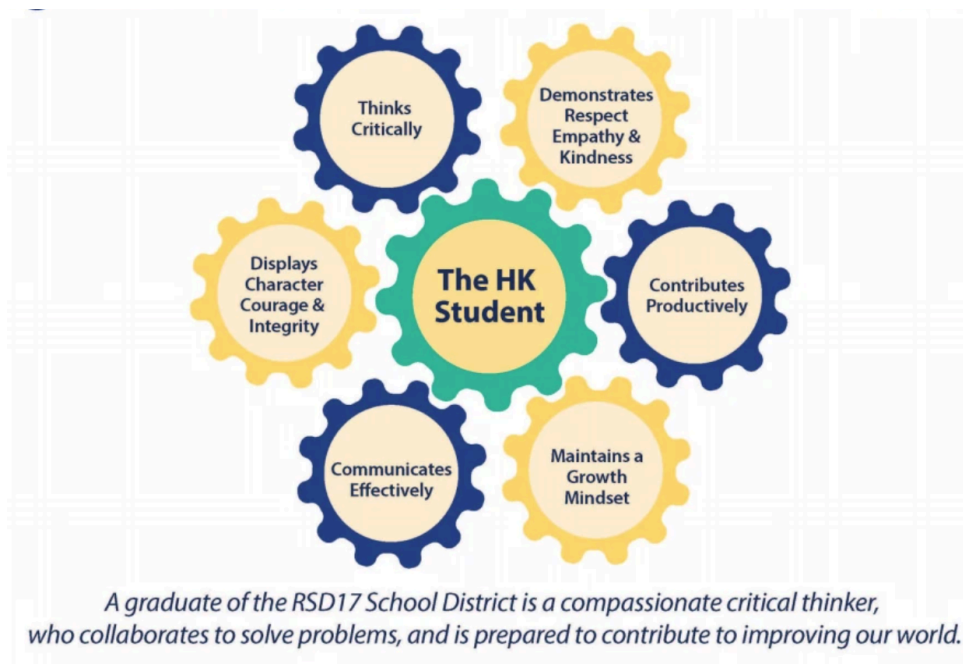
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1. Student Learning and Well-being
2. Educator Leadership and Capacity
3. Operational Efficiency
4. Enhance District Infrastructure

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 their 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.

School Year: 2025-26		Strategic Operating Plan Priorities 1 and 2	
ToA: If we implement a highly reliable literacy curriculum based on the science of reading and provide professional learning for staff, then student achievement will be increased.			
Goal 1a-Literacy: Increase literacy achievement for all students			
<p>Metric 1: By spring 2026 the number of students scoring on grade level/at benchmark will increase from fall to spring as measured by the DIBELS assessment composite score for students in grades K-3.</p> <p>Metric 2: Students in grades 2-3 will meet or exceed their I-Ready growth targets and/or meet grade level expectations on SBA based on the spring 2026 assessments..</p> <p>Metric 3: Students in grades 1-2 will meet or exceed grade level expectations or make a minimum of a year’s growth as measured by the CORE.</p>			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Maximize use of all curricular resources to deliver differentiated instruction in phonics and phonemic awareness	-K-3 Classroom Teachers -Special Education Teachers -Paraeducators -Reading Specialists -Academic Tutors	– Heggerty – Foundations – LETRS Training – Lexia – Decodable Texts – Dibels – UFLI – Marzano Art and Science of Teaching	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data and progress monitoring notes – Data Team action plans – Instructional alignment between Tier 1 and Tier 2 – Teachers making purposeful instructional moves to meet students needs <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students – Students exiting tiered support
Maximize use of all curricular resources to deliver differentiated instruction in oral language, vocabulary development, and comprehension	-K-3 Classroom Teachers -Special Education Teachers -Paraeducators -Reading Specialists -Coaches	- iReady – Structured literacy – Marzano Art and Science of Teaching – Wit and Wisdom	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data and progress monitoring notes – Data Team action plans – Wit and Wisdom guided observations for leaders – Vocabulary word walls – Teachers making purposeful instructional moves to meet students needs <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved tier 1 instruction – A year + growth for all students – Teachers moving into the “deepen” or “know” phases of Wit and Wisdom implementation

Implement differentiated, small group instruction to meet students' individual needs	-K-3 Classroom Teachers -Special Education Teachers -Paraeducators -Reading Specialists -Academic Tutors	– Job Embedded PD provided by Instructional Coaches and Interventionists – Geodes – Decodables – Data Teams – WIN Time – UFLI	<u>Evidence:</u> <ul style="list-style-type: none"> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data Team action plans – MTSS meeting notes – Small group instruction schedule <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Improved tier 1 instruction – A year + growth for all students – Better alignment of tier 1 instruction with tiered intervention support
Closely monitor the growth and progress of high needs students (EL, SPED, and free and reduced eligible)	MTSS Leadership Team	-SAID data	<u>Evidence:</u> <ul style="list-style-type: none"> – Data collection on all assessments – Tracking of students in T2 or T3 that are high needs – Notes from MTSS leadership team meetings – Data team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Reduce/eliminate the achievement gap that exists between high need and non-high needs students

School Year: 2025-26		Strategic Operating Plan Priorities 1 and 2	
ToA: If we implement research-based, aligned, sequential, and explicit mathematics instruction and provide professional learning for staff, then student achievement will be increased.			
Goal 1b-Mathematics: Increase mathematics achievement for all students			
Metric 1: By spring 2026, the number of students scoring at grade level will increase from fall to spring as measured by the Acadience Math screener composite score for students in grades K-1.			
Metric 2: Students in grades 1-3 will meet or exceed their I-Ready growth targets from fall 2025 to spring 2026.			
Metric 3: Students in grades K-3 will demonstrate increased levels of proficiency as measured by the MWOG assessment.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Maximize the use of all curricular resources that focus on the essential components of math instruction	- K-3 Classroom Teachers -Coaches -Interventionists -Paraeducators -Special Education Teachers -Academic Tutors	– SPDG Grant PD – I-Ready – Fact Fluency Progressions – Fletcher Fluency Kits – Spiral Review – Marzano Art and Science of Teaching – Vocabulary protocol – Word problem protocol	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment and progress monitoring data – Data Team action plans – Adjusted IEP goals to better align with math standards – Vocabulary word walls – Teachers making purposeful instructional moves to meet students’ needs Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students – Students exiting tiered support – Students with IEPs for math close the achievement gap
Implement differentiated, small group instruction to meet students’ individual needs	-K-3 Classroom Teachers -Coaches Interventionists -paraeducators -Special Education Teachers -Academic Tutors	– Job Embedded PD provided by Instructional Coaches and Interventionists – Data Teams – WIN Time – Common Planning PD opportunities with contracted math consultant	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans – Adjusted IEP goals to better align with math standards Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students – Better alignment of tier 1 instruction with tiered intervention support

			<ul style="list-style-type: none"> – Students with IEPs for math close the achievement gap
Closely monitor the growth and progress of high needs students (EL, SPED, and free and reduced eligible)	MTSS Leadership Team	-SAID reports	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> – Data collection on math assessments – Tracking of students in T2 or T3 that are high needs – Notes from MTSS leadership team meetings – Data team action plans <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> – Reduce/eliminate the achievement gap that exists between high need and non-high needs students

School Year: 2025-26		Strategic Operating Plan Priority 2	
ToA: If we implement relationship-building strategies and foster social/emotional development of students, then students will be more engaged with school which will increase student achievement.			
Goal 2-Culture & Climate			
Metric 1: The percentage of students identified as chronically absent in June 2026 will be less than 6%. Metric 2: At least 85% of students will report that “students in this school respect differences in other students” based on survey data collected in Spring 2026. Metric 3: At least 85% of staff will respond positively to the statement “the school feels like a positive community”.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement strategies (including but not limited to monthly school-wide gatherings, buddy classes, cultural arts assemblies, festival days) to increase school connectedness and build meaningful relationships with students and staff.	All staff	– Common expectations (PBIS) – Positive behavior recognition – Monthly Whole-School Assemblies – Staff/Faculty Meetings – 2nd Step Lessons	<u>Evidence:</u> – Observations – Surveys – Office referrals – Positive behavior recognition data – Student feedback <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased engagement and positive peer relationships – Improved academic achievement
Implement Strategies to monitor and support students at risk for chronic absenteeism	- Principal - School Psychologist -Nurse	– MTSS – Powerschool Attendance Monitor – District-Wide Data Team	<u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased attendance – Improved academic achievement
Implement restorative practices to support conflict resolution among students.	All staff	- -professional development sessions	<u>Evidence:</u> – Observational data regarding restorative practice in action – Classroom morning meetings/restorative conferences <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increase in student empathy – Stronger relationships between students – Independence in handling conflict resolution appropriately among peers

