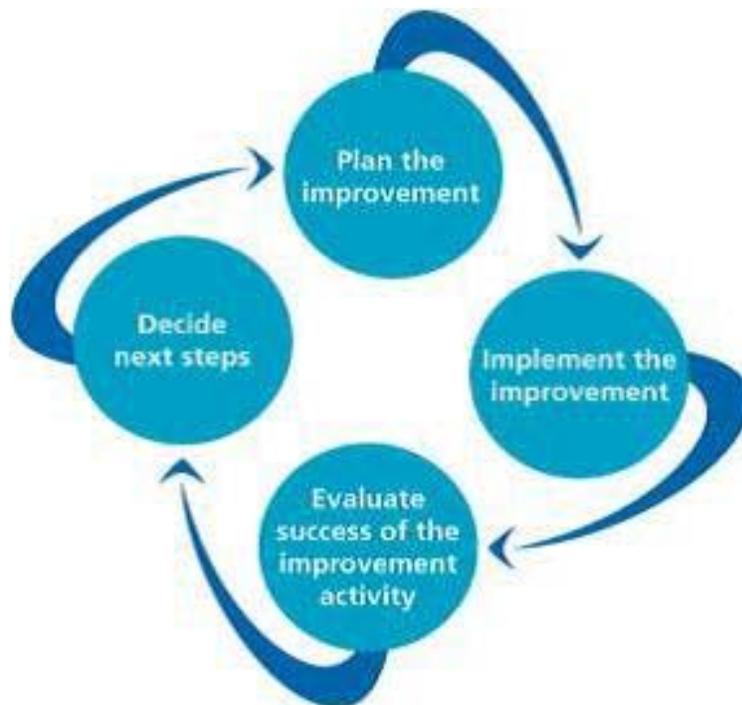


Regional School District 17
Haddam-Killingworth High School
Continuous Improvement Plan
2016-17



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Introduction

Continuous Improvement Plans (CIPs) are developed district-wide and by school to 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.

Each Principal and the Director of Pupil Services develops an annual 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 (June) and then to refine drafts of the proposed annual plan for input and articulation of action steps (late August-September). The School Continuous Improvement Plans are presented publicly at a Board of Education meeting (second Board meeting in October) and plans are posted on each school's website. The corresponding annual Student Achievement Report and State Testing Report are presented to the Board the following September to share progress and results. 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 must 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.

Overarching District Goals Aligned with Mission

- 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

2016-17 Goals for Student Achievement

Each school's Continuous Improvement Plan will outline the action steps and associated measures aligned with the following goals:

- All students will meet established English/language arts standards by demonstrating the skills to read, understand, interpret, discuss and critique a variety of texts and to communicate effectively through writing for a variety of purposes and audiences.
- All students will meet established mathematics standards by demonstrating problem solving and reasoning skills that rely on deep conceptual understanding. Students will use a variety of tools and representations to effectively communicate mathematical thinking.
- All students will meet established science standards (under revision 16/17-18/19). Students will inquire and think critically as they examine phenomena, pose hypotheses and evaluate conclusions based on evidence, and explore contemporary issues of a scientific nature.

Curriculum, Instruction and Professional Development

Strategies for Student Achievement

- Provide embedded and external professional learning opportunities aligned with district, school, and individual teacher goals.
- Employ instructional practices which build students' deep conceptual understanding.
 - Utilize the RSD 17 K-12 Mathematics Instruction Tool and K-8 Reading & Writing Workshop Instruction Tools.
 - 3-12 teachers to participate in NGSS professional development and curriculum consortia; K-2 teachers co-teach (with LEAP teachers) PLTW units encompassing NGSS pedagogy.
- Continue to implement the Reader's and Writer's Workshop model of instruction in grades K-8.
- Provide instruction in all content areas which includes an effective combination of flexible whole-, small-, and individualized instructional groupings to ensure that students continuously build-upon their knowledge and skills.
- Develop (D) or refine (R) K-12 curricula, which define learning outcomes based upon national and state standards.
 - K-12 Science (D)
 - 5-10 World Language (R L1 & D L2)
 - K-4 Health (D)
 - K-8 Social Studies (R)

