

Haddam Elementary School CMT/Instructional Improvement Plan

“Working Together For Excellence”



Reviewing CMT Action Plan 2006-2007

(Focus on Reading & Writing)

Every grade level had trouble with:

Making Reader/Text Connections

Composing/Revising and/or Editing

Status Report on Grade Level Focus Areas for Improvement in 2006-07

Grade 3 CMT Areas for Improvement

- Math:
 - Mathematical Applications (54.4% at/above goal in 2006)
 - 47.4% at/above goal in 2007 (This will remain a focus area)
- Reading:
 - Making Reader/Text Connections (Strand 3)=31.6% at/above goal in 2006
 - 41.6% at/above goal in 2007
 - Examining the Content and Structure (Strand 4)=38.6% at/above goal in 2006
 - 43% at/above goal in 2007
- Writing:
 - Composing/Revising portion of Editing & Revising section of the Writing test (40.4% at/above goal in 2006)
 - 57% at/above goal in 2007

Status Report on Grade Level Focus Areas for Improvement in 2006-07

Grade 4 CMT Areas for Improvement (percent indicates at/above goal, 1st number in 2006, 2nd number in 2007)

- **Math:**

- Estimation (54.5%; 63%),
- Geometry & Measurement (between 56 and 75%; between 70 and 79%),
- Probability (69%; 88%),
- Math Applications (55%; 65%)

- **Reading:**

- Developing Interpretation (Strand 2) (60%; 68%)
- Making Reader/Text Connections (Strand 3) (50.9%; 40%)
 - This will remain a focus area in 07-08
- Examining the Content and Structure (Strand 4) (67.3%; 68%)
 - This will remain a focus area in 07-08

- **Writing:**

- Composing/Revising (58.2%; 63%)
- Editing (69.1%; 79%)

Status Report on Grade Level Focus Areas for Improvement in 2006-07

Grade 5 CMT Areas for Improvement (percent indicates at/above goal):

- Math
 - Estimating Solutions to Problems (55.2%, 66% in 2007)
 - Classification & Logical Reasoning (39% in 2006, 57% in 2007)
- Reading:
 - Making Reader/Text Connections (47.5% in 2006, 52% in 2007)
- Writing:
 - Editing (66.1% in 2006, 77% in 2007)
 - Holistic Writing (~64% in 2006, 75% in 2007)

Status Report on Grade Level Focus Areas for Improvement in 2006-07

Grade 6 CMT Areas for Improvement (percent indicates at/above goal, 1st number is Spring 06, 2nd number is Spring 07):

- Math:
 - Computing with Whole Numbers & Decimals (69% in 2006, 56%)
 - Estimating Solutions to Problems (69%, 72%)
 - Customary and metric measures (42.4%, 50%)
 - Geometric shapes and properties (61%, 70%)
 - Classification & Logical Reasoning (62.7%, 65%)
 - Mathematical Applications (40.7%, 67%)
- Reading:
 - Developing Interpretation (67.8%, 78%)
 - Making Reader/Text Connections (59.3%, 80%)
- Writing:
 - Composing/Revising (52.5%, 65%)
 - Editing (62.7%, 72%)

Reviewing CMT Action Plan 2006-2007

(Focus on Reading & Writing)

Responses:

- ✓ Math Support Teacher teaming with 3rd & 5th Grade Teachers and CMT support in grade 4
 - ✓ Will work with teachers on curriculum compacting/flexible grouping
- ✓ Focus on Robert Marzano's high yield instructional strategies
 - ✓ Will continue to review strategies during monthly faculty meetings
 - ✓ Will continue focus on Classroom Walk-through data sharing
- ✓ Harcourt Think & Respond Questions
- ✓ Open-Ended Questions Common Assessments focus at Grades 1 and 2 *Teachers collected data on students' responses (evaluated using State rubrics)*

Reviewing CMT Action Plan 2006-2007

(Focus on Reading & Writing)

