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

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Leadership Team

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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

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

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

- Teachers will provide high-quality writing instruction within the Wit & Wisdom curriculum.	- ELA Teachers - Special Ed Teachers - Instructional Coach	– 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	<u>Evidence:</u> – Instructional Planning (IP) agendas and notes – Lesson plans – Informal observations – Common assessment data – Attendance at Literacy How PD <u>Short-Term Impact & Longer-Term Outcomes:</u> – Improved Tier 1 instruction – Improved student outcomes on writing assignments and assessments – Improved performance on IAB open-ended questions
- Teachers will provide high-quality comprehension and vocabulary instruction.	- All Core Subject Teachers - World Language Teachers - Instructional Coaches	– 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	<u>Evidence:</u> – Instructional Planning (IP) agendas and notes – Lesson plans – Informal observations – Common assessment data – Attendance at Literacy How PD – Word walls posted in classrooms <u>Short-Term Impact & Longer-Term Outcomes:</u> – 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

- Teachers will provide high-quality comprehension and vocabulary instruction.	- Math Teachers - Instructional Coach	– 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	<u>Evidence:</u> – Instructional Planning (IP) agendas and notes – Lesson plans – Informal observations – Common assessment data – Attendance at Literacy How PD – Word walls/webs posted in classrooms <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

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>

			– 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.	- HKMS “Dream Team” - All staff	- Social Institute website, lessons, and training - Scott Driscoll assembly	<u>Evidence:</u> - Lesson observations - Student data from Social Institute prompts - Survey data <u>Short-Term Impact & Longer-Term Outcomes:</u> - 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	– Weekly Principal Newsletter – Regular communication from core academic team – Parent surveys – Open House Night – PowerSchool gradebook – Curriculum-specific parent letters	<u>Evidence:</u> – 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 <u>Short-Term Impact & Longer-Term Outcomes:</u> – Consistent communication – Parent engagement – Home/school collaboration
Increase opportunities for parent engagement	All certified staff	– PTO – Open House Night – AAFA Night – Veteran's Day breakfast and talk – Cougar Color & Bubble Challenge – Music & Theater Performances	<u>Evidence:</u> – High attendance at parent-teacher conferences – High attendance at curricular events – High attendance at evening performances <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	**Fall 2023**	**Fall 2024**	**Fall 2025**	**Fall 2023**	**Fall 2024**	****Fall 2025**
6	50%	50%	45%	54%	53%	41%
7	60%	60%	52%	45%	43%	47%
8	57%	59%	60%	*7%	39%	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 2024**	**Spring 2025**
6	74%	67%	76%	57%	65%	66%
7	73%	69%	73%	49%	58%	60%
8	73%	60%	69%	51%	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