

LITCHFIELD PUBLIC SCHOOLS
DISTRICT IMPROVEMENT PLAN
Annual Report 2016-2017



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Purpose of Continuous Improvement Planning

Continuous improvement planning helps focus the work of the district on improving teaching and learning through goals that are clearly defined, measurable and adjusted and refined based on results.

The process of continuous improvement begins in the summer with the analysis of data related to school goals. Areas in need of improvement are identified and specific indicators and goals are developed to address these needs and to focus the work of the district. Building principals develop Continuous Improvement Plans based on these areas of need and teachers develop individual goals aligned with those of the school and district.

The 2016-2017 District Improvement Plan will detail goals and strategies aligned with those in each School Improvement Plan. The hope is to use the goals developed by the Board of Education in early 2017 to guide the development of the Continuous Improvement Plans in the summer of 2017.

District Mission

The mission of the Litchfield Public Schools is to provide all students with appropriate academic and personal learning experiences within a safe and supportive educational environment. In partnership with our parents and community, we challenge every learner to acquire the knowledge, skills, and personal attributes needed to become productive and self-directed citizens.

Theory of Action

Litchfield Public Schools will provide all students with a rigorous curriculum focused on high expectations, deliver challenging instruction and enriching learning opportunities, and create a culture in which adult actions are always based on student needs and data. As a result, students will achieve at high levels and sustain this success over time.

Indicator #I: Student Achievement- Grade 3

Focus Area I:

All students will meet the grade level benchmark in writing by the end of Grade 3 as measured by:

- Percentage of Grade 3 students scoring at or above the score of 3 according to the Lucy Calkins Writing Rubrics.

Strategy/What must occur to accomplish the goal:

- Continue to implement the workshop model to teach students the traits of writing and address the individual writing needs of all students.
- Implement building based professional development based on student and teacher needs in writing instruction.
- Continue to use common planning time to analyze student work and monitor the effectiveness of instructional strategies.
- Collaborate with TC Staff Developers during the 6 building based professional development workshops.
- Calibrate scoring of student writing using Lucy Calkins Writing Rubric.

SMART Goals:

- 80%-90% of Kindergarten students will meet the grade level benchmark by June
- 70%-80% of Grade 1 students will meet the grade level benchmark by June
- 70%-80% of Grade 2 students will meet the grade level benchmark by June
- 70%-80% of Grade 3 students will meet the grade level benchmark by June as measured by the Lucy Calkins Writing Rubric

Results

Grade	% Meeting or Exceeding <u>Narrative</u> Writing On-Demand Benchmark	% Meeting or Exceeding <u>Informational</u> Writing On-Demand Benchmark	% Meeting or Exceeding <u>Opinion</u> Writing On-Demand Benchmark
K	91	88	85
1	79	58	92
2	65	76	69
3	64	57	36

Grade	Overall % Meeting or Exceeding Benchmark
K	88
1	76
2	70
3	64

Next Steps

Whole School:

- We will continue to refine our skills as teacher teams to set SLO goals that are based upon prior year's data, early fall results, and expected student growth. We will monitor student progress toward these goals throughout the year, and respond with appropriate interventions
- We will need to thoroughly analyze past Language Arts Data to identify trends (areas of strength and areas of weakness) and plan for improvement
- We will continue to collaborate in structured teams (grade level, with LAC, and staff developer) with clear and relevant goals to build on our instructional skills as teachers.

Indicator #2: Student Achievement- Grade 6

Focus Area 2:

All students will meet the grade level benchmark in mathematics by the end of Grade 6 as measured by:

- Increased percentage of Grades 4, 5 students scoring at or above 80% on the end of year cumulative assessment in the EnVisions 2.0 program.
- Increased percentage of Grade 6 students scoring at or above 85% as an average of all 4 benchmark assessments.

