

Haddam Elementary School
Instructional
Improvement Plan
2008-2009
“Working Together For Excellence”

Last Year HES focused on SMART Goals

S pecific, strategic

M easurable

A ttainable

R esults-oriented

T ime-bound

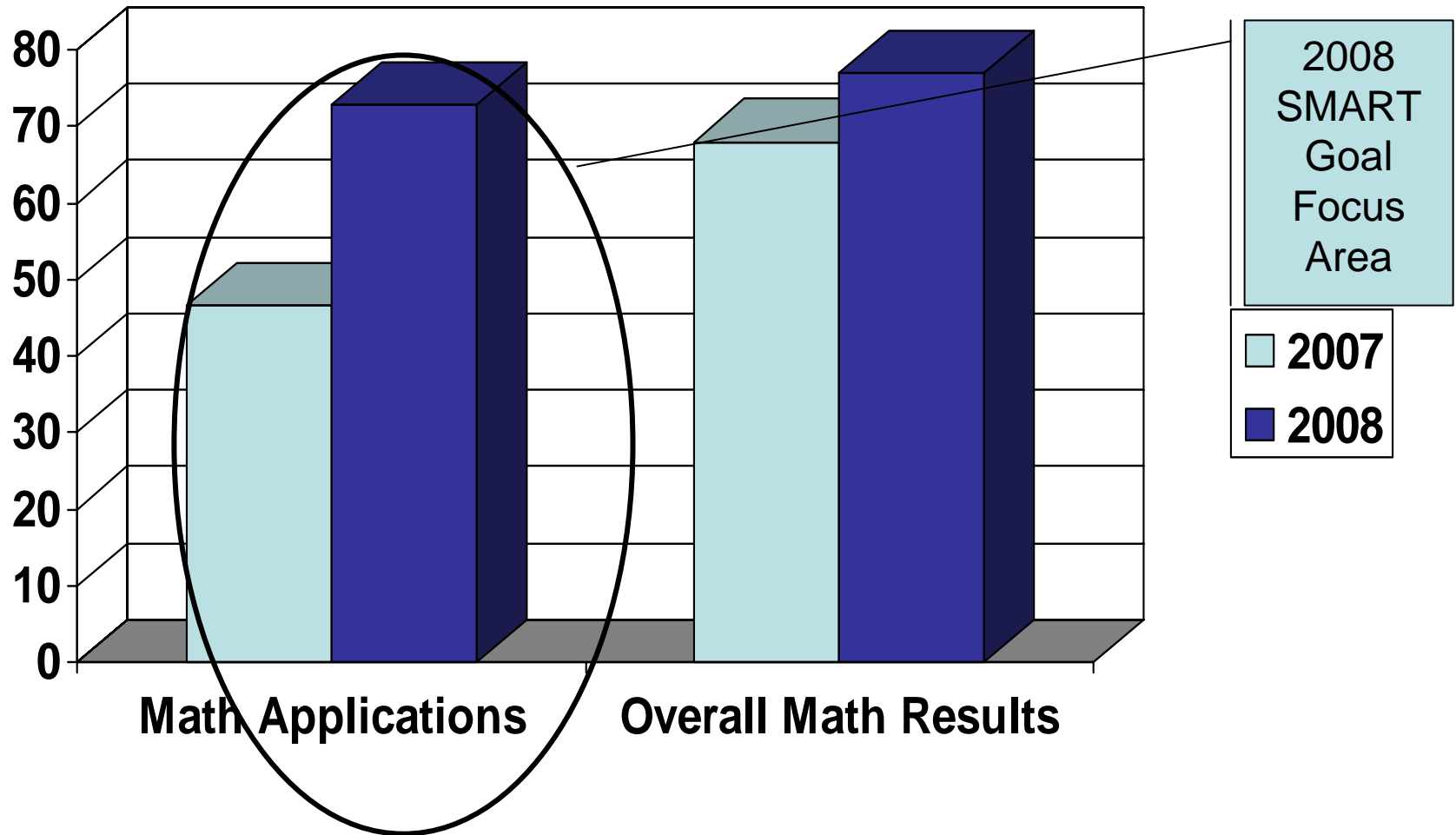
Why SMART Goals?