- Develop or refine benchmark assessments, aligned with national and state standards and assessments, to guide instruction, monitor and measure student progress.
 - HKMS Math (R)
 - 5-10 World Language (R L1)
 - HKHS Math, English, and Social Studies (R)
- Utilize SRBI and Special Education interventions to increase the number of students meeting grade level or course expectations.
 - Utilize RSD 17 Reading SRBI Matrix (Develop Math SRBI Matrix)
 - School Student Assistance Teams to strengthen student progress data review methods
 - Targeted academic support program (HKHS)
- Continue to implement instructional approaches which promote student self-direction, innovation, and problem-solving.
 - K-12 Makerspaces
 - K-12 Engineering & Design (NGSS, PLTW, Arts)

Monitoring Student Achievement

- Review academic data to monitor student progress associated with CIP goals according to assessment calendars.
- Continuously gather information regarding fidelity of curriculum and program implementation and professional learning needs.

Goals for Community Relations and Partnerships

Each school's Continuous Improvement Plan will outline the action steps and associated measures aligned with the following goals:

- Improve and increase opportunities for communication with the community
- Increase district partnerships with community agencies, companies, and organizations
- Increase community access and awareness of school programming and instruction

Strategies for Building Community Relations and Partnerships

- Support school-based community relations goals as part of School Continuous Improvement Plans.
- Expand district and school websites to offer resources and information to parents and community members.
- Expand the flow of communication from the Board of Education, district, and schools through the district Facebook page, Board Newsletter, and school newsletters.
- Provide timely updates and information to families through *School Messenger* emails.
- Expand opportunities to inform the community about district curricula and programs.

HKHS Goal 1: All students who graduate from HKHS will be college and career ready

Improvement Indicator:

All students will successfully complete at least one post-graduate level experience prior to their graduation from HKHS.

Actions

We will continue to increase college-articulated courses (UCONN ECE, AP, PLTW, etc.) and/or improve upon those we already offer to attract more students to those opportunities by:

- Updating our course offerings base on the interest and expertise of staff and students;
- Considering how best to measure and report successful completion of post-graduate experiences;
- Planning for department evolution expansion in the areas of Business, STEM and Technology Education.

Administrators, counselors and teachers will continue to explore an expansion of our current internship program to include a wider variety of students with a broader base of interests and career plans by:

- Completing updated training in best practice around transition between school and career;
- Continuing to include a school-to-career focus for our school counseling department;
- Continuing to build relationships between HKHS and the business community.

Our faculty will continue to collaborate to increase enrollment in higher level classes that keep our students engaged, challenged and competitive by:

- Holding high aspirations for all students and recommending the highest level course appropriate for each student;
- Communicating clear criteria for 8th grade teachers when our middle school colleagues are making course recommendations for incoming freshmen;
- Continuing to improve vertical alignment between the middle and high school in both core academic and elective areas.

Our administration and school counselors will further explore ways to grow our college acceptance rates (i.e. including application and “marketing” strategies) and will collaborate with faculty to inform stakeholders about the process and effective strategies to gain admission by:

- Continuing to communicate with admissions officers of highly competitive and most competitive colleges to ascertain what each finds desirable in an applicant;
- Creating and distributing marketing materials for colleges to increase college admissions' awareness of the strengths of HKHS;
- Expanding on our initiative of 15-16 to coordinate senior-to-junior leadership with respect to the college application process.

Given that students’ engagement in and “ownership” of their own learning is correlated to their success after graduation, all teachers will purposefully encourage innovation and promote opportunities for self-directed learning among students by:

- Increasing student choice and authentic assessment experiences in the classroom;
- Offering several Open Studio options during the day in which students can pursue a learning experience, project or endeavor of their own choosing;
- Celebrating and sharing student innovation (i.e. makerspace) to encourage others to pursue their own creations.
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Measures/Monitoring

Measures:

- 100% of the Class of 2017 will have at least one college or career experience by June 2017.
- The number of college-articulated courses and/or enrollment in those classes will be maintained or increased.
- The percentage of students applying to and receiving acceptance to the most competitive colleges will increase.