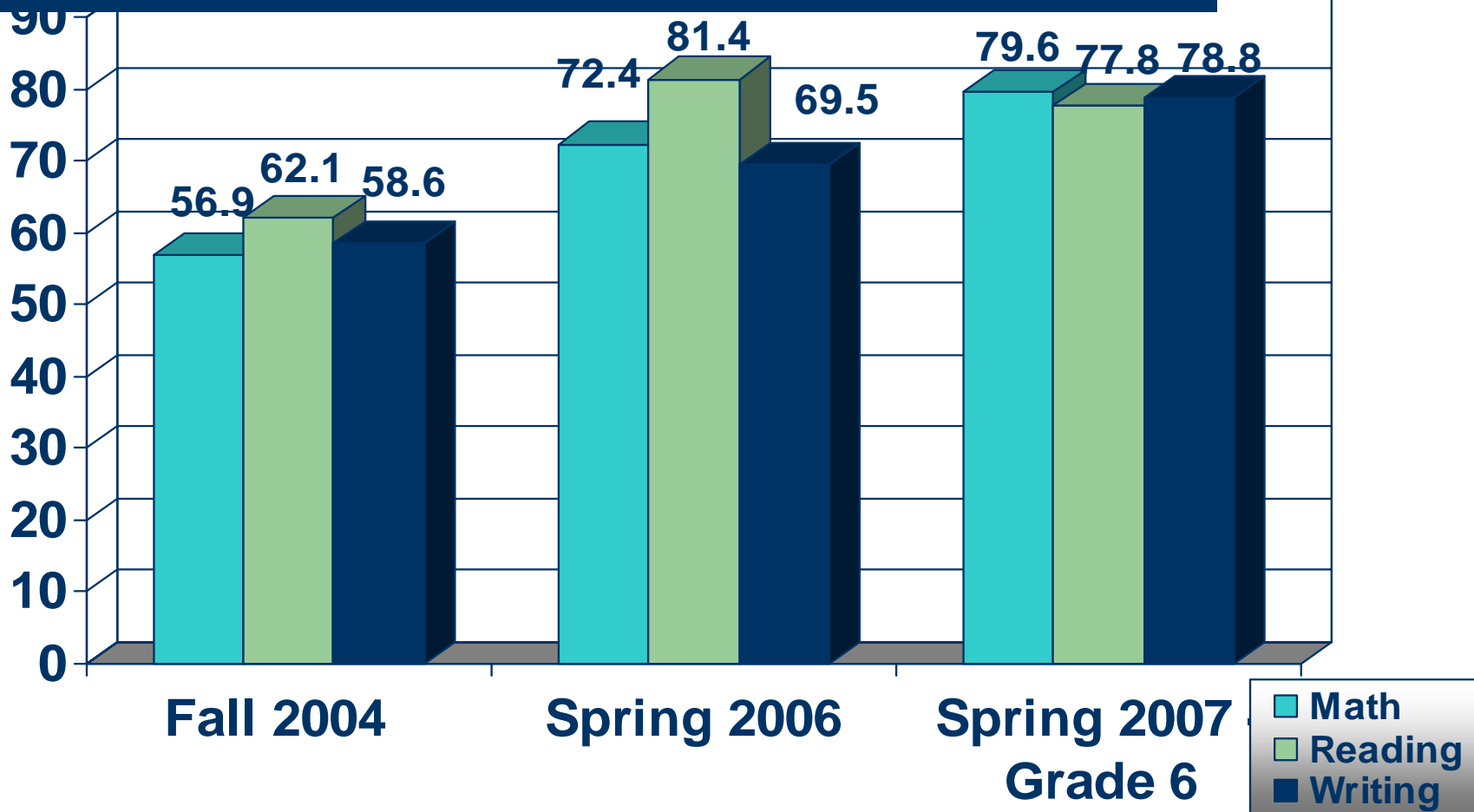
- ✓ Teachers modeled revision using multiple choice options (Grade 3)
- ✓ Curriculum of Sophistication
 - ✓ Making Reader/Text Connections through the Arts (Journaling, Word Walls, Interdisciplinary Workshops)
- ✓ Students Working in Mini-groups (S.W.I.M.)
 - ✓ Small group supports for students in grades 1-3
- ✓ Get Your Skills Together (G.Y.S.T.)
 - ✓ 6th grade CMT Skills Workshops