- **Goals are something that you want to achieve in the future**
- **SMART goals assist in “getting focused” on what to focus efforts toward**
- **SMART goals help define exactly what the “future state” looks like and how it will be measured**
- **SMART goals show teachers how their work “aligns” and relates to the focus of the school**

How did this impact CMT performance? (Grade 3)

- 3rd grade (classroom & math support teachers) SMART goal aligned to the school goal:
 - To improve student achievement in mathematical applications by 10%
 - Results: 2007-46.7%; 2008-72.9%
- 2008 Overall Improvement in Mathematics ~10%

Grade 3-CMT Results in SMART Goal Focus Area & Overall

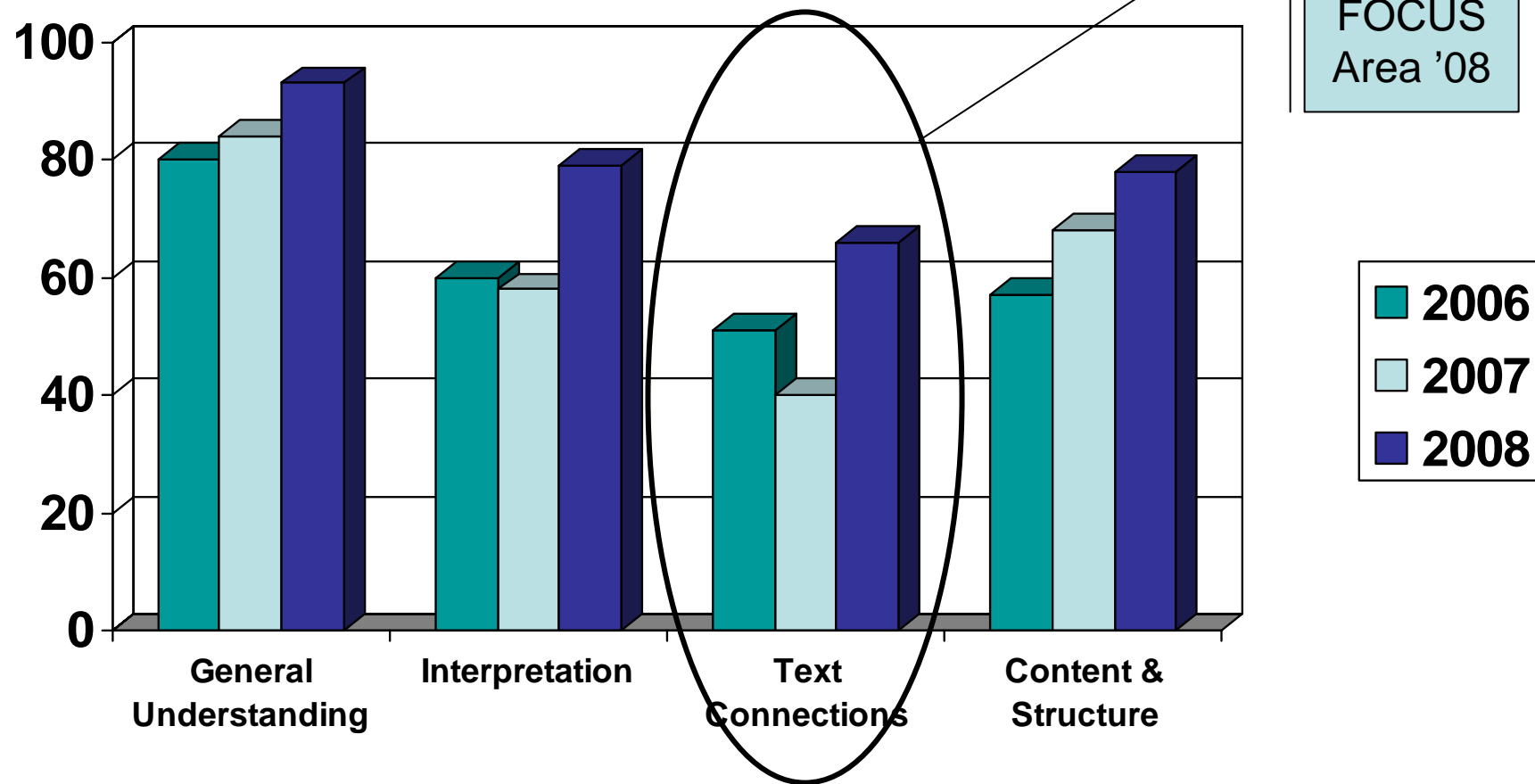


How did this impact CMT performance? (Grade 4)