School Year: 2025-26		Strategic Operating Plan Priority 1	
ToA: If we implement relationship-building strategies and regular communication with families, the home-school connection will be strengthened which will support positive student outcomes.			
Goal 3-Family Engagement			
Metric 1: A minimum of 85% of families will respond positively to the statement “Staff at my student’s school communicate well with parents.”			
Metric 2:A minimum of 85% of families will respond positively to the statement “My student feels safe at school.”			
Metric 3: A minimum of 85% of families will respond positively to the statement “As a parent or family member I feel welcome at my child’s school.”			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Maintain high levels of parent communication to support learning and progress updates	All certified staff	– School Newsletter – Teacher/Grade level Communication Plan – Parent survey – Curriculum Night – Math Assessment Communication – Curriculum specific parent letters	Evidence: – Newsletter links – Parent feedback – Parent conference attendance data – MTSS communication log Short-Term Impact & Longer-Term Outcomes: – Consistent communication – Parent engagement – Home/school collaboration
Increase opportunities for parent engagement	All certified staff	– PTO – Curriculum Night – Family Math and Reading Events – Festival of the Arts and Sciences – Field Day – Student Performances	Evidence: – High attendance at parent-teacher conferences – High attendance at curriculum events (family math, learning fair, etc.) Short-Term Impact & Longer-Term Outcomes: – More touchpoints to build relationships – Positive results on family survey

School Academic Data

IReady % scoring proficient or higher								
	ELA				Math			
Grade	Spring 2022	Spring 2023	Spring 2024	Spring 2025	Spring 2022	Spring 2023	Spring 2024	Spring 2025
K	N/A	N/A	N/A	N/A	85%	73%	76%	84%
1	N/A	N/A	N/A	N/A	88%	64%	53%	65%
2	78%	81%	79%	71%	78%	69%	71%	69%
3	85%	90%	88%	83%	81%	84%	65%	65%

Smarter Balanced Assessments % scoring proficient or higher													
	ELA							Math					
Grade	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025		Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
3	77%	79%	80%	68%	63%	77%		75%	70%	76%	82%	62%	79%

Grade	Dibels Composite Spring 2025	Math MWOG Spring 2025
K	72%	93%
1	85%	92%
2	68%	73%
3	81%	53%

Assessments Defined:

iReady – i Ready Diagnostic is a **web-based adaptive screening assessment for reading** and math. It assesses students' reading and math skills to the sub-domain level and provides teachers with a complete picture of student performance relating to their grade level and national norms.

Smarter Balanced Assessment (SBA) – The State online assessment given to students in grades 3-8 in reading and math.

DIBELS - DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills and helps teachers and schools determine if students are at risk in developing important reading skills such as first sound fluency, letter naming fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency.

CORE - CORE Phonics Survey assesses the phonics and phonics related skills that have a high rate of application in beginning reading.

MWOG - Math summative assessment that incorporates the Major Work of the Grade.

School Climate/Culture and Family Engagement Data

Survey Group	Question	2023-24		*2024-25	
		# of responders	Percent favorable	# of responders	Percent favorable
Family	How confident are you in your ability to support your child's learning at home?	85	99%		
Family	How much of a sense of belonging does your child feel at his/her school?.	85	99%		
Family	As a parent or family member, I feel welcomed at my child's school.	85	96%		

*2024-2025 - we used a different survey instrument

*2025-2026 - fall survey administered, data pending

Schoolwide Professional Learning Plan

School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.

DATES	STAFF RESPONSIBLE	OUTCOMES
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps.
	Paraprofessionals	Complete mandatory trainings, Restorative Practices, Science of Reading, Math PD
Professional Learning days	Certified Staff	Team meetings focused on data-driven decision-making for the planning of instruction. WIt and Wisdom, Restorative Practices, Purposeful Play, SPDG Grant Math PD, AI
Ongoing	Certified Staff	Instructional Coaching
Ongoing	Instructional Coaches	Provide new teachers support throughout the year to implement the delivery of the curriculum.
Ongoing	TEAM Mentors	Provide new teachers support throughout the year.

**Killingworth Elementary School
Accountability Index**

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Haddam Killingworth Intermediate School

Continuous Improvement Plan

2025-26



Regional School District #17
451 Route 81
Killingworth, CT 06419

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HKIS Continuous Improvement Plan 2025-26

Prepared by:

Leadership Team

Heather Barse, Lead Teacher	Eric Larson, Principal
Andrea Darmanin, Teacher	Kristin Menard, Teacher
Kathleen Egan, Teacher	Tracy Papa, Teacher
Katie Gebert, Secretary	Courtney Smalley, Teacher
Elizabeth Hamel, Teacher	Jodi Stupakevich, Teacher

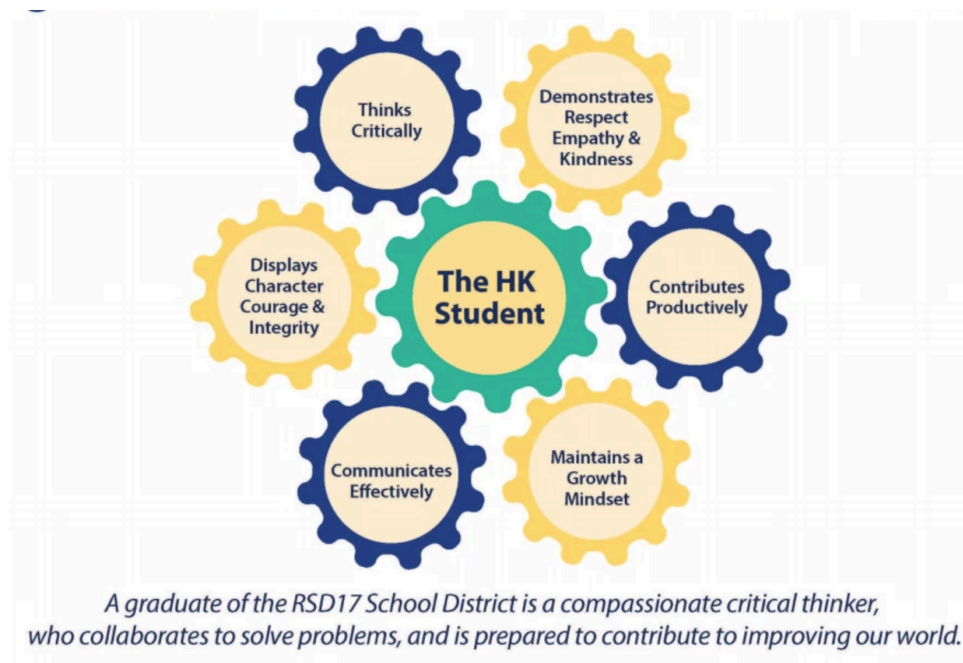
Introduction

RSD 17 is committed to aligning Continuous Improvement Plans to the Strategic Operating Plan. Teams thoughtfully created goals that will contribute to the District priorities and Vision of the Graduate. Theories of Action demonstrate our focus for the year and detail what we will work towards accomplishing. As a learning organization, we will monitor progress consistently and reflect on the impact of our actions.

RSD 17 Mission Statement

The Mission of Regional School District 17 is to engage students in an educational community that challenges them with high standards and builds their capacity for success and their aspiration to improve themselves and their society.

Vision of the Graduate



RSD17 Core Values

PUBLIC EDUCATION IS A RIGHT

All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL

Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING

Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY

A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL

We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS

An intellectually-disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE

Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE

We are committed to using our resources efficiently through effective strategies and systems.

RSD 17 Strategic Operating Plan Priorities

1. Student Learning and Well-being
2. Educator Leadership and Capacity
3. Operational Efficiency
4. Enhance District Infrastructure

School Year: 2025-26		SOP Priority: 1	
Theory of Action: If ELA teachers incorporate small group instruction into the ELA block, implement the new word-work scope and sequence in fourth grade, and implement high-quality literacy instruction to all students with fidelity, then student growth in ELA, then student growth in ELA will improve.			
Goal 1a-Language arts Student growth among fourth and fifth grade students will improve over 2024-25 levels.			
Metric 1: Smarter Balanced Assessment growth scores will exceed spring 2025 results as measured by average percentage of target achieved. Metric 2: High Needs ELA growth on the Smarter Balanced Assessment will meet or exceed the school average percent of growth achieved			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Incorporate small group instruction into the ELA block	ELA Teachers Instructional Coach	-Common planning time -Planning tools and sample schedules for embedding small group instruction into the ELA block -Data sources for flexible groupings (DSA, DIBELS, iReady) -Ongoing support from instructional coach	<u>Evidence:</u> – Collaborative planning agendas and lesson plans – Consistent small group instruction – Flexible groupings based on current student data – Informal observations – Small group schedules <u>Short-Term Impact and Longer Term Outcomes:</u> – Targeted instruction aligned to student needs – Improved decoding, encoding, fluency, and comprehension –
Implement new word-work scope and sequence into fourth grade	ELA Teachers Instructional Coach	-Small group instruction time in the master schedule -Common planning time to review pacing and student progress -RSD 17 Word work scope and sequence lesson plans -UFLI -Morpheme Magic	<u>Evidence:</u> – -Collaborative planning agendas and lesson plans – -Informal observations – -Ongoing formative assessments in spelling <u>Short-Term Impact & Longer Term Outcomes:</u> – -improved spelling among fourth graders
Teachers will implement high-quality literacy instruction to all students with fidelity.	- ELA Teachers - Special Ed Teachers - Instructional Coach	- Wit & Wisdom curriculum - Core texts - Complementary texts - Vertical white boards	<u>Evidence:</u> – Instructional Planning (IP) agendas and notes – Lesson plans – Informal observations – Common assessment data – Classroom environment supportive of module content and topics – Guided Observations for Leaders glows and grows

