



Killingworth Elementary School
Instructional Improvement Plan
2009-2010

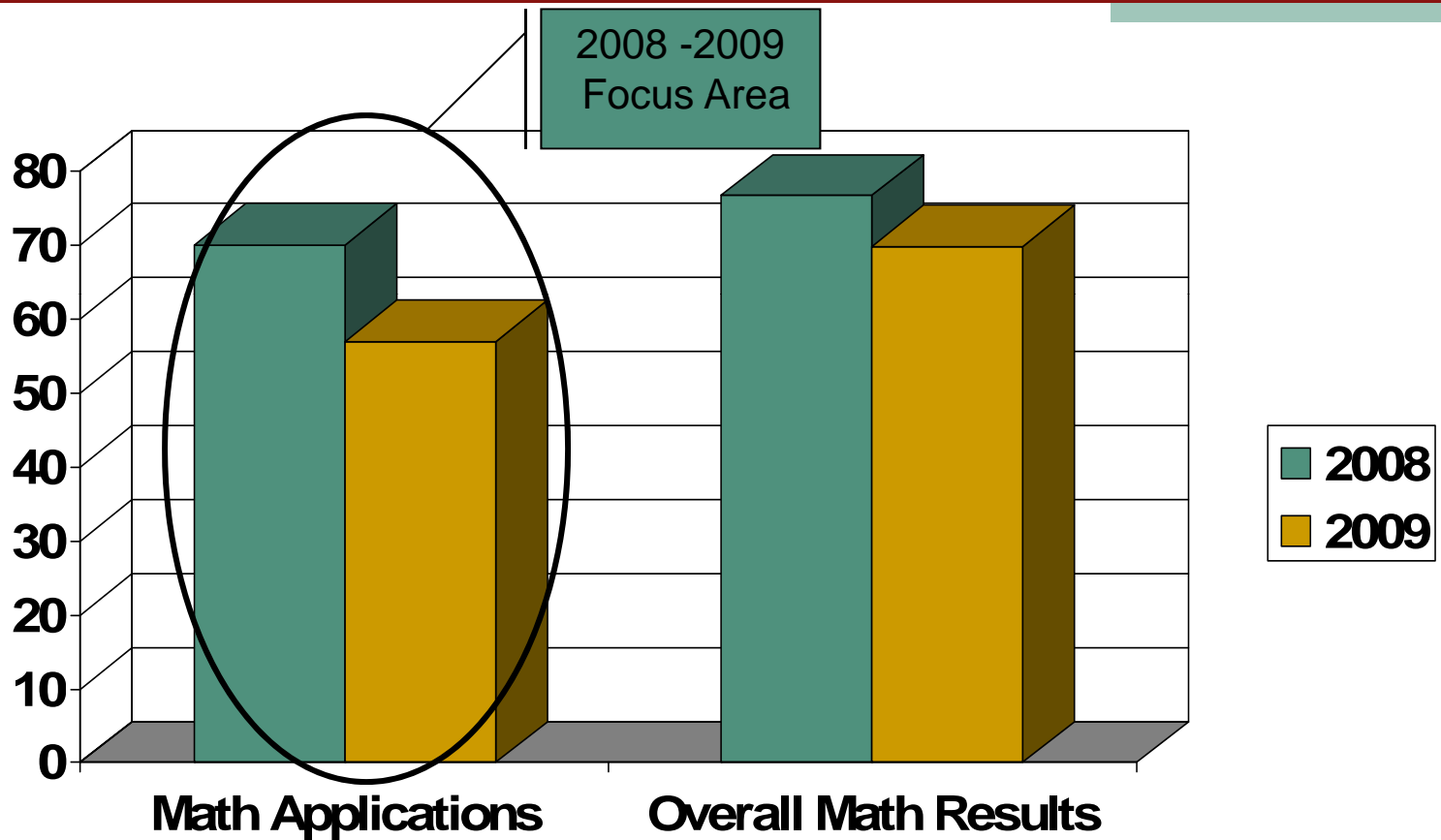


*“A Caring Community of
Lifelong Learners”*

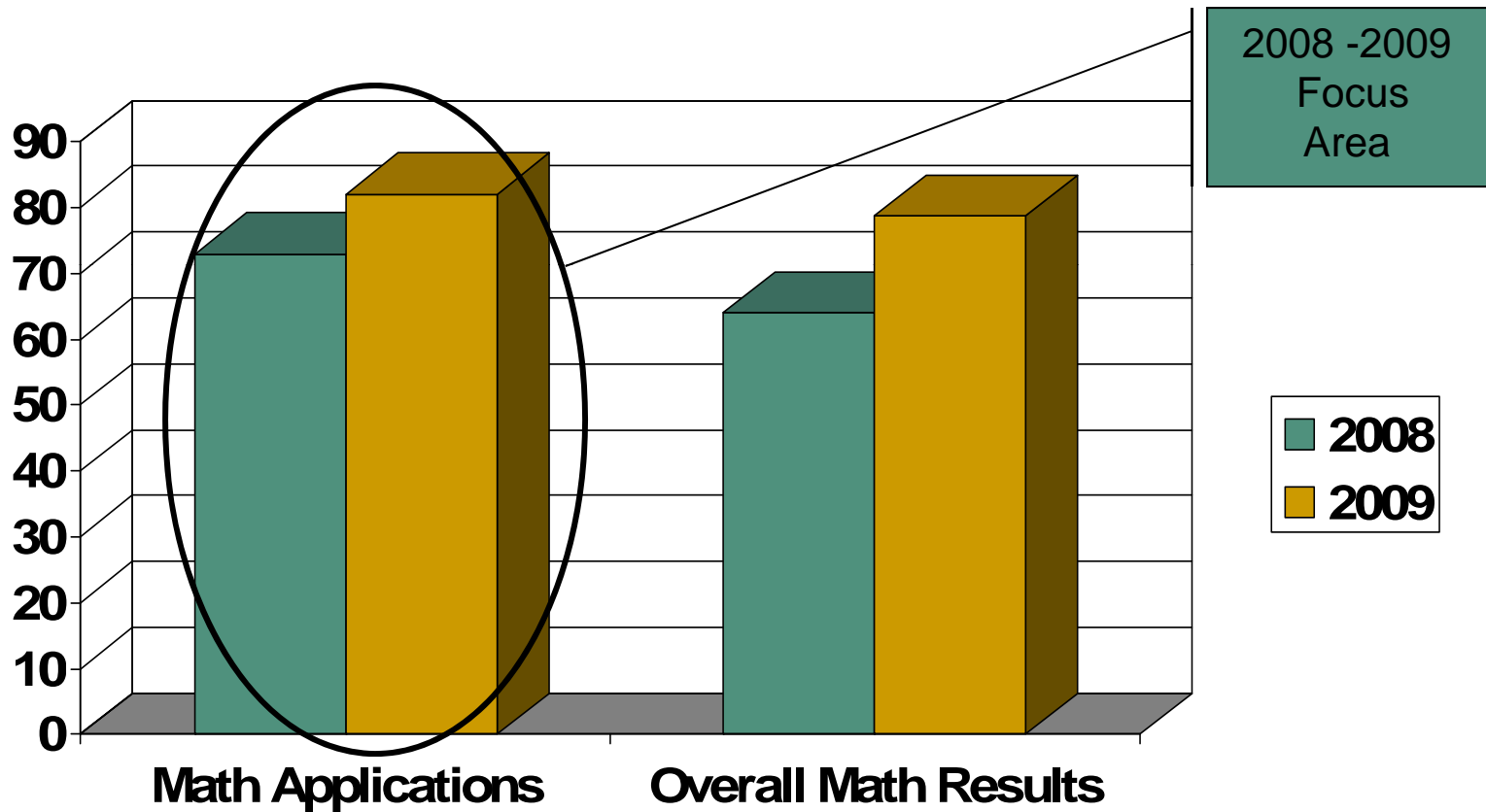
Our 3rd and 4th grade students' overall math performance (at or above goal) will increase by five percentage points.

