

Regional School District 17
Haddam-Killingworth Middle 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.

As a preface to the Haddam-Killingworth Middle School 2016-17 goals, the implementation of best instructional practices is an essential component of our continuous improvement efforts. In our continuous improvement plan (CIP), there will be specific instructional strategies directly applicable to reading, writing, and math. In concert and in addition to these strategies, the following teacher inputs and student actions help to unify our focus for instruction across all content areas.

- The teacher expects evidence and precision from all students and probes students' responses accordingly: Students habitually provide textual and/or other evidence to support their analyses, inferences, and/or claims expressed through answers and responses.
- The teacher implements effective questioning strategies (through the use of text(s), data, graphics and/or concepts) to clarify and extend student thinking and to support student inquiry, analysis, and understanding: Students actively participate in conversations and learning tasks and use evidence to build upon each other's observations or insights during discussion, collaboration, and work products.
- The teacher checks for understanding throughout the lesson, using informal but deliberate methods and adjusts/differentiates accordingly.
- The teacher's lesson intentionally builds upon an awareness of students' knowledge and skills, and is potentially differentiated to be growth-inducing to build upon skills and/or conceptual understanding: Students are engaged in rich or relevant tasks/problems through which they need to be resilient and persist.
- The teacher provides access to materials, models, tools, and/or technology-based resources that assist students in exploring and deepening their understanding of concepts.

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 revealed 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.
- ELA, special education, and content area teachers and Literacy Coach will have opportunities to attend professional learning sessions at Teacher's College in order to extend or enhance their knowledge and practice in the Reader's Workshop model.
- 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.
- Teachers and Literacy Coach will collaborate to calibrate the scoring of the TC assessments.
- ELA teachers, special education teachers, reading interventionists, and Literacy Coach will collaborate on a regular basis to support the needs of their students.
- Reading STAT meetings will occur every three 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 develop a common language for the RSD17 Reading Instructional Tool.

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 results

Monitoring:

- 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.

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.
- Teachers and Literacy Coach will collaborate to calibrate the scoring of the TC assessments relative to TC rubrics.
- Administrators, ELA teachers, and Literacy Coach will collaborate to develop a common language for the RSD17 Writing Instructional Tool.

Measures/Monitoring

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

Monitoring:

- Writing Workshop Unit and On-Demand Writing Assessments scored according to the TC rubric
- 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, Math Consultant, and Administrators will analyze CT Core Math targets to continue to align curriculum, instructional practices and assessments.
 - Math teachers (with the support of Administrators and Math Consultant) will develop assured learning experiences for all math units.
 - Math teachers and Administrators will collaborate to review Math unit pacing guides to ensure implementation of the full year's curriculum.
- 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 will work with the Math Consultant to focus and reflect upon impactful instruction based on the RSD17 Mathematical Instructional Tool.
- 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 three weeks to focus on the mathematics needs of individual students in each grade level.
 - Math and science 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.

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
- 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.
- Administrators and teachers will analyze the mid-year benchmark assessment and adjust instruction/intervention as needed.
- Administrators and math teachers will review all students' progress in mathematics regularly.

HKMS Goal 2: Haddam-Killingworth Middle School students will demonstrate creativity and innovation.

Improvement Indicator

Students in grades 5-8 will have the opportunity to participate in design activities and challenges.

Actions

Maker Mornings will be scheduled several times this year before school and during homeroom to allow students time and space to build, create, and design.

A Maker Club in the winter and spring seasons will be created to allow students time and space to build, create, and design. Students in this club will help design additional opportunities for students to participate in the HKMS MakerSpace.

Measures and Monitoring

Student participation in Maker Mornings and Maker Club
Student feedback in developing additional Maker opportunities

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

Improvement Indicator
Foster a collaborative, safe, and positive school culture for all members of the HKMS community.
Actions
INTERNAL
<ul style="list-style-type: none"> • Continue to implement Core Values and teach students our shared expectations for behavior in each area of the school. • Emphasize one Core Value at each grade level and develop student learning opportunities to deepen their understanding of its importance and relevance to our community. • Monthly Cougar Core Value Award winners will meet with administrators to serve as student leaders for the next month promoting our Core Values throughout 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. <ul style="list-style-type: none"> ○ Administrators will meet with all HKMS students in small groups to promote HKMS Core Values of acceptance and kindness. ○ 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 three weeks to focus on the social, emotional, and behavioral needs of individual students in each grade level. <ul style="list-style-type: none"> ○ 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 create an intensive behavior support program to meet the social/emotional needs of students who need additional targeted instruction and a higher level of support.
EXTERNAL
<ul style="list-style-type: none"> • Communicate and celebrate our Core Values with the HKMS community through Town Meetings. • Communicate our academic aspirations and expectations for students during team meetings, grade-level gatherings, and Town Meetings. • Continue sharing frequent HKMS updates and celebrations 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 and Support Staff will continue to build partnerships with H-K Youth and Family Services.
Measures/Monitoring
Measures: End-of-year parent, student, and staff surveys