
Haddam Elementary School
Instructional
Improvement Plan
2009-2010

“Working Together For Excellence”

3rd Grade students will improve overall writing scores by 5 percentage points and holistic writing scores by 10 percentage points

- Teachers received refresher training on Empowering Writers
 - One teacher attended additional professional development in CMT-Empowering Writers & “turn-keyed” to colleagues
 - Teachers developed mini-lessons in writing and “reading” prompts
 - Students wrote daily
 - All students were assessed by a common prompt monthly (double scored)
 - 82% of students at or above goal in writing (increase of 20 percentage points over previous year)
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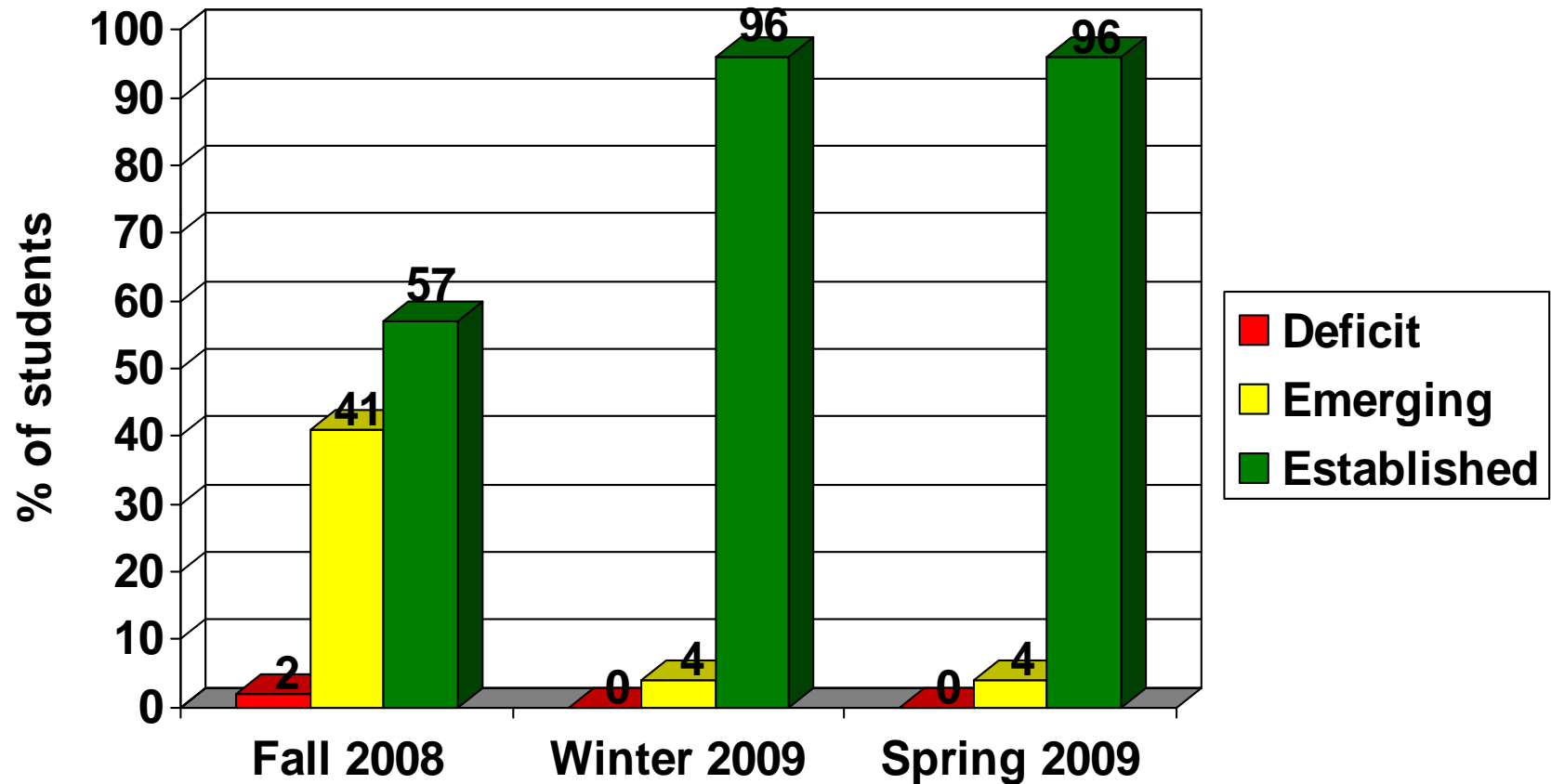
4th Grade will improve overall mathematics by 5 percentage points and Estimating Solutions to Problems by 10 percentage points

