

LITCHFIELD PUBLIC SCHOOLS
DISTRICT IMPROVEMENT PLAN

Annual Report

2017-2018



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, 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.

The 2017-2018 District Improvement Plan will detail goals and strategies aligned with the goals developed and approved by the Board of Education in August 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.

Board of Education Goals

Student Achievement: All students will participate in a rigorous, enriching, and engaging learning experience that supports their academic, social, emotional and physical development.

Action Steps:

- Provide all students with opportunities to engage in creative and critical thinking, problem solving, and collaboration.
- Develop practices designed to hire and retain the most effective staff.
- Provide professional development that meets the needs of all staff and promotes continuous improvement.
- Design, implement and evaluate teaching and learning to support high achievement.
- Develop and implement a PK-12 curriculum that is aligned and rigorous.
- Design and implement a technology plan that will support and enhance effective teaching and learning.

Culture: LPS will develop and maintain a learning environment focused on physical safety as well as social and emotional well-being.

Action Steps:

- Ensure that school facilities are secure during the school day and that district/school emergency plans are updated regularly and comply with required guidelines.
- Provide resources, staff and programs designed to support social/emotional and physical well-being.
- Develop and maintain school cultures that nurture creativity, respect and excellence.
- Model professional ethics by example.

Communication: The district will effectively communicate with all stakeholders and will continuously work to improve relationships with parents and the community.

Action Steps:

- Develop ways to engage and involve parents and the community in school activities.
- Develop communication strategies that encourage feedback from the community.
- Create a communications plan to improve community collaboration.
- Effectively use multiple communication tools to communicate, inform, educate and respond to stakeholders.

Resources: Resources will be utilized effectively and efficiently to support the district's mission and goals.

Action Steps:

- Identify ways to stabilize and increase student enrollment contrary to the current demographic changes while maintaining highly effective teaching and learning.
- Collaborate with others (towns, agencies) to share resources where appropriate to maximize resources.
- Develop a technology plan to ensure appropriate infrastructure, software and devices that are aligned with district goals. Continue to implement the 5-year technology plan, and act on the recommendations outlined in the most recent system wide technology audit.

BOE Goal #1: Student Achievement

All students will participate in a rigorous, enriching, and engaging learning experience that supports their academic, social, emotional and physical development.

Specific area of Focus: Teaching and learning to support high academic achievement.

Center School: By June 2018, 100% of students will have demonstrated growth in reading, writing and math based on standardized and non-standardized assessment tools.

Rationale:

There are three foundational elements that are key to improving student achievement: coherent curriculum, intensive literacy practices and well-structured lessons (Mike Schmoker 2012, Principal Leadership). Marzano (2003) identified that a coherent, assured curriculum is the largest school factor that determines how many students will be successful. Curriculum does not need to be perfect, however, the goal of the curriculum should ensure that students learn similar content, engage in similar amounts of reading and writing and participate in periodic common assessments (Conley, 2005; Dufour et al., 2006).

Action Plan:

To address a Coherent Curriculum, Intensive Literacy Practices and Well-structured lessons:

- If teachers utilize the workshop model for instruction and provide frequent feedback by conferring with students, then student achievement in reading, writing and math will improve.
- If teachers implement research based instructional strategies aligned to student data, then student academic needs will be addressed and student achievement will improve.
- If we use Common Planning time to analyze student academic data and to monitor the effectiveness of instructional strategies and interventions, then student achievement will improve.

Annual Summary of Results:

Data Team Meetings and grade level meetings held regularly throughout the year were used to analyze student data and to collaborate on effective instructional practices in Math and ELA.

We will continue to investigate different ways to report student performance in math, as NWEA is only one measure. Mastery of standards in math as well as performance on topic and cumulative assessments in enVisions is also used to measure performance.

End of Year Report: Language Arts Data
2017-2018
Combined Scores for Each Grade

Grade	% Meeting or Exceeding <u>Reading Level</u> Benchmark	% Meeting or Exceeding <u>Narrative Writing</u> On-Demand Benchmark	% Meeting or Exceeding <u>Informational Writing</u> On-Demand Benchmark	% Meeting or Exceeding <u>Opinion Writing</u> On-Demand Benchmark
K	79%	90%	89%	77%
1st	78%	71%	53%	57%
2nd	93%	69%	77%	83%
3rd	89%	63%	75%	43%
K-3 Average	85%	73%	74%	65%

LCS ELA Data Growth 2017-2018

Kindergrarten	Reading levels					
	100% made at least one level growth					
	Narrative					
	Initial	Final 28-33	Initial	Final 28-33	Initial	Final 28-33
	13.70	21.87	24.95	28.77	29.74	33.81
	Information					
	Initial	Final 28-33	Initial	Final 28-33	Initial	Final 28-33
		26.49	25.70	31.15	28.50	33.34
	Opinion					
	Initial	Final 28-33				
		32.15				
	Writing					
	100% of students made growth in writing					
Grade 1	Reading levels					
	100% made at least one level growth					
	Narrative					
	Initial	Final 28-33	Initial	Final 28-33		
	19.5	25	23.4	29.9		
	Information					
	Initial	Final 28-33	Initial	Final 28-33		
	20.7	26.6	20.8	28.3		
	Opinion					
	Initial	Final 28-33	Initial	Final 28-33		
	21.4	28				
	Writing level					
	97% of students made growth in writing					

Grade 2	Reading levels			
	95% made at least one level of growth			
	Narrative			
	Initial	Final 28-33	Initial	Final 28-33
	10.95	25.98	20.66	29.47
	Information			
	Initial	Final 28-33	Initial	Final 28-33
	17.36	27.11	24.5	30.82
	Opinion			
	Initial	Final 28-33		
	20.39	30.98		
	Writing			
	100% of students made growth in writing			
Grade 3	Reading level			
	100% made at least one level growth			
	Narrative			
	Initial	Final 28-33	Initial	Final 28-33
	16.29	22.52	24.21	28.69
	Information			
	Initial	Final 28-33	Initial	Final 28-33
	20.56	27.2	24.45	29.86
	Opinion			
	Initial	Final 28-33		
	16.87	25.58		
	Writing			
	100% of students made growth in writing			

NWEA Math Growth Report

	% of students who made growth according to NWEA.			
Kindergarten - 89%				
Grade 1 - 92%				
Grade 2 - 94%				
Grade 3 - 95%				

BOE Goal #1: Student Achievement

All students will participate in a rigorous, enriching, and engaging learning experience that supports their academic, social, emotional and physical development.

Specific area of Focus: Teaching and learning to support high academic achievement.

Intermediate School: By June 2018, 100% of LIS students will exhibit growth in the area of elaborative performance in writing and 100% of LIS grade 6 students will exhibit growth in the area of algebraic expressions.