- Taught students CMT 0-2 scoring rubric and CMT 0-3 scoring rubric (mathematical applications) to self evaluate.
 - Continued direct instruction in written justification for mathematical applications and estimating solutions using real world problems.
 - Created mini-lessons for estimating solutions, taught students to self evaluate using 0-2 scoring rubric
 - Scoring rubrics were used to determine students' strengths and weaknesses and how to differentiate for diverse student needs.
- **3rd grade actual = 69.8%**; did not meet KES goal
9 students identified for specialized instruction
14 students in EIP process
(response to intervention tier 2/3)
 - **4th grade actual=78.7%**; achieved beyond goal:69%
5 students identified for specialized instruction
10 students in EIP process
(response to intervention tier 2/3)

Grade 3-CMT Results in Focus Area & Overall



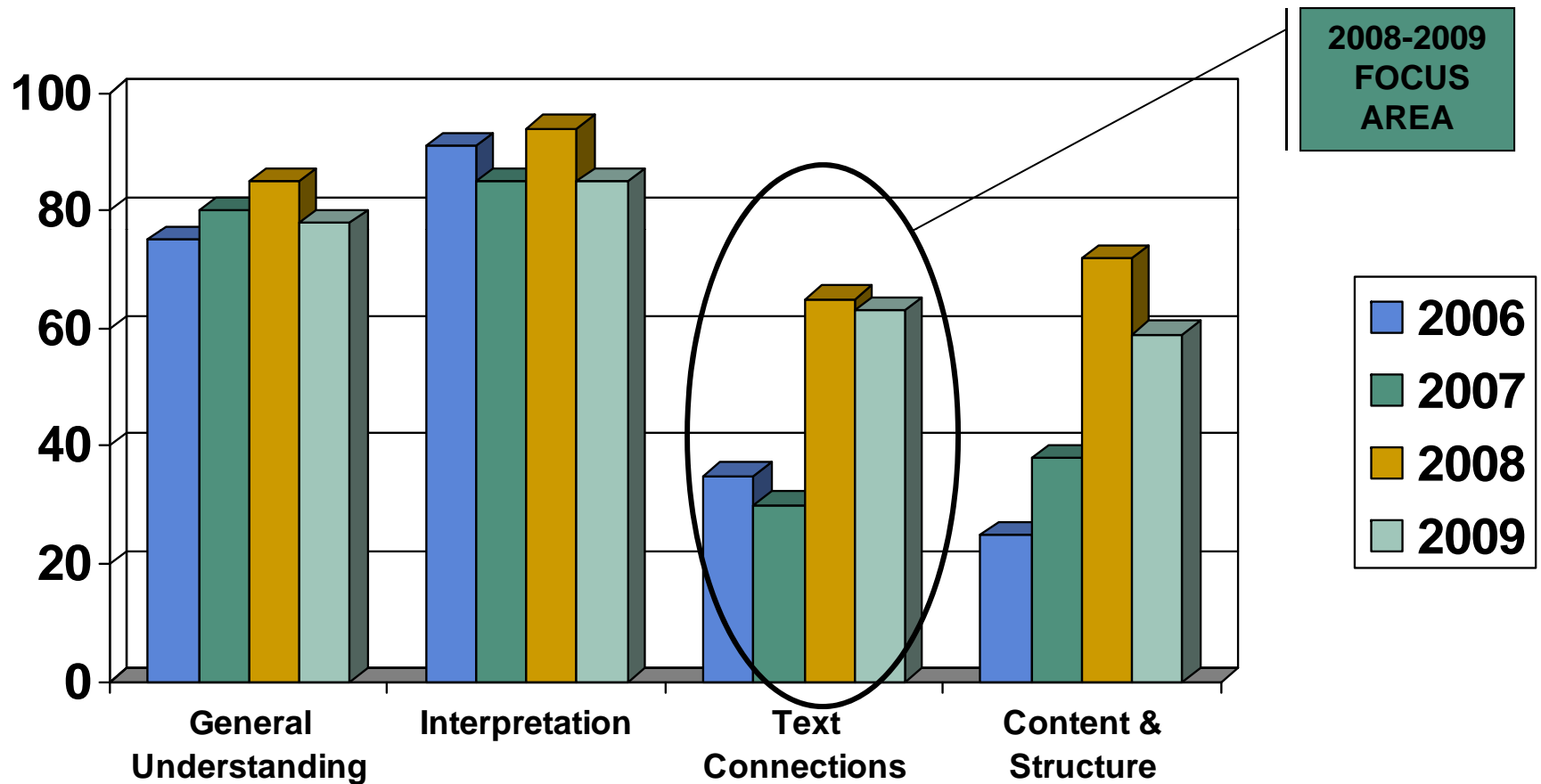
Grade 4-CMT Results in Focus Area & Overall



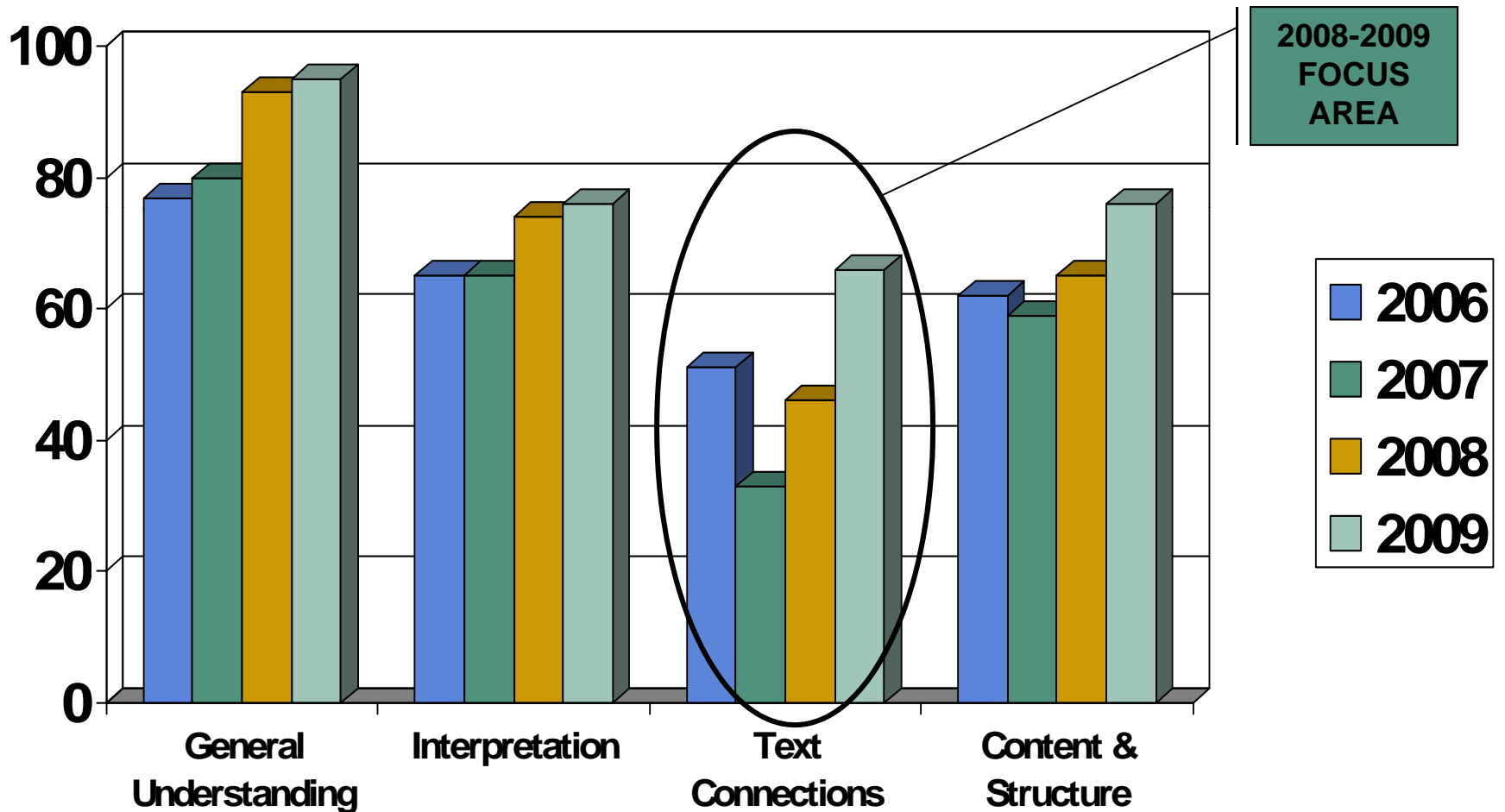
Our 3rd and 4th grade students' overall reading performance (at or above goal) will increase by five percentage points.