- 4th grade SMART goal aligned with school goal: Improve reading performance of grade 4 students by 10% in the following strand:
 - **Making Reader/Text Connections**
 - **2007-40.4%; 2008-65.5%**
- 2008 improvement in each of the 4 reading strands increased by 9% or better

Grade 4-CMT Results By Reading Comprehension Strand

SMART
GOAL
FOCUS
Area '08



What did we learn?

- FOCUS is Essential!!!
- Aligning Classroom, School & District Goals resulted in increased student achievement
- Preparing students for success is something we do at every level...
 - Grades 1 & 2 (classroom & support teachers) focused on improving students' responses to open-ended questions (Making Reader/Text Connections)
 - Whole school focus on using effective instructional strategies (Marzano, et.al)

What did we learn?

- Beyond SMART goals, teachers needed to have an opportunity to share what's working in their classroom
 - Teachers used weekly common planning times to discuss how they implement effective instructional strategies
 - Every teacher who attended professional development workshops prepared to present to colleagues at faculty meetings or on a district PD day
 - Teachers made “appointments” to visit each other's classroom to see the strategies in action
- Patience will be key...maintain instructional strategies and resources from this year's SMART goals and focus on another area
- Time is always a challenge!

Where Do We Go Next?

- Maintain effective practices learned from 07-08 SMART goals and focus on two other goals:
 - 3rd Grade will focus on writing—SMART goal to improve overall writing scores by 5% and holistic writing scores by 10%
 - 4th Grade will focus on math—SMART goal to improve overall mathematics by 5% and Estimating Solutions to Problems by 10%
 - Grades 1 & 2 will choose a focus in writing or mathematics, while continuing effective reading strategies

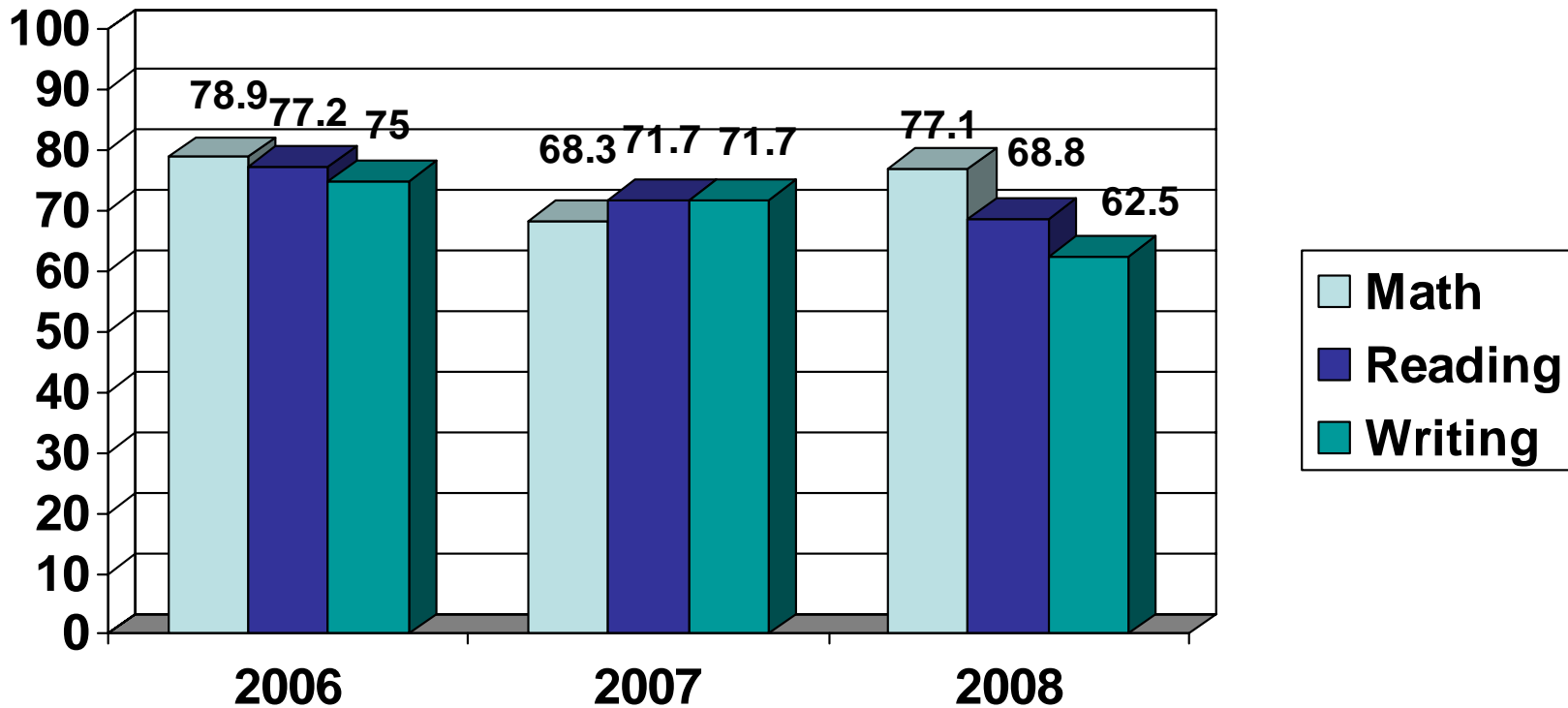
Where Do We Go Next?