CMT Data

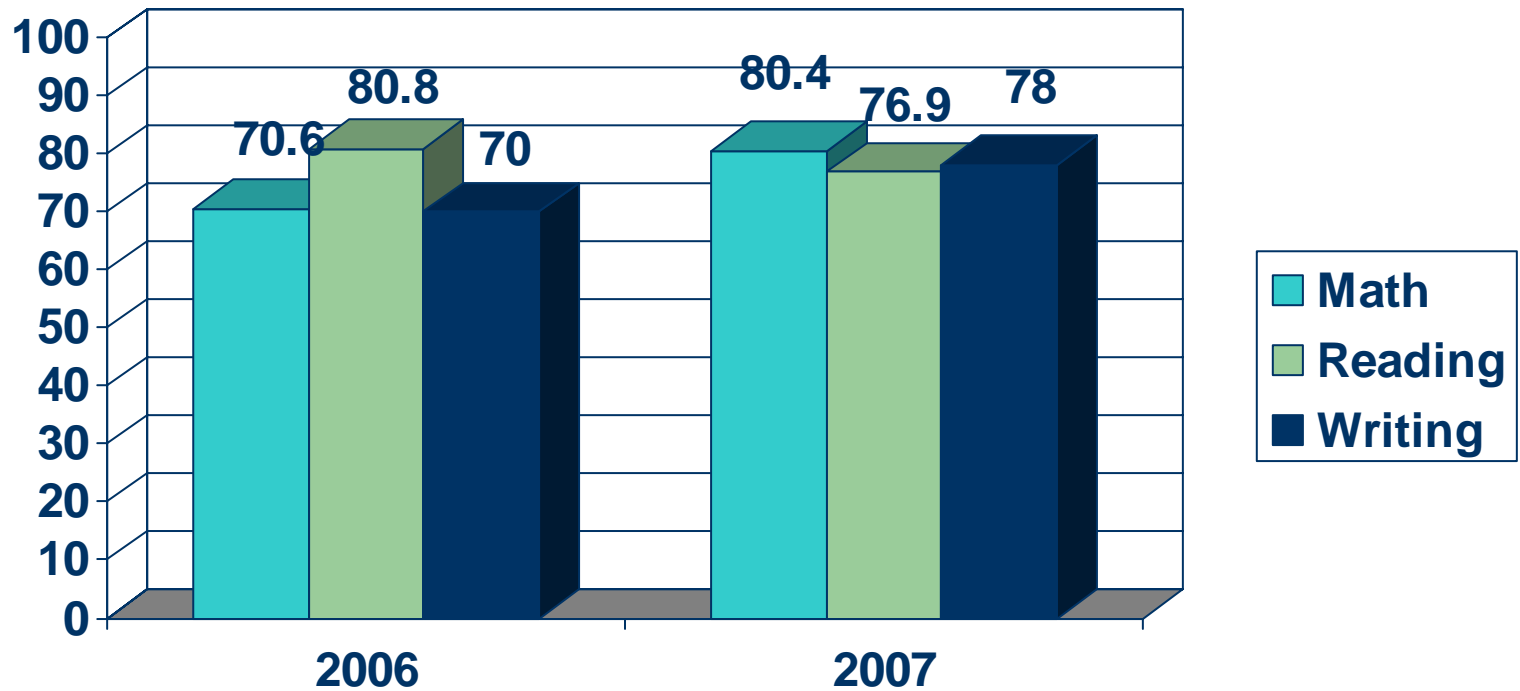
Longitudinal Summaries



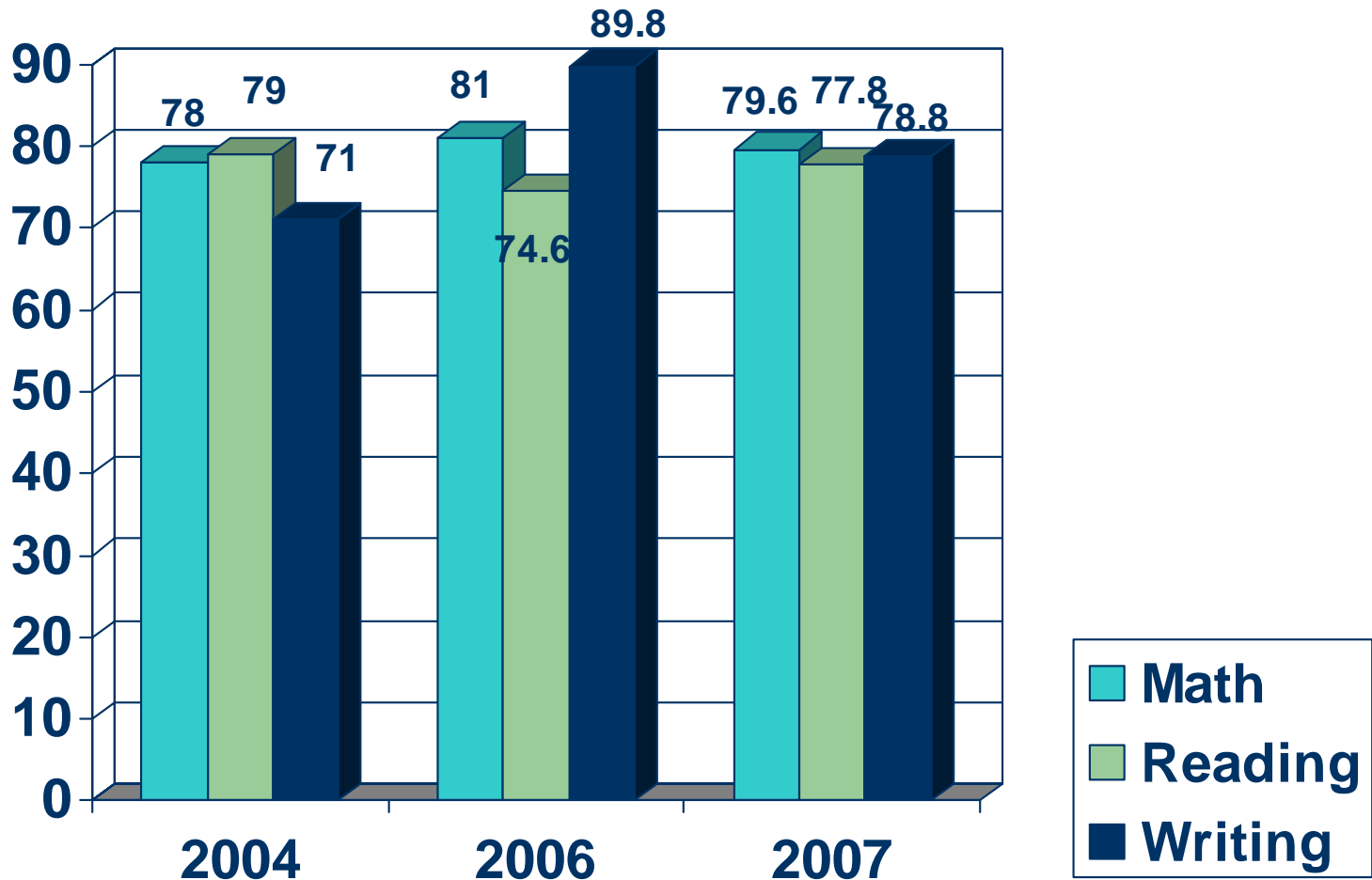