- Created common formative assessments at 2nd, 3rd & 4th grade levels which were administered three times a year.
 - Scoring rubrics were used to determine students' strengths and weaknesses in order to differentiate for diverse student needs.
 - Shared common formative assessment data during common planning meetings.
 - Reading teachers continued with guided reading groups using a "co-teaching" model in primary grades.
 - Increased amount of reading non-fiction text, discussion and practice of context clues.
- Common Formative Assessments
 - 2nd grade F=12%; S=72%
 - 3rd grade F=1%; S=44%
 - 4th grade F=15%; S= 71%
 - **3rd grade actual = 64%;** did not meet KES goal
9 students identified for specialized instruction
14 students in EIP process (response to intervention tier 2/3)
 - **4th grade actual=77.7%;** achieved beyond goal:69%
5 students identified for specialized instruction
10 students in EIP process (response to intervention tier 2/3)

Grade 3-CMT Results By Reading Comprehension Strand



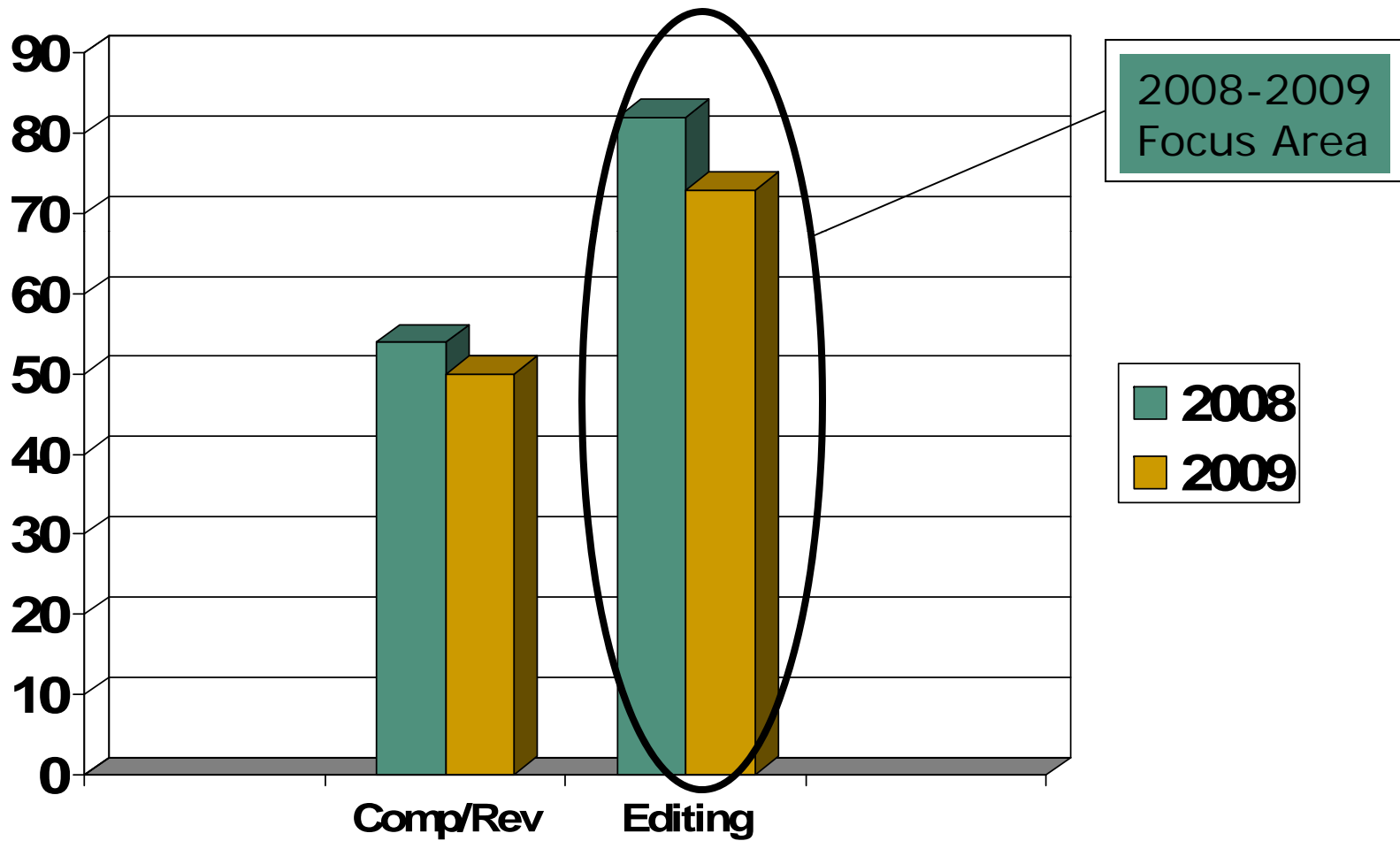
Grade 4-CMT Results By Reading Comprehension Strand