Rationale:

Litchfield Intermediate School educates the whole child as an individual. Students are challenged to make progress in all areas of development. In order to provide students with rigorous, enriching and engaging learning experiences our teachers are provided with professional development opportunities in the key areas of academic, social, emotional and physical development at the appropriate developmental level of our student population.

Action Plan:

- All teachers will incorporate training in the area of Writing through Columbia Teachers College in an effort to develop consistency in instruction and student performance.
- All teachers will work with our Language Arts Coordinator to develop units, lessons and assessments in the areas of Language Arts and Social Studies to meet the needs of all learners.
- All teachers in the area of Mathematics will work with our Math Coordinator to develop units, lessons and assessments to meet the needs of all learners.

Annual Summary of Results:

All students across grades 4-6 grew a minimum of .5 points on the Teachers' College Rubric in the area of elaboration across all genres of writing. Teachers consistently reported that the professional development training along with prior instructional practices allowed them to move students along in this area. The majority of students made more than a one-point gain in the area of elaboration. Going forward we will set a higher growth target and continue to utilize our professional developer from Teachers' College.

All students in grade 6 math made maintained mastery or made gains in the area of solving problems using algebraic expression. This year's group performed significantly high throughout the year on benchmark assessments and the initial MAP assessment. Moving forward teachers will continue to differentiate and utilize flexible grouping to move students as far along as possible in the area of mathematics.

Math Data

Grade 4	Number of students	Benchmark 1-4		Benchmark 1-8		Benchmark 1-12		Benchmark 1-16	
		scored at/above 70%	scored at/above 80%	scored at/above 70%	scored at/above 80%	scored at/above 70%	scored at/above 80%	scored at/above 70%	scored at/above 80%
	22	17/22 77%	18/22 82%	19/22 86%	15/22 68%	19/22 86%	19/22 86%	21/22 95%	20/22 91%
	20	20/20 100%	18/20 90%	19/20 95%	18/20 90%	20/20 100%	18/20 90%	19/20 95%	18/20 90%
	20	19/20 95%	18/20 90%	17/20 85%	12/20 60%	19/20 95%	14/20 70%	19/20 95%	16/20 80%
Grade Averages	62	56/62 90%	54/62 87%	55/62 89%	45/62 62%	58/62 94%	51/62 82%	59/62 95%	54/62 62%
Grade 5	Number of students	Benchmark 1-4		Benchmark 1-8		Benchmark 1-12		Benchmark 1-16	
		scored at/above 70%	scored at/above 80%	scored at/above 70%	scored at/above 80%	scored at/above 70%	scored at/above 80%	scored at/above 70%	scored at/above 80%
	17	15/17 88%	11/17 65%	16/17 94%	12/17 71%	18/18 100%	16/17 94%	16/17 94%	10/17 59%
	17	12/17 71%	12/17 71%	12/17 71%	9/17 53%	12/17 71%	10/17 59%	13/17 76%	9/17 53%
	17	16/17 94%	16/17 65%	16/17 94%	16/17 41%	17/17 100%	15/17 88%	17/17 100%	13/17 76%
Grade Averages	51	43/51 84%	39/51 76%	44/51 86%	37/51 73%	47/51 92%	41/51 80%	46/51 90%	32/51 63%
Grade 6	Number of students	Benchmark 1		Benchmark 2		Benchmark 3		Benchmark 4	
		scored at/above 70%	scored at/above 80%	scored at/above 70%	scored at/above 80%	scored at/above 70%	scored at/above 80%	scored at/above 70%	scored at/above 80%
	66	58/66 88%	43/66 65%	59/66 89%	47/66 71%	62/66 94%	53/66 80%	62/66 94%	40/66 61%

Litchfield Intermediate School			
Grades 4-6 Language Arts Data			
% of Students Who End of Year Met Benchmark Goal			
Grade	NWEA	DRP	Writing
4th	73%	61%	Opinion 66%
5th	80%	85%	Informational 72%
6th	87%	80%	Argument 65%

BOE Goal #1: Student Achievement

All students will participate in a rigorous, enriching, and engaging learning experience that supports their academic, social, emotional and physical development.

Specific area of Focus: Teaching and learning to support high academic achievement.

Litchfield Middle School: By June 2018, all LMS students will show growth in their math performance by demonstrating that they will meet standards on Smarter Balanced type questions as measured throughout the school year.

Rationale:

The 2017 Smarter Balanced results showed that students meeting standard in Math are considerably lower than English Language Arts - 7th grade ELA 87% vs. Math 69% at standard or above and 8th grade ELA 71% vs. Math 60% at standard or above. Therefore, LMS will focus on improving student math scores and students' abilities to demonstrate growth in mastering standards.

Action Plan:

- 7th Grade Math - students will be monitored over three teacher-made benchmarks this year with a goal score of 85% and all students will be monitored for scoring at least 85% on all exit tickets so that the teacher can monitor mastery of skills.
- 8th Grade Math - students will be monitored throughout the year with a goal of scoring 65-85% (depending on Smarter Balanced Achievement Level) on the end of year cumulative benchmark assessment and students will be monitored throughout the year based on performance on summative assessment questions that are "Smarter Balanced-like"
- Both teachers will also use "Problems of the Day" based on Smarter Balanced and differentiate group work so that the teacher can work more directly with struggling learners. The Math Department will continue to review math programs and determine if there is a need to change our current program. EnVisions has been reviewed and does not support everything the students need. Glencoe will be contacted so that we can review their newest e-textbook and consumables.

Annual Summary of Results:

- 7th Grade Math – unfortunately, the math teacher who started the year only minimally incorporated this goal and did not submit documentation to support progress. When the new math teacher began at the end of February, the goals and data were given to him so that he could frame the rest of the year for the students. The teacher did keep mastery data based on the remaining chapters for the year.

- Criteria: Above Standard = 85%+, At Standard = 70-84%, Not Meeting Goal = -70%
- Grade 7 Math (41 students)

	Above Standard	At Standard	Not Meeting Goal
Chapter 2 Percents	15	24	2
Chapter 6 Equations/ Inequalities	21	18	2
Chapter 8 Measurement	25	10	6
Chapter 9 Probability	32	8	1

- Grade 7 Compacted Math (26 students)

	Above Standard	At Standard	Not Meeting Goal
Chapter 11 Transformation	15	6	5
Chapter 12 Measurement	22	3	0
Chapter 7 Expressions/Equations	17	8	1
Chapter 8 Equations/Inequalities	21	5	0
Chapter 4 Power and Roots	25	1	0

- 8th Grade Math – all students grew and were monitored as described. Incorporating “Smarter Balanced-like” questions and “Problems of the Day” were good, rigorous, and reinforcing practice for the students.
 - 48 students met their individual end of year benchmark goal.
 - 14 students missed their benchmark goal by just one question
 - 12 students missed their benchmark goal by more than one question
- Due to the MS math department being so new, evaluation of a new program has not progressed. One teacher just used the Glencoe text for the full year and the other just for a couple of months. It appears that Glencoe continues to be a fine resource. The department will research new Glencoe resources to determine the next purchase. Our licenses expire in August 2020, so we still have time to make a thoughtful decision.