Unmatched Cohort Comparison 4th through 6th



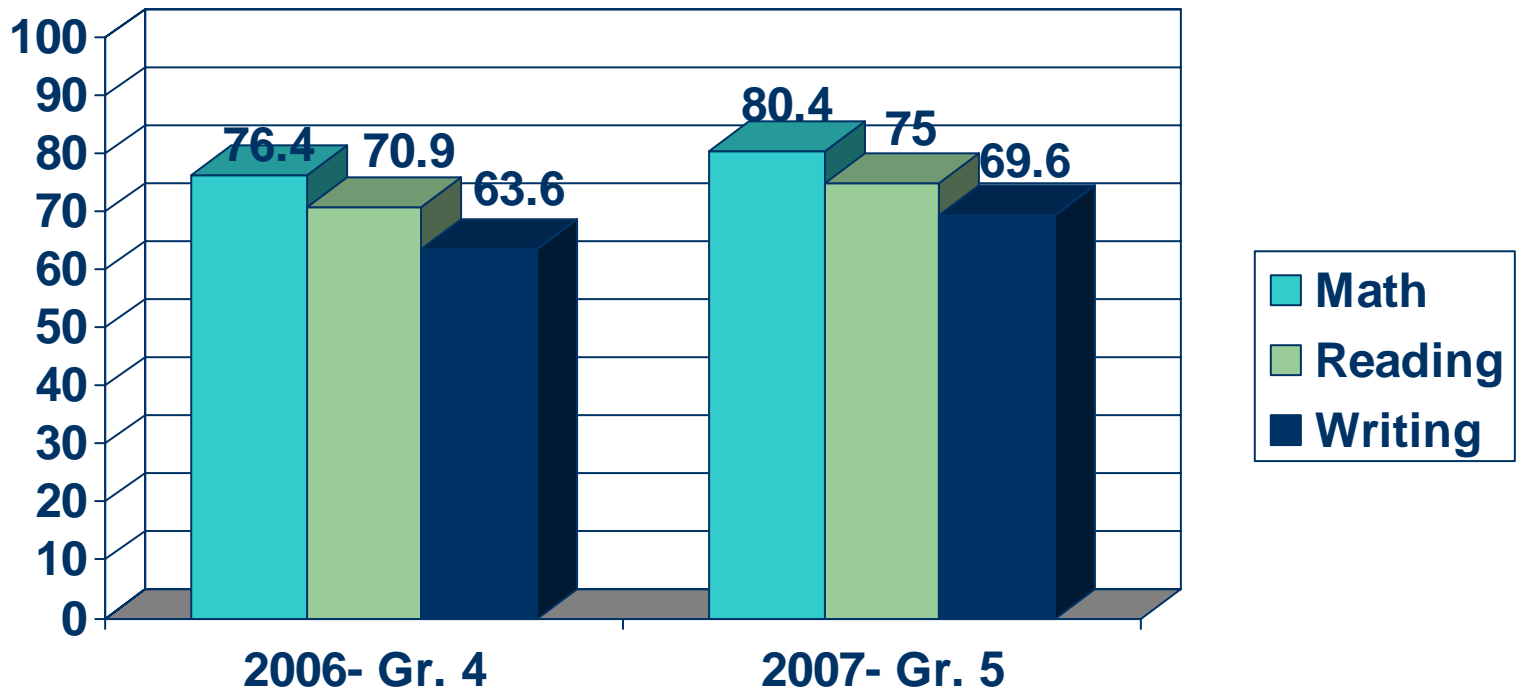
Matched Cohort Comparison 5th to 6th grade



