

Instructional Improvement Plan

Haddam-Killingworth High School
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The mission of Haddam-Killingworth High School is to provide a personalized and collective experience through which students are challenged to develop the knowledge, skills and work ethic to contribute to a global society.

Summary of Last Year's Goal

To improve student scores on the CAPT exam

Rationale

Despite increases in goal in most areas during the 2008 CAPT, HKHS was still performing at or below its DRG in proficiency for all tests. As a result, our goal was to improve student performance, thereby improving their proficiency in all areas.

Steps Taken

1. Teaching and Learning Specialist e-mailed Department Heads the results of 2008 CAPT, including scores by content strands.
2. Department Heads analyzed CMT and CAPT results on both the school and individual level.
3. Each core department developed a CAPT goal to address areas for growth in their department
4. Each elective department developed CAPT-like activities that address areas of student weakness on those tests.
5. All teachers administering CAPT-like activities in a particular area (i.e. Reading or Writing) met to discuss what types of questions and activities best mirror the areas of student weakness on the CAPT and how to score them correctly
6. Each department recorded student achievement on CAPT-like activities over the course of the year and tracked student progress towards higher levels of achievement
7. Student who did not show increased performance in the first half of the year, as well as tenth graders who did not perform well on the ninth grade practice were offered the opportunity to participate in the CAPT Academy
8. Tenth grade students took the CAPT during the first two weeks of March
9. Ninth grade students took a CAPT practice test while tenth graders were taking the official CAPT. Ninth graders were tested using previously released items.

10. Student results on the CAPT Test are being used to assess the degree to which the CAPT like practices are aligned to the test as well as their effectiveness in improving CAPT scores

Department Level Initiatives

1. The math department will increase the number of students who are proficient on the CAPT by 3%.
2. The science department will increase the proficiency rate from 94% to 97%.
3. The English department will increase the number of students who are proficient on the CAPT Reading by 2%.
4. The history and social studies department will increase student Writing scores one score level over their performance on the Ninth Grade Experience.
5. The special education department will conduct Reading for Information practice activities with students who receive academic support and who were not proficient or who were borderline proficient on the 8th grade CMTs at least 4 times per semester. The pre and post test scores will be collected and analyzed and additional reading or writing support will be provided.
6. The physical education department will administer a Reading for Information activity at least four times per semester on a topic related to their area of study. They will record and track student progress using a spreadsheet.
7. The applied education department will administer CAPT-like activities related to their content areas at least twice a month. Student progress will be tracked using a spreadsheet and a two tiered intervention system will be used to remediate. Intervention strategies will be developed at Dept. Meetings as needed.
8. The art department will administer either a Reading for Information or an Interdisciplinary Writing prompt to their students and track their progress using a departmental spreadsheet. Students who are not progressing adequately will be given additional assistance and an opportunity to retest.
9. The world language department will incorporate either a Response to Literature, Reading for Information, Editing and Revising or Interdisciplinary Writing activity into their class at least once a month. The type of activity will vary depending on the class's level of proficiency in the target language.

Personnel Responsible

1. Teaching and Learning Specialist
 - E-mail a presentation to Department Heads in July of 2008 to share CAPT results.
 - Track department progress in data collection and the analysis of that data
 - Identify those students who fell short of goal on various components of the CAPT and invite them to attend the CAPT Academy
 - Obtain previously released materials
 - Provide copies of 9th Grade Experience for all ninth graders
 - Schedule proctors and locations for 9th grade CAPT practice and 10th grade CAPT
2. Department Heads

Develop departmental CAPT goals that address individual department needs

Archive student performance results in a database

Check student progress once a semester

3. Associate Principal – recruit teachers to offer instruction at CAPT Academy.
4. Principal/ Associate Principal/Teaching and Learning Specialist - monitor teachers who chose to make CAPT the focus of 2008-2009 goals.