- Math support teacher identified and shared the 4 problem types in Estimating Solutions and shared instructional strategies with grade level teachers
 - Teachers monitored students using rubrics for responses in the areas of vocabulary identification, strategies and accurate solutions.
 - Common planning meetings used to discuss student data
 - 76% of students at or above goal in mathematics (increase of 7 percentage points over previous year)
 - Strand 11 – 70% of students mastered this strand (increase of 15 percentage points over previous year)
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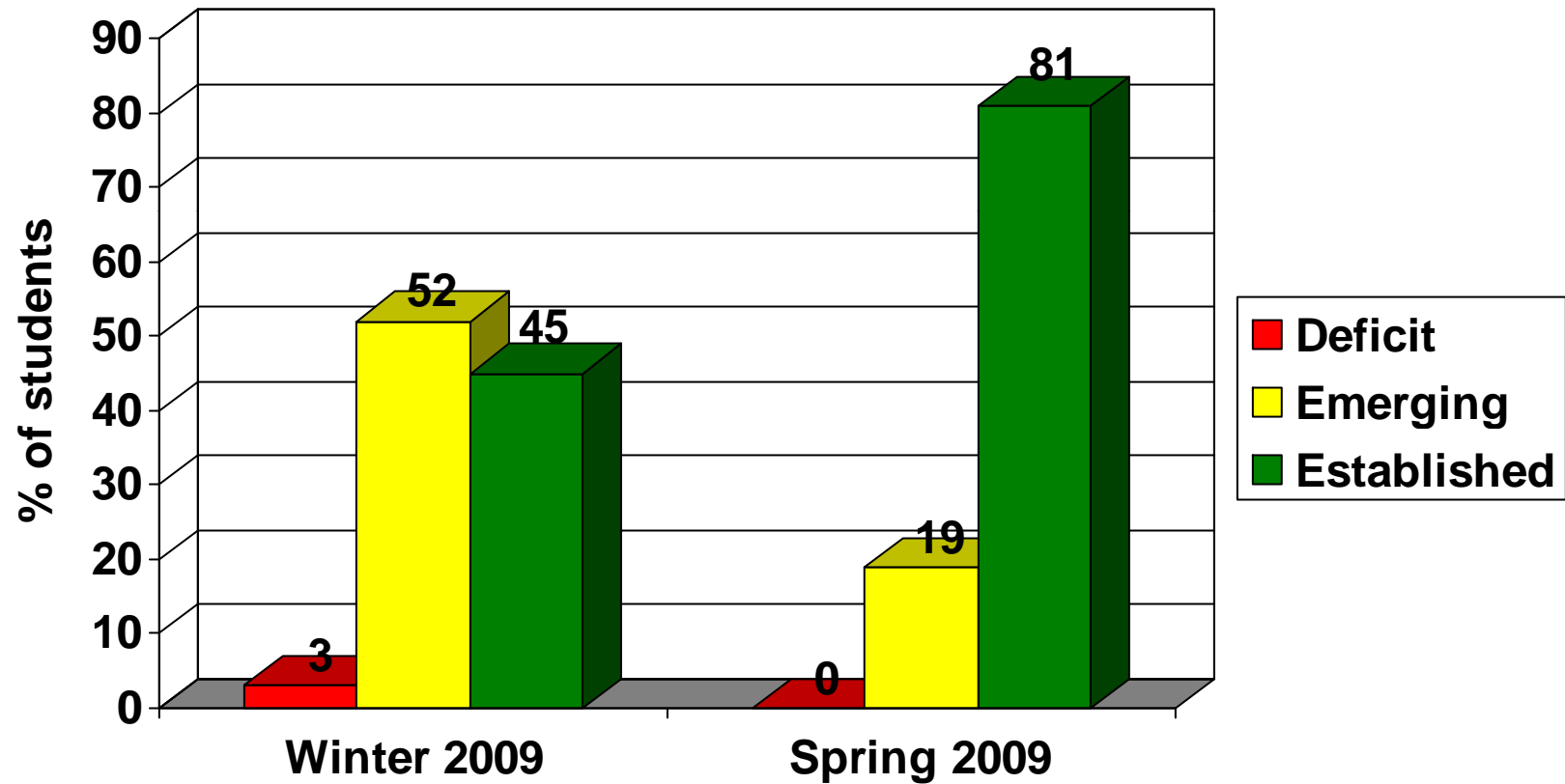
90% of students in K-2 will be “established” by the last benchmark assessment of the specific DIBELS subtest.