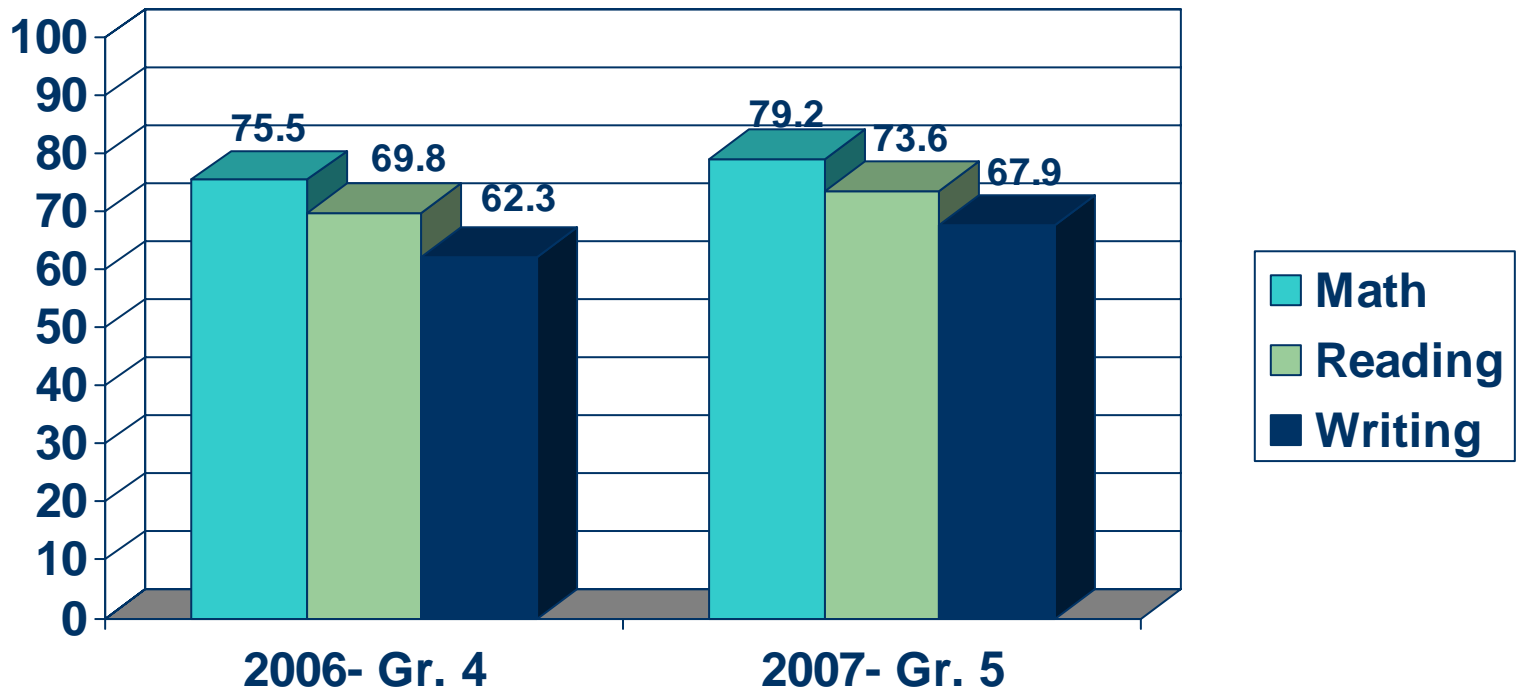
Grade 6 Longitudinal Results



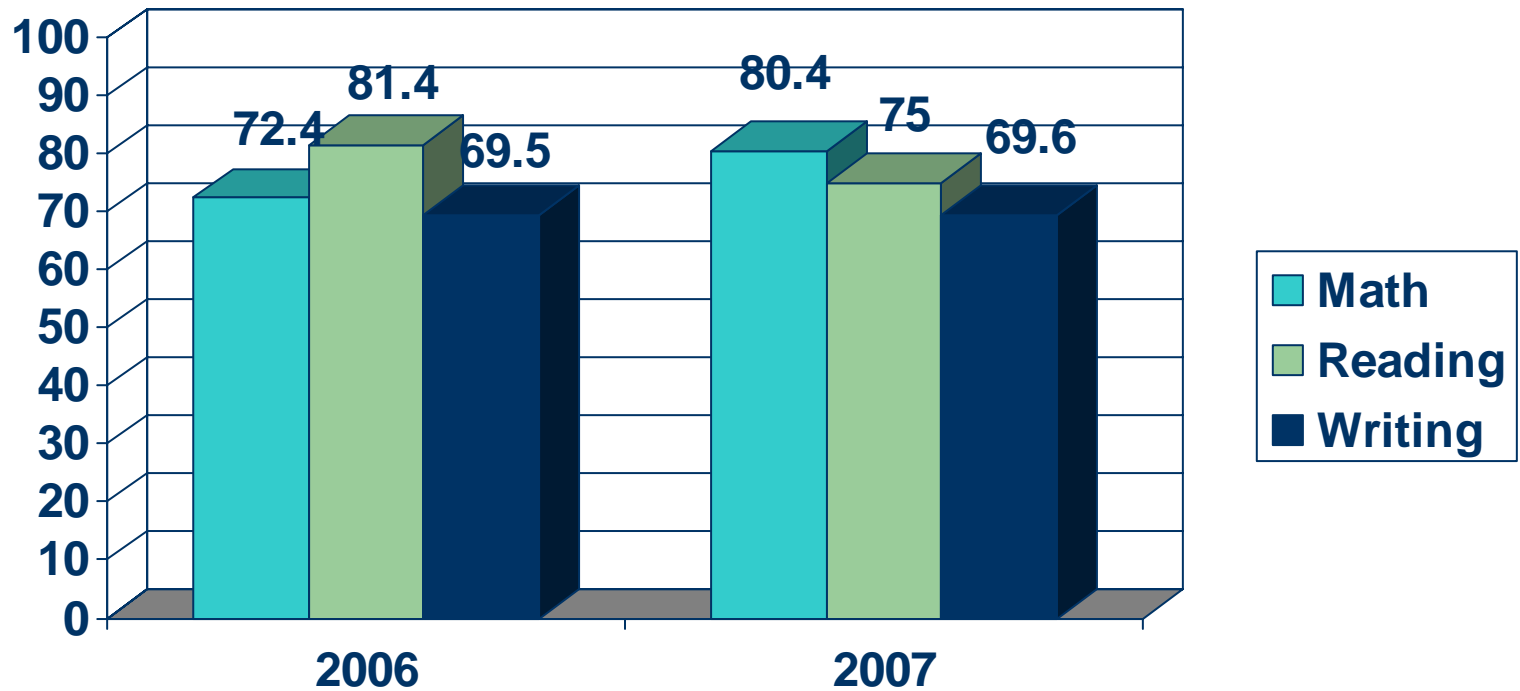
Unmatched Cohort Comparison – Grade 4 to 5



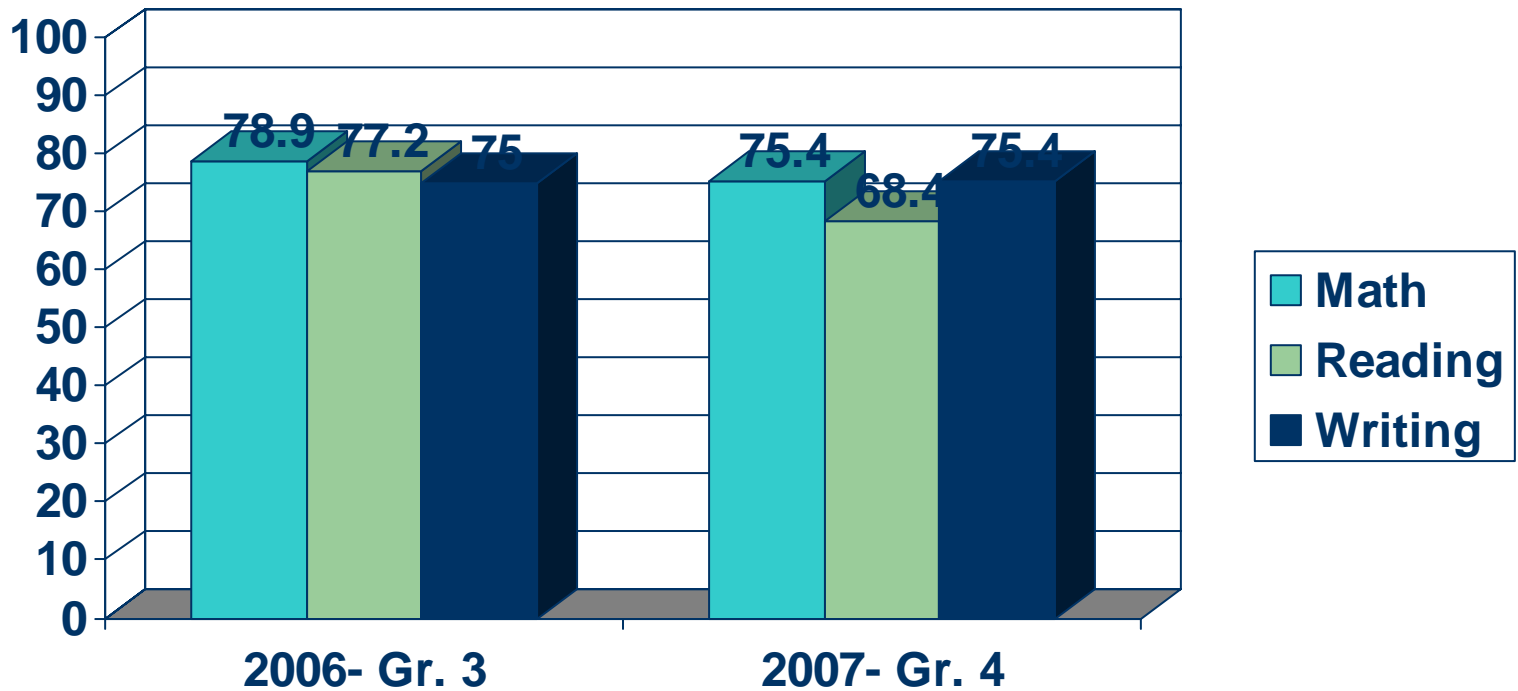
Matched Cohort Comparison – Grade 4 to 5



