

# KILLINGWORTH ELEMENTARY SCHOOL

*A Caring Community of Lifelong Learners*

Continuous Improvement Plan

2008-2009

# Our Successes

- **4<sup>th</sup> Generation CMT Within Goal Range**

## **Reading**

- Making Reader Text Connections

*3<sup>rd</sup> grade 35% increase*

*4<sup>th</sup> grade 13% increase*

- Examining Content & Structure

*3<sup>rd</sup> grade 34% increase*

*4<sup>th</sup> grade 6% increase*

## **Writing**

- Composing/Revising

*3<sup>rd</sup> grade 20% increase*

*4<sup>th</sup> grade 11% increase*

## **Mathematical Applications**

- Mathematical Applications

*3<sup>rd</sup> grade 16% increase*

*4<sup>th</sup> grade 18% increase*

# Our Successes

- **Early Intervention Process**
  - Selected as a model school for a EIP networking workshop
  - Collaborative model actively involved in decision making through the use of data as it relates to student performance
  - Continues to be an integral part of our learning community
- **Early Literacy Model (ELM)**
  - Addressing individual needs for primary students in classroom providing additional guided reading groups
  - Reading Support and classroom teachers met on weekly basis to discuss curriculum, instruction and assessment

**Happy and respectful children**

*Our goal was to increase the percentage of the 3<sup>rd</sup> and 4<sup>th</sup> grade students who achieve “at or above goal” on the 2007-2008 CMT by a 5% increase as compared to the 2006-2007 CMT results.*

- Student performance on the 2007-2008 CMT will increase by 5% in:
  - ❖ Reading Comprehension
  - ❖ Writing
  - ❖ Mathematics

# 3<sup>rd</sup> Grade Reading Comprehension

## Goal vs. **Actual**

64.9% to 69.9%

64.9% to **73%**

### ***Making Reader Text Connections***

- *Goal 30% to 35%*
- ***Actual 30% to 65%***

### ***Examining the Content and Structure***

- *Goal 38% to 43%*
- ***Actual 38% to 72%***

Additional areas in need of improvement → Degrees of Reading Power (52.5avg.)

# 4th Grade Reading Comprehension

Goal vs. **Actual**

63.8% to 68.8%

63.8% to **58%**

## ***Making Reader Text Connections***

- *Goal 33% to 38%*
- ***Actual 33% to 46%***

## ***Examining the Content and Structure***

- *Goal 59% to 64%*
- ***Actual 59% to 65%***

Additional areas in need of improvement → Developing an Interpretation (74% at goal); and Degrees of Reading Power (61 avg.)

# Reading Comprehension Goals

## *Steps Implemented*

- Direct instruction focusing on making connections/examining content and structure.
- Students find evidence in text to support answers on daily basis in all content areas.
- Students using CMT 0-2 scoring rubric to self evaluate open ended questions. Students construct quality answers to open ended comprehensive questions.
- Formative assessment - end of week reading selection, reading response journal, etc.

## *Personnel Responsible*

- Teachers
- Teaching and Learning Specialist
- Reading teachers

## *Future Steps*

- Create common formative assessments at each grade level to be administered three times a year.
- Scoring rubrics will be used to determine students' strengths and weaknesses and how to address students' needs.
- Share common formative assessment data during common planning meetings and future faculty meetings.
- Reading teachers will continue with guided reading groups using a "co-teaching" model.
- Increase amount of reading non-fiction text, discussion and practice of context clues.

# Writing

## Goal vs. **Actual**

### **3<sup>rd</sup> Grade**

- Goal 60% to 65.6%
- **Actual 60% to 78.9%**

### ***Composing/Revising***

- *Goal 34% to 39%*
- ***Actual 34% to 54%***

### **4<sup>th</sup> Grade**

- Goal 80.9% to 85.9%
- Actual 80.9 % to **70.8%**

### ***Composing/Revising***

- *Goal 56% to 61%*
- ***Actual 56% to 67%***

# Writing Goals

## *Steps Implemented*

- Third & fourth grade composing and revising using CMT Coach 4<sup>th</sup> generation workbooks.
- First & second grade focusing on basic editing and revising skills.
- Summer 2008 Professional Development—Empowering Writers
- Process writing:
  - Model and utilize peer editing and revising conferences for student generated text.
  - Direct instruction of holistic scoring to self-evaluate prompts.