Support Given

1. Professional development on CAPT scoring through the CT SDE Holistic Scoring Workshop
2. Support to individual department heads and teachers on data analysis and collection procedures

Progress Monitoring

Student progress is monitored at the end of each semester during their 9th and 10th grade years.

Evidence of Progress

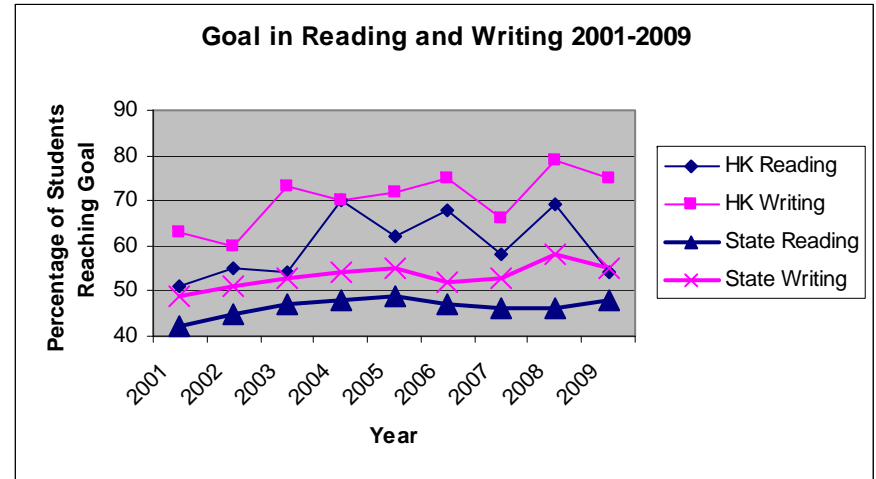
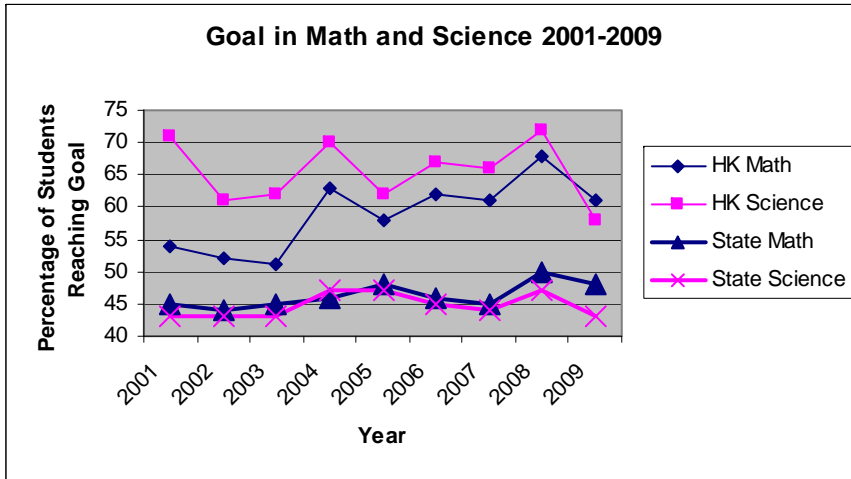
See Below