BOE Goal #1: Student Achievement

All students will participate in a rigorous, enriching, and engaging learning experience that supports their academic, social, emotional and physical development.

Specific area of Focus: Teaching and learning to support high academic achievement.

Litchfield High School: By June 2018, 100% of Senior Capstone Project students will demonstrate mastery in the key skill areas of the Senior Capstone Project.

Rationale:

The Senior Capstone Project directly supports our BOE goal to provide teaching and learning that supports high academic achievement. As a culminating performance experience, this course requires all students in their senior year to demonstrate their ability to be independent learners and apply various skills and content as it relates to a project of their choice. It is closely aligned to the mission of our district and of Litchfield High School. The four major skills areas are derived from the Standards for 21st Century Learners as established by the American Association of School Librarians and include:

- Inquire, think critically and gain knowledge
- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge
- Share knowledge and participate ethically and productively as members of our democratic society
- Pursue personal and aesthetic growth

Action Plan:

Staff will guide students as they complete various self-reflection and performance tasks in order to:

- Design a project proposal
- Complete proposal research
- Select mentors
- Schedule and participate in field work
- Prepare a final project presentation
- Present their findings to an audience

Annual Summary of Results:

All seniors successfully demonstrated that he/she can present:

- A thorough documentation of the systematic process completed for his/her Capstone Project from September 2, 2017 to April 13, 2018.
- A thoughtful assessment of all sources of information consulted to complete his/her Capstone Project which includes a justification for rating each source as “helpful” or “not helpful.”
- A detailed explanation of how he/she used all feedback received from peers and others throughout the entire process.
- An elaborate explanation that connects new knowledge or understanding from his/her Capstone Project to prior knowledge/understanding.
- All techniques used to persevere through the challenges of this project.

BOE Goal #1: Student Achievement

All students will participate in a rigorous, enriching, and engaging learning experience that supports their academic, social, emotional and physical development.

Specific area of Focus: Teaching and learning to support high academic achievement.

Pupil Services: By June 2108, students with disabilities and those within the SRBI process will demonstrate increased academic performance on MAP and state assessments.

Rationale:

Skill acquisition and success in the academic classroom depends on clear, consistent data that drives best-practices in instruction. If we use consistent progress monitors and benchmarks to make decisions and formulate goals regarding student achievement, student achievement will improve.

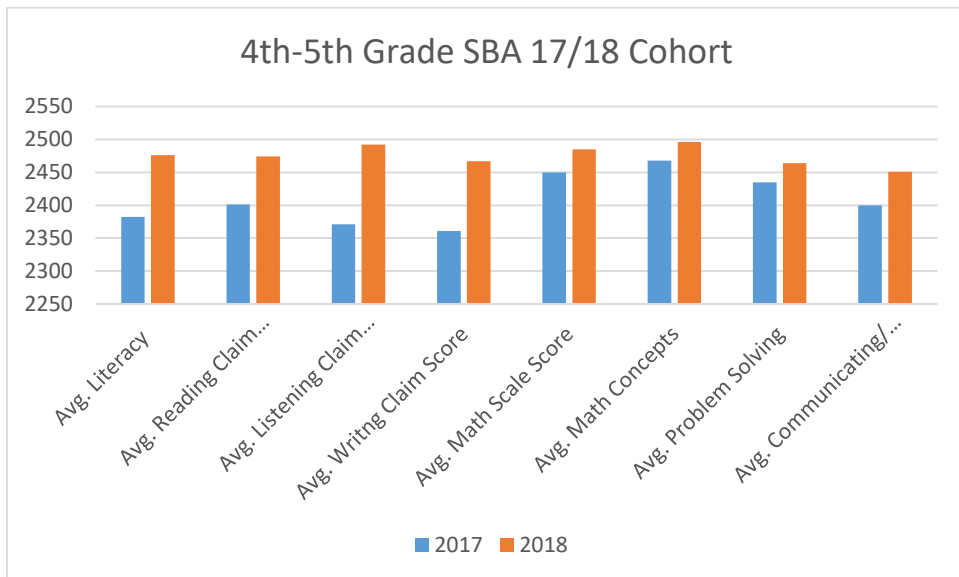
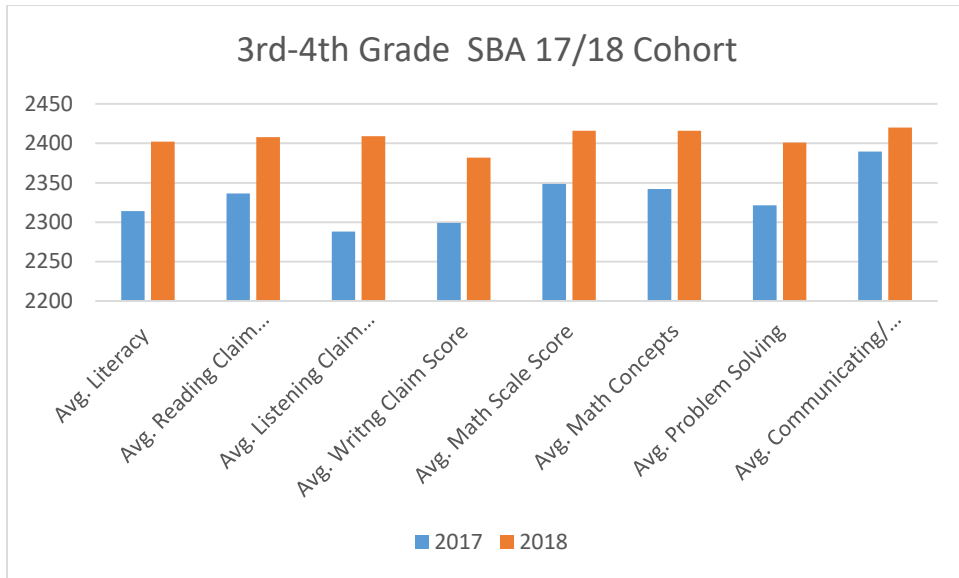
Action Plan:

Pupil Services Staff will:

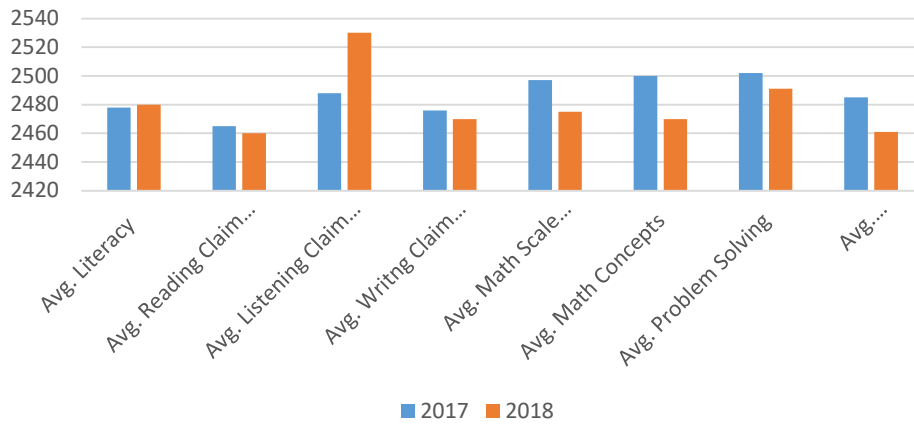
- Gather and analyze comprehensive quantitative and qualitative data on each student using MAP, SBAC and other curricular based data.
- Write appropriate, targeted SMART goals and objectives on student IEPs and SRBI plans.
- Engage in best practice to deliver research-based approaches to teaching reading and math.
 - Teachers will employ skills learned through professional development in programs that address decoding, fluency and comprehension (Foundations, Wilson, Orton-Gillingham, Lexia, The SIMS Model, Reading Recovery & Reader’s Workshop) as well as through targeted use of intervention curricula in Math.
- Further expand the screening process at PK & K to help support earlier intervention.

Annual Summary of Results:

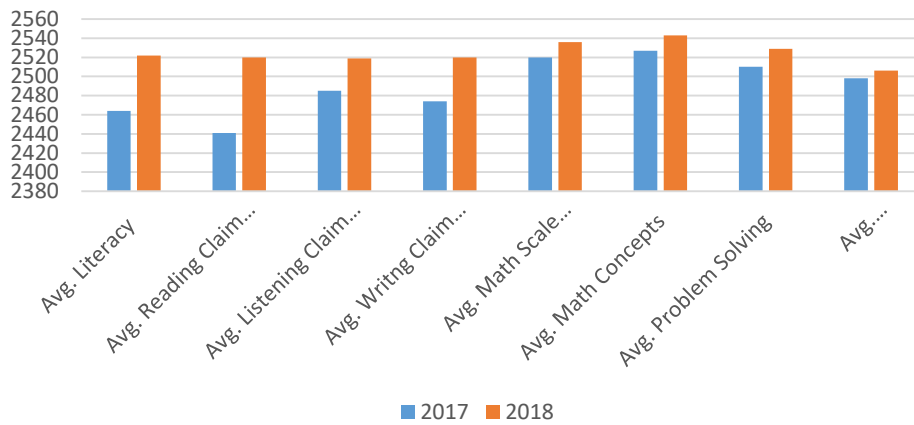
As demonstrated in the Smarter Balance Cohort data below, the average performance of all special education students across grade levels in all domains of assessment demonstrates overall increased achievement levels, with the exception of one grade-level.

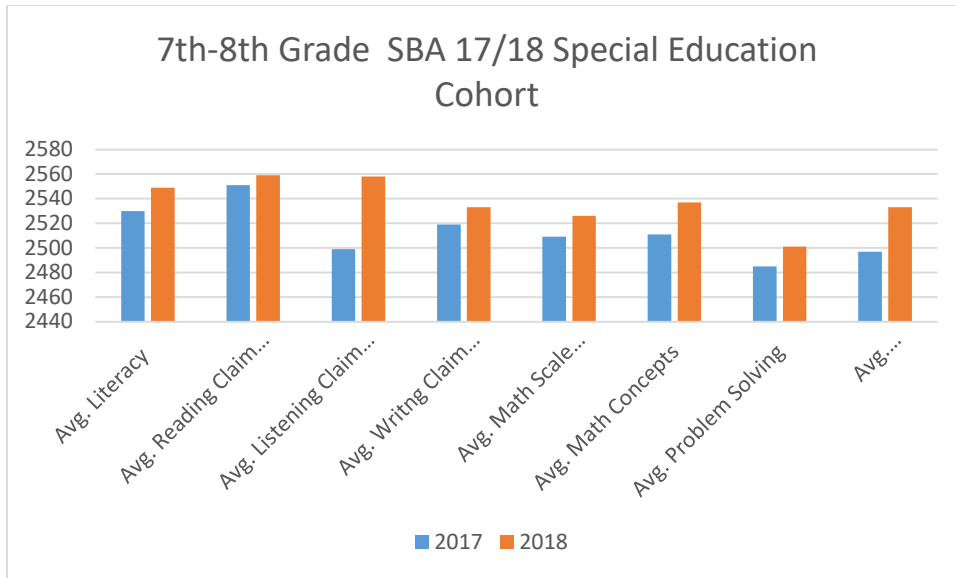


5th-6th Grade SBA 17/18 Special Education Cohort

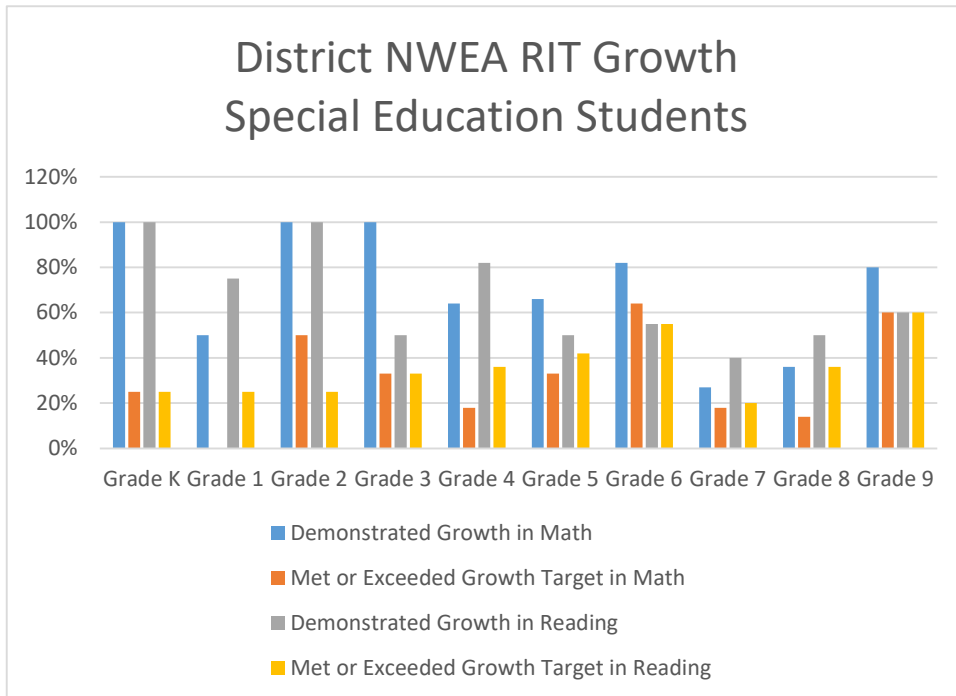


6th-7th Grade SBA 17/18 Special Education Cohort





District NWEA Growth Data is highlighted below for each grade level in Reading and Math. The results suggest that although over half of all special education students demonstrated growth on the assessment, some students may not be showing growth on this assessment at the same rate as their nationally normed



peers.