Monitoring:

- Classroom observations will include evidence of innovation and self-directed learning among students.

HKHS Goal 2: We will improve our students' performance in reading, writing and mathematics

Improvement Indicator

External standardized and internal benchmark assessments will show improvement in student performance in reading, writing and mathematics.

Actions

HKHS will review and revise essential learning expectations by:

- Including students, faculty, parents and administrators in drafting our core beliefs and values;
- Using these core beliefs and values to define key learning outcomes for all students.

All departments will enhance their data-team practices as a best practice approach to improving student learning outcomes by:

- Revising benchmark assessments to align with the redesigned SAT and desired learning outcomes;
- Regular analysis of data from benchmarks to inform instruction;
- Collaboration around best practice instructional strategies;
- Continually reviewing and revising (if necessary) school-wide rubrics to align with updated learning expectations.

All departments will review and revise core benchmark assessments to align with the Connecticut Core Standards and Next Generation Science Standards.

All teachers will continue to incorporate Connecticut Core Standards and instructional strategies in support of literacy.

All departments will collaborate with the special education department through the implementation of an improved service delivery model including Targeted Instruction: reading; writing; mathematics; study skills and social development.

Administration will implement a mentored study program to support students with and without a 504/IEP relative to their work completion and self-monitoring.

Administration will improve the SRBI model by:

Reviewing all available supports with the SRBI team;

Reflecting on whether additional supports are needed for our students and, if so, defining those supports;

Establishing clear referral procedures;

Monitoring student tier movement and success.

Measures/Monitoring

Measures:

- Standardized test scores (SAT, CAPT, AP)
- Internal benchmark data as evidence of student growth
- Updated essential learning expectations documents
- SRBI data, including number of students moved into and out of SRBI tiered supports along with the impact on their academic performance
- Data from mentored study students as to the effectiveness of the program

Monitoring:

- Classroom observations will indicate that all teachers are incorporating CCSS instructional strategies in support of literacy and numeracy
- Administration will review benchmarks which are aligned with the redesigned SAT
- Data reports will be collected and reviewed from each department to ensure that student growth is on target with year-end goals

HKHS Goal 3: HKHS will develop a strong community both within the school environment itself and with the greater Haddam and Killingworth populations

Improvement Indicator:

HKHS will foster a school culture and climate that nurtures and elicits personal responsibility, character, cultural understanding and ethical behavior.

Actions

Administrators and teachers will refine our process to track student achievement of academic and social/civic expectations.

The principal will continue to collaborate with the facilities department to improve the maintenance and cleanliness of the physical plant, support needed updates and improvements.

We will explore and implement strategies to mindfully nurture habits and dispositions which help our students thrive within and beyond school walls.

The faculty and administration will implement interventions and initiatives to address areas of need including attendance and student health and well-being.

Measures/Monitoring

Measures:

- Learning expectations report will be improved and disseminated

Monitoring:

- Administration will track discussion and improvements relative to the physical plant;
- Administration will collect evidence of balanced lifestyle initiatives and support (e.g. advisory lessons, administrative/department meeting notes, etc.)

Improvement Indicator:

HKHS will communicate effectively with parents/students regarding student learning while promoting HKHS as a source of pride within Haddam and Killingworth.

Actions

Teachers will keep PowerSchool grades and assignment descriptions up-to-date.

HKHS will regularly communicate, advertise and showcase our school's achievements with our greater Haddam and Killingworth communities.

We will promote school events/activities using local newsletters & digital media.

Faculty and administration will create connections and build relationships with earlier grades to expand awareness of HKHS opportunities by:

- Sharing information and celebrations about the high school program to the 8th grade students and families;
- Including 7th grade students and families in our preview night in the fall;
- Participating actively in transition activities from middle- to high school;
- Some departments will travel to younger grades to showcase the learning opportunities at the high school.

Measures/Monitoring

Measures:

- 100% of teachers' PowerSchool grades will be current and up to date;
- School-wide data regarding Academic and Civic/Social expectations;
- Ongoing data as to how many students leave RSD #17 after 8th grade and survey responses as to the reasons some students/families choose to leave RSD #17;
- Various school-to-home and school-to-community communications