Problems Encountered

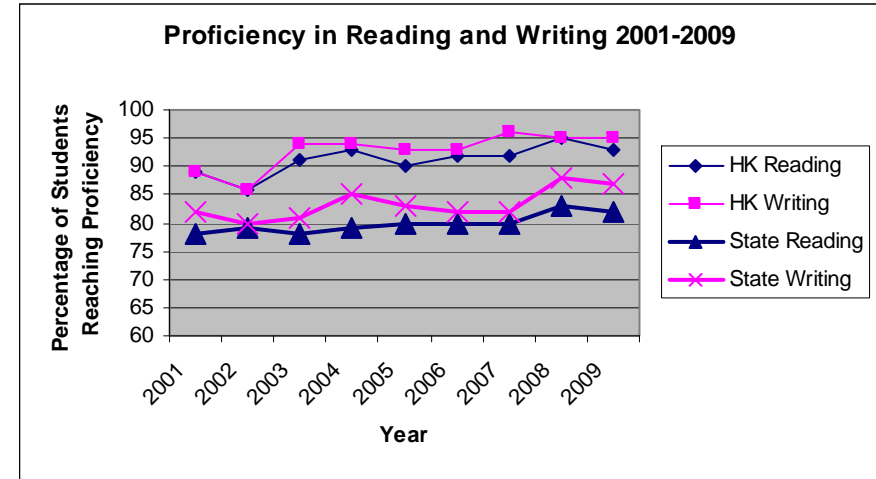
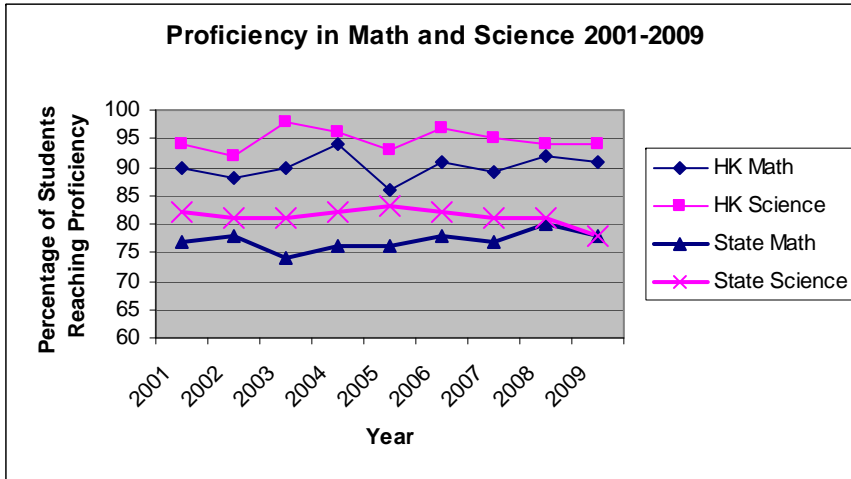
1. Block scheduling made the plan difficult to implement for the second semester Biology students
2. Lack of data analysis experience amongst some teachers and department heads made data collection and interpretation more challenging
3. Delays and closing during the end of first semester required the omission of some progress monitoring assessments