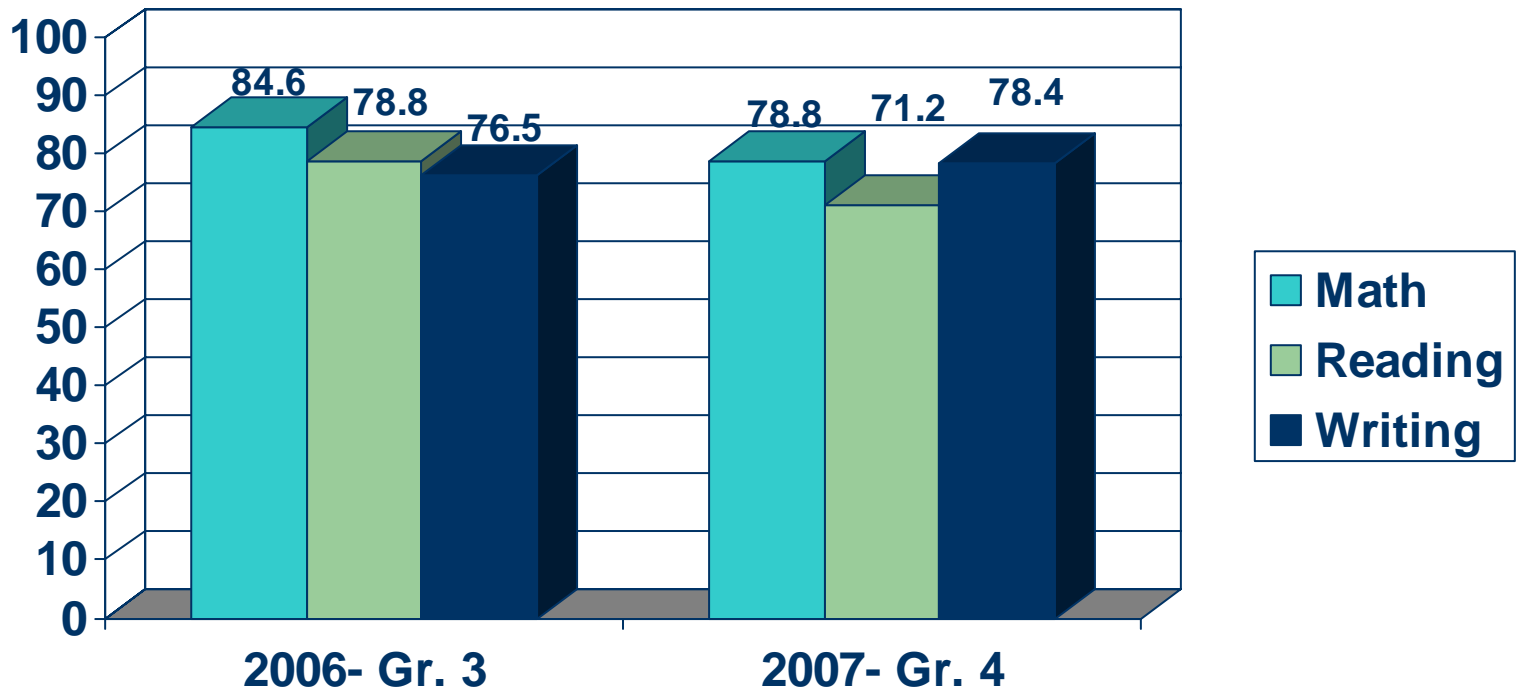
Grade 5 Longitudinal Results



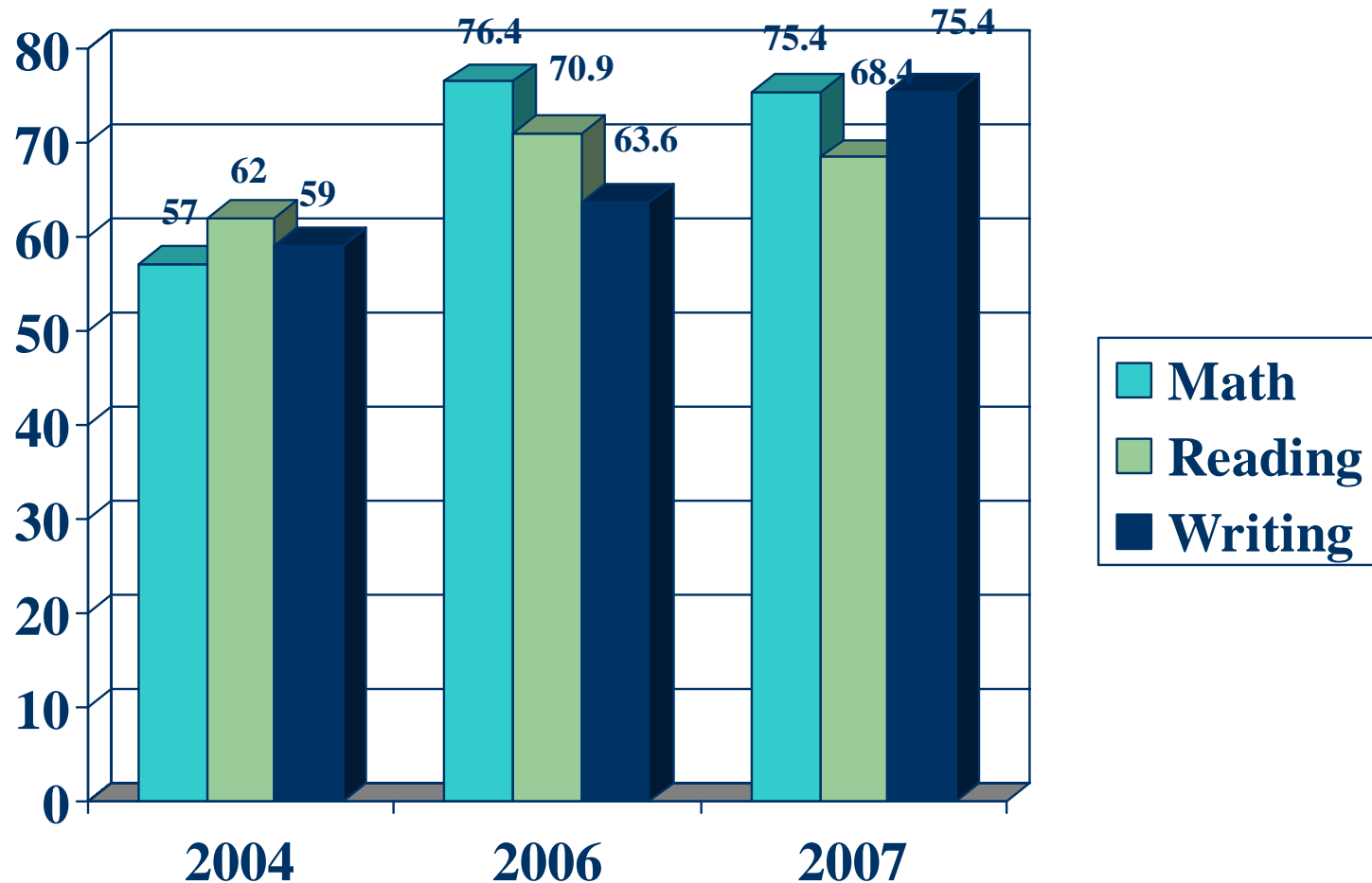
Unmatched Cohort Comparison – Grade 3 to 4



