

Regional School District 17
Haddam-Killingworth Middle School
Continuous Improvement Plan
2018-19



Jennifer Olsen
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Introduction

Continuous Improvement Plans (CIPs) represent a strategic process to specify program and instructional performance goals and priorities in terms of student and community outcomes. These goals are informed by an analysis of student performance and community feedback on important indicators by teachers, administrators, and community members.

Informed by the results contained within the annual Student Achievement Report, each program leader develops a Continuous Improvement Plan, in conjunction with and supported by the Superintendent and the Assistant Superintendent for Curriculum and Instruction. The development process involves the principal (or director) engaging with his or her faculty and community stakeholders to review and interpret results and then to refine drafts of the proposed annual plan for input and articulation of action steps. Overviews of the Continuous Improvement Plans are presented publicly at a Board of Education meeting (second Board meeting in October) and plans are posted on the district website. This cycle repeats annually and is the major vehicle through which we express our shared purpose and our efforts to enable all students to reach high levels of achievement in thriving school-communities.

Student success depends upon effective teaching and instructional leadership. Regional School District 17's vision for professional learning is that each educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for each and every student. For our students to graduate prepared for college and careers, educators engage in strategically planned continuous professional learning focused upon student growth, development, and outcomes.

District Mission

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

District Goals

- Increase student **aspiration** to higher levels of learning and courses
- Increase student **access** to higher levels of learning opportunities
- Increase student **engagement** in their academic achievement
- Increase student **commitment** to their school and community
- Increase **community engagement** in the schools and academic programs

HKMS Goal 1: Students will improve their literacy and numeracy skills as measured by district and state assessments.

Improvement Indicator: Reading

All students in grades 5-8 will meet grade level expectations in reading.

Actions

INSTRUCTION

ELA teachers will implement structures and routines to maximize students' progress in reading, including time for independent reading and access to books at their independent level.

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

ELA teachers will provide specific formative feedback to lift the level of students' reading. Students will know how their work has improved over time and where to focus their efforts. Content area teachers will reinforce non-fiction reading skills and strategies.

All teachers will increase the volume of students' reading in developmentally, grade level, and individually appropriate ways. Students will record and/or respond to their reading both at home and at school.

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

PLANNING AND COLLABORATION

- ELA teachers, special education teachers, Literacy Coach, and reading interventionists will participate in Reader's Workshop professional learning throughout the year.
- Teachers will be supported by the Literacy Coach and Administrators through weekly Instructional Planning meetings, in-class collaborative coaching, and department meetings.
- Teachers, Literacy Coach, and Administrators will collaborate to review Reading unit pacing guides to ensure that our curriculum addresses student growth in the learning progressions.
- ELA teachers, special education teachers, reading interventionists, and Literacy Coach will collaborate on a regular basis to support the needs of their students.
- ELA teachers, with the support of the Literacy coach, special education teachers, and reading interventionists, will set specific goals for each student to lift the level of their reading.
- Reading STAT meetings will occur every two weeks to focus on the reading needs of individual students in each grade level.
 - ELA and history teachers, reading interventionists, Literacy Coach, and administrator (special education teachers as needed) participate in Reading STAT meetings.
 - Action plans for struggling readers will be developed, implemented, and monitored.
- Administrators, ELA teachers, reading interventionists, and Literacy Coach will collaborate to use the RSD17 Reading Instructional Tool for reflection and feedback.
- ELA teachers, History/Social Studies teachers, Library Media Specialist, and Literacy Coach will unpack the ELA SBAC claims in reading and develop specific strategies for students to demonstrate and deepen their skills in each area.

- ELA teachers, with the support of the Literacy Coach and Administrators, will develop/refine assessments and rubrics to align with new report card standards in reading for grades 5-8.
- All teachers, with the support of Administrators and Literacy Coach, will differentiate reading instruction to meet the instructional needs of all students and provide targeted small group instruction to lift the level of reading achievement and growth.

Measures/Monitoring

Measures: Degrees of Reading Power (DRP) and TC Assessment will be analyzed to determine whether students are meeting grade level standards; Smarter Balanced English Language Arts performance results; Smarter Balanced English Language Arts growth

Monitoring:

- Grade-level common classroom assessments, including student reading responses and unit-based pre-and post-assessments
- Administrators and the Literacy Coach will meet regularly to discuss instructional methods, student progress, and professional learning needs.
- Administrators will lead teachers in classroom walk-throughs focused on the essentials described in the RSD17 Reading Instructional Tool.
- Administrators will meet regularly with Literacy Coach and reading interventionists to analyze student data and respond to student learning needs.
- Administrators and ELA teachers will review all students' progress in reading regularly.