BOE Goal #2: Culture

LPS will develop and maintain a learning environment focused on physical safety as well as social and emotional well-being.

Specific area of Focus: CSCI Domain: School Safety Indicators: Rules and Norms, Sense of Social-Emotional Security, Sense of Physical Security, Social Media

Center School: By June 2018, the Center School Climate Committee will have developed and implemented action steps to address CSCI survey results in the Safety Domain related to Physical Safety and Social/Emotional Security.

Rationale:

Research in the area of social-emotional and behavioral learning supports the idea when schools and district address and support social-emotional and behavioral needs of students then student achievement will improve. One of our district priorities includes addressing results from the CSCI survey. Survey results indicated that the dimension of safety trended lower results as compared to other survey dimensions.

Action Plan:

- We will continuously monitor student data related to our Keys to Good Character Program, SRBI Program, action steps related to our CSCI survey results and Second Steps Program.
- If we coherently and systematically implement the Second Steps Program in all Center School classrooms, then all students will demonstrate acceptable behaviors and improve their sense of social-emotional security at school.
- If we reinforce The Keys to Good Character program and establish an environment that promotes the traits of trustworthiness, empathy, responsibility, respect, and fairness, then all students will demonstrate acceptable behaviors and improve their sense of social and emotional security at school.
- If systems are monitored and created to track recognition for positive school choices and interventions for behaviors that require correction, then our Character Education Committee and Safe School Climate Committee can develop action plans to address specific school based needs.

Action Plan Continued:

- If we provide a consistent and systematic process of implementing the Second Steps Program in each classroom, then the social-emotional needs of our students will be met.
- If systems and programs are in place that address the social-emotional needs of our students, then at least 90% of our students will not require a Tier 2 or Tier 3 SRBI behavior support plan.

Annual Summary of Results:

Positive Behaviors:

- Center School continued the implementation of the Keys to Good Character Program as well as Second Step. Throughout the year students participated in in school-wide morning meetings which reinforced components of the program as well as celebrated student achievement related to the program. The School Counselor continue implementation and classroom instruction related to the Second Step Program.
- Over 85% of students at Center School received a school-based positive recognition or Key to Good Character during the 2017-2018 school year (over 400 keys were handed out).
- 98.6% of students at Center School did not require a Tier 2 or Tier 3 SRBI behavior plan.
- As we look to the new school year, further work and enhancement to our character education program will continue. The Center School Pupil Services staff and the building principal began brainstorming and discussing the potential implementation of a more research based intervention (Zones of regulation) with the Director of Pupil Personnel.

CSCI Update:

- Center School CSCI committee was formed to analyze and address CSCI results. The committee consisted of staff and parents and met 5 times during the school year.
- Focus was on the CSCI Dimension of Safety: Sense of Social-Emotional Security. The action plan developed included embedded learning opportunities to address students' social-emotional security throughout the school day.
- Positive changes occurred between baseline survey data and post-survey data.

Center School

2018 CSCI Survey Data

Benchmark

	CLASS-ROOM	COAT-ROOM	BATH-ROOM	HALL-WAY	LOBBY	DINING HALL	PLAY-GROUND	GYM	ART ROOM	MUSIC ROOM	LIBRARY	SCIENCE LAB	BUS	BUS STOP	OTHER
PreK	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0
Kindergarten	14	6	12	1	5	13	18	11	6	7	10	6	23	7	0
Grade 1	9	3	9	3	5	13	17	6	3	2	3	6	34	2	9
Grade 2	8	0	4	2	0	1	15	2	1	3	0	0	20	1	12
Grade 3	20	6	10	8	5	11	22	2	2	6	4	2	30	3	10
Total School	52	15	36	14	15	38	73	21	12	18	18	14	107	13	31

Post - June

	CLASS-ROOM	COAT-ROOM	BATH-ROOM	HALL-WAY	LOBBY	DINING HALL	PLAY-GROUND	GYM	ART ROOM	MUSIC ROOM	LIBRARY	SCIENCE LAB	BUS	BUS STOP	OTHER
PreK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kindergarten	13	4	10	6	7	19	13	6	3	5	9	3	19	6	4
Grade 1	5	2	5	3	4	8	15	2	1	3	2	1	19	3	2
Grade 2	9	1	1	1	1	4	6	0	1	3	0	0	18	1	3
Grade 3	13	2	2	2	0	4	13	1	2	1	0	0	14	0	2
Total School	40	9	18	12	12	35	47	9	7	12	11	4	70	10	11

BOE Goal #2: Culture

LPS will develop and maintain a learning environment focused on physical safety as well as social and emotional well-being.

Specific area of Focus: CSCI Domain: School Safety Indicators: Rules and Norms, Sense of Social-Emotional Security, Sense of Physical Security, Social Media

Intermediate School: By June 2018, the Intermediate School Climate Committee will have developed and implemented action steps to address CCSI survey results in the Safety Domain related to Physical Safety.

Rationale:

After receiving the data from the Spring 2017 CSCI Survey a key area of focus for Litchfield Intermediate School is Security: Physical Safety. LIS has a school-based committee made up of administration, faculty and parents. The group will meet several times to develop an action plan, timeline, priority list and determine budgetary needs to make further progress in the area of safety and security.

Action Plan:

- The group will meet several times to develop an action plan, timeline, priority list and determine budgetary needs to make further progress in the area of safety and security. Representatives from the group will meet with the LPS Business Manager to discuss our needs assessment and how it aligns with district planning in this area.
- LIS will continue to utilize Second-Step and our focus on Kindness as direct lessons and topics within the classroom to foster a climate of feeling safe.
- LIS will transition from the Keys of Good Character to the Pillars of Character during the school year. These traits will become the focus of our students and help us identify positive behavioral attributes.

Annual Summary of Results:

The LIS group met 3 times outlining the action steps and to determine the needs of the building. Students in grade 4 took part in discussions regarding their transition and comfort level within the building. It was determined that one of the key areas of concern for staff had already been addressed in a prior security upgrade

The staff met multiple times during Faculty Meetings to discuss the physical safety of our school and thoughts and needs for individual areas of the building.

Students worked during the early part of the year on overcoming the move to the new building. As anticipated once at LIS for a short period of time students became confident and comfortable with their surroundings. Discussions during meeting with the school counselor and during Second Steps helped students to overcome the adjustment.

Kindness became a focus for the school and all those within the school community. Teachers delivered lessons and set up displays pertaining to kindness as one component of our Mindset. Kindness quotes were delivered daily during the morning announcements. As the year went on students began writing, submitting and reading their own kindness quotes during the announcements. Grade 6 students made kindness links and displayed them in the hallway.