			<p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none">– Improved Tier 1 instruction– Improved student outcomes on assignments and assessments– Improved performance on informational and literary domains of iReady reading diagnostic tests– Improved performance on IABs– Improved performance on ELA SBA test
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School Year: 2025-26		SOP Priority: 1&2	
Theory of Action: If math teachers use high-leverage strategies and targeted small group instruction , then student growth in mathematics will improve.			
Goal 1b-Mathematics Student growth among fourth and fifth grade students will improve over 2024-25 levels.			
Metric 1: Average percent of growth target achieved on the Smarter Balanced Assessment in grades 4-5 will exceed Spring 25 scores. Metric 2: High Needs math growth on the Smarter Balanced Assessment will meet or exceed the school average percent of growth achieved.			
Action Plan			
Strategies (reference DIP)	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Continue to implement five high leverage strategies into instruction: fluency, vocabulary, representations, explicit instruction, word problems	Math Teachers Instructional Coach SPed teachers	– Ongoing PD throughout the year on strategies – Monitoring through observation and feedback in every math classroom – Adjusting IEPs to match strategies	Evidence: – Informal observations – Common assessment data – IEP goals and objectives – Vocabulary word walls Short-Term Impact & Longer-Term Outcomes: – Improved math unit assessments – IEP goals and objectives will be closer to grade level expectations
Implement the strategies of <i>Building Thinking Classrooms</i> into each of our math classes	Math Teachers Instructional Coach	– <i>Building Thinking Classrooms</i> – I-Ready – Planning and coaching time – PD on BTC	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – A year + growth for all students
Improve IEP quality and progress monitoring	Math Teachers Instructional Coach Student Services Coordinator SPed teachers	– CSDE SPDG grant	Evidence: – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data Short-Term Impact & Longer-Term Outcomes: – Improved tier 1 instruction – Reducing the achievement gap – A year + growth for all students

Provide “just in time” delivery of math skills to High Needs students who may not have the prerequisite skills to access the current lesson	Math teacher/interventionist Special Education teacher	Identified students with IEPs who could benefit from the intervention. Formative assessments to determine skill deficits. Materials as needed.	<u>Evidence:</u> <ul style="list-style-type: none"> – Ongoing unit and formative assessments from students who are identified. – Informal observations <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none"> – Improved common assessment scores among participants – Higher growth on SBA for these High Need students. – Targeted instruction is aligned to student needs and grade level standards
Implement small group instruction to target needs of all learners during math instruction	Math teachers Math interventionists LEAP teacher tutors	-Common planning time -Planning tools -Data sources for flexible groupings (exit slips, monitoring notes) -Ongoing support from instructional coach	<ul style="list-style-type: none"> – <u>Evidence:</u> <ul style="list-style-type: none"> -Collaborative planning agendas -lesson plans and monitoring notes -Daily in math class and/or PLT -Flexible groupings based on current student data -Informal observations -Data team agendas and notes – <u>Short-Term Impact and Longer Term Outcomes:</u> <ul style="list-style-type: none"> -Targeted instruction aligned to student needs -Improved common assessment scores among participants

School Year: 2025-26		SOP Priority: 1	
Theory of Action: If staff establishes a School Climate Committee, implements Restorative Practices to build relationships, and counseling staff monitors and supports chronically absent students , then the school culture and climate will improve by increasing students' connection to trusted adults, and reducing chronic absenteeism and discipline referrals.			
Goal 2-Culture & Climate			
Metric 1: Students will identify one or more trusted adults in the building. Metric 2: Reduction of Chronic Absenteeism below the 5% threshold. Metric 3: Reduction in discipline referrals to the office.			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Ensure we have a Safe, Supportive and Collaborative Culture	School Improvement Team Administration	Establish School Climate Committee	Evidence <ul style="list-style-type: none">Survey dataArtifacts from committee <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none">Specific and codified safety and collaboration guidelines
Implement Restorative Practices	Admin Teachers Paraprofessionals	– Professional Development	<u>Evidence:</u> <ul style="list-style-type: none">Observational data regarding restorative practice in actionClassroom morning meetings/restorative conferences <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none">Increase in student empathyStronger relationships between studentsIndependence in handling conflict resolution appropriately among peers
Counseling staff will monitor and support students who have been identified as chronically absent.	HKIS office and counseling staff	Dessa Assessment Absence tracking information Collaborative planning time for counseling staff	<u>Evidence:</u> <ul style="list-style-type: none">Absence dataClub attendanceMonitoring notesDESSA <u>Short-Term Impact & Longer-Term Outcomes:</u> <ul style="list-style-type: none">Decreased number of absences

School Year: 2025-26		SOP Priority: 1	
Theory of Action: If the school implements a school-wide instructional model with a system to monitor effective practices and provide feedback, and supports teachers with job-embedded professional development and peer observations, then the school will develop effective teaching systems to achieve High Reliability School Level 2 Certification.			
Goal 3 - Effective Teaching HKIS will develop systems and structures to ensure effective teaching in every classroom			
Metric 1: High Reliability School Level 2 Certification			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Implement schoolwide model of instruction, Survey staff on effective practices, Monitor effective practices and provide feedback	School Improvement Team Administration Teachers PDEC	Instructional Framework based on Domains 1 and 3 of CCT HRS Survey	— Predominant instructional practices throughout the school are known and monitored. — Teachers are provided with clear, ongoing suggestions of their pedagogical strengths and weaknesses that are based on multiple sources of data.
Provide professional development related to individual teacher instructional growth goals	Admin Teachers Coaches PDEC	Variable	— Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals. — Teachers improve their pedagogy.
Provide opportunities for teachers to observe and discuss effective teaching	Admin Teachers Coaches	Substitute coverage	— Teachers improve their pedagogy. — Teachers improve their understanding of our model of instruction.

School Academic Data

Smarter Balanced Assessments % scoring proficient or higher							
	ELA				Math		
Grade	Spring 2023	Spring 2024	Spring 2025		Spring 2023	Spring 2024	Spring 2025
4 th	75	65	69		70	67	61
5 th	79	68	68		63	62	61

Assessments Defined:

Smarter Balanced Assessment (SBA) – The State online assessment given to students in grades 3-8 in reading and math.

School Culture – Student Attendance (Percentage of Non-Chronic Students – 95%)					
	2021-22	2021-22	2022-23	2023-24	2024-25
Percentage of Students with > 90% of days of attendance*	98%	94%	96%	95%	94%
Percentage of students identified as chronically absent*	2%	6%	4%	5%	6%

*according to state report

Schoolwide Professional Learning Plan		
School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.		
DATES	STAFF RESPONSIBLE	OUTCOMES
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps.
	Paraprofessionals	Complete mandatory trainings, Restorative Practices, Science of Reading, Math PD
Professional Learning days	Certified Staff	Team meetings focused on data-driven decision-making for the planning of instruction. Wit and Wisdom, Restorative Practices, Purposeful Play, SPDG Grant Math PD, AI
Ongoing	Certified Staff	Instructional Coaching
Ongoing	Instructional Coaches	Provide new teachers support throughout the year to implement the delivery of the curriculum.
Ongoing	TEAM Mentors	Provide new teachers support throughout the year.