- School Schedule redesigned to give classroom teachers uninterrupted blocks of time to teach each of the core subjects
 - Elimination of “dead time”—small blocks of time between specials that is not enough time for a classroom teacher to start or continue a lesson
 - Ensures that core subjects are allotted equal time across the grade level
 - Essential to ensuring that teachers can easily replicate best practices in their classrooms, because they will each have the same amount of uninterrupted time as their colleague

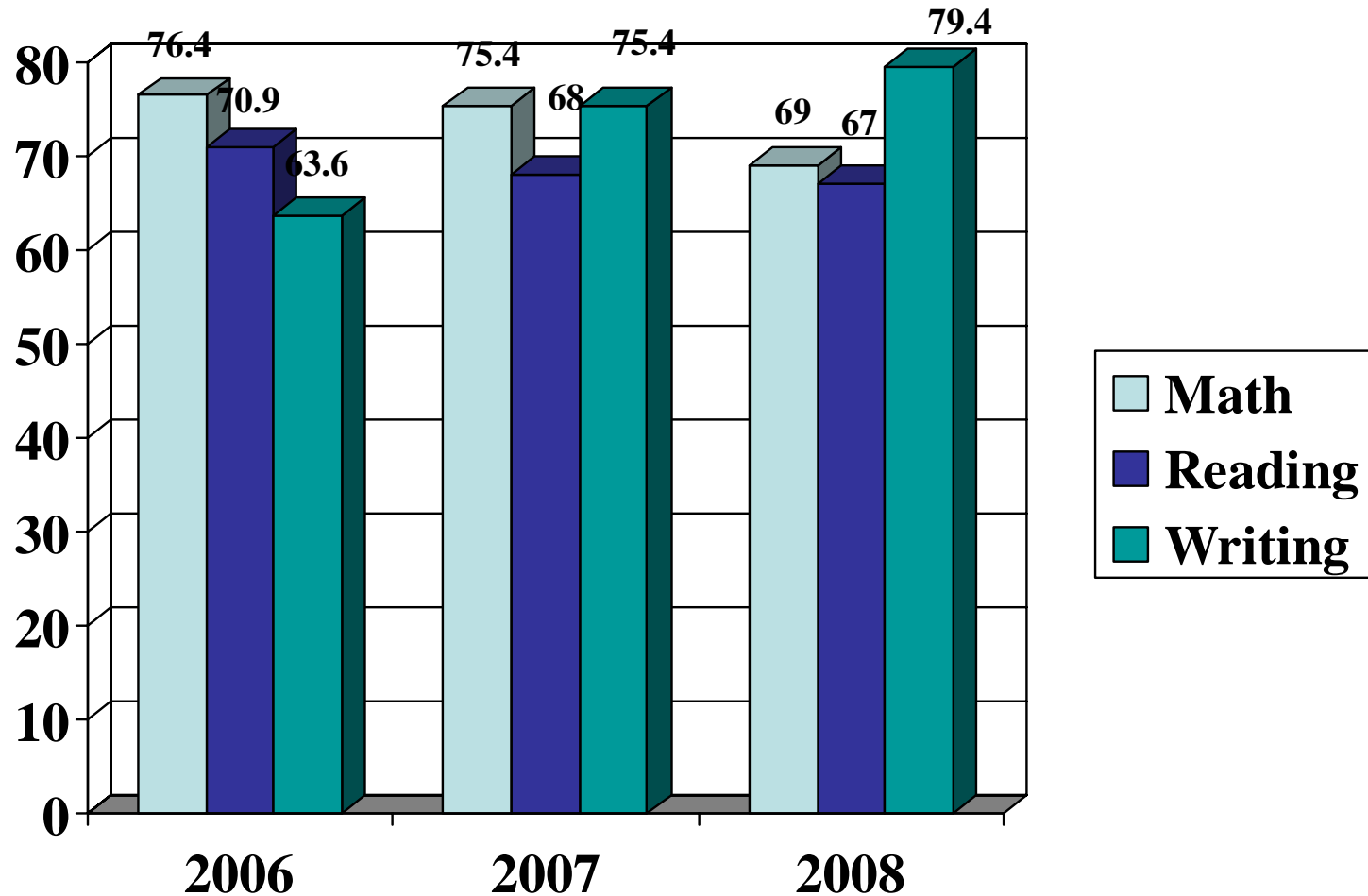
Haddam Elementary CMT Data

Longitudinal Summaries

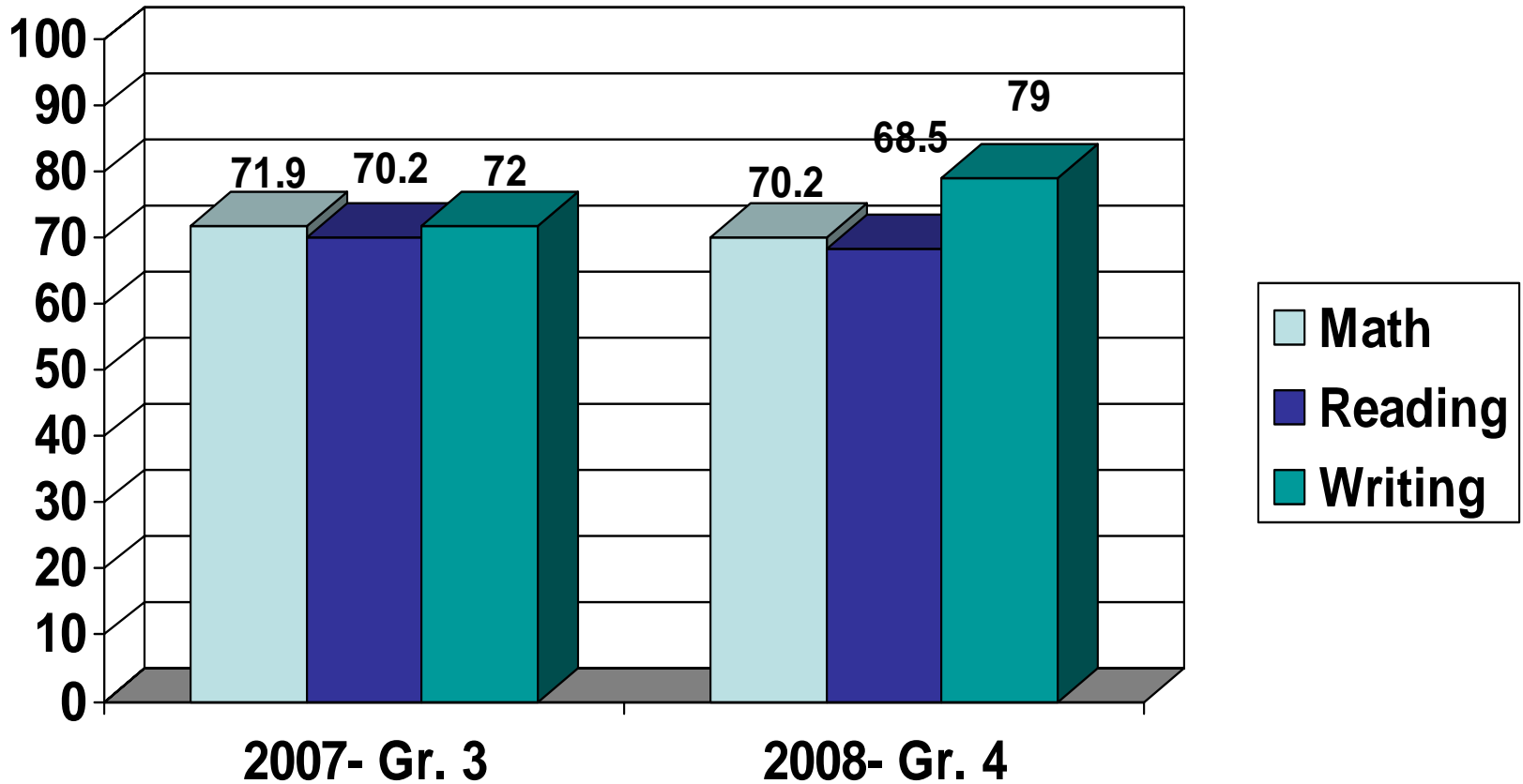
Grade 3 Longitudinal Results