- Data reviewed during grade level common planning meetings
 - Reading support, special educators and classroom teachers are working together to develop early interventions.
 - Intervention groups for students “emerging” or “deficit” ranges.
 - Reading Support teachers worked with students 3-4x/week on specific skills and classroom teachers reinforced skills in a small group
 - All Classroom Teachers received the Resource: I’ve DIBEL’D, Now What?
 - **Kindergarten** – Phoneme Segmentation Fluency: 88% students established
 - **1st grade** – Phoneme Segmentation Fluency: 96% students established in May
Nonsense Word Fluency: 81% established
 - **2nd Grade** – Nonsense Word Fluency: 90% established by mid-January (increase from 50% in September)
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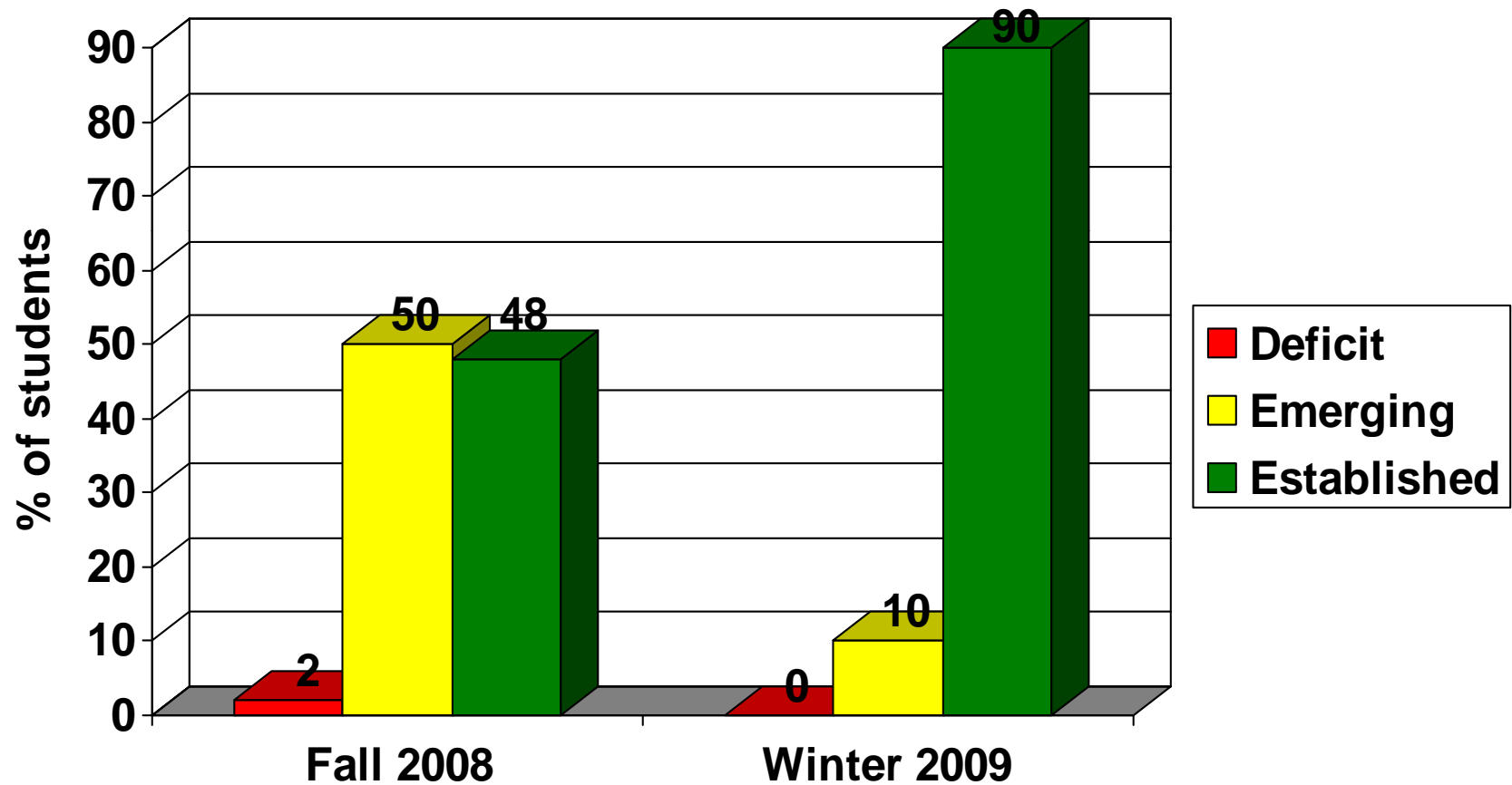
1st Grade Phoneme Segmentation Fluency (DIBELS)— Target 90% Established by Spring 2009