Strategy/What must occur to accomplish the goal:

- Continue to implement the EnVisions 2.0 program with fidelity in grades 4 and 5.
- Implement building based professional development based on student and teacher needs in mathematics instruction.
- Continue to use common planning time to analyze student work and monitor the effectiveness of instructional practices in mathematics.
- Continue to identify students in need of intervention through the SRBI process and clearly articulate instructional strategies, goals and progress monitoring.

SMART Goals:

- 80%-85% of students in Grades 4 and 5 will score at or above 80% on the end of year cumulative assessment in the EnVisions math program by June
- 85% of Grade 6 students will score at or above 85% as an average of all 4 benchmark assessments by June

Results

Grade	Scored at/above 70% on Cumulative Benchmark	Scored at/above 80% on Cumulative Benchmark
4	93%	87%
5	97%	72%
6	84%	63%

Next Steps:

- Using Growth Mindset as well as Yet, Not Yet... LIS will work with all students to build their confidence in being mathematicians.
- Common math language and graphic organizers will be used throughout Grades K-6.
- Apply and extend previous understandings of arithmetic and algebraic expressions.
- Use of mathematical practices to critically think and solve mathematical problems. Continue to develop ways to implement math practices into enVisions 2.0 math program lessons.

Indicator #3: Student Achievement- Grade 8

Focus Area 3:

All students will meet the grade level benchmark in mathematics by the end of Grade 8 as measured by:

- Increased percentage of Grade 7 students scoring at or above recommended level for Grade 8 placement.
- Increased percentage of Grade 8 students will improve or maintain performance on benchmark assessments.

Strategy/What must occur to accomplish the goal:

- Implement Smarter Balanced Interim Assessments to allow for baseline data and progress monitoring.
- Collaborate with 7-12 math department and coordinator to ensure the use of effective instructional practices and differentiated instruction to meet the needs of all learners.
- Continue to use formative and summative assessment data to inform instruction, to develop targeted interventions and to monitor progress in the classroom and through the SRBI process.

SMART Goals:

- 80% of students in Grade 7 will score at or above 24/30 on the Grade 8 Diagnostic and Placement Exam by June
- 85% of Grade 8 students will maintain or improve performance on benchmark assessments by June

Results

7th Grade Results – Grade 8 Diagnostic – goal was to have 80% students score 24/30

Score Range	Percentage
24-30	32%
18-23	22%
12-17	29%
I-II	17%

*Of note, the teacher was concerned about the reliability and validity of this type of benchmarking – making the book diagnostic align with Smarter Balanced Assessments. The following chart shows students performing at a much higher level than the benchmark scores indicated.

7th Grade Results – Smarter Balanced Interim Assessments

Smarter Balanced Math Claims	Post-Interim Assessment At/Near and Above Standard %
Ratios and Proportions	93%
Number Sense	95%
Expressions and Equations	83%
Geometry	71%

Grade 8 Results Based on Benchmark Assessments

Performance Level	September Benchmark	April Benchmark
Below Standard	65%	15%
At/Near Standard	19%	32%
Above Standard	16%	53%

On the end of the year benchmark, 93% of students (77/83) either maintained or improved their score. The goal was for 85% to maintain or improve their score. This goal was achieved.

Next Steps:

- More thorough diagnostic benchmark cumulative data throughout the year.
- “Problems of the Day” – using Smarter Balanced type questions as practice.
- Smarter Balanced aligned questions and grading on summative assessments throughout the year.
- Vertical alignment of 6-8 grade math and continue to review math program needs. Consider new program to replace Glencoe.
- Closer look at the Expressions and Equations and Geometry Smarter Balanced Claims – earlier and continued integration of all skills.

Indicator #4: Student Achievement-High School

Focus Area 4:

All students will be prepared for college and career success, as measured by:

- Percentage of students taking Algebra I and Algebra II receiving a passing score
- Percentage of Seniors who graduate in June 2017

Strategy/What must occur to accomplish the goal:

- Collaborate with 7-12 math department and coordinator to ensure the use of effective instructional practices and differentiated instruction to meet the needs of all learners.
- Continue to use formative and summative assessment data in Algebra I and Algebra II to inform instruction, to develop targeted interventions and to monitor progress in the classroom and through the SRBI process.
- Conduct meetings every 4 weeks with administrators, counselors and seniors in danger of failing to implement Tier II interventions. Include parents in these discussions as needed.