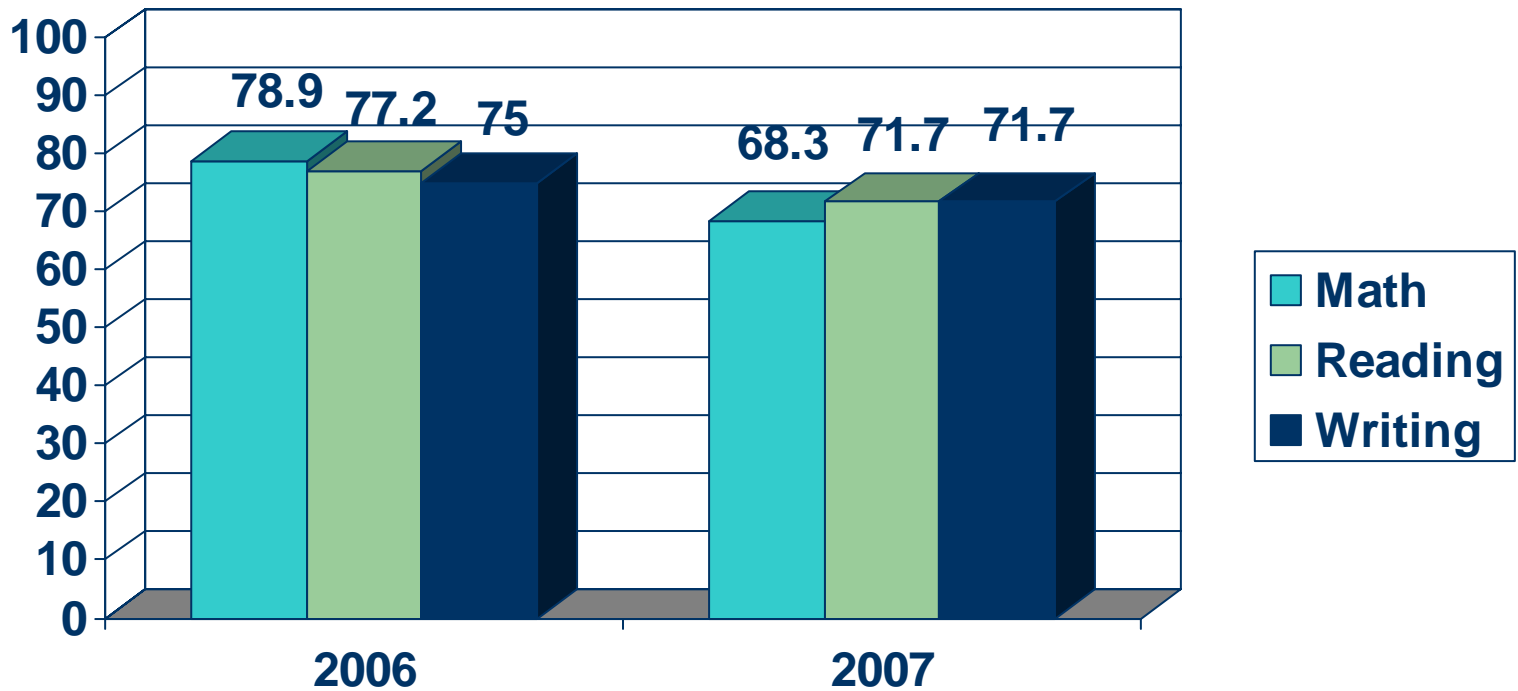
Matched Cohort Comparison – Grade 3 to 4