1st Grade Nonsense Word Fluency (DIBELS)— Target 90% Established by Fall 2009 (2nd Grade)



2nd Grade Nonsense Word Fluency



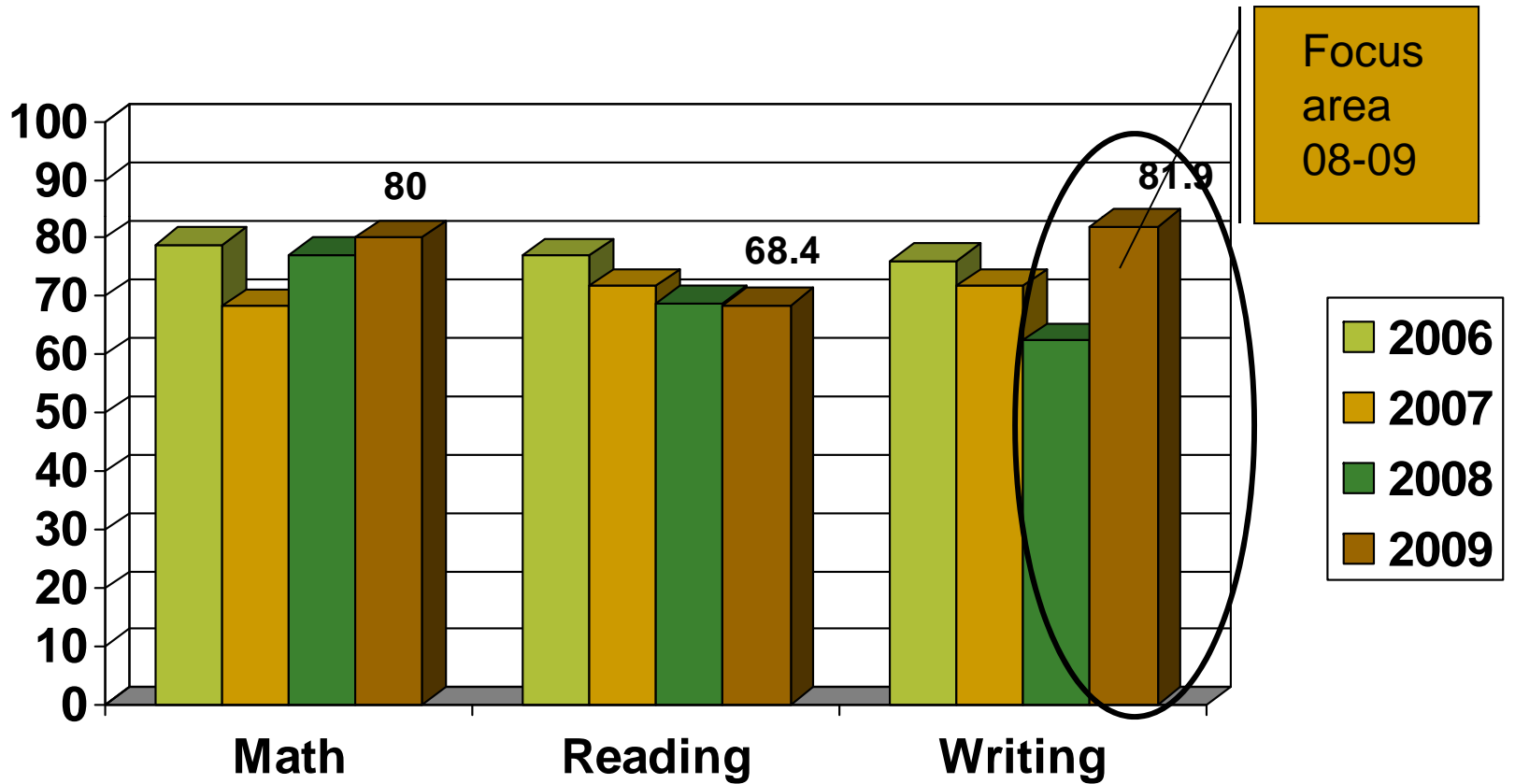
What did we learn?