Haddam-Killingworth Middle School

2025-26



Haddam-Killingworth Middle School
Regional School District #17
451 Route 81
Killingworth, CT 06419

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Haddam-Killingworth Middle School Continuous Improvement Plan 2025-26

Prepared by: Heather Persson, Interim Principal

Leadership Team

Heather Persson, Interim Principal	Kerry Geoghegan, 8th Grade Leader
Steven FitzGerald, Interim Assistant Principal	Robert Fagan, AAFA Leader
Tara Brinkman, 6th Grade Leader	Rebecca Reinhold, Special Education Leader
Brendan Kennedy, 7th Grade Leader	Paige Callahan, MTSS Leader

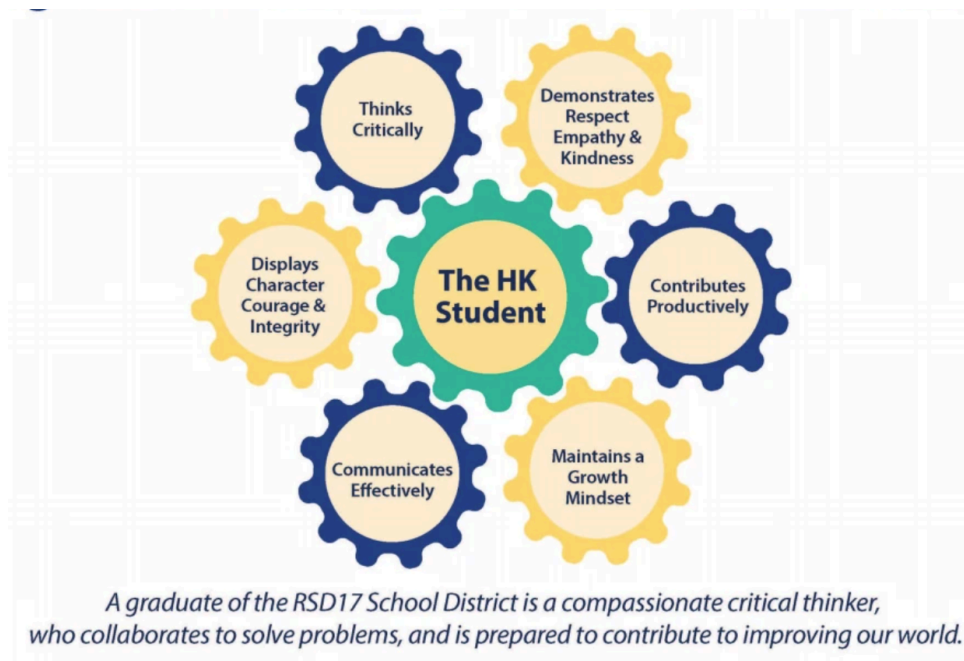
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RSD 17 Strategic Operating Plan Priorities

1. Student Learning and Well-being
2. Educator Leadership and Capacity
3. Operational Efficiency
4. Enhance District Infrastructure

Haddam-Killingworth Middle School Purpose

Haddam-Killingworth Middle School's ***purpose*** is to empower students to discover their strengths, overcome challenges, think critically, and develop into their best selves. Together, we foster independent learners to become respectful and responsible members of a diverse society. Collaboratively, the HKMS community guides students on their journey of self-discovery.

Haddam-Killingworth Middle School Mission and Core Values

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.**

School Year: 2025-26		SOP Priorities: 1, 2	
Theory of Action: If we implement a highly reliable literacy curriculum based on the Science of Reading research and provide professional learning for staff, then student achievement will increase.			
Goal 1a: Increase literacy achievement for all students.			
Metric 1: Increase in the percent of students meeting or exceeding goal and/or individual growth targets on the ELA SBA tests from Spring 2025 to Spring 2026.			
Metric 2: Decrease in the achievement gap on the ELA SBA tests from Spring 2025 to Spring 2026.			
Metric 3: Students in grades 6-8 will meet or exceed their iReady Reading growth targets and/or meet grade-level expectations from fall to winter diagnostic tests.			
Action Plan			
Strategies (reference DCIP)	Staff Responsible	Resources & Learning Needed	Intended Outcomes
- Teachers will work in data teams to analyze student data, identify and address global learning gaps, and plan for targeted interventions for priority students.	- Teachers - Instructional Coach -Reading interventionist	– Data team protocol and agenda – Student work samples – Instructional-focus spreadsheet – Assessments – SAID data	<u>Evidence:</u> – Data team agendas & notes – Common assessment data and progress monitoring notes – Data Team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved Tier 1 instruction – Improved student outcomes on assessments – Students exiting tiered support – Decrease in the achievement gap between high-needs learners and all learners
- Teachers will implement high-quality literacy instruction to all students with fidelity.	- ELA Teachers - Special Ed Teachers - Instructional Coach	- Wit & Wisdom curriculum - Core texts - Complementary texts - Vertical white boards	<u>Evidence:</u> – Instructional Planning (IP) agendas and notes – Lesson plans – Informal observations – Common assessment data – Classroom environment supportive of module content and topics – Guided Observations for Leaders glows and grows and Feedback <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved Tier 1 instruction – Improved student outcomes on assignments and assessments – Improved performance on informational and literary domains of iReady reading diagnostic tests – Improved performance on IABs – Improved performance on ELA SBA test

<p>- Teachers will provide high-quality writing instruction within the Wit & Wisdom curriculum.</p>	<p>- ELA Teachers - Special Ed Teachers - Instructional Coach</p>	<p>— Literacy How professional development with consultant — Job-embedded PD provided by instructional coach — The Writing Revolution — Wit & Wisdom curriculum — Rubrics and checklists — Graphic organizers — Guaranteed collaboration time between Special Education and ELA teachers</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> — Instructional Planning (IP) agendas and notes — Lesson plans — Informal observations — Common assessment data — Attendance at Literacy How PD <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> — Improved Tier 1 instruction — Improved student outcomes on writing assignments and assessments — Improved performance on IAB open-ended questions
<p>- Teachers will provide high-quality comprehension and vocabulary instruction.</p>	<p>- All Core Subject Teachers - World Language Teachers - Instructional Coaches</p>	<p>— Literacy How professional development — Job-embedded PD provided by instructional coaches — Vocabulary maps — Vocabulary word walls — Explicit vocabulary routine — The Reading Comprehension Blueprint — Organizers for teaching text structure — Guaranteed collaboration time between Special Education and teachers</p>	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> — Instructional Planning (IP) agendas and notes — Lesson plans — Informal observations — Common assessment data — Attendance at Literacy How PD — Word walls posted in classrooms <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> — Improved Tier 1 instruction — Improved student outcomes on assignments and assessments — Improved performance on vocabulary domain of iReady reading diagnostic tests

School Year: 2025-26		SOP Priorities: 1, 2	
Theory of Action: If we implement a highly reliable mathematics curriculum based on best practices in math instruction and provide professional learning for staff, then student achievement will increase.			
Goal 1b: Increase mathematics achievement for all students.			
Metric 1: Increase in the percent of students meeting or exceeding goal and/or individual growth targets on the Math SBA tests from Spring 2025 to Spring 2026.			
Metric 2: Decrease in the achievement gap on the Math SBA tests from Spring 2025 to Spring 2026.			
Action Plan			
Strategies (reference DCIP)	Staff Responsible	Resources & Learning Needed	Intended Outcomes
- Teachers will work in data teams to analyze student data, identify and address global learning gaps, and plan for targeted interventions for priority students.	- Teachers - Instructional Coach - Math interventionist	— Data team protocol and agenda — Student work samples — Assessments — SAID data	<u>Evidence:</u> — Data team agendas & notes — Common assessment data and progress monitoring notes — Data Team action plans <u>Short-Term Impact & Longer-Term Outcomes:</u> — Improved Tier 1 instruction — Improved student outcomes on assessments — Students exiting tiered support — Decrease in the achievement gap between high-needs learners and all learners
- Teachers will implement high-quality mathematics instruction to all students with fidelity.	- Math Teachers - Special Ed Teachers - Instructional Coach - Math Interventionist	- iReady curriculum and materials - Building Thinking Classrooms (BTC) PD with math consultant - SPDG PD - Vertical white boards	<u>Evidence:</u> — Instructional Planning (IP) agendas and notes — Lesson plans — Informal observations — Common assessment data — Classroom environment supportive of unit content and topics, as well as BTC <u>Short-Term Impact & Longer-Term Outcomes:</u> — Improved Tier 1 instruction — Improved student outcomes on assignments and assessments — Improved performance on iReady mathematics diagnostic tests — Improved performance on IABs — Improved performance on Math SBA test