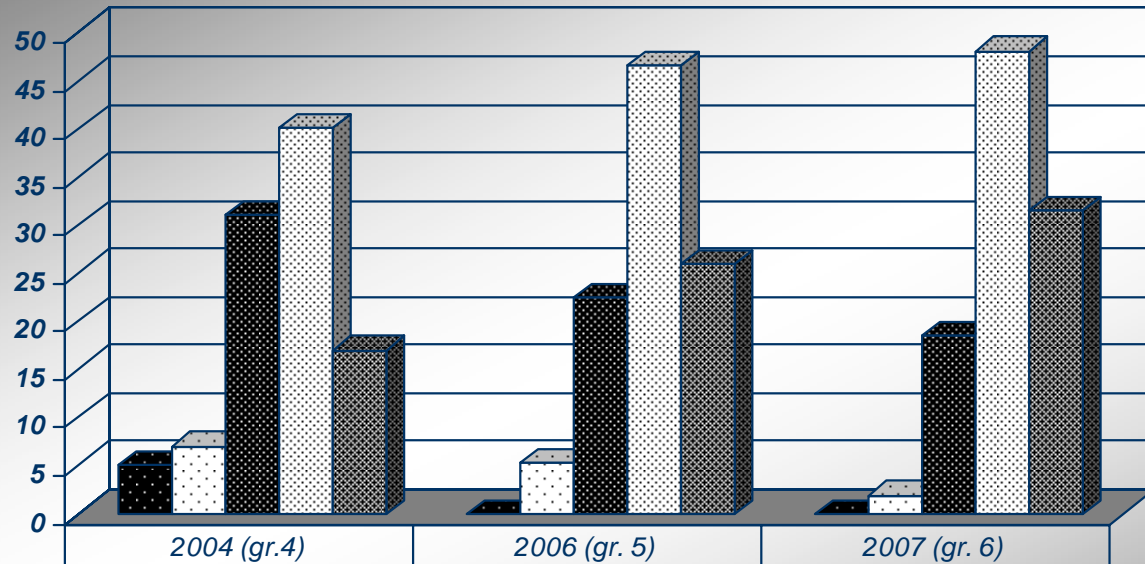
Grade 4 Longitudinal Results



Grade 3 Longitudinal Results

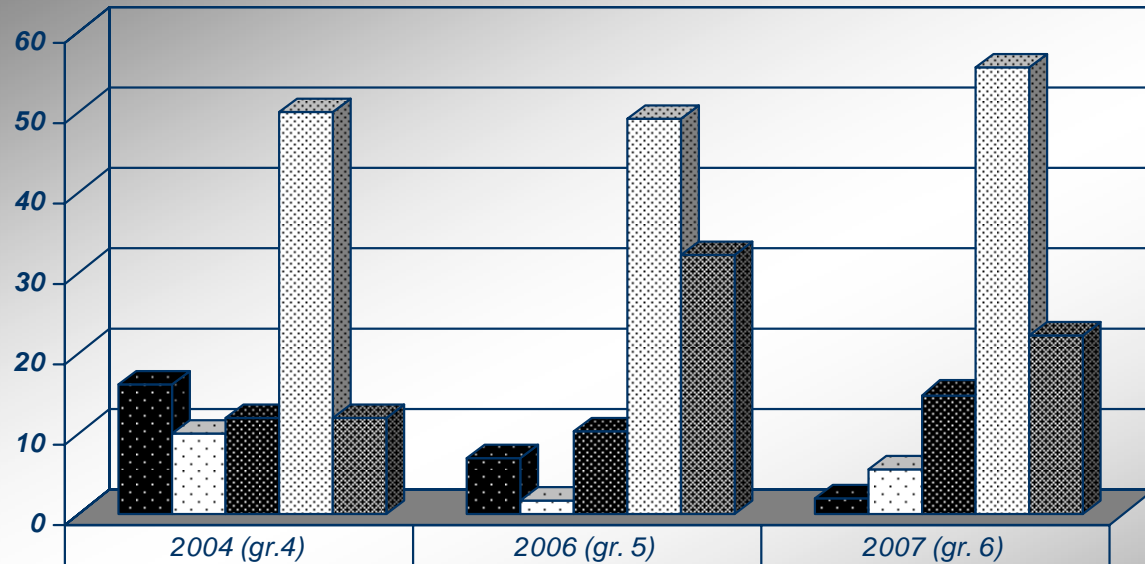


Longitudinal Performance Level Summary (Cohort Comparison Mathematics)



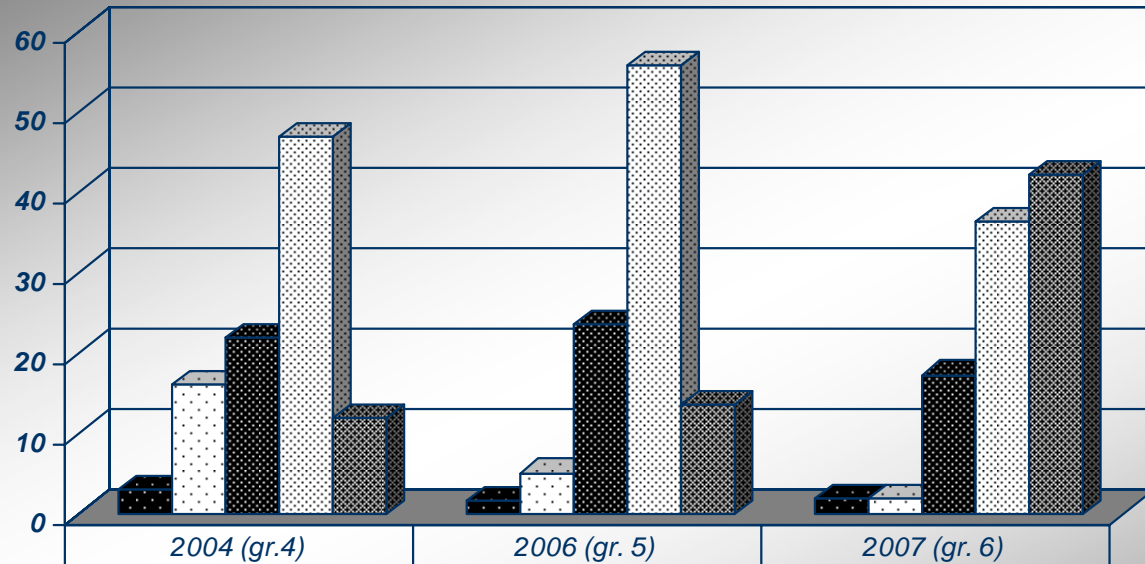
■ <i>Below Basic</i>	5	0	0
□ <i>Basic</i>	7	5.2	1.9
■ <i>Proficient</i>	31	22.4	18.5
□ <i>Goal</i>	40	46.6	48.1
■ <i>Advanced</i>	17	25.9	31.5

Longitudinal Performance Level Summary (Cohort Comparison Reading)



■ Below Basic	16	6.8	1.9
□ Basic	10	1.7	5.6
■ Proficient	12	10.2	14.