- What we focused on, we accomplished
 - We were missing some pieces in reading because we did not have assessments that broke down reading into its smallest components
 - Targeted interventions in small groups and progress monitoring according to the RTI model proved effective
 - Grade 2 served as a model that we will replicate in other grades
 - Staff new to the grade level needed to be trained specifically on the resources used at that level
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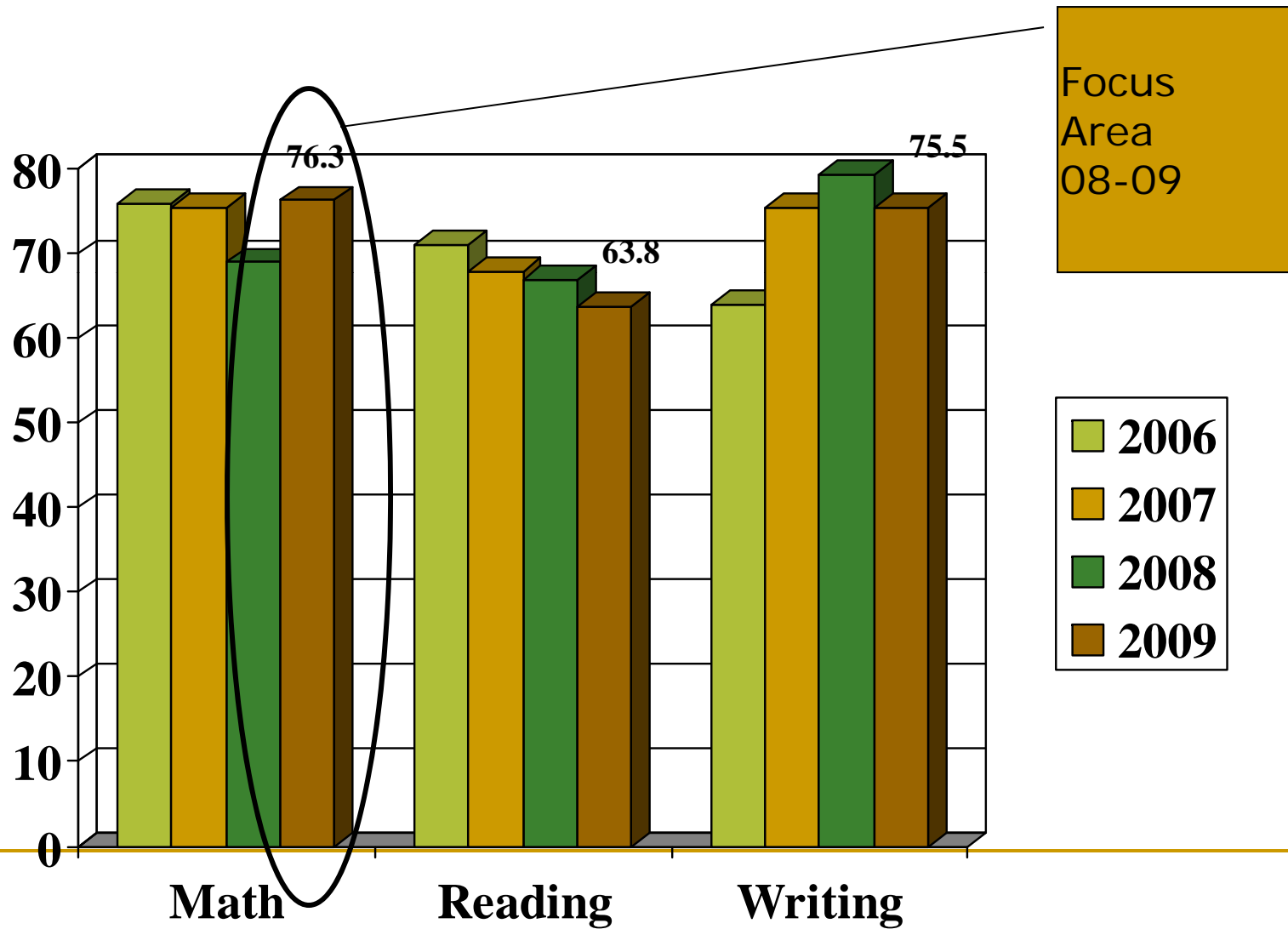
Haddam Elementary CMT Data