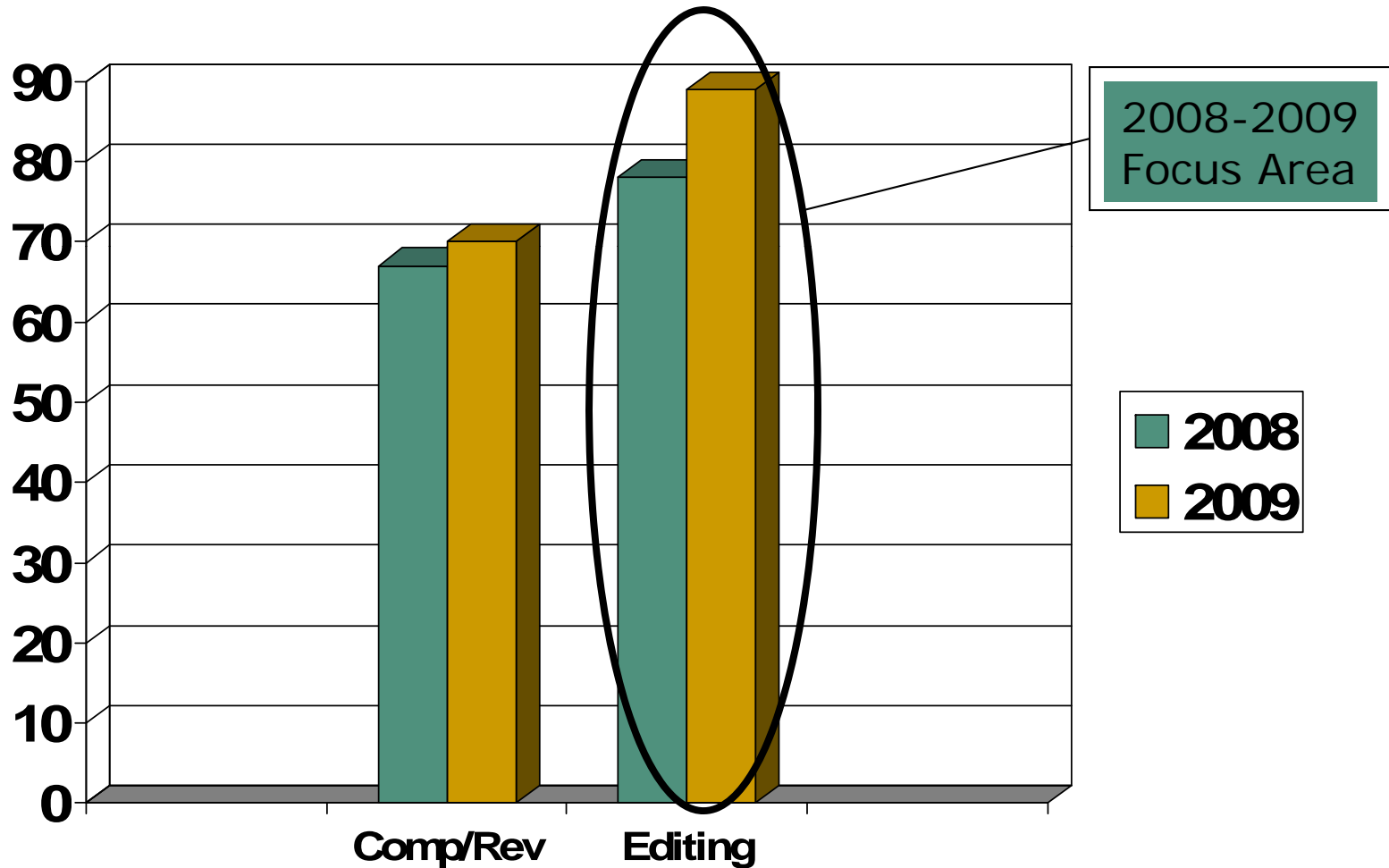
Our 3rd and 4th grade students' writing performance (at or above goal) will increase by five percentage points.

- Used September holistic double scored prompts as baseline to determine next steps. Instructional prompts focused on the areas that need improvement.
- Teachers taught daily composing/revising and editing mini lessons.
- Used Common Planning Meetings to discuss determine students' strengths and weaknesses in order to differentiate for students' diverse learning needs.
- **3rd grade actual = 64%**; did not meet KES goal
9 students identified for specialized instruction
14 students in EIP process (response to intervention tier 2/3)
- **4th grade actual=77.7%**; achieved beyond KES goal
5 students identified for specialized instruction
10 students in EIP process (response to intervention tier 2/3)

Grade 3-CMT Writing Results



Grade 4-CMT Writing Results



What did we learn?

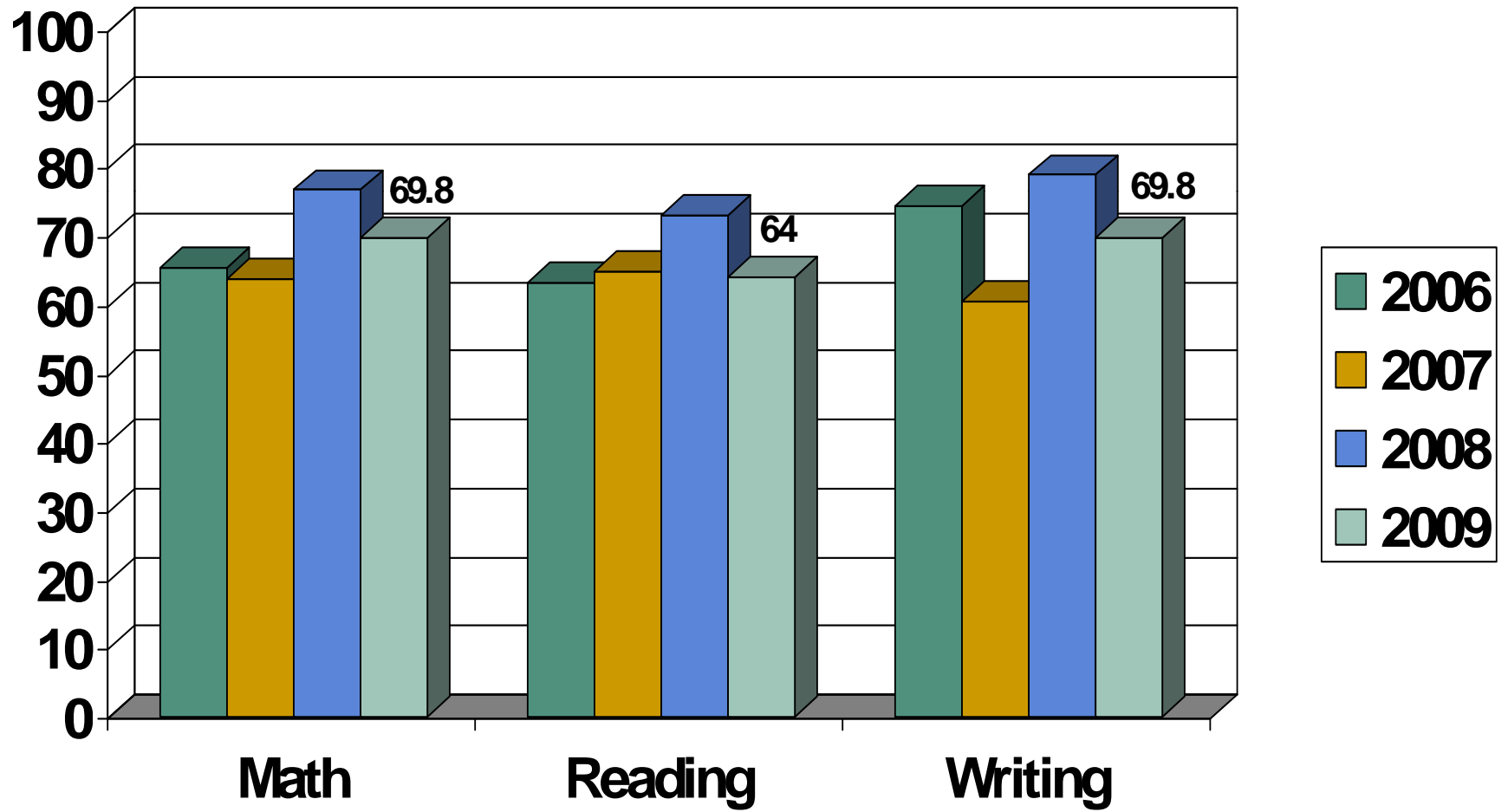
- FOCUSED instruction and assessment as a grade level is key!
- Importance of common planning meetings and informal cross grade level meetings
- Professional goals aligned with KES Instructional Improvement Plan & district goals are quite powerful
- Early Intervention Project (RtI): importance of timely data and effective use of the data
- Need to develop Common Formative Assessments for Kindergarten and 1st grade