## *Personnel Responsible*

- Teachers
- Teaching and Learning Specialist
- Reading teachers

## *Future Steps*

- Use September holistic double scored prompts as baseline to determine next steps.
- Teachers will plan mini-lessons.
- Instructional prompts will focus on these areas that need improvement.
- Teachers will continue with daily composing/revising and editing mini lessons.
- Analyzing student work will continue to be discussed at Common Planning Meetings and faculty meetings to determine students' strengths and weaknesses
- Recalibration of holistic scoring to ensure consistency of scoring by all members involved.
  - Will identify strengths and weaknesses by grade level through double scoring and discussion.

# 3<sup>rd</sup> Grade Mathematics

## Goal vs. **Actual**

63.8% to 68.8%

63.8% to **76.7%**

### ***Estimating Solutions to Problems***

➤ *Goal 70% to 75%*

➤ ***Actual 70% to 68%***

### ***Mathematical Applications***

➤ *Goal 54% to 59%*

➤ ***Actual 54% to 70%***

Students scored 80% or higher on all strands except Estimating Solutions to Problems, Mathematical Applications, and Approximating Measures (70%).

# 4<sup>th</sup> Grade Mathematics

## Goal vs. **Actual**

72.3% to 77.3%

72.3% to **64%**

### ***Estimating Solutions to Problems***

➤ *Goal 61% to 65%*

➤ ***Actual 61% to 62%***

### ***Mathematical Applications***

➤ *Goal 55% to 60%*

➤ ***Actual 55% to 73%***

Students scored at 80% or higher on all strands except Estimating Solutions to Problems; Mathematical Applications; Equivalent Fractions, Decimals & Percents (45%); Time (67%); Approximating Measures (69%); and Geometric Shapes & Properties (74%).

# Mathematics Goals

## *Steps Implemented*

- Direct instruction focusing on oral and written justification for mathematical applications and estimating solutions.
- Modeling of mathematical application problems.
- Students working in guided math groups using manipulatives for conceptual understanding.