Longitudinal Summaries

Grade 3 Longitudinal Results

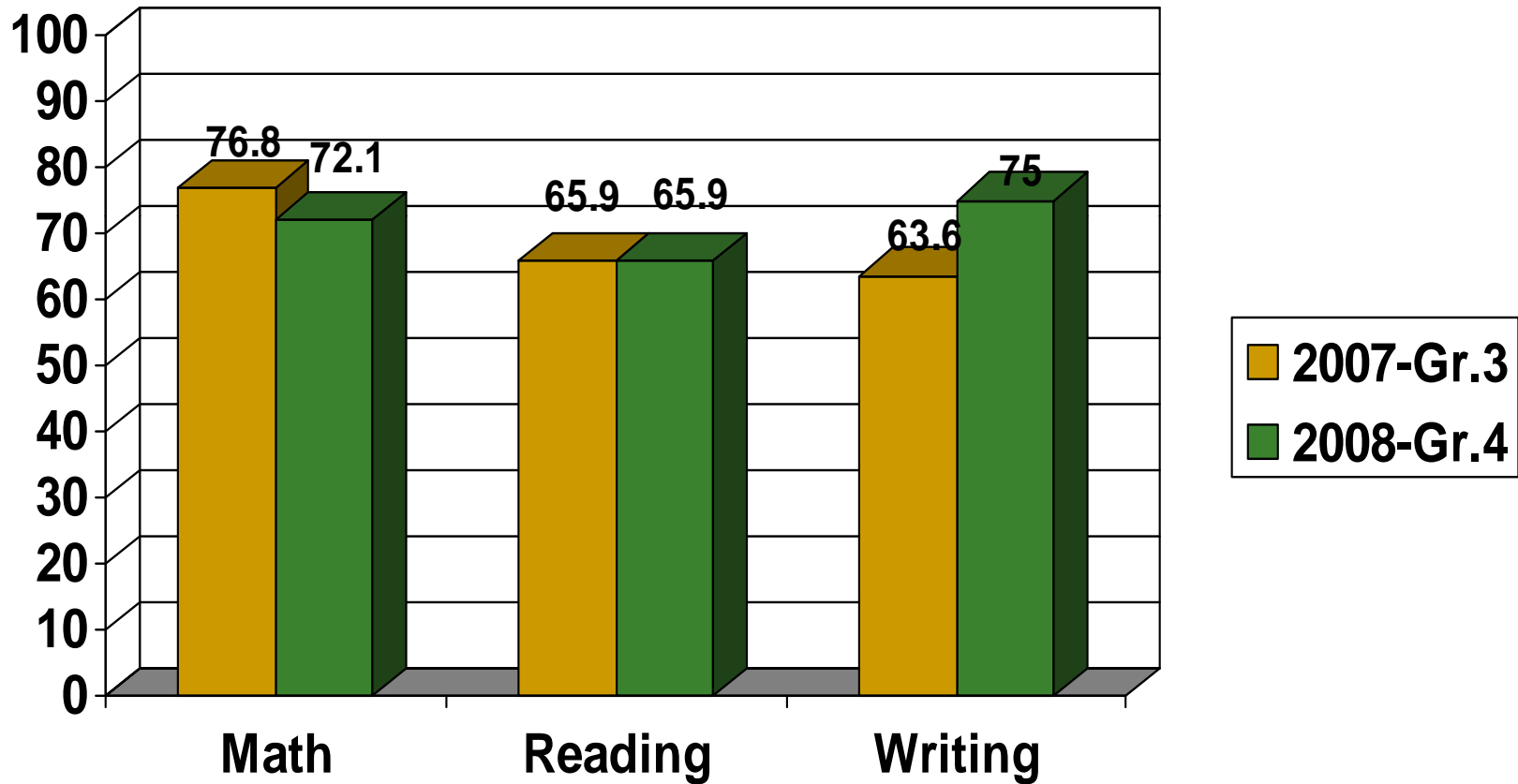


Grade 4 Longitudinal Results

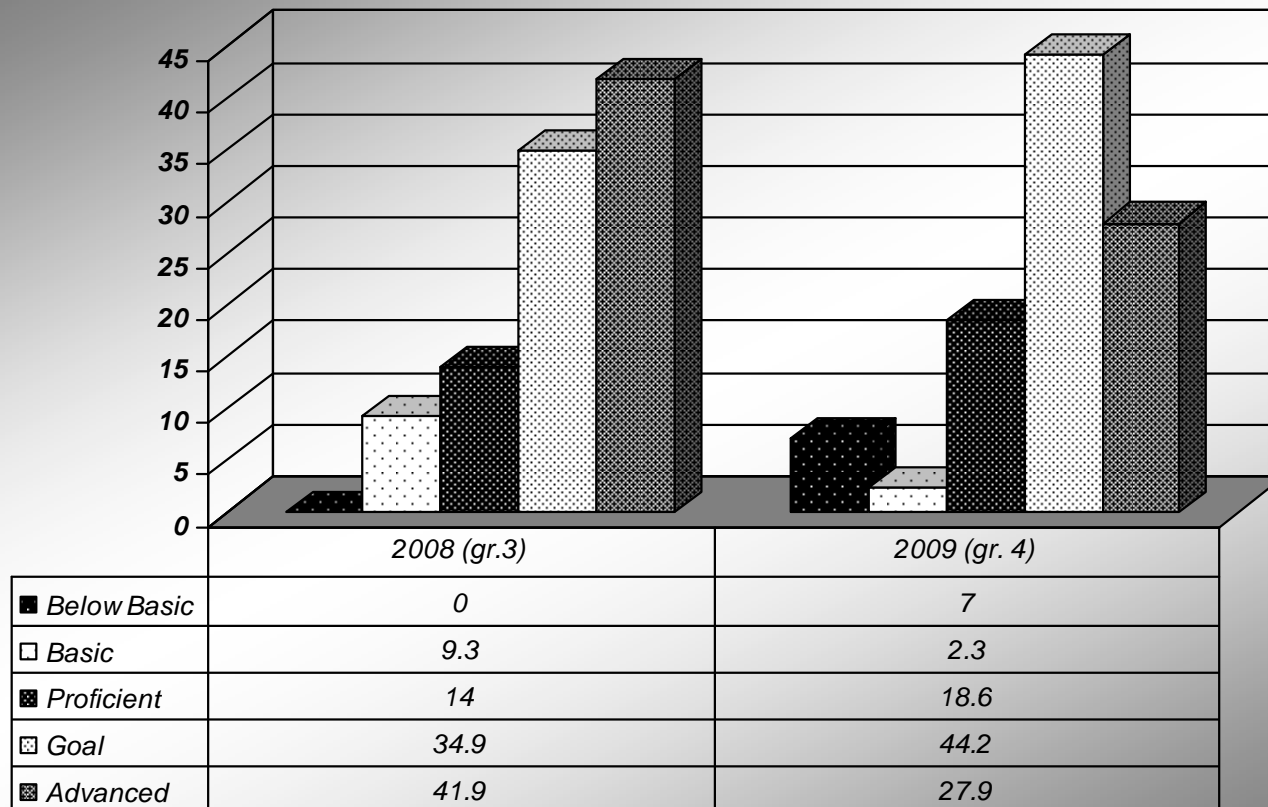


Matched Cohort Comparison – Grade 3 to