SMART Goals:

- 100% of students taking Algebra I and Algebra II will receive a score of 60% or higher by June
- 100% of seniors enrolled as of October 1 will meet all graduation requirements by June

Results

Algebra I and Algebra II

Throughout the school year, 15% of students taking Algebra I or II earned failing averages. After implementing various academic and behavioral supports, such as structured study halls, mandatory Flex lab participation, student tutors, differentiated instruction opportunities with the classroom teacher, **99.8%** of students in Algebra I and II earned a passing grade by the end of the school year.

Graduation Rate

100% of the Class of 2017 enrolled as of October 1, 2016 successfully completed all graduation requirements. Interventions included semi-quarterly meetings with students in danger of failing courses required for graduation and designing individualized academic and behavior intervention plans to meet areas of need.

Indicator #5: Student Achievement- Positive Choices

Focus Area 5:

All students will demonstrate positive social choices at LCS, LIS, LMS and LHS, as measured by:

- Increased percentage of students not requiring Tier II and Tier III behavior intervention
- Increased percentage of students with one or no office referrals (LMS/LHS)
- Increased percentage of students receiving a key in the “Keys of Good Character” program (LCS/LIS)

Strategy/What must occur to accomplish the goal:

- Implement the Second Steps Program systematically in classrooms and collaborate with school counselors to ensure effective implementation of strategies.
- Reinforce and promote the traits of the “Keys of Good Character” program through school-wide assemblies and student recognition.
- Implement effective strategies to address student social and emotional needs through collaborative efforts with school counselors, school psychologists and social workers.

SMART Goals:

- 85-95% of students at LCS and LIS will receive a Key of Good Character by June
- Fewer than 10% of students at all schools will require a Tier II or Tier III behavior intervention plan through SRBI
- 85% of students at LMS/LHS will have 1 or no office referrals

Results

Center School

The Center School Character Education Program, KEYS to Good Character, was reintroduced to staff, students and families. The goal of the program is to promote and celebrate student work towards being respectful, responsible, empathetic, trusting and fair. Furthermore, an additional goal of the KEYS to Good Character is to build a home/school connection promoting and celebrating good character. Finally, the KEYS to Good Character helps to promote safe and acceptable expectations.

- Over 85% of students at Center School received a school-based positive recognition or Key to Good Character for the 2016-2017 school year
- 98% of students at Center School did not require a Tier 2 or Tier 3 SRBI behavior plan. **Tier 2 behavior intervention at the elementary level is defined by either an action/consequence taken by administrator and/or referral to the SIT process for behavior.*

Next Steps:

- Continue to develop a plan to support the whole child and excellent character at Center School as outlined in our district and school vision statements.
- Continue to track and reduce the number of disciplinary referrals and promote excellent character at Center School.
- The *Safe School Climate Committee* will meet throughout the year to explore different ways to support students' social and emotional growth
- The *Character Education Committee* will continue to guide the whole school initiative of implementing our KEYS to Good Character program.

Litchfield Intermediate School

Over the course of the 2016-2017 LIS implemented the Second Step Program, Hands Up Strategy, and Morning Meeting. LIS also continued to implement the Keys to Good Character Program. The SRBI process was used successfully to identify students in need of positive behavioral supports.

- 100% of LIS students received at least one Key of Good Character.
- 99% of students at LIS did not require a Tier 2 or Tier 3 SRBI behavior plan.

Next Steps:

- Continue to implement Keys to Good Character and thoughtful acts of kindness to focus on creating a positive school climate and to build community.