Review of Progress

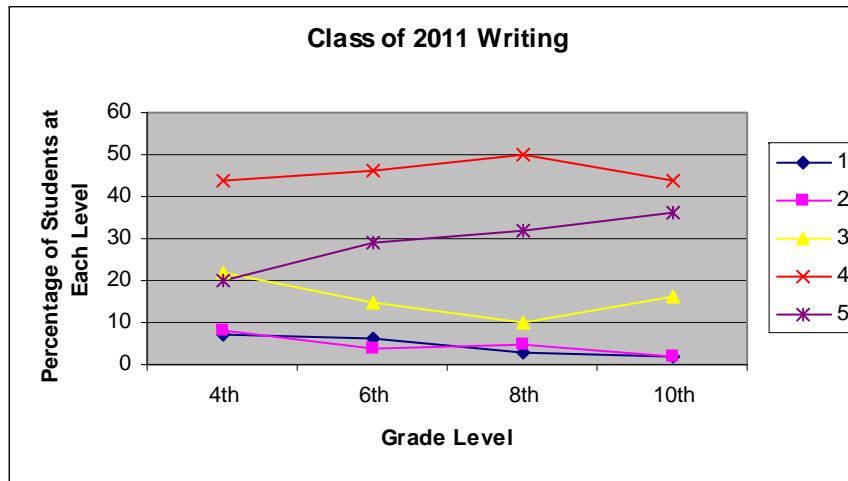
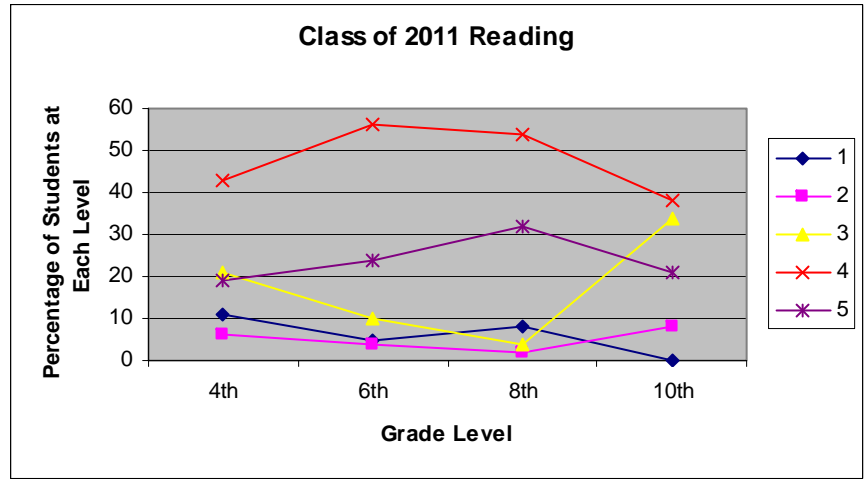
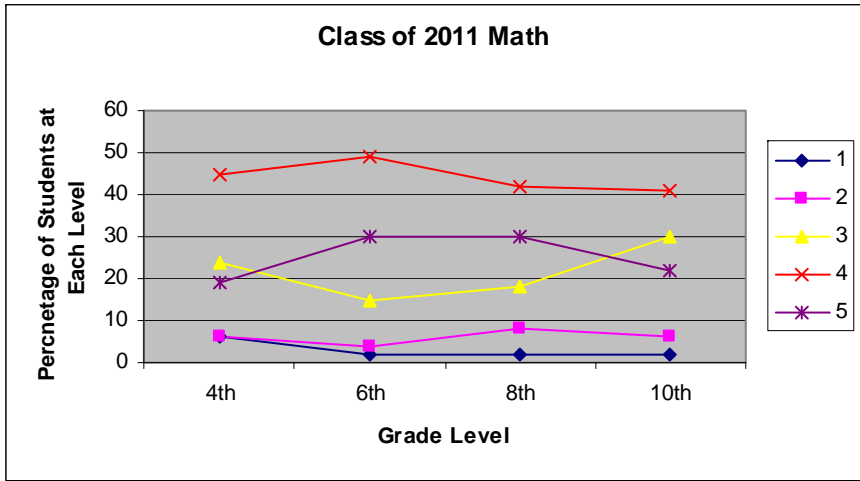
Progress on Goal



Progress on Proficiency



Cohort Progress



The results of the 2009 CAPT test showed a drop in goal in all four areas, with proficiency numbers holding steady.

- The drop in Goal achievement in both Writing and Math is not statistically significant given the size of the population; it is the result of natural variation between one year and the next and reflective of trends statewide.
- The drop in Science scores was statistically significant, but was most like caused by a scheduling aberration which resulted in two-thirds of the college prep sophomores taking Biology second semester and therefore only having six weeks to learn the necessary Biology content. In next year's full year schedule, this issue will no longer exist and the Science scores are expected to rebound.
- The Reading scores also show a significant decline over last year and, more importantly, over 8th grade achievement levels. Analysis of the Reading scores over the last five years has shown the same pattern of decrease in the students making goal on the CAPT and indicate a curriculum and/or instructional problem in this area. The bulk of the students who drop levels between 8th and 10th grade are students in the college prep English classes.

Next Year's Goal

To increase the number of students achieving goal on each of the CAPTs.