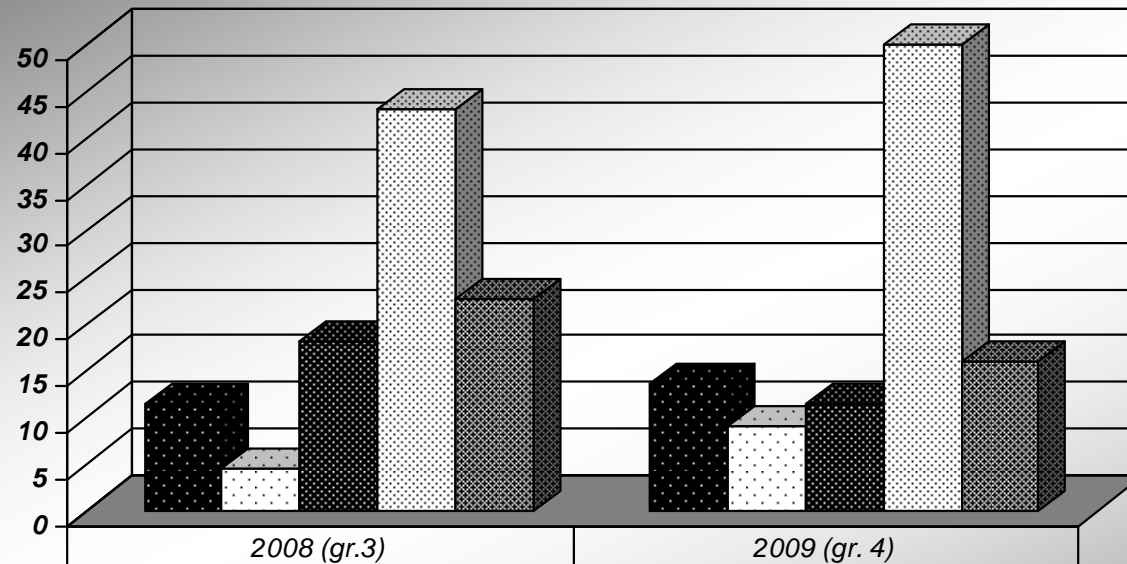
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Longitudinal Performance Level Summary (Cohort Comparison Mathematics) $n=43$