<p>- Teachers will provide high-quality comprehension and vocabulary instruction.</p>	<p>- Math Teachers - Instructional Coach</p>	<ul style="list-style-type: none"> – Literacy How professional development with consultant – Job-embedded PD provided by instructional coaches and consultant – Vocabulary maps – Vocabulary word walls – Explicit vocabulary routine – Schema-focused graphic organizers, prompts, and gestures – Guaranteed collaboration time between Special Education and teachers 	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> – Instructional Planning (IP) agendas and notes – Lesson plans – Informal observations – Common assessment data – Attendance at Literacy How PD – Word walls/webs posted in classrooms <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> – Improved Tier 1 instruction – Improved student outcomes on assignments and assessments – Improved performance on iReady mathematics diagnostic tests
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School Year: 2025-26		SOP Priority: 2	
Theory of Action: If we implement relationship-building strategies and foster social-emotional development of students, then students will feel supported, responsible, and connected, and school culture, engagement, and outcomes will improve.			
Goal 2 - Improve school culture and climate.			
Metric 1: Decrease in chronic absenteeism rate from the 2024-25 school year to the 2025-26 school year. Metric 2: Decrease in the number of office referrals from the 2024-25 school year to the 2025-26 school year. Metric 3: At least 85% of students will respond positively to the statement: “I feel safe and supported at school.” Metric 4: At least 85% of staff will respond positively to the statement: “The school feels like a positive learning community.”			
Action Plan			
Strategies (reference DCIP)	Staff Responsible	Resources & Learning Needed	Intended Outcomes
- Implement strategies (including but not limited to town meetings, cultural arts assemblies, special events) to increase school connectedness and build meaningful relationships with students and staff.	- All staff - PTO	– Faculty & Staff Meetings – Monthly Town Meetings – Assemblies and events – Surveys – Positive behavior recognition	<u>Evidence:</u> – Observations & survey data – Student feedback – Attendance at events – Positive postcards <u>Short-Term Impact & Longer-Term Outcomes:</u> – Decreased office referrals – Increased student attendance – Increased engagement and positive peer relationships – Improved academic achievement
- Implement Strategies to monitor and support students at risk for chronic absenteeism	- Principal - School Psychologist - Counseling department	– MTSS Meetings and Protocols – Powerschool Attendance Monitor – Data Teams	<u>Evidence:</u> – Attendance bulletin board – Attendance tracking spreadsheet – Data on family communication regarding attendance – MTSS agendas and notes – Data Team agendas and notes <u>Short-Term Impact & Longer-Term Outcomes:</u> – Increased attendance – Decreased chronic absenteeism and truancy – Improved academic achievement – Increased engagement and positive peer relationships
- Implement restorative practices to support conflict resolution among students.	- All staff - School Climate Specialist - School Climate Committee	- Andy Dousis PD - School Climate Plan	<u>Evidence:</u> – Observational data regarding restorative practices in action – Classroom morning meetings/restorative conferences <u>Short-Term Impact & Longer-Term Outcomes:</u>

			<ul style="list-style-type: none"> — Increase in student empathy — Stronger relationships between students — Stronger relationships between students and teachers — Independence in handling conflict resolution appropriately among peers — Decreased office referrals
- Implement SEL education and relationship-building through advisory lessons and special assemblies.	<ul style="list-style-type: none"> - HKMS “Dream Team” - All staff 	<ul style="list-style-type: none"> - Social Institute website, lessons, and training - Scott Driscoll assembly 	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Lesson observations - Student data from Social Institute prompts - Survey data <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none"> - Decrease in office referrals - Increase in students reporting they feel safe and comfortable at school

School Year: 2025-26		SOP Priority: 1	
ToA: If we increase visibility, maintain transparency, and provide clear and regular communication with families, then families will feel informed and involved, and partnerships will strengthen, supporting student success and a welcoming school community.			
Goal 3 - Increase family engagement.			
Metric 1: At least 85% of families will respond positively to the statement: “Communication from HKMS is timely, informative, and effective.”			
Metric 2: At least 85% of families will respond positively to the statement: “I feel welcomed as a parent at HKMS.”			
Metric 3: At least 85% of families will respond positively to the statement: “My ideas and input are welcomed by the school community at HKMS.”			
Action Plan			
Strategies (reference DCIP)	Staff Responsible	Resources & Learning Needed	Intended Outcomes
- Maintain high levels of parent communication to support learning and provide timely updates.	All certified staff	<ul style="list-style-type: none">– Weekly Principal Newsletter– Regular communication from core academic team– Parent surveys– Open House Night– PowerSchool gradebook– Curriculum-specific parent letters	<p><u>Evidence:</u></p> <ul style="list-style-type: none">– SchoolMessenger emails– Newsletter links– Parent feedback– Parent conference attendance data– MTSS communication log– Attendance communication log– Open House attendance– Special event attendance– Prompt responses to parent communication <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none">– Consistent communication– Parent engagement– Home/school collaboration
Increase opportunities for parent engagement	All certified staff	<ul style="list-style-type: none">– PTO– Open House Night– AAFA Night– Veteran’s Day breakfast and talk– Cougar Color & Bubble Challenge– Music & Theater Performances	<p><u>Evidence:</u></p> <ul style="list-style-type: none">– High attendance at parent-teacher conferences– High attendance at curricular events– High attendance at evening performances <p><u>Short-Term Impact & Longer-Term Outcomes:</u></p> <ul style="list-style-type: none">– More touchpoints to build relationships– Positive results on family survey

School Academic Data

iReady % scoring proficient or higher						
	ELA				Math	
Grade	Fall 2023	Fall 2024	Fall 2025		Fall 2023	**Fall 2025
6	50%	50%	45%		54%	41%
7	60%	60%	52%		45%	47%
8	57%	59%	60%		*7%	39%

* Only includes Math 8 students, whereas other years also included Algebra students.

** For Math iReady diagnostic testing in Fall 2025, 14 students have not yet completed testing due to the Google outage.

Smarter Balanced Assessments % scoring proficient or higher						
	ELA				Math	
Grade	Spring 2023	Spring 2024	Spring 2025		Spring 2023	Spring 2025
6	74%	67%	76%		57%	66%
7	73%	69%	73%		49%	60%
8	73%	60%	69%		51%	64%

Smarter Balanced Assessments % meeting or exceeding individual growth targets							
	ELA				Math		
Grade	Spring 2023	Spring 2024	Spring 2025		Spring 2023	Spring 2024	Spring 2025
6	41%	33%	49%		38%	49%	52%
7	46%	34%	49%		37%	53%	44%
8	36%	24%	49%		41%	49%	51%

Achievement Gap % Difference between High-Needs and All Students Meeting or Exceeding Goal				
Years	2021-22	2022-23	2023-24	2024-25
ELA	11.1	11.1	14.7	TBD - not available yet
MATH	13.4	13.0	14.1	TBD - not available yet

Assessments Defined:

iReady –This is an online, interactive learning environment designed to assess students and then provide individualized instruction based on each student’s learning needs in reading and math. After the assessment, students can log on at school or at home to complete lessons that target concepts the student missed on the assessment.

Smarter Balanced Assessment (SBA) – The State online assessment given to students in grades 3-8 in reading and math.

School Culture – Student Attendance							
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Percentage of students identified as Chronically Absent	3.2%	1.62%	0.51%	7.7%	8.61%	7.35%	

Schoolwide Professional Learning Plan

School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.

DATES	STAFF RESPONSIBLE	OUTCOMES
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps.
	Paraprofessionals	Complete mandatory trainings and others that are relevant to position responsibilities.
Professional Learning days	Certified Staff	PLC meetings focused on data-driven decision-making for the planning of instruction: Restorative Practices, AI, Literacy How, Building Thinking Classrooms, SPDG grant math PD
Ongoing	Instructional Coaches	Provide new teacher support throughout the year to implement the delivery of the curriculum.
Ongoing	TEAM Mentors	Provide new teachers support throughout the year.

School Priorities

Technology

- View Boards
- eHall Pass
- AI Training

Building & Grounds

- Interior Cameras
- Vape Detectors

Professional Learning

- Restorative Practices
- Literacy How
- Building Thinking Classrooms
- SPDG - Math/SpEd Grant
- Evaluation Plan & Instructional Framework

Culture

- Data teams
- Advisory programming
- Restorative practices
- Attendance monitoring and procedures

Haddam-Killingworth Middle School
Accountability Index: 2023-24

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State % Points Earned
1a. ELA Performance Index - All Students	72.1	75	48.0	50	96.1	85.2
1b. ELA Performance Index - High Needs Students	57.4	75	38.2	50	76.5	72.1
1c. Math Performance Index - All Students	69.5	75	46.4	50	92.7	80.2
1d. Math Performance Index - High Needs Students	55.4	75	37.0	50	73.9	66.1
1e. Science Performance Index - All Students	72.2	75	48.1	50	96.3	82.4
1f. Science Performance Index - High Needs Students	57.7	75	38.5	50	76.9	68.5
2a. ELA Academic Growth - All Students	46.9%	100%	46.9	100	46.9	58.7
2b. ELA Academic Growth - High Needs Students	38.5%	100%	38.5	100	38.5	54.2
2c. Math Academic Growth - All Students	68.1%	100%	68.1	100	68.1	61.4
2d. Math Academic Growth - High Needs Students	60.7%	100%	60.7	100	60.7	55.1
2e. Progress Toward English Proficiency - Literacy	.	100%	.	.	.	58.9
2f. Progress Toward English Proficiency - Oral	.	100%	.	.	.	55.2
4a. Chronic Absenteeism - All Students	8.6%	<=5%	42.8	50	85.6	49.3
4b. Chronic Absenteeism - High Needs Students	13.4%	<=5%	33.2	50	66.4	17.9
5. Preparation for CCR - Percent Taking Courses	.	75%	.	.	.	100.0
6. Preparation for CCR - Percent Passing Exams	.	75%	.	.	.	59.1
7. On-track to High School Graduation	98.5%	94%	50.0	50	100.0	89.9
8. 4-year Graduation: All Students (2023 Cohort)	.	94%	.	.	.	94.0
9. 6-year Graduation: High Needs Students (2021 Cohort)	.	94%	.	.	.	92.1
10. Postsecondary Entrance (Graduating Class 2023)	.	75%	.	.	.	91.2
11. Physical Fitness (estimated participation rate = 100.0%)	60.4%	75%	40.3	50	80.6	63.0
12. Arts Access	.	60%	.	.	.	91.7
Accountability Index	.		636.7	900	70.7	70.8

Haddam Killingworth High School Continuous Improvement Plan 2025-26



**Regional School District #17
95 Little City Rd
Higganum, CT 06074**

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Haddam Killingworth School Improvement Plan 2025-26

Prepared by:

Leadership Team

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Introduction

RSD 17 is committed to aligning Continuous Improvement Plans to the Strategic Operating Plan. Teams thoughtfully created goals that will contribute to the District priorities and Vision of the Graduate. Theories of Action demonstrate our focus for the year and detail what we will work towards accomplishing. As a learning organization, we will monitor progress consistently and reflect on the impact of our actions.