District-wide

In all schools, the counselors administered assessments to gather information regarding the cognitive attainment of social-emotional learning. Pre/post assessments conducted by the support services department demonstrated an increase in student ability to identify strategies for emotion management, problem solving and empathy. Qualitatively, in all schools, it was noted by several staff members that students were applying newly taught language and skills to be more successful with peers and within the academic classroom. Bus referrals saw a 16% decrease and attendance data at the high school with previously identified struggling students also improved significantly. State Ed 166 data also saw a significant decline in number of incidents.

2015-2016: 75

2016-2017: 48 Change: -36.00%

Next Steps:

- Continue to implement Second Step Program with further collaboration between counselors and classroom teachers.
- Continue to effectively implement SRBI to identify students in need of behavioral supports, and to provide targeted, focused interventions to ensure student success.

Indicator #6: Professionalism-Highly Effective Teaching and Leading

Focus Area 6:

Highly effective teaching in classrooms supported by highly effective instructional leaders in every building, as measured by:

- Administrators using walkthroughs and reflection to improve teaching and learning
- Teachers participating in collaborative team, grade level and department meetings to positively impact student learning.

Strategy/What must occur to accomplish the goal:

- Conduct instructional rounds/walkthroughs as an administrative team to calibrate observational practices focused on effective feedback to support teacher growth and development.
- Provide opportunities for teachers to collaborate in grade level teams, departments and in PK-12 vertical teams to share instructional practices, analyze student work and assessments to improve student learning.
- Engage in professional learning PK-12 focused on student engagement and its connection to the CCT Rubric for Effective Teaching facilitated by administrators to align practices and support student achievement.
- Create a PDEC with representation from across the district to develop an evaluation document that is focused on growth, development and professional learning.

SMART Goals:

After engaging in monthly calibration walkthroughs:

- Administrators will reflect on observed practices and determine next steps for administrator growth and development.

After collaborating with teams, departments and coordinators:

- Teachers will reflect on instructional practices to determine the impact on student learning.

Results

Calibration Walkthroughs

Administrators engaged in monthly calibration walkthroughs in 2016-2017. These walkthroughs rotated through each school. Administrators observed with a partner, and engaged in debriefing discussions as a team to reflect on observed practices and determine next steps for growth and development. The focus of professional development for the district was on student engagement. Our observations led us to incorporate the workshop model into our professional development PK-12 and with grade levels and departments in collaborative meetings. Student engagement and the workshop model also became the focus for K-12 Coordinator meetings.

Next Steps

- Continue monthly calibration exercises in 2017-2018 as an administrative team.
- Continue to support teachers in implementing the workshop model PK-12 to ensure that student needs are met at ALL levels.
- Engage in the work of growth mindset in our own practices, and as we look for evidence of these practices in our observations.
- Explore ways to involve teachers in our walkthroughs, or instructional rounds, to improve instructional practices and increase student achievement.

PK-12 Collaboration

Teachers engaged in PK-12 vertical discussions during two full professional development days. The activities were designed and facilitated by administrators with input and participation of PDEC (Professional Development and Evaluation Committee). Teachers PK-12 participated in workshops and engaged in collaborative small group activities with colleagues from different grade levels and content areas that focused on student engagement and its connection to the CCT Rubric for Effective Teaching.

Next Steps

- Continue to structure professional development activities to provide opportunities for PK-12 collaboration, and to further support alignment in instructional practices across the district.
- Administrators will continue to develop effective ways of supporting teachers in improvement of instructional practices through collaborative team, grade level and department meetings to positively impact student learning.

Indicator #7: Student Safety and Social/Emotional Well-Being

Focus Area 7:

Stakeholders are satisfied with district efforts related to safety and social/emotional well-being, as measured by:

- Increased percentage of favorable responses to the following indicators:
 - Children treat each other kindly and with respect.
 - Children are taught to accept and respect differences at school.
 - There is at least one adult in the school my child could go to with a serious problem.
 - How do you rate LPS performance in keeping the school buildings safe?