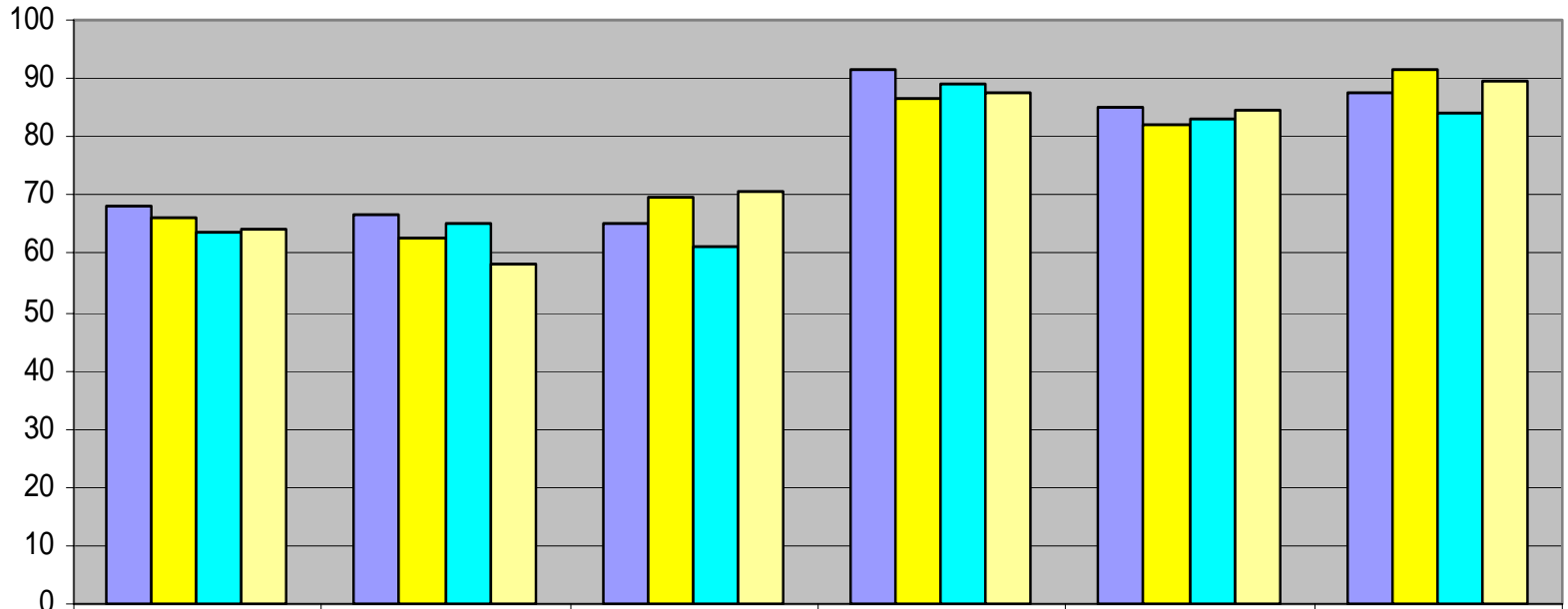
## *Personnel Responsible*

- Teachers
- Math Intervention teachers
- Teaching & Learning Specialist

## *Future Steps*

- Teach students CMT 0-2 scoring rubric and CMT 0-3 scoring rubric (mathematical applications) to self evaluate.
- Continue direct instruction in written justification for mathematical applications and estimating solutions using real world problems.
- Create mini-lessons for estimating solutions, teach students to self evaluate using 0-2 scoring rubric
- Scoring rubrics will be used to determine students' strengths and weaknesses and how to address individual student needs.

**4th Generation CMT Cohort Comparison  
2007 3rd graders - 2008 4th graders**



	% at Goal	% at Goal	% at Goal	% at Proficient	% at Proficient	% at Proficient
	Math	Reading	Writing	Math	Reading	Writing
■ 3rd grade district	68.2	66.7	65.1	91.3	85.1	87.7
■ 4th grade district	66.1	62.8	69.9	86.8	82.1	91.3
■ 3rd grade KES	63.8	65	61	89.3	83	84
■ 4th grade KES	64	58.3	70.8	87.7	84.4	89.6

# Continuous Improvement/ Professional Development

## *Professional Development August 26 & November 4, 2008*

- Differentiation of Instruction → State Educational Resource Center  
Teachers will use flexible grouping in core curricular areas.

## *Common Planning and Faculty Meetings*

- Differentiation of Instruction- What's working/ what's not working with instructional strategies/analyzing and assessing student work
- Early Numeracy Model and Early Literacy Model → K - 2<sup>nd</sup> grade
- Early Intervention Process alignment with Scientific Research Based Intervention (Response to Intervention)
- Core Values (*Be caring, respectful and responsible*)– committee to reconvene to continue work with our expectations for all members
- Teacher professional goals are aligned with our continuous improvement plan as well as district wide initiative of Differentiation of Instruction to promote/foster collaborative action research

# Continuous Improvement/ Professional Development

- Continue building leadership capacity
  - Grade level, specials and special ed. coordinators
  - Teacher volunteers to attend EIP/SRBI training at SERC
  - Community Projects organized by faculty and staff volunteers
- CT Frameworks updates
- Teacher created Web pages for communication
- Celebration of Learning → Student art work and written pieces on display in office

*“All children can learn and succeed  
but not on the same day  
or in the same way”*