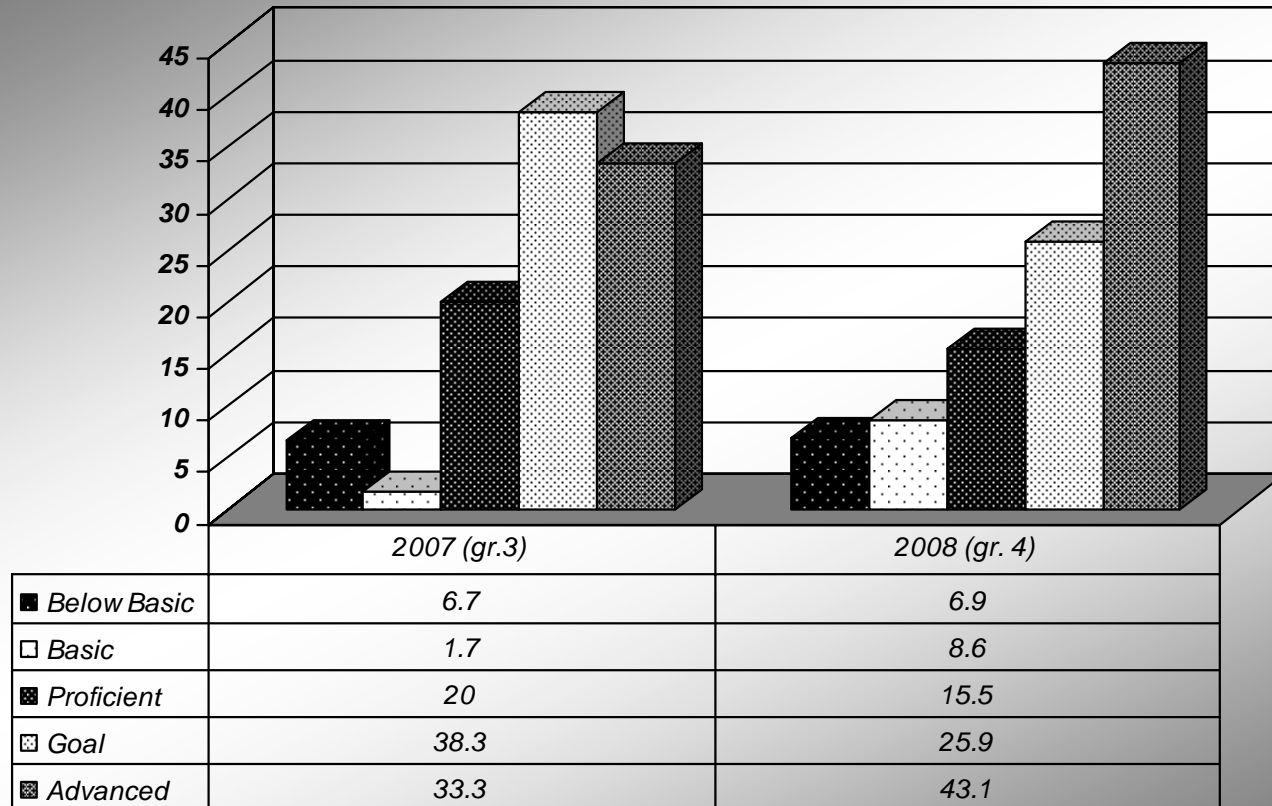
Grade 4 Longitudinal Results



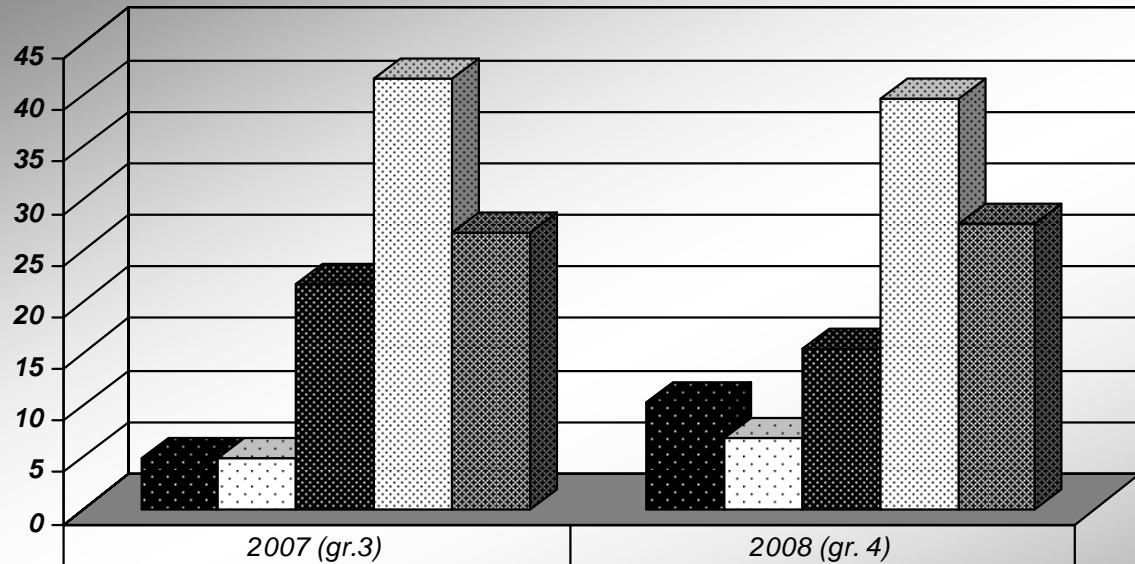
Matched Cohort Comparison – Grade 3 to 4



Longitudinal Performance Level Summary (Cohort Comparison Mathematics)