Strategy/What must occur to accomplish the goal:

- Implementation of the Second Steps Program to help students manage socially, emotionally, and behaviorally with peers and school interactions.
- Provide students with a safe environment in school to support engagement in their learning.
- Collaboration with counselors, psychologists and social worker to support all staff in creating a climate where students feel safe in school.

SMART Goals:

As evidenced by the results from the Spring 2017 survey molded after the Strategic Planning Survey taken in the Fall of 2015, favorability percentages will increase from and to the following: (Totals from all schools combined)

Indicator	From 2015	To 2017
Children treat each other kindly and with respect.	68%	80%
Children are taught to accept and respect differences at school.	85%	90%
How do you rate LPS performance in keeping the school buildings safe?	90%	Maintain 90% or higher
There is at least one adult in the school my child could go to with a serious problem.	84%	90%

Results

Indicator	From 2015	To 2017	CSCI Results
Children treat each other kindly and with respect.	68%	80%	26% positive 53% neutral
Children are taught to accept and respect differences at school.	85%	90%	70% positive 27% neutral
How do you rate LPS performance in keeping the school buildings safe?	90%	Maintain 90% or higher	Students: 53% positive/38% neutral Parents: 67% positive/27% neutral
There is at least one adult in the school my child could go to with a serious problem.	84%	90%	Students: 71% positive/25% neutral Parents: 71% positive/23% neutral

Note:

The decision to administer the CSCI was made after the District Improvement Plan was developed. As a result, the data comparisons above are not based on the same questions, but were interpreted to be closely connected.

District-wide

This year there was an increase in collaboration among all school counselors to align best practices, assure consistent child find actions, and communication to assist students and families in need of support. Revisions were made to our Safe School Climate plan, and trainings were delivered to administrators and key personnel in each school to ensure consistency and understanding. Safe School Climate Committees in each school were utilized effectively to ensure safe, positive cultures in every building. The district also administered the CSCI in the spring that will support the continued work of our Safe School Climate Committees, as well as guide the development of action plans to positively increase the social emotional well-being of our students, staff and school climate throughout the district. District collaboration with Greenwoods Counseling Referrals and the Prevention Council resulted in the development and implementation of parent workshops, support for families and students in need, as well as funding for wellness activities for staff and the administration of the CSCI.

Next Steps:

- Develop and implement action plans facilitated by the NSCC based on the results of the CSCI.
- Continue implementation of the Second Step Program.
- Continue collaboration with Greenwoods Counseling and Referrals and the Prevention Council on parent workshops, support for students/families in need, and on mindfulness training and programs for staff.

Indicator #8: Communication to all Litchfield Stakeholders

Focus Area 8:

Clearly communicate improvement plans to stakeholders and provide opportunities for participation, as measured by:

- Action plans developed by school-based teams to address the needs and concerns gathered from a satisfaction survey given to students, staff and parents in the Spring of 2017.

Strategy/What must occur to accomplish the goal:

SMART Goals:

- By August 2017 administrators will analyze the results and responses from the Spring survey to identify areas of strength and areas in need of improvement.
- By October 2017 administrators will identify areas in need of improvement and develop school-based action plans with staff. Areas of priority will help guide teacher goals in the Parent Feedback component and will also guide administrator goals and School Improvement Plans.
- By June 2018 teachers will report progress related to areas of priority through the evaluation process.

Results

District-wide

Throughout the summer, administrators analyzed results and responses from the CSCI administered in the spring to students, staff and parents. Areas of strength and areas in need of improvement were identified, with the understanding that there would be further analysis done with building teams and the support of the National School Climate Center. Each school has created a team to engage in the October training facilitated by NSCC. These teams consist of administrators, teachers, support staff, and parents. Students will be invited to participate in the implementation phase, once action plans have been developed.

Next Steps:

- Participate in training facilitated by NSCC on October 17. Action plans will be developed based on the results of the CSCI and will guide our work on continuing to build positive school climate and culture.
- Provide updates to the BOE and school community throughout the implementation of action plans to monitor progress and gather feedback.