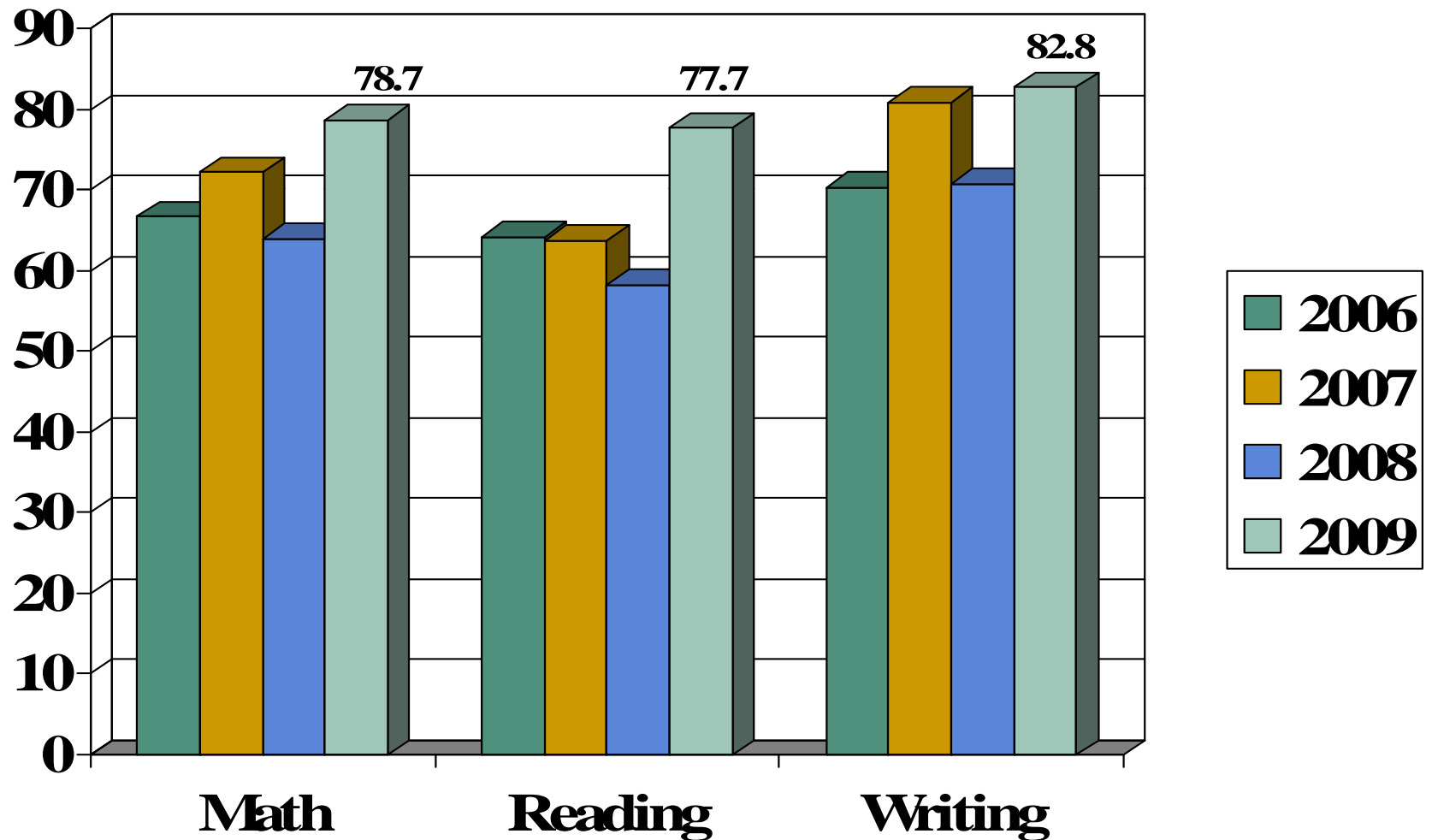
Killingworth Elementary CMT Data

Longitudinal Summaries

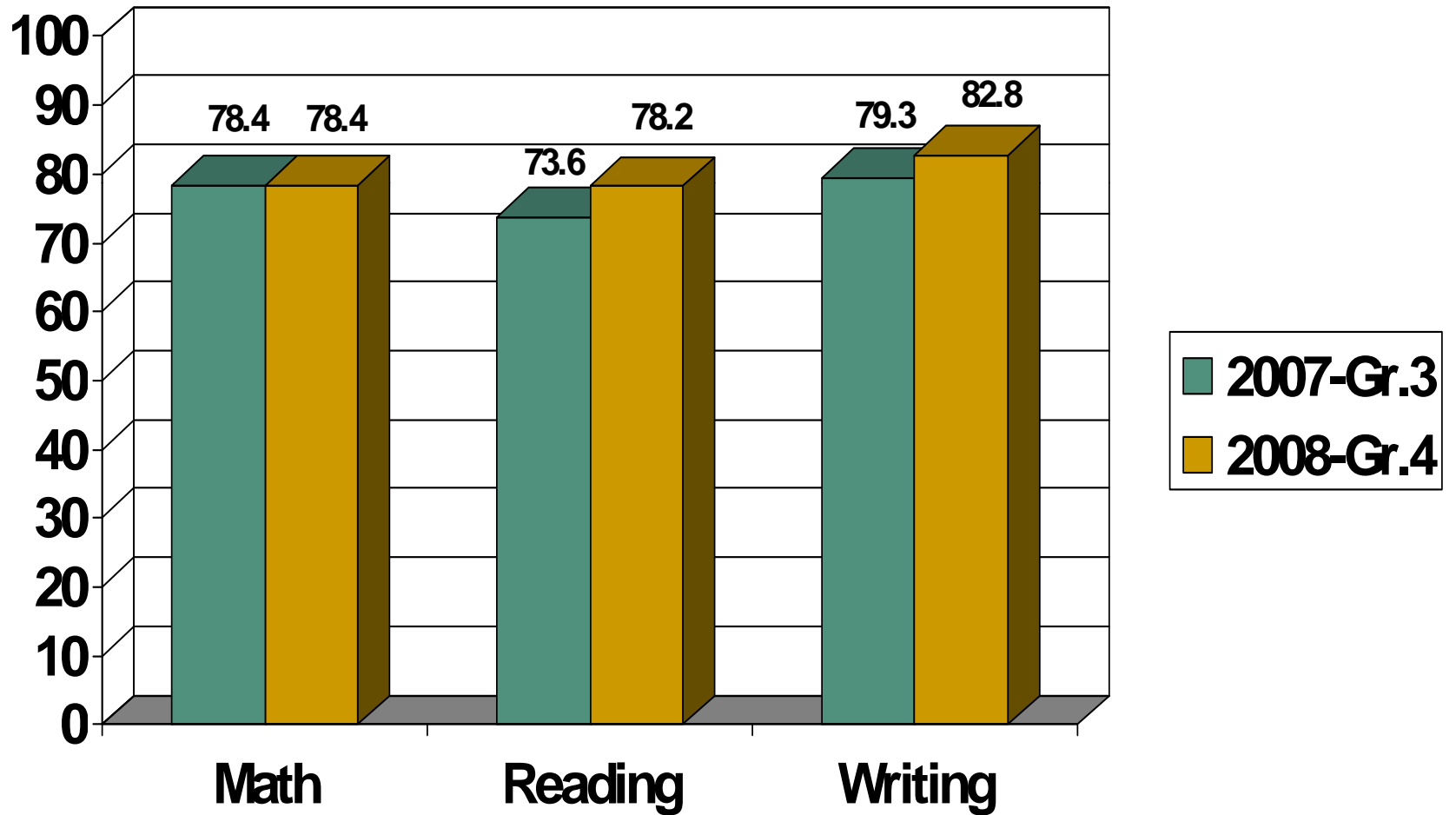
Grade 3 Longitudinal Results



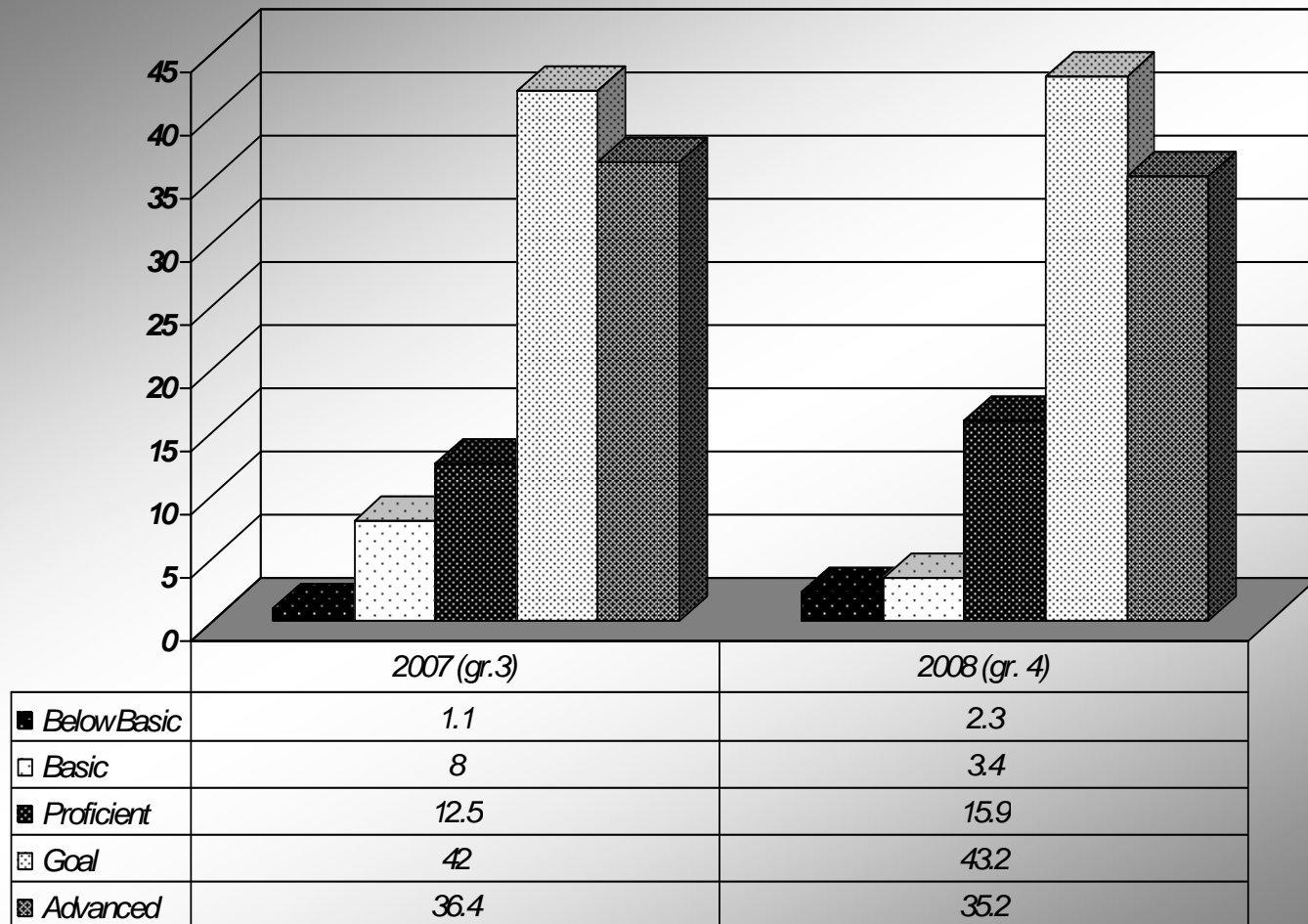
Grade 4 Longitudinal Results



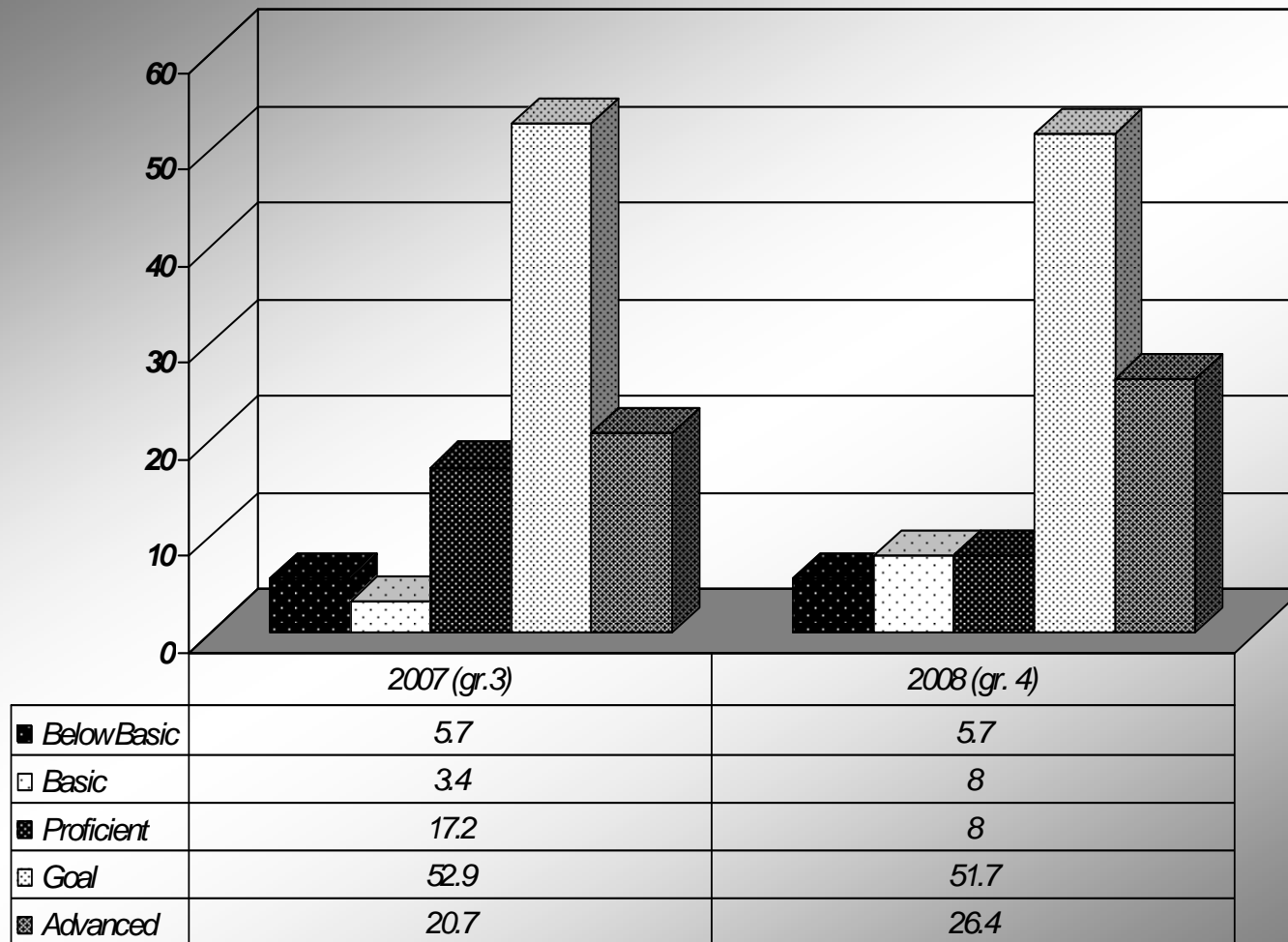
Matched Cohort Comparison Grade 3 to 4



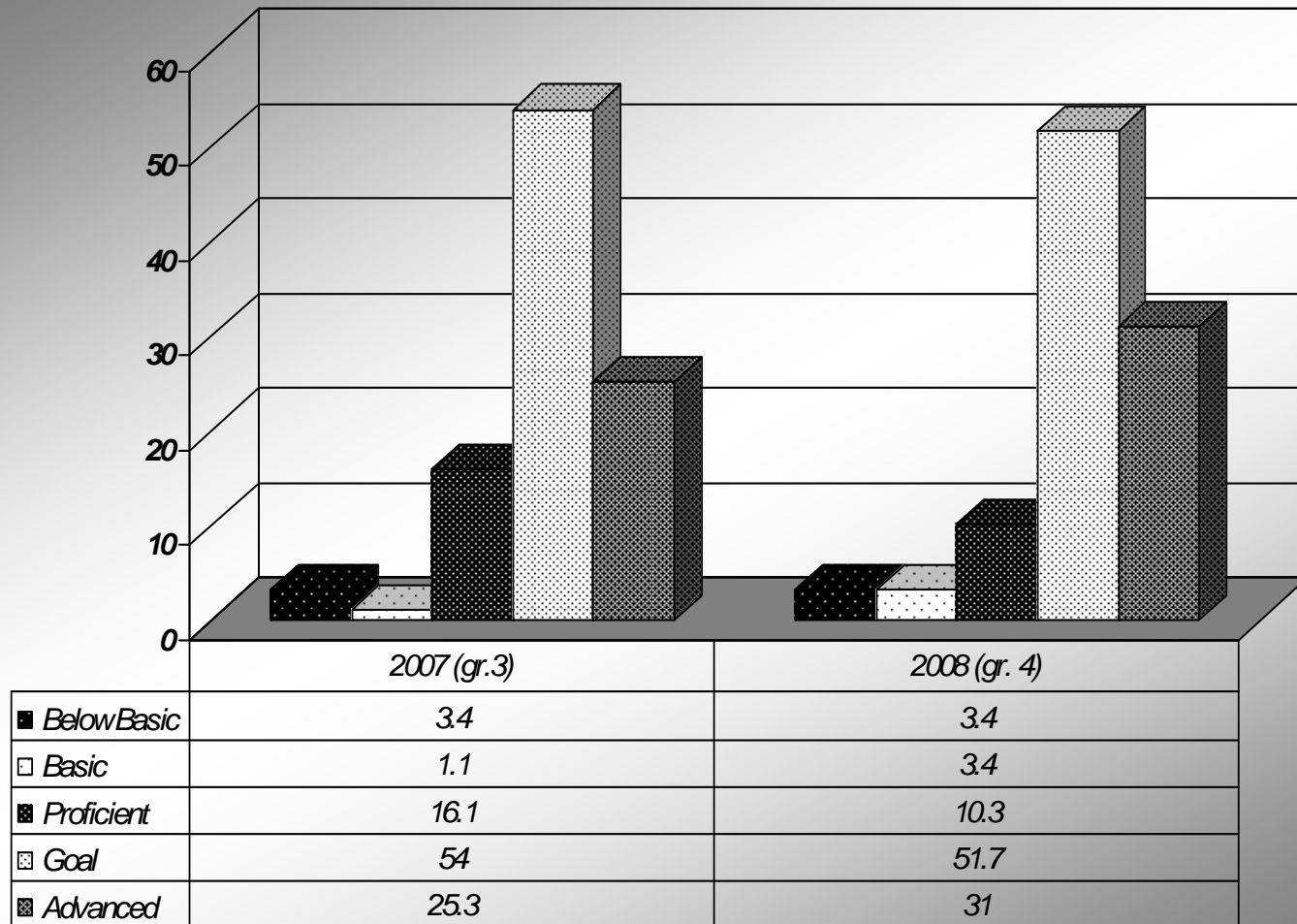
Longitudinal Performance Level Summary (Cohort Comparison Mathematics)



Longitudinal Performance Level Summary (Cohort Comparison Reading)



Longitudinal Performance Level Summary (Cohort Comparison Writing)



Goals for 2009-2010

- Create and administer core area Common Formative Assessments at **all** grade levels
- Continue our professional development work with establishing cut points/ benchmarks for our formative assessments in all 3 core areas (EIP) including data collection spreadsheet
- Use a systematic protocol for discussion of student work during common planning meetings
- Grade level teams will plan strategy/skills groups based on meaningful data
- Establish vertical (cross grade level) data teams that focus on school wide student performance in all 3 core areas
- Implement specific grade level Instructional Improvement Plans that were established during Professional Development Day, August 27

Goals for 2009-2010

- Continue with *Investigations Consortium* Professional Development
- Work collaboratively with LEAP to help create more rigorous and challenging opportunities for our diverse student needs
- Improve reading comprehension- Professional Development, September 25th- DRA II presented by Susan Provo
- Research Readers'/Writers' Workshop Model- visitation to Naramake Elementary School

KES 2nd Grade Improvement Plan

Reading

- Sight Word (Fry) benchmark testing in September/June, with extra practice/monitoring to students as needed
- Frequent modeling of open ended responses with students
- Continue weekly open ended responses that were implemented in 08/09, will create anchor sets to help with scoring
- Include more nonfiction texts during guided reading and more activities with nonfiction conventions
- End of selection Reading tests scored separately by concept- vocabulary, multiple choice, open ended
- Use Harcourt Reading and Language skills assessment as a pre/post test for each theme- Concepts are varied in test and can include decoding/phonics, main idea, sequencing, etc.