A team of staff members met to prepare the school for our transition to the Pillars of Character for 2018-19 school year. We have started the discussion with the school community regarding this shift.

BOE Goal #2: Culture

LPS will develop and maintain a learning environment focused on physical safety as well as social and emotional well-being.

Specific area of Focus: CSCI Domain: School Safety Indicators: Rules and Norms, Sense of Social-Emotional Security, Sense of Physical Security, Social Media

Litchfield Middle School: By June 2018, LMS will have implemented our first action plan based on the CSCI survey. Our focus area is under the Domain of “Sense of Social-Emotional Security.”

Rationale:

According to the 2017 CSCI survey, Sense of Social-Emotional Security was the lowest ranked Domain for LMS students with a median score of 2.83 (which is in the low end of the neutral range). LMS would like to align the way parents, students, and faculty approach the complex and varied challenges related to the social and emotional life and safety of middle school students.

Action Plan:

- LMS teachers will initiate an ongoing dialogue with parents, students, and faculty in order to develop a common language regarding the skills taught in the Second Step Program.
- Teachers will email their advisees’ parents once per unit regarding what the students are learning, share common language, and personalize each advisory’s experience.
- Students will email their parents, and copy their advisor, about what they have learned in advisory.
- Through advisory, have students respond to their concerns in this Domain, as well as, ask for volunteers to participate in a focus group to help address their concerns.

Annual Summary of Results:

- The Action Plan was successfully followed by advisors and students. The Safe School Climate Committee met to monitor and implement this plan, as well as, develop a survey for parents. The overarching goal was to have parents and students have a better understanding of the Second Step Program and become more familiar with the concepts and language of the program that the advisors are implementing.
- Analysis of survey results to parents:
 - At the beginning of the year, 75% of parents responded that they knew little or nothing about the Second Step Program, with 25% saying they had some knowledge or knew it well.
 - When asked if parents found the emails about the program helpful, 77% responded favorably, 11.8% said it wasn't helpful, and 11.8% said they never saw/read the email.
 - When asked if parents discussed the program with anyone, they responded: 76.5% spoke with their child, 17.6% with a spouse, 5.9% with another parent, and 23.5% said they did not discuss it with anyone else.
 - When looking at next steps, we asked parents which unit of study was of most importance: Mindsets and Goals, Values and Friendships/Relationships, Thoughts, Emotions, and Decisions, or Serious Peer Conflicts. The results showed almost perfectly equal importance on all categories.
 - Finally, when asked how parents understood the Second Step Program at the end of the year compared to the beginning, 70.6% of parents had a good to excellent understanding, 23.5% had a better understanding than the beginning of the year, and 5.9% did not have a better understanding.
 - Overall, the School Climate Committee and advisors found value in this action plan and will continue to communicate the Second Step units of study to parents. We learned that the emails from the students to parents were not as informative and took too much time from the program so we will not continue with that part of the action plan next year.

BOE Goal #2: Culture

LPS will develop and maintain a learning environment focused on physical safety as well as social and emotional well-being.

Specific area of Focus: CSCI Domain: School Safety Indicators: Rules and Norms, Sense of Social-Emotional Security, Sense of Physical Security, Social Media

Litchfield High School: By June 2018, LHS will have implemented our first action plan based on the CSCI survey. Our focus area is under the Safety Dimension, in particular Social-Emotional Security and Social Media.

Rationale:

Litchfield High School results from the spring 2017 administration of the Comprehensive School Climate Inventory indicate that regarding School Safety, students, school personnel and parents rated Rules and Norms and Sense of Physical Security in the positive range. Sense of Social-Emotional Security and Social Media rated in the neutral range. The Litchfield High School Safe School Climate Committee, comprised of parents, teachers, support staff and administrators, determined that regarding School Safety, social media is a consistent area of concern for students, school personnel and parents.

Action Plan:

The School Climate Committee will develop specific action plans that will improve students' sense that they feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices. All members will work to implement these plans and a protocol will be designed to elicit feedback from students on changes in their perception of Safety regarding social media.

Annual Summary of Results:

Social Media- Midterm Focus Group Data

Many students in my school will try to stop other students from threatening or harassing others using social media. CSCI- 25% + response, 42% - response; Midterm focus groups- 43% + response, 17% "lack the knowledge or experience to respond", 40% - response

Most students in my school do not share inappropriate information (including personal information) on social media. CSCI- 30% + response, 42% - response; Midterm focus groups- 30% + response, 18% "lack the knowledge or experience to respond", 52% - response

Most students in my school use social media in ways that support one another (e.g., emotionally, academically, etc.). CSCI- 36% + response, 20% - response; Midterm focus groups- 68% + response, 8% "lack the knowledge or experience to respond", 23% - response

In this school, students will seek help from an adult in the school if they have been harassed on social media. CSCI- 25% + response, 42% - response; Midterm focus groups- 35% + response, 17% "lack the knowledge or experience to respond", 58% - response

I can use social media without being harassed by another student. CSCI- 74% + response, 7% - response; Midterm focus groups- 90% + response, 7% "lack the knowledge or experience to respond", 3% - response

I have been threatened or harassed on social media more than once by a student in this school.* For this item, a higher score indicates a negative perception rather than a positive one. This has been taken into account in analyzing survey results and creating scale scores for other parts of the report.

CSCI- 14% - perception / Yes, 74% + perception / No;
Midterm focus groups- 7% - perception / Yes, 93% + perception / No

BOE Goal #2: Culture

LPS will develop and maintain a learning environment focused on physical safety as well as social and emotional well-being.

Specific area of Focus: CSCI Domain: School Safety Indicators: Rules and Norms, Sense of Social-Emotional Security, Sense of Physical Security, Social Media

Pupil Services: By June 2018, all students will demonstrate the use of strategies learned through an aligned social-emotional & developmental school counseling curriculum.

Rationale:

Using consistent approaches with an aligned curriculum for social-emotional learning, students will be better able to achieve in all domains of the school community. Students will be better able to self-advocate, engage in ways that increase self-efficacy and maintain safe-behaviors across all settings.