Improvement Indicator: Writing

All students in grades 5-8 will meet grade level expectations in writing.

Actions

INSTRUCTION

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

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

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

- ELA teachers will use TC checklists and exemplars to analyze student work, form flexible instructional groups, and help students set goals for their writing.
- Students will receive differentiated writing support in ELA classes through the Writer's Workshop model of instruction.
- Content area teachers will use TC checklists and/or content-specific rubrics to give students feedback on their writing.

All teachers will increase the volume of students' writing in developmentally, grade level, and individually appropriate ways. Students will produce authentic types of writing across multiple genres (narrative, informational, and opinion (grade 5)/argument (grades 6-8)), in multiple content areas, and have opportunities to publish their writing via multiple formats.

Teachers will implement word work instruction and assessment with fidelity.

- Grade 5 ELA teachers will develop and implement spelling instruction based on Development Spelling Assessment (DSA) data and the work of Kathy Ganske (*Word Journeys*).
- Grade 6 ELA teachers will develop and implement spelling instruction based on Development Spelling Assessment (DSA) data.
- Content area teachers will build students' content-specific vocabulary for use in their writing and speaking.

PLANNING AND COLLABORATION

- Teachers will be supported by the Literacy Coach and Administrators through weekly Instructional Planning Meetings, in-class collaborative coaching, and department meetings.
- Teachers, Literacy Coach, and Administrators will collaborate to review writing unit pacing guides to ensure that our curriculum addresses student growth in the learning progressions.
- ELA teachers, with the support of the Literacy Coach and special education teachers, will set specific goals for each student to lift the level of their writing.
- Teachers and Literacy Coach will collaborate to calibrate the scoring of the TC assessments relative to TC rubrics.
- Administrators, ELA teachers, reading interventionists, and Literacy Coach will collaborate to use the RSD17 Writing Instructional Tool for reflection and feedback.
- ELA teachers, History/Social Studies teachers, Library Media Specialist, and Literacy Coach will unpack the ELA SBAC claims in writing and research and develop specific strategies for students to demonstrate and deepen their skills in each area.
- ELA teachers, with the support of the literacy coach and content-area teachers, will develop and implement grammar instruction within the writing workshop to target identified grammar needs.

- ELA teachers, with the support of the Literacy Coach and Administrators, will develop/refine assessments and rubrics to align with new report card standards in writing for grades 5-8.
- All teachers, with the support of Administrators and Literacy Coach, will differentiate writing instruction to meet the instructional needs of all students and provide targeted small group instruction to lift the level of reading achievement and growth.

Measures/Monitoring

Measures: Report Card Standards by Genre; Smarter Balanced English Language Arts performance results; Smarter Balanced English Language Arts growth

Monitoring:

- Writing Workshop Unit and On-Demand Writing Assessments scored according to the TC rubric – develop and monitor common assessments for each grade level
- Writer’s Notebooks
- Grade 5 and 6 DSA results
- Administrators and Literacy Coach will meet regularly to discuss instructional methods, student progress, and professional learning needs.
- Administrators will lead teachers in classroom walk-throughs focused on the essentials described in the RSD17 Writing Instructional Tool.
- Administrators and ELA teachers will review all students’ progress in writing regularly.

Improvement Indicator: Mathematics

All students in grades 5-8 will meet grade level expectations in mathematics.

Actions

INSTRUCTION

Math teachers will deliver assured learning experience lessons within each unit of instruction.

All teachers will engage students in problem solving and effective communication of the thinking process.

Math teachers will monitor each student's progress relative to grade level learning expectations specified in the CT Core Standards and our curricula, set individual student goals, and provide explicit instruction through whole-class and small-group structures and provide individual support to move every student toward meeting standards.