Editing/Revising

- Continue DOL as morning activity, adding weekly DOL assessments for progress monitoring
- Frequent one-on-one conferencing during Writer's Workshop
- Minimum of 1x/week paragraph editing-both modeled by teacher and completed by students

Writing

- Continue 3 benchmark writing prompts
- Minimum of 1 published piece per month

Math

- Creating new chapter test that are aligned to standards
- Create specific assessments relating towards various math concepts including: applications, elapsed time, measurement, estimation, calculation, etc.
- Monthly timed math facts/math minutes
- Use problems from back page of Scott Foresman Addison Wesley chapter readiness tests (2 problems per chapter) for problem solving/math applications
- Frequently model various strategies for solving mathematical applications

Other

- Creating new score sheets to streamline data collection
- Meeting once a month to discuss student data/student performance

3rd Grade Reading Comprehension

- **Continue common formative assessments to be administered**
 - 6 common formative assessments assessing fluency, accuracy, retell and comprehension using Harcourt resources
- **Students using CMT 0-2 scoring rubric to self evaluate open ended questions. Students construct quality answers to open ended comprehensive questions.**
 - Direct instruction: teacher modeling how to find evidence in text to support answers on daily basis. Guided and independent practice focusing on making connections/examining content and structure as well as initial understanding and developing an interpretation.
 - Direct instruction of CMT 0-2 rubric to self evaluate open ended questions
 - Rubrics displayed in classrooms
 - Stoplight rubric for each child

Reading Comprehension

- **Continue to share common formative assessment data during common planning meetings.**
 - Teachers discuss students’ strengths and weaknesses and how to address students’ needs using the rubric as a benchmark.
- **Increase amount of reading non-fiction text, discussion and practice of context clues.**
 - Direct instruction of non-fiction text incorporating Science and Social Studies resources. *Time for Kids* excellent resource for non-fiction content and structure. Guided and independent practice focusing on finding evidence in text to support answers.
- **Reading teachers will continue with guided reading groups using a “co-teaching” model.**
 - Reading teachers work collaboratively with classroom teachers to provide reading support in the classrooms. Guided reading groups based on student interest, ability and mixed ability
 - More reading at Independent level
 - Read Aloud Books used for vocabulary development
 - Pre/Post tests used to differentiate/form small groups

Writing Goals

- **Use September holistic double scored prompts as baseline to determine next steps.**
 - Teachers planned mini-lessons based on September prompts and instructional prompts that focus on areas that need improvement.
 - Elaboration, Organization and Fluency
 - Anchor sets collected
 - *Process writing:*
 - Teacher modeling and utilize peer editing and revising conferences for student generated text.
 - Direct instruction of holistic scoring using the CMT 0-6 rubric to self evaluate
- **Analyzing student work will continue to be discussed at Common Planning Meetings/EIP to determine students' strengths and weaknesses**
 - Teacher discussion and recalibration of holistic scoring to ensure consistency of scoring by all members involved.
 - Teachers continue to identify strengths and weaknesses by grade level through double scoring and discussion.
 - In addition to 3 required DAR's, we will assess prompts in November, December, and January

Writing Goals

- **Teachers will continue with daily composing/revising and editing mini lessons.**
 - using CMT Coach 4th generation workbooks.
 - Editing/Revising – data to be collected every 5 weeks
- **Additional Assessments**
 - Formative
 - Open-ended responses in all content areas
 - Reading response journals
 - Writing conferences with students
 - Some lessons from Empowering Writers may have been taught the previous year; need to establish/create different versions

Mathematics Goals

- **Continue direct instruction in written justification for mathematical applications and estimating solutions using real world problems.**
 - Continue use of common formative assessments for November, January and May.
 - Teacher modeling written justification; guided and independent practice focusing on math applications and estimating solutions.
 - Grade level and math teachers worked collaboratively to create our own joint usage plan for Scott Foresman/Addison Wesley during professional development days.
 - Monthly Application Problems – create some for teaching, some for assessing
- **Teach students CMT 0-2 scoring rubric and CMT 0-3 scoring rubric (mathematical applications) to self evaluate.**
 - Teachers created mini-lessons and “*10 Minute Math*” focusing on estimating solutions
 - Direct instruction students of CMT 0-2 scoring rubric
 - Scoring rubrics are used to discuss students’ strengths and weaknesses and how to address individual student needs.
 - Additional practice with approximating measures
 - Reinforce strategies using what you have- ex. fingers, erasers etc.

4th Grade Reading Comprehension

- **Continue use common formative assessments at each grade level to be administered three times a year.**
 - 3 common formative assessments assessing fluency, accuracy, retell and comprehension using Harcourt resources
- **Students using CMT 0-2 scoring rubric to self evaluate open ended questions. Students construct quality answers to open ended comprehensive questions.**
 - Direct instruction: teacher modeling how to find evidence in text to support answers on daily basis. Guided and independent practice focusing on making connections/examining content and structure as well as initial understanding and developing an interpretation.
 - Direct instruction of CMT 0-2 rubric to self evaluate open ended questions
 - Rubrics displayed in classrooms

Reading Comprehension

- **Share common formative assessment data during common planning meetings.**
 - Teachers discuss students’ strengths and weaknesses and how to address students’ needs using the rubric as a benchmark.
 - **Increase amount of reading non-fiction text, discussion and practice of context clues.**
 - Direct instruction of non-fiction text incorporating Science and Social Studies resources. *Time for Kids* excellent resource for non-fiction content and structure. Guided and independent practice focusing on finding evidence in text to support answers.
 - **Reading teachers will continue with guided reading groups using a “co-teaching” model.**
 - Reading teachers work collaboratively with classroom teachers to provide reading support in the classrooms.
 - Guided reading groups based on student interest, ability and mixed ability
- Align Harcourt Anthology stories to CMT open ended questions for the direct instruction of and the creation of well-developed responses.**
- A special emphasis will be placed on CMT Reading Strand C (Making Connections) and Strand D (Examining Content and Structure)

Writing Goals

- **Use September holistic double scored prompts as baseline to determine next steps.**
 - Teachers plan mini-lessons based on September prompts and instructional prompts that focus on areas that need improvement.
 - Elaboration, Organization and Fluency
 - Anchor sets collected
 - *Process writing:*
 - Teacher modeling and utilize peer editing and revising conferences for student generated text.
 - Direct instruction of holistic scoring using the CMT 0-6 rubric to self evaluate
- **Analyzing student work will continue to be discussed at Common Planning Meetings to determine students' strengths and weaknesses**
 - Teacher discussion and recalibration of holistic scoring to ensure consistency of scoring by all members involved.
 - Teachers continue to identify strengths and weaknesses by grade level through double scoring and discussion.

Writing

- **Teachers will continue with daily composing/revising and editing mini lessons.**
 - using CMT Coach 4th generation workbooks.
 - Continue to use common grade level editing and revising rubric for student and teacher use

 - **Continue to use the Empowering Writers Lesson Formats for the Direct Instruction of Narrative Writing.**
 - Incorporate mini-lessons to teach narrative writing elements.
 - Provide weekly practice utilizing Empowering Writers materials.

 - **Additional Assessments**
 - Formative
 - Open-ended responses in all content areas
 - Reading response journals
 - Monthly Timed Writing Prompts
 - Writing conferences with students
 - Some lessons from Empowering Writers may have been taught the previous year; need to establish/create different versions

Mathematics Goals

- **Continue direct instruction in written justification for mathematical applications and estimating solutions using real world problems.**
 - Continue use of common formative assessments
 - Teacher modeling written justification; guided and independent practice focusing on math applications and estimating solutions.
 - Grade level and math teachers worked collaboratively to create our own joint usage plan for Scott Foresman/Addison Wesley during professional development days.

Provide specific direct instruction of math CMT Objectives with an emphasis on fraction and decimal numbers, approximating measures, and estimation.

 - Use of Daily Math Warm-Ups from Consortium of Local Schools using the Investigations program.
 - Use of Investigations 10 Minute Math Warm-Up Activities.
 - Flexible groups and Math Centers based on areas of need.
 - Use of Para-Professional support to provide small group direct math instruction- support within the classroom.
- **Teach students CMT 0-2 scoring rubric and CMT 0-3 scoring rubric (mathematical applications) to self evaluate.**
 - Teachers created mini-lessons and “*10 Minute Math*” focusing on estimating solutions
 - Direct instruction students of CMT 0-2 scoring rubric
 - Scoring rubrics are used to discuss students’ strengths and weaknesses and how to address individual student needs.