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

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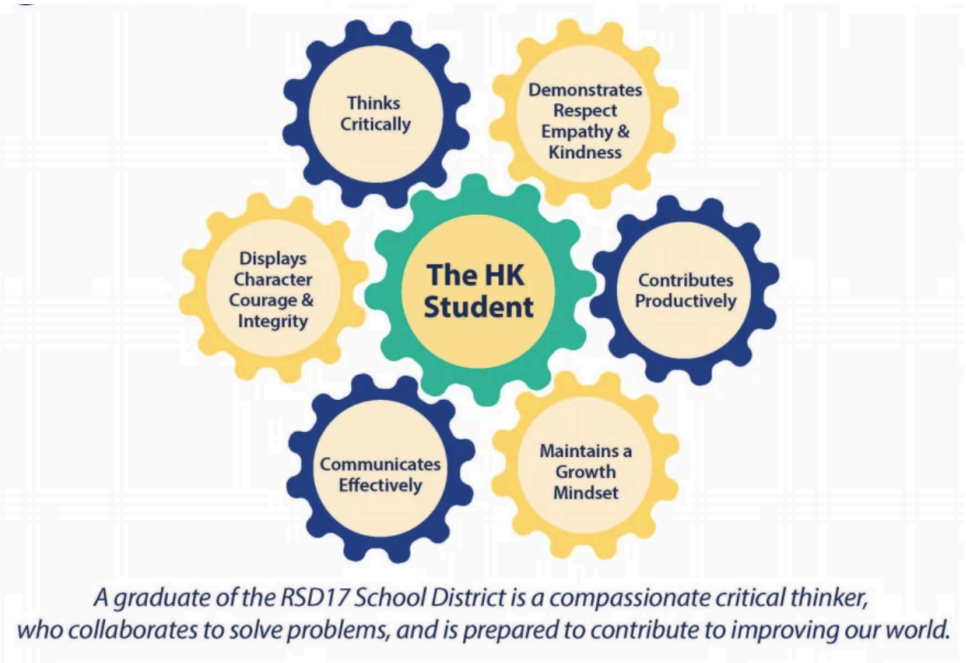
Introduction

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.

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

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	
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. **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. **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.	

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 – Fundations – 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> – 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> – 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> – 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> – 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	<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 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	<u>Evidence:</u> – Collaborative planning agendas & lesson plans – Informal observations – Common assessment data – Data team action plans – Adjusted IEP goals to better align with math standards <u>Short-Term Impact & Longer-Term Outcomes:</u> – 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> – 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> – 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	<u>Evidence:</u> – Newsletter links – Parent feedback – Parent conference attendance data – MTSS communication log <u>Short-Term Impact & Longer-Term Outcomes:</u> – 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	<u>Evidence:</u> – High attendance at parent-teacher conferences – High attendance at curriculum events (family math, learning fair, etc.) <u>Short-Term Impact & Longer-Term Outcomes:</u> – 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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