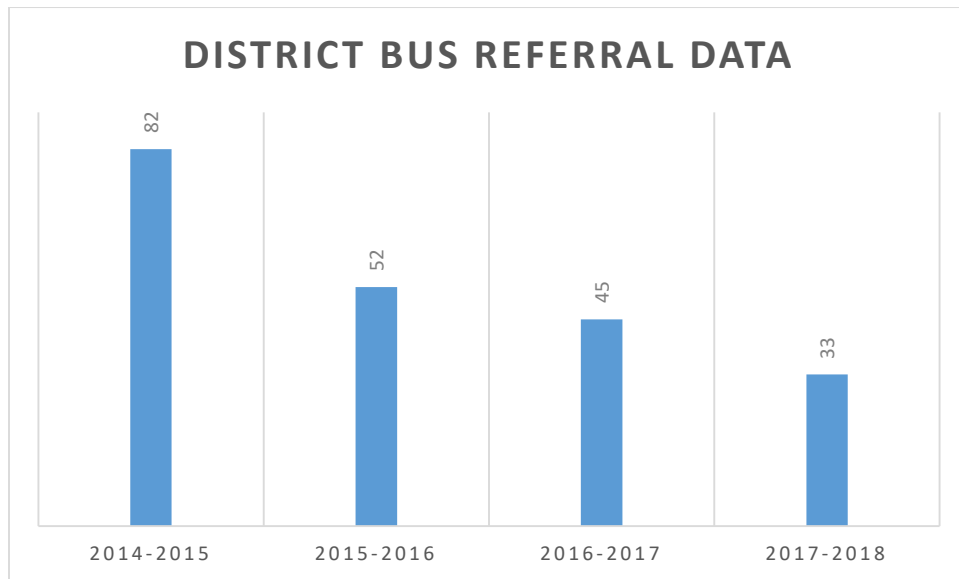
Action Plan: Pupil Services Staff will:

- Align their student learning outcomes to focus on using curricular methods from Second Step, Zones of Regulation as well as Social Thinking Curriculum.
- Support the consistent implementation of SEL curricula across academic settings.
- Deliver and support instruction in these areas through further development of assessments that monitor their student's progress toward these goals.

Annual Summary of Results:

Students engaged in year two implementation of Second Steps as well as district created advisory and developmental school counseling curricula. The use of mindfulness as a practice was also implemented across the district which complemented the behavioral regulation techniques taught in Second Step and Zones of Regulation. Counselors submitted reports with assessment data that highlighted student mastery of SEL concepts. Additionally, students at the high school level taught Second Step lessons to LIS students as well.

The bus referral data presented below suggests that outside of adult supported social contexts, such as during transportation, our students are maintaining appropriate behaviors requiring less adult intervention over time. Additionally, the district number of verified cases of bullying has decreased by 66%.



BOE Goal #3: Communication

The district will effectively communicate with all stakeholders and will continuously work to improve relationships with parents and the community.

Specific area of Focus: Multiple ways of communicating with stakeholders.

Center School: By June 2018, 100% of Center School staff will have utilized a form of communication to parents on a monthly basis.

Rationale:

One important factor to student achievement and success is an open-line of communication with families. This year all classroom teachers are working on maintaining and improving their communication with parents and guardians. Past survey data, indicated continued growth in the area of communication with families. One district and school priority relates to maintaining and building on our communication with families and other stakeholders. From a district to building level there are many strategies to bridge and open communication with stakeholders. Some of these communication strategies include/but are not limited to the following: district newsletters and websites. Teachers at Center School will continue to build on the area of communication with families as related to improving student achievement.

Action Plan:

- As Principal of Center School, I will continue to be the model and mentor of how to implement and utilize communication strategies with parents, guardians and the community.
- As Principal of Center School, I will continue to support teachers as needed to provide them with the resources and tools to strengthen communication with families.
- Administrator Strategies of communication include: Monthly principal newsletter, Facebook, website updates, attending conferences and various parent meetings, attending school events.
- Strategies of communication include/but are not limited to: A monthly principal newsletter, Facebook, website, email, phone communication, teacher newsletters, technology communication apps, and attending various school and district events.

Annual Summary of Results:

- Based on EOY Teacher conferences, 100% of teachers communicated with parents and guardians on a monthly basis.
- Communication evidence provided by staff included weekly/monthly newsletters, emails, phone calls, use of Twitter/Blooms, and grade level events.
- A strong partnership between home and school is vital to student success in school. Continued efforts to build communication lines and transparency with parents will still need to occur.

BOE Goal #3: Communication

The district will effectively communicate with all stakeholders and will continuously work to improve relationships with parents and the community.

Specific area of Focus: Multiple ways of communicating with stakeholders.

Intermediate School: By June 2018, 100% of LIS teachers will utilize multiple methods of communication.

Rationale:

Critical to the success of our district and LIS is the effectiveness of the communication among constituents. With various methods of communication at our fingertips, it is important that the school pick a few focus areas.

Action Plan:

- The administration will be sending home a school newsletter 3 times this year at the end of each trimester.
- Classroom teachers will be communicating via email, phone calls and website updates.
- The school will also utilize our weekly virtual backpack to communicate pertinent information.
- A strong partnership with LEF and the PTO is being fostered to help extend our positive messages of Kindness and Growth Mindset.

Annual Summary of Results:

As Principal of LIS, I incorporated information pertaining to LIS in the District-wide Newsletter 3 times during the school year. Classroom teachers all met their communication goals and provided parents with extensive communication throughout the year. A weekly virtual backpack was sent home on Fridays containing up-to-date and key information. When necessary constant contact blasts were sent out during the week to inform parents of key events.

As Principal of LIS, I had meetings with PTO president on 5 occasions and became the LEF Administrative Representative during the month of January in an effort to establish a positive relationship with both groups and help them plan key events centered on Mindset and Kindness. Both groups will be hosting kick-off events in the Fall one on September 14 (LEF) for adults and on September 21 (PTO) for adults and students. Both groups offered various programs throughout the year. Two big ones were a Magician that was offered by the PTO with a Mindset message and a Kids Marathon Club offered by LEF in partnership with LIS. Both organizations donated a significant amount to our school district at the request of teachers to support our programs.

BOE Goal #3: Communication

The district will effectively communicate with all stakeholders and will continuously work to improve relationships with parents and the community.

Specific area of Focus: Multiple ways of communicating with stakeholders.

Litchfield Middle School: Teachers have written professional goals to communicate to parents and the broader community about what is going on in their classrooms, mostly via the website's News Items.

Rationale:

One of the biggest impacts on student achievement is parental involvement in their child's education. We know that it is important to inform parents about their children's academic day and strive to improve two-way communication.

Action Plan:

- Teachers will submit News Items per Unit of Study so that parents can better understand their children's curriculum and learning activities.
- One teacher is piloting a Google Classroom for parents.
- Teachers have websites which have now grown static since we have moved to the Google platform. Through this pilot, we may change our practice for the following year.

Annual Summary of Results:

- All teachers successfully implemented their parent communication goals. Of note, here are some of LMS' accomplishments this year:
 - 45 news items were submitted to the website
 - Regular communications through school messenger were sent regarding important school information and reminders
 - Virtual Backpack reminders were sent on Fridays
 - Many emails, phone calls, and "Good Notes" home were sent
 - Booster Club Agendas and Minutes were maintained and put on the website
 - Google Classroom for parents was piloted to see if this could help parents receive information. This was not successful, however, the teachers worked with the tech department to implement separate 7th and 8th grade calendars next year that will help communicate homework and assessments as a next step.