RSD 17 Mission Statement

The Mission of Regional School District 17 is to engage students in an educational community that challenges them with high standards and builds their capacity for success and their aspiration to improve themselves and their society.

Vision of the Graduate



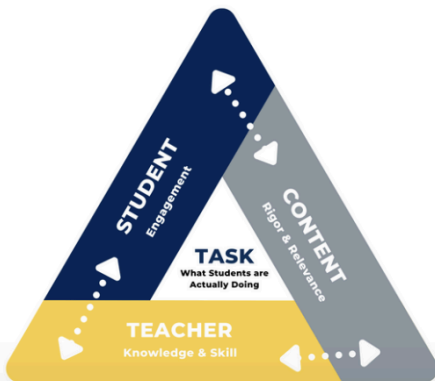
A graduate of the RSD17 School District is a compassionate critical thinker, who collaborates to solve problems, and is prepared to contribute to improving our world.

RSD 17 Instructional Vision

In 2024 a team of teachers and administrators worked to create an anchor set of expectations for teaching and learning in RSD 17. The vision will guide our work in our classrooms and our professional growth as well as highlight our values as we recruit and select our staff of the future.

Regional School District #17 Instructional Vision

RSD17 provides all students with a high-quality education that prepares them for college, career, and citizenship. To achieve this mission, we ensure that every classroom is a place where students are engaged in rigorous and relevant learning tasks, supported by effective and caring teachers, and challenged to meet high expectations. This is our vision of instruction, and it is based on the instructional core framework that emphasizes the interrelatedness of the teacher, the student, and the task. In this document, we describe our instructional vision in detail, and how it aligns with our district goals, standards, and initiatives. Our work in developing this vision incorporated elements of our Vision of a Graduate, Strategic Operating Plan, District Values, and Theory of Action, and was created by our teachers and educational leaders. It can be used in alignment with RSD17 Educator Growth and Support Plan.



Teacher

Teachers create a supportive environment that encourages academic risk-taking and builds positive relationships. Using highly reliable research-based instructional practices aligned to standards, teachers deliver rigorous and relevant instruction. They monitor student understanding, provide timely and constructive feedback, ask a range of questions, facilitate respectful discourse, scaffold, and adjust instruction to optimize student outcomes.

Scaffold: support, adapt, model, guide

Facilitate: lead, assist, accelerate, steer, question, respond, manage

Monitor: analyze data, assess, respond, question, provide feedback, adjust and adapt

Relationships: connect, encourage risk-taking, safe learning environment, provide choice

Student

In RSD17 classrooms, students plan, question, collaborate, and create to construct meaning within the learning task. Students experiment, take risks, revise their thinking, advocate, and persevere with difficult tasks exhibiting stamina to deepen their understanding of skills and content. Students take pride in their work and celebrate their own achievements and those of their peers.

Question: notice, wonder, inquire

Plan: goal setting, access information and tools, draft

Advocate: participate, accept feedback, speak up

Collaborate: listen, take turns, contribute, compromise

Create: write, draw, calculate, produce, design, speak

Celebrate: reflect, recognize, compliment

Task

Tasks are rigorous, relevant, engaging and accessible to all students. They provide opportunities for scaffolding, collaboration, and multi-sensory experiences. Open-ended tasks that support choice, risk-taking and inquiry allow students to create, set goals, and self-evaluate.

Relevant: culturally relevant, aligned to standards, relatable, applicable

Accessible: opportunity for all, auditory, kinesthetic, visual, multiple entry points

Rigorous: think critically, build academic stamina, complex, DOK (Depth of Knowledge)

Inquiry: plan, open-ended, investigate, experiment, problem solve, ask questions, evaluate



RSD17 Core Values

PUBLIC EDUCATION IS A RIGHT

All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL

Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING

Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY

A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL

We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS

An intellectually-disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE

Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE

We are committed to using our resources efficiently through effective strategies and systems.

RSD 17 Strategic Operating Plan Priorities

1. Student Learning and Well-being
2. Educator Leadership and Capacity
3. Operational Efficiency
4. Enhance District Infrastructure

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 over ten years. Beginning with the school-wide data review in August, 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, having been named a National Blue Ribbon Award recipient and a Project Lead the Way School of Distinction. We have received State and National recognition for our leadership, our senior portfolio program, our music education, and our athletic success and 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. This last year our school demonstrated great success on standardized tests scoring at or near the top both in the Shoreline Conference and our DRG and exceeded previous performance on Advanced Placement tests. All graduated seniors successfully completed the Senior Portfolio requirement and we look forward to expanding the internship program in the current academic year.

This year, we continue to offer our students new options in college credit-bearing classes, strengthen their employability skills through Advisory lessons, and will launch a new Leadership Academy initiative in which students who have shown leadership potential and who are interested in positively impacting HK will be taught how to increase their voice and influence to shape the world around them.

We have identified **five strategic priorities** which will drive our work over the coming years including:

- Ensuring that appropriate academic supports are in place for all students;
- Continuing to update our program and graduation policy to align with two different sets of graduation requirements Class of 2026 and before, and Class of 2027 and beyond;
- Reach closure with regard to a solid plan to improve facilities to meet the needs of students and to meet the requirements under NEASC;
- Enhancing the school-to-career opportunities for students to include off-campus learning experiences such as internships, micro-credentialing options, and connections between coursework and career options.
- Addressing the social-emotional needs of our students including: supporting school attendance; implementing a new personal device/cell phone policy to protect instructional time and mental wellness; and addressing developmental gaps still present post-pandemic.

School Year: 2025-26		SOP Priority: 1	
ToA: If we provide many and varied opportunities for students, and provide support when needed, then all students will graduate college and career-ready.			
Goal 1 - All students will graduate from Haddam Killingworth High School college and career-ready.			
Metric 1: Advanced course enrollments. Metric 2: Advisory calendar Metric 3: Lesson and Unit Plans Metric 4: Opportunities Book Metric 5: Senior Exit Interviews			
Action Plan			
Strategies (reference DIP)	Staff Responsible	Resources & Learning Needed	Measures/Monitoring
Create lessons and activities supporting study skills in underclassmen Advisory	Counseling staff, Administration, Advisory Committee	– Advisory Meetings – Training time for faculty	– Lesson Plans for study skill lesson incorporated into underclassmen Advisories
Continue to support and expand internship program opportunities	Internship Coordinator and Administration	– Internship Sites – Budgetary support	– A directory of possible internship sites and contacts – Supports to expand and support the internship program – Final products and reports regarding internship outcomes
Write 3-year NEASC report	Faculty and Administration	– 3-year report template – Faculty meeting time to review and approve draft	– NEASC report submitted by October 1
Plan and implement Leadership Academy	Faculty and Administration	– List of identified potential leaders – Leadership Academy lessons – Time/funds for planning	– List of student participants and meeting dates – Reflection/Outcome report by administration

Adjust Advisory employability skills lessons to reach younger students	Administration and Counseling Department	– Lesson plans	– Updated Advisory calendar, reflecting changes to employability lessons
Continue to embed VoG into curriculum	Faculty and Administration	– Department time to review curriculum and update cornerstone assessments as appropriate	– Lesson/unit plans reflect Vision of Graduate, and cornerstone assessments are created and updated to assess VOG components
Effectively implement RSD17 Instructional Vision	Faculty and Administration	– PD time – Department meeting time	– Notes from faculty meeting training on the Instructional Vision

School Year: 2025-26		SOP Priorities: 1, 4	
ToA: If we collect and analyze student assessment data and adult action data, then we can make informed instructional school decisions and improve student performance.			
Goal 2 - Students will continue to show consistent growth and academic progress through monitoring of academic performance and appropriate interventions when necessary			
Metric 1: Data team notes Metric 2: PSAT/SAT/NGSS Data Metric 3: Internal benchmarking and cornerstone assessment data Metric 4: Digital portfolio data Metric 5: Professional development schedule			
Action Plan			
Strategies (reference DIP)	Staff Responsible	Resources & Learning Needed	Progress Measures/Monitoring
Review grading and scoring practices to calibrate grading vs. other measures of student mastery	Data Teams, Administration	– Appropriate professional resources and literature on effective grading practices	– Department meeting minutes – Leadership team notes – Faculty meeting notes
Increase knowledge of innovative technology, especially AI-based, to enhance student learning	Faculty,, Administration, Library Media Specialist	– Professional development for innovative technology – External AI training	– Professional development calendar – Department meeting notes
Reduce the achievement gap in all areas by implementing intervention strategies in mainstream classrooms	Faculty and Administration	– Standardized testing data – Internal benchmarking data – Interventionists – Time for departments to plan instruction to address the gap – List of identified high-needs students	– Standardized testing data – Interventionist schedule and data