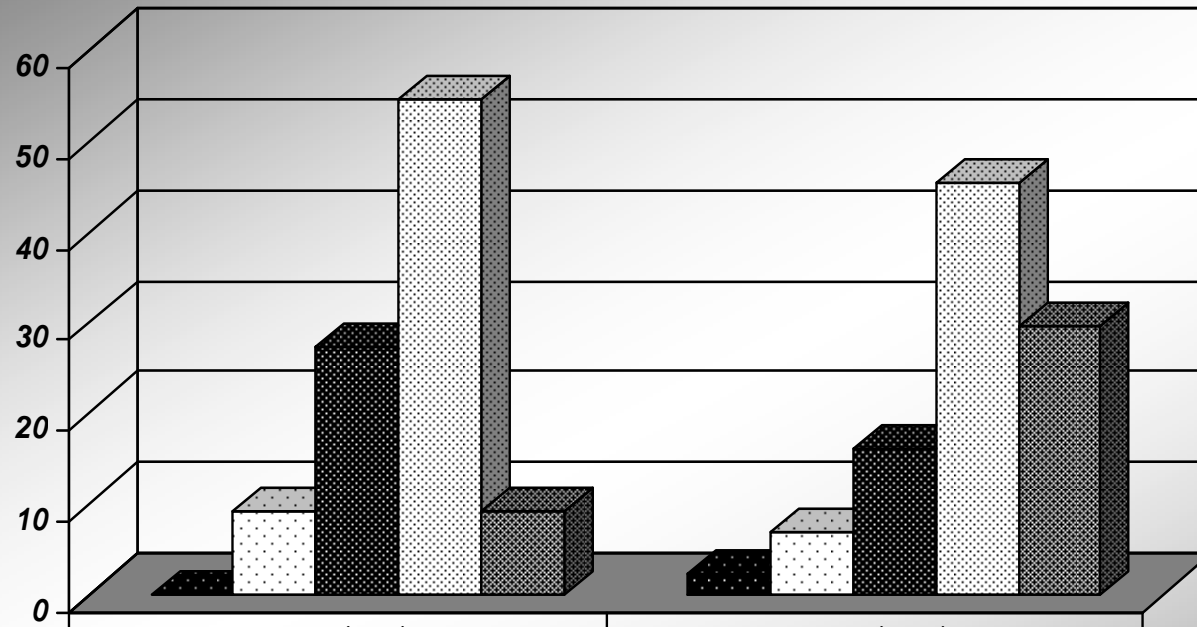


Longitudinal Performance Level Summary (Cohort Comparison Reading) *n=43*



■ <i>Below Basic</i>	11.4	13.6
□ <i>Basic</i>	4.5	9.1
■ <i>Proficient</i>	18.2	11.4
▤ <i>Goal</i>	43.2	50
■ <i>Advanced</i>	22.7	15.9

Longitudinal Performance Level Summary (Cohort Comparison Writing)



	2008 (gr.3)	2009 (gr.4)
■ <i>Below Basic</i>	0	2.3
□ <i>Basic</i>	9.1	6.8
■ <i>Proficient</i>	27.3	15.9
□ <i>Goal</i>	54.5	45.5
■ <i>Advanced</i>	9.1	29.5

Goals 2009-2010

- 3rd and 4th grade reading scores will increase by 10 percentage points
 - 85% of K-2 students will meet appropriate reading benchmarks (District Assessment Plan)
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Goal 2009-2010

Actions

- Implement DIBELS Oral Reading Fluency Assessment for all 3rd graders; ORF for 4th graders below goal on CMT; develop interventions based on assessment results
 - Train teachers in progress monitoring using DIBELS
 - Integrate Differentiated Instruction and Response to Intervention to respond to diverse learning needs (training and workshops)
 - Develop “New to the Grade” Training in Core Curriculum Material
 - Curriculum Pacing/Mapping at each grade level (LA & Mathematics)
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Goal 2009-2010

Actions

- Use the Literacy Academy model of small group support for struggling and advanced readers (Elementary Teaching & Learning Specialist, Reading Support & LEAP)
 - Develop a “menu of interventions” for teachers to access (K-4)
 - Pilot “Words Their Way” developmental spelling program in Grades 3 & 4
 - Support period for 4th grade
 - Students Working in Mini-Groups (SWIM)-support and enrichment in reading as needed in Grade 3
 - Ongoing Data Discussions at Common Planning Meetings
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