BOE Goal #3: Communication

The district will effectively communicate with all stakeholders and will continuously work to improve relationships with parents and the community.

Specific area of Focus: Multiple ways of communicating with stakeholders.

Litchfield High School: By June 2018, all Litchfield High School staff will have successfully implemented LEED Parent Feedback Goals.

Rationale:

The Litchfield Educators Evaluation and Development Plan (LEED) requires that all teachers develop Parent Feedback Goals. To align with the Board of Education's goal to effectively communicate with all stakeholders, Litchfield High School staff will develop goals to improve two-way communication with parents.

Action Plan:

- By October 15, 2017, all teachers will develop SMART goals that identify how they will improve two-way communication with parents.
- During mid-year conferences, administrators will review with teachers their progress toward these goals and provide support required to meet these goals.

Annual Summary of Results:

100 % of LHS staff successfully implemented their LEED PFG. This involved: LHS website articles, monthly parent newsletters, semi-quarterly contact with parents of struggling students; one personalized contact with every parent regarding celebrations and/or concerns.

BOE Goal #3: Communication

The district will effectively communicate with all stakeholders and will continuously work to improve relationships with parents and the community.

Specific area of Focus: Multiple ways of communicating with stakeholders.

Pupil Services: By June 2018, Pupil services will increase all modes of communication.

Rationale:

Communication with all stakeholders on a variety of topics and needs is critical when working with students and families who may require additional supports and interventions to be successful.

Action Plan:

Pupil services will:

- Continue to collaborate with Greenwoods to help support families with mental health and family system needs.
- Communicate with parent organizations such as the PTO and LEF.
- Collaborate with the Prevention Council to provide district sponsored programming that supports student social emotional growth.
- Connect with parents prior to PPTs to assist in parent education and support.
- Further develop the district website to include additional resources and information regarding special education programs.
- Further develop parent forums to address areas of new initiatives or updates in community resources, special education or mental health.
- Further develop shared on-line resources to communicate the multiple pupil services initiatives and information to staff.
- Further use technology and applications such as Google forum and Classroom, to increase staff and community learning.

Annual Summary of Results:

Pupil services successfully engaged in the following areas:

- Collaboration with Greenwoods and additional mental health providers to help support families with mental health and family system needs.
 - 5% of student population referred.
- Collaboration with the Prevention Council to provide district sponsored programming that supports student social emotional growth.
 - Funding from LPC supported mindfulness initiative which trained 130 staff, 185 students
- Connection with parents prior to PPTs to assist in parent education and support.
 - 100% of parents were provided communication or engaged with their case-manager prior to any PPT.
- Refinement of the district website to include additional resources and information regarding special education programs.
 - Ongoing and continues to need development for the upcoming year.
- Monthly parent forums addressing topics in special education or mental health.
 - 6% of parent population served in 2017-2018

BOE Goal #4: Resources:

Resources will be utilized effectively and efficiently to support the district's mission and goals.

District Action Plan:

Administrators will:

- Identify ways to stabilize student enrollment contrary to the current demographic projections while maintaining highly effective teaching and learning.
 - Continue to promote Center School's preschool program.
 - Begin drafting a plan for exploring the district's options to provide Gifted programming through shared staff and other district resources.
 - Continue to develop the Legacy program to support student learning with the goal of graduation from LHS.
 - Further expand special education programming for students in need of adaptive, academic and behavioral supports to help keep out of district tuition costs down.
 - Continue to collaborate with Greenwoods Counseling Referrals to provide community resources to students and families.
- Collaborate with others (towns, agencies) to share resources where appropriate to maximize resources.
 - Continue collaboration efforts with Region 6 including investigating course offerings and course schedule possibilities.
 - Continue to participate in the collaborative bid process.
 - Food Services program collaboration with Region 6, Plymouth, and Region 1.
 - Share transportation services for some athletic activities.
 - Develop a shared common vision with the Town boards and departments (BOF, BOS, DPW).
- Develop a technology plan to ensure appropriate infrastructure, software and devices that are aligned with district goals. Continue to review and revise the 5-year technology plan, and act on the recommendations outlined in the most recent system wide technology audit.

Annual Summary of Results:

- Continue to promote Center School's preschool program.
 - Center School's Preschool Program had 51 applications.
- Begin drafting a plan for exploring the district's options to provide Gifted programming through shared staff and other district resources.
 - Gifted programming will be piloted at LIS using existing staff and resources.
- Collaboration with Greenwoods Counseling and Referrals and the Litchfield Prevention Council continued with the following:
 - Parent Workshops
 - Consulting with mental health providers for students and families.
 - Collaboration on CSCI action plans.
 - Sponsored a viewing of *Screenagers* for students and parents
- Collaboration with Region 6:
 - Sharing 5 classes with RSD#6 with classes scheduled through the guidance department.
 - Opening auditions to students in both districts for shared drama productions.
 - Bus schedules adjusted and transportation between campuses arranged.
 - A written agreement (MOA) was developed.
 - Retooling the student information system and supporting student technology needs.
- Continued to participate in the competitive bid process:
 - We jointly bid fuel oil and increased the pool to include the Town of Morris.
 - We have explored technology bidding with EdAdvance.
 - We have shared resources with out of district placements.
 - In food services we have piggybacked on the state contracts.
 - We have reached out to neighboring districts and participated in the CREC bid consortium.
 - We have assisted with developing the specs and bid many of the Town of Litchfield Capital items approved for the BOE.
- Food Services program collaboration with Region 6, Plymouth, and Region 1.

- Although RSD#6 withdrew from the collaboration, we were successful with renegotiating with the remaining districts a framework in which to share the costs of the shared Food Service Director.
- Share transportation services for some athletic activities.
 - We continue to share transportation with RSD#6 for certain sporting events. We have taken the opportunity to bid out external trips and routes with multiple vendors to provide the best price to the district.
 - We also utilize our in-house van and driver to offset and mitigate out of district transportation costs.
- Develop a shared common vision with the Town boards and departments (BOF, BOS, DPW).
 - While we don't share a common vision with the BOS & BOF with regards to school services, we have been open minded and acted based in part from the direction given by the BOF regarding Town appropriations.
- Develop a technology plan to ensure appropriate infrastructure, software and devices that are aligned with district goals. Continue to review and revise the 5-year technology plan, and act on the recommendations outlined in the most recent system wide technology audit.
 - We have made significant headway with regards to implementing the recommendation outline in the technology audit. We also continue to review and revise the 5-year technology plan to align with the BOE vision and our fiscal limitations.
 - We continue to seek to consolidate software applications when possible and move in the direction of cloud-based servers. We have improved RAUT agreements and have refined our process for dealing with missing and broken devices.
 - We continue to put a heavy emphasis on documenting our work and providing end user training on systems that are new or changing.
 - We continue to evaluate the structure of the IT organization and how to best meet the needs of the school district.