Continue to support academic success of our high-needs students	Faculty and Administration	<ul style="list-style-type: none"> – PSAT Data – Data from practice tests – NGSS-IAB data – Collaboration time between SPED teachers and tested areas teachers – interventionists 	<ul style="list-style-type: none"> – Attendance data – Discipline data – Testing data – Intervention reports
Increase growth in test data so that student performance on PSAT and SAT is consistent	Faculty and Administration	<ul style="list-style-type: none"> – PSAT Data – Data from practice tests – Tier 1 instruction list 	<ul style="list-style-type: none"> – Historical test data along with current student scores – Department data reports
Improve student scores on fitness tests, especially the mile run	Faculty and Administration	<ul style="list-style-type: none"> – PE schedule to test all appropriate students – Lesson plans designed to improve fitness 	<ul style="list-style-type: none"> – Internal data from PE department

School Year: 2025-26		SOP Priority: 1	
ToA: If we collect and analyze student climate and adult action data, then we can make informed decisions to improve school culture and climate.			
Goal 3 - HKHS will foster a school culture and climate that nurtures and elicits personal responsibility, character, cultural understanding, and ethical behavior.			
Metric 1: PD calendar Metric 2: New course enrollment and year end grades Metric 3: Discipline and attendance data Metric 4: School culture data			
Action Plan			
Strategies (reference DIP)	Staff Responsible	Resources & Learning Needed	Progress Measures/Monitoring
Refresh and calibrate discipline strategies to address areas of need. (ie. disrespect, prep for success and class cutting, insubordination, personal device issues)	Faculty and Administration	– Discipline PD – Teacher discipline log	– Faculty meeting minutes – End of year discipline data – Teacher discipline data
Continue to communicate the need for appropriate facilities for quality education	Faculty and Administration	– BOE referendum reflecting educational expectations	– Successful referendum
Continue to update parent evening events to increase effectiveness and attendance	Faculty and Administration	– Time to propose shifts	– Attendance at events – Leadership team reflections
Decrease cheating and plagiarism offenses	Faculty and Administration	– Teacher lessons on proper use of AI – Effective plagiarism detectors	– Discipline data – Teacher discipline Google form
Expand student & faculty/staff tools and skill sets for engaging in respectful discourse and difficult conversations	Faculty and Administration	– Advisory activities – Staff training	– PD agendas – Faculty meeting agendas – Student survey data – Leadership team reflections

Utilize Advisory lessons to teach about healthy habits around cell phones/social media	Faculty, Administration, Advisory Committee	<ul style="list-style-type: none"> – Advisory lessons 	<ul style="list-style-type: none"> – Advisory calendar of lessons – Teacher/student feedback and survey data
Continue to address and eliminate discriminatory behavior among students	Faculty and Administration	<ul style="list-style-type: none"> – Advisory activities – Staff training – Student equity advisory board 	<ul style="list-style-type: none"> – Student survey data – Exit survey data – Discipline data – Training notes from faculty development – Classroom discipline data
Update staff on current Title IX requirements	Faculty and Administration	<ul style="list-style-type: none"> – Title IX training form attorney 	<ul style="list-style-type: none"> – PD agenda – Faculty meeting agendas – Title IX data
Reduce student truancy, chronic absenteeism, and tardiness (esp. high needs student population)	Faculty and Administration	<ul style="list-style-type: none"> – Training on Attendance Monitor 	<ul style="list-style-type: none"> – Year-end attendance data – Year-end tardy data – Administrative notes

School Academic Data

Haddam-Killingworth High School SAT School Day Spring 2025 11th grade - Scores & Benchmarks

Group	Number of Test Takers	Total Score	Evidence Based Reading & Writing	Math	% Test Takers Met Both Benchmarks	% Test Takers Met ERW Benchmark	% Test Takers Met Math Benchmark
School	125	1085	554	531	48%	86%	49%
State	36,348	969	497	472	30%	58%	31%

PSAT 8/9 (Class of 2028)		PSAT NMSQT (Class of 2027)		PSAT 10/11 and SAT Class of 2026		
# of students tested:	96	# of students tested:	118		Fall	Spring
Met ERW	79%	Met ERW	81%	Test Takers	124	125
Met Math	39%	Met Math	54%	% Met ERW Benchmark	81%	86%
Met both	36%	Met both	54%	% Met Math Benchmark	48%	49%
Met neither	19%	Met neither	19%	% Met Both	47%	48%

	2018-19			2021-22			2022-23			2023-2024		
	HK rank	out of CT	18-19%ile	HK rank	out of CT	21-22%ile	HK rank	out of CT	22-23%ile	HK rank	out of CT	23-24%ile
ELA	29	123	76.4%	42	123	65.9%	10	118	91.5%	25	124	80.0%
Math	36	122	70.5%	45	123	63.4%	24	120	80.0%	24	120	80.0%

School Climate/Culture and Family Engagement Data

[23-24 Surveys](#)

Survey Group	Question	2023-24		2024-25	
		# of responders	Percent positive	# of responders	Percent positive
Student	I have at least one trusted adult in my school that I can go to for help.	425	95%	259	93.8%

School Culture – Student Attendance (Percentage of Non-Chronic Students)						
	2018-19	2019-20	2020-21	2021-22	2023-24	2024-25
Percentage of Students with > 90% of days of attendance*	94%	92%	-	94.1%	77.8%	92.5%
Percentage of students identified as chronically absent*	6%	8%	-	5.9%	22.2%	7.5%

*according to state report

Schoolwide Professional Learning Plan

School Objective: Improving teaching and learning is a continuous focus, therefore, professional learning is critical to the growth and improvement of student achievement.

DATES	STAFF RESPONSIBLE	OUTCOMES
5 Early Release Days	Certified staff	Staff will use the district data team protocol to analyze student work and determine next steps.
	Paraprofessionals	Complete mandatory trainings and others that are relevant to position responsibilities.
Professional Learning days	Certified Staff	PLC meetings focused on data-driven decision-making for the planning of instruction.
Ongoing	Certified Staff	Staff will continue work with targeted action steps collectively designed by the Leadership Team to improve student outcomes.
Ongoing	Certified Staff	Staff will continue learning about AI and how to incorporate innovative technology lessons into lessons.

School Priorities

Technology

- A.I. training for faculty
- Innovative technology in classes
- Viewboard training

Building & Grounds

- Support Board Referendum

Professional Learning

- Implement intervention
- Student learning data
- Restorative Practices

Culture

- Restorative practices
- Attendance and tardiness resources and procedures
- Leadership Academy

School Profile and Performance Report for School Year 2023-24

Haddam-Killingworth High School

Regional School District 17

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	63.8	75	127.5	150	85.0	63.9
	High Needs Students	49.7	75	99.5	150	66.3	54.1
Math Performance Index	All Students	61.4	75	122.8	150	81.9	60.2
	High Needs Students	46.4	75	92.8	150	61.8	49.5
Science Performance Index	All Students	70.5	75	94.0	100	94.0	61.8
	High Needs Students	53.1	75	70.8	100	70.8	51.4
ELA Academic Growth	All Students	.	100%	.	.	.	58.7%
	High Needs Students	.	100%	.	.	.	54.2%
Math Academic Growth	All Students	.	100%	.	.	.	61.4%
	High Needs Students	.	100%	.	.	.	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	7.5%	<=5%	45.1	50	90.1	17.7%
	High Needs Students	12.8%	<=5%	34.4	50	68.7	25.5%
Preparation for CCR	% Taking Courses	82.6%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	61.8%	75%	41.2	50	82.4	44.3%
On-track to High School Graduation		98.4%	94%	50.0	50	100.0	84.5%
4-year Graduation All Students (2023 Cohort)		94.8%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		98.0%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		85.8%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		98.4% 71.2%	75%	47.5	50	94.9	93.6% 47.2%
Arts Access		69.0%	60%	50.0	50	100.0	55.0%
Accountability Index				1225.4	1450	84.5	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	67.5	49.7	17.8	17.3	
Math Performance Index Gap	65.5	46.4	19.1	18.5	
Science Performance Index Gap	74.7	53.1	21.6	18.4	
Graduation Rate Gap	94.0%	98.0%	0.0%	6.0%	N

¹ If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³ Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

Department of Student Services

2025-26



Regional School District #17
57 Little City Rd
Higganum, CT 06441

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Student Services Continuous Improvement Plan 2025-26

Prepared by:

Aaron Puzarne, Ed.D	Director of Student Services
Tonya Gorgone	Student Services Coordinator
Becky Templeton	Elementary Coordinator