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

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

PLANNING AND COLLABORATION

- Math teachers will implement common unit assessments and use the data to inform instructional practice.
- Math teachers will engage in weekly Instructional Planning meetings and monthly department meetings.
- Math teachers, with the support of administrators, will set math goals for all students and monitor their progress.
- Math teachers will have intradepartment visitations with their colleagues to further our collective understanding of mathematical practices and strengthen our instructional practices.
- Math teachers will engage in professional learning in the mathematics practice standards.
- Administrators and math teachers will collaborate to calibrate the implementation and assessment of fact fluencies in grades 5-6.
- Math STAT meetings will occur every two weeks to focus on the mathematics needs of individual students in each grade level.
 - Math teachers, math interventionist, and administrators (special education teachers as needed) participate in Math STAT meetings.
 - Action plans for students struggling with math will be developed, implemented, and monitored.
- Implement instructional and assessment math software with all students in math.
- Math teachers will unpack the mathematics SBAC claims in concepts and procedures and develop specific strategies for students to demonstrate and deepen their skills in each area.
- Math teachers, with the support of Administrators, will revise report card standards in mathematics for grades 5-8 to align with elementary report cards and CT Core Standards.
- Math teachers will be supported by the Math Coach and Administrators through weekly Instructional Planning Meetings, in-class collaborative coaching, and department meetings.

Measures/Monitoring

Measures: Common Unit Assessments; Common Math Benchmarks (Middle- and End-of-Year); Smarter Balanced Math results

- Students will have met grade level expectations in math if they meet goal (80%) on the end-of-the-year math benchmark, and/or receive 80% or higher on all common unit assessments.

Monitoring:

- Common Unit Assessments
- Revise the 7th grade June benchmark to increase its rigor and align with units.
- District Fact Fluency Assessments (grades 5-6)
- Math classroom work and assessments
- Administrators will lead teachers in classroom walk-throughs focused on the essentials described in the RSD17 Mathematics Instructional Tool.
- Administrators will meet regularly with Math Interventionist to analyze student data and respond to student needs.
- Administration, coaches, and teachers will analyze the mid-year benchmark assessment, iReady diagnostic and growth data, and adjust instruction/intervention as needed
- Administrators and math teachers will review all students' progress in mathematics regularly.

HKMS Goal 3: Haddam-Killingworth Middle School will continue to develop its climate and community.

Improvement Indicator

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

Actions

STUDENTS

- Analyze our current practices of how students are supported socially and emotionally at HKMS and determine our next steps to improve these supports.
- Develop and implement the Words Matter program to teach students about the power of their words with an emphasis on students using language that makes our community feel physically and emotionally safe.
- Continue to implement Core Values and teach students our shared expectations for behavior in each area of the school.
- Continue to support students in developing their social, communication, and problem-solving skills.
- Continue to engage teachers, staff, parents, and students in developing a positive school culture and valuing a safe social climate for all members of the HKMS community.
 - Increase the awareness of all members of the HKMS community of the impact of name-calling, bullying, and harassment.
 - Lead students to develop and practice skills to act as allies and contribute to a positive and supportive school climate.
 - Raise students' awareness about the harm of cyberbullying and how to act/react if exposed to it.
- Behavior STAT meetings will occur every two weeks to focus on the social, emotional, and behavioral needs of individual students in each grade level.
 - Core academic teachers, school counselors, social worker, school psychologist, and administrators (special education teachers as needed) participate in Behavioral STAT meetings.
 - Action plans for students struggling to manage their emotions, participate in social situations, and/or develop coping skills will be developed, implemented, and monitored.
 - Use existing staff to refine the intensive behavior support program to meet the social/emotional needs of students who need additional targeted instruction and a higher level of support.

PARENTS AS PARTNERS

- Share the Words Matter program with parents via email each time a grade level participates in new learning activities. Maintain a blog of activities, videos, and articles for parents to reference.
- The HKMS faculty and administration will communicate our student recognitions and celebrations with the entire HKMS community on a regular basis. Cougar Celebrations, emailed to parents monthly, is an example.
- Continue sharing frequent HKMS updates and student recognitions with families from HKMS administration through SchoolMessenger and Facebook.
- Teachers will communicate regularly with families per the RSD17 middle school/high school communications expectations.
- Teachers will maintain Weebly websites to inform HKMS families of curriculum, homework, and upcoming events.
- Administrators will engage with parents and team leaders to discuss school-wide improvements at monthly Parent-Teacher Advisory Committee meetings.
- HKMS administrators and faculty will continue to participate in PTO meetings and support community activities.
- Administrators, support staff, and teachers will continue to build partnerships with H-K Youth and Family Services.
- HKMS school counselors will continue to offer evening programs to help parents support the social and emotional growth of their adolescents.

Measures/Monitoring

Measures: End-of-year parent survey

Monitoring: End-of-year staff and student surveys