Rationale

While the number of students achieving proficiency stayed relatively steady in 2009, there was a decrease in the number of students achieving goal in all CAPT areas. As a result, the school-wide focus will be on helping students develop the skills and knowledge necessary to achieve goal in larger numbers.

Steps Taken

1. Teaching and Learning Specialist e-mailed Department Heads the results of 2009 CAPT, including scores by content strands.
2. Department Heads analyzed CMT and CAPT results on both the school and individual level.
3. Teaching and Learning Specialist reviewed the components of the Reading for Information test with all Department Heads and discussed the integration of Reading for Information-like activities across the curriculum
4. Each core department developed a CAPT goal to address areas for growth in their department
5. Each elective department developed a CAPT goal to address the drop in Reading scores during the 2009 administration.
6. Each department will record student achievement on CAPT-like activities over the course of the year, track student progress towards higher levels of achievement and report progress semi-annually
7. Student who do not show increased performance in the first half of the year, as well as tenth graders who did not perform well on the ninth grade practice, will be offered the opportunity to participate in the CAPT Academy

8. Tenth grade students will take the CAPT during the first two weeks of March
9. Ninth grade students will take a CAPT practice test while tenth graders are taking the official CAPT. Ninth graders will be tested using previously released items and their scores used to make instructional decisions for the remainder of their 9th grade year.
10. Student results on the CAPT Test will be used to assess the degree to which the CAPT like practices are aligned to the test as well as their effectiveness in improving CAPT scores

Department Level Initiatives

1. The math department will increase the number of students who meet goal on the Math CAPT by 5%.
2. The science department will increase the number of students who meet goal on the Science CAPT by 5%
3. The English department will increase the number of students who meet goal on the Reading CAPT by 10%
4. The history and social studies department will increase student Writing scores two points over their 9th grade performance average of 6.65.
5. The special education department will conduct Reading for Information practice activities with students who receive academic support and who were not proficient or who were borderline proficient on the 8th grade CMTs at least 4 times per semester. The pre and post test scores will be collected and analyzed and additional reading or writing support will be provided.
6. The physical education department will increase average student performance on the Reading for Information section of the CAPT test by 0.5 points
7. The applied education department will increase average student performance on the Reading for Information section of the CAPT test by 0.5 points
8. The fine arts department will increase average student performance on the Reading for Information section of the CAPT test by 0.5 points
9. The world language department will increase average student performance on the Reading for Information section of the CAPT test by 0.5 points.

Personnel Responsible

1. Teaching and Learning Specialist

E-mail a presentation to Department Heads in July of 2009 to share CAPT results.

Review results, goal expectations and the Reading for Information criteria with department heads prior to the development of a departmental goal.

Track department progress in data collection and the analysis of that data semi-annually

Identify those students who fell short of goal on various components of the CAPT and invite them to attend the CAPT Academy

Obtain previously released materials

Provide copies of 9th Grade Experience for all ninth graders

Schedule proctors and locations for 9th grade CAPT practice and 10th grade CAPT

2. Department Heads

Develop departmental CAPT goals that address individual department needs

Archive student performance results in a database

Check student progress once a semester and report it the Teaching and Learning Specialist

3. Associate Principal – recruit teachers to offer instruction at CAPT Academy.

4. Principal/ Associate Principal/Teaching and Learning Specialist - monitor teachers who chose to make CAPT the focus of 2008-2009 goals.

Support Given

1. Professional development on the Reading for Information portion of the CAPT to Department Heads to improve the quality of the RfI prompts being used and to increase the consistency of the scoring within their departments
2. Professional development on CAPT scoring through the CT SDE Holistic Scoring Workshop
3. Support to individual department heads and teachers on data analysis and collection procedures

Progress Monitoring

1. Department Heads will collect and analyze student score trends once each semester to determine the need for different instructional approaches.
2. Core departments will grade and analyze the 9th grade scores at the end of March 2010 to determine areas of need for the remainder of the ninth grade year and set priority areas for the 10th grade year.