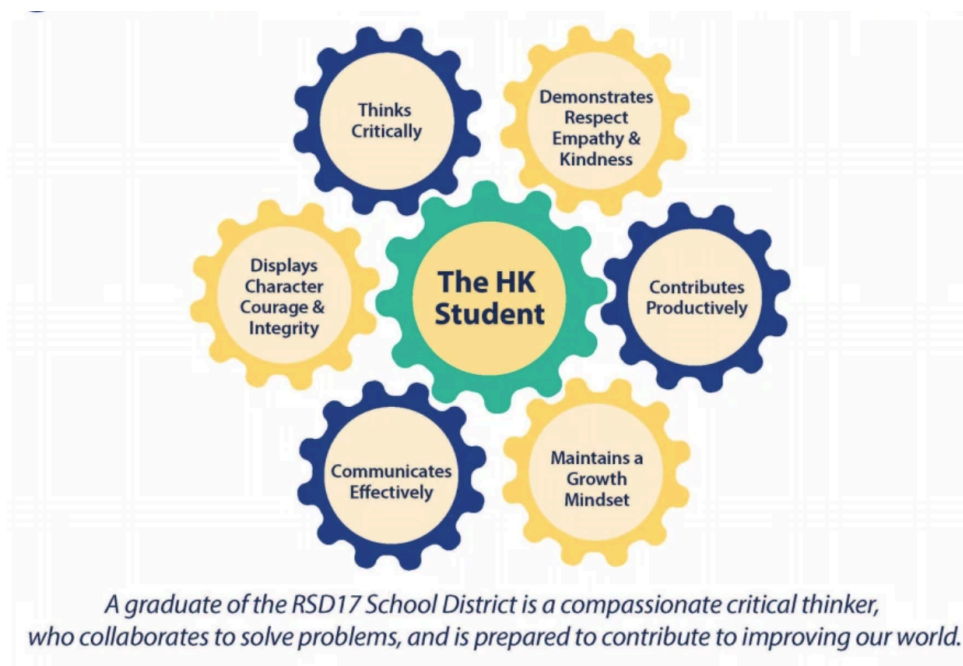
Introduction

RSD 17 is committed to aligning Continuous Improvement Plans to the Strategic Operating Plan. Teams thoughtfully created goals that will contribute to the District priorities and Vision of the Graduate. Theories of Action demonstrate our focus for the year and detail what we will work towards accomplishing. As a learning organization, we will monitor progress consistently and reflect on the impact of our actions.

RSD 17 Mission Statement

The Mission of Regional School District 17 is to engage students in an educational community that challenges them with high standards and builds their capacity for success and their aspiration to improve themselves and their society.

Vision of the Graduate



RSD17 Core Values

PUBLIC EDUCATION IS A RIGHT

All students have a right to an equitable education to develop a passion and direction for their future.

EVERY STUDENT HAS POTENTIAL

Students excel when they discover their strengths and persist through challenges to learn and grow.

QUALITY TEACHING IS ESSENTIAL TO LEARNING

Innovative and effective teaching promotes mastery of knowledge and skills.

STUDENT SUCCESS IS A SHARED RESPONSIBILITY

A strong and trusting partnership among students, families, and staff improves academic achievement and social development.

ALIGNMENT AND TEAMWORK ARE POWERFUL

We can accomplish anything when we collaborate toward common goals and a higher organizational purpose.

CRITICAL THINKERS MAKE INFORMED DECISIONS

An intellectually-disciplined culture of collaborators leads to meaningful discourse, viable decisions, and understanding.

SCHOOL IS A SAFE PLACE

Students thrive in schools that foster a safe and respectful climate.

SUSTAINABILITY SECURES OUR FUTURE

We are committed to using our resources efficiently through effective strategies and systems.

RSD 17 Strategic Operating Plan Priorities

1. Student Learning and Well-being
2. Educator Leadership and Capacity
3. Operational Efficiency
4. Enhance District Infrastructure

School Year: 2025-26		Strategic Operating Plan: 1	
ToA: If Student Services expands upon the continuum of services that exist within the district, we will improve the educational outcomes for all of our students by increasing our ability to meet their individual needs.			
Goal 1 - Increase access to services that are available for all students.			
<p>Metric 1: By June 11, 2026, the district will increase the continuum of services throughout each building, by providing the training and supervision needed to increase the number of staff that are capable of implementing Orton Gillingham reading strategies.</p> <p>Metric 2: By June 11, 2026 we will increase student access to clinical social-emotional services, by developing a review and referral process to appropriately identify students that require this support.</p> <p>Metric 3: By June 11, 2026 we will expand community partnerships with outside providers, so we are able to work with different agencies to provide access to outside wrap around supports.</p>			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Meet regularly with key staff members that support reading instruction.	Director, Supervisors, OG fellow in training, special education teachers	Time to meet with staff. Continuous evaluation to better understand the needs of students. PD time to grow staff capacity to support students.	Staff will gain capacity to support students and become increasingly effective in the science of reading.
Discuss students that are having a difficult time with their social-emotional needs to identify interventions to support their learning.	Director, Supervisors, clinical social work staff, special education teachers, BCBAs	Time to meet with staff. Understanding of the complex social-emotional challenges that are evident in Region 17.	Students will be more successful in school because they have access to social-emotional interventions. This will allow them to generalize these skills and increase access to the learning environment.
Work with community agencies to find ways to increase wrap around services for students outside of the school.	Director, Supervisors, community agencies, building administration	Time to meet with staff. Creating a list of community agencies that can support students. Finding the best ways to connect families with these resources.	By providing resources to outside agencies, students will get the wrap around support needed to be able to have a higher level of functioning within the school setting.

School Year: 2025-26		Strategic Operating Plan: 1	
ToA: If Student Services supports the new challenging behavior policy, administration will know how to use the legislation to support the climate and culture of their schools using the policy as a framework.			
Goal 2 - Support the buildings by appropriately applying the challenging behavior policy equitably across the district.			
<p>Metric 1: By June 11, 2026 we will create a document that outlines the challenging behavior policy and provides necessary resources, so principals can reference these resources when a behavioral difficulty occurs.</p> <p>Metric 2: By June 11, 2026 a plan will be developed to implement the new challenging behavior policy throughout all of the schools in a way that allows for the student services department to support building administration.</p> <p>Metric 3: By June 11, 2026 we will use the administration council as an opportunity to review referrals for student behaviors, to calibrate our district's understanding of what is a challenging behavior and what is a problem that can be addressed using the school discipline guidelines.</p>			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Create a guiding document that summarizes the challenging behavior policy and provides access to necessary documents for implementation.	Director, Supervisors, Building Administration	Access to the policy. Ongoing training and discussions. Access to the Shipman and Goodwin training.	With any new policy, there are going to be instances where staff have questions. By creating a document that is an overview of the policy, the steps that are needed to be taken to determine if a behavior is a challenging behavior, as well as creating links that acts as a hub for viewing the supporting documents, staff will be better at navigating each individual event and making a proper determination.
Have open discussions with administration and review the discipline of students when a possible challenging behavior occurs, so administration can navigate the policy and have consistent implementation around the district.	Director, Supervisors, Building Administration	Examples of behavioral referrals. Discussion of the policy and how it applies to each specific situation.	The staff will discuss and better understand the policy by comparing incidents that happen in each school. Through these discussions we can compare what has been considered a challenging behavior. This way we can work as a district to calibrate this process and be equitable around the district.

School Year: 2025-2026		Strategic Operating Plan: 1	
ToA: If Student Services standardizes the 504 process and paperwork between schools, then staff will consistently share the same information during 504 meetings.			
Goal 3 - Develop a plan to streamline the 504 process across all buildings.			
<p>Metric 1: By June 11, 2026, a document will be developed that acts as a template for 504 agendas to be shared at each meeting.</p> <p>Metric 2: By June 11, 2026, a document will be developed that outlines the type of data that should be presented at 504 meetings.</p> <p>Metric 3: By June 11, 2026, a report template will be developed that will be shared at 504 meetings, so information will be presented consistently across the district.</p>			
Action Plan			
Strategies	Staff Responsible	Resources & Learning Needed	Intended Outcomes
Develop a template agenda that can be shared with staff, so we have consistent processes during 504 meetings.	Director, Supervisors, School Counselors	Examples of 504 agendas from each school.	Create a template agenda that outlines the order and information that should be shared at each 504 meeting.
Develop a protocol that outlines the different types of data that should be presented during 504 meetings.	Director, Supervisors, School Counselors	Create a list of the different types of formal and informal assessments that are collected at each school.	Create a document that explains different data that is collected around the district and ensure that this information is being shared at 504 meetings.
Create a report template, so information is shared in a consistent way around the district during 504 meetings.	Director, Supervisors, School Counselors	Examples of the types of data that are being shared during 504 meetings.	Create a template report that will be used for each of the 504 meetings, to ensure that each of the schools share similar data.