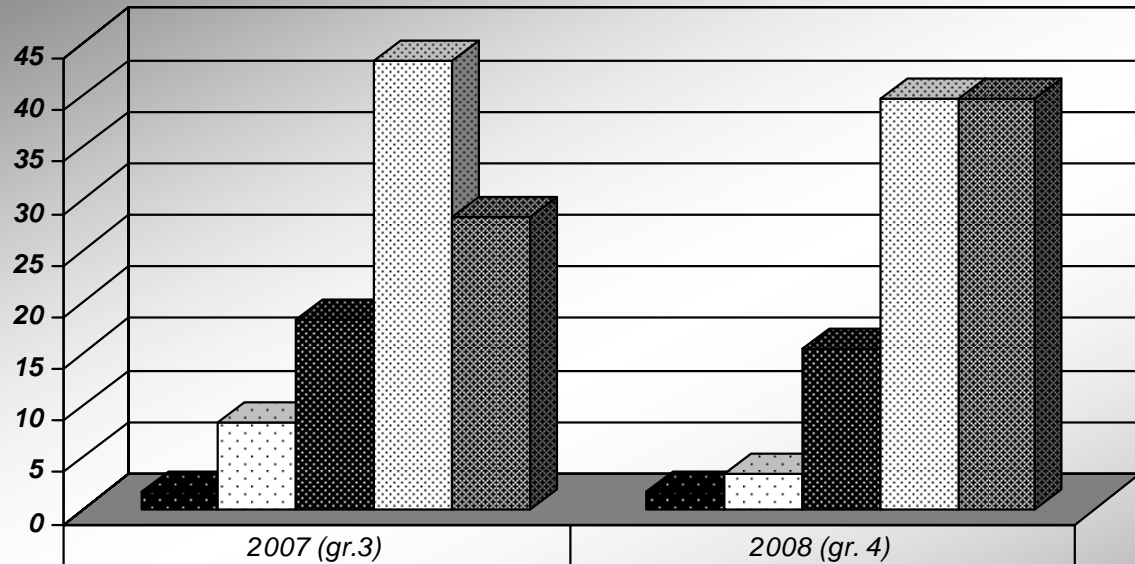


Longitudinal Performance Level Summary (Cohort Comparison Reading)



■ <i>Below Basic</i>	5	10.3
□ <i>Basic</i>	5	6.9
▣ <i>Proficient</i>	21.7	15.5
▤ <i>Goal</i>	41.7	39.7
▥ <i>Advanced</i>	26.7	27.6

Longitudinal Performance Level Summary (Cohort Comparison Writing)



■ <i>Below Basic</i>	1.7	1.7
□ <i>Basic</i>	8.3	3.4
■ <i>Proficient</i>	18.3	15.5
▣ <i>Goal</i>	43.3	39.7
▣ <i>Advanced</i>	28.3	39.7

Areas of Focus
2008-2009
Haddam Elementary School

Mathematics

- Improve mathematics performance of grade 3 students by 10% in the following strands: (Below 80%)
 - Estimating Solutions to Problems
 - 2007-60%; 2008-56.3%
 - Approximating Measures
 - 2007-66%; 2008-70.8%
 - **Mathematical Applications**
 - **2007-46.7%; 2008-72.9%**
- Improve mathematics performance of grade 4 students by 10% in the following strands: (Below 70%)
 - Equivalent Fractions, Decimals & Percents
 - 2007-57.9%; 2008-63.8%
 - Estimating Solutions to problem
 - 2007-63.2%; 2008-55.2%
 - Geometry & Measurement: Time
 - 2007-70.2%; 2008-67.2%

Actions to accomplish the above:

- Grade 3 teachers, under the supervision and support of the Teaching & Learning Specialist and the Principal, will implement SFAW Investigations Units to address these areas.

Reading

- Improve reading performance of grade 3 students by 10% in the following strands:
 - **Making Reader/Text Connections**
 - 2007-41.7%; 2008-64.6%
 - **Examining Content & Structure**
 - 2007-43.3%; 2008-72.9%
- Improve reading performance of grade 4 students by 10% in the following strand:
 - **Making Reader/Text Connections**
 - 2007-40.4%; 2008-65.5%
 - **2008 improvement in all 4 strands by 9% or better**

Actions to accomplish the above:

- Principal's Classroom Monthly Classroom Walkthroughs will focus on Marzano's High Yield Strategies
- Monthly staff meetings will include development of ideas from Classroom Instruction that Works (Marzano)
- Teaching & Learning Specialist and Reading Support team will model strategies for differentiation and assist with student assessment
- Reading Support will be given to identified students
- Ongoing assessment will be part of the test portfolio
- Full implementation of Teachers Supporting Teachers (Early Intervention Model); Another group of teachers from HES will be trained in the State's Early

Writing

- Improve writing performance of grade 3 and 4 students by 10% in the following strand:
 - **Composing and Revising**
 - **Grade 3--2007-43.3%; 2008-72.9%**
 - Grade 4—2007-63.2%; 2008-69.0%
- Improve writing performance on the holistic writing sample by 5% in grades 3 and 4
 - Grade 3—2007-78%; 2008-60.4%
 - **Grade 4—2007-93.1%; 2008-96.6%**

Actions to accomplish the above:

- New teachers in grades 3 and 4 will practice scoring writing sample using the state holistic scoring CD
- Teachers will double-score writing prompts and submit student scores to the principal
- Continue the use of multiple choice editing options (in lieu of Daily Oral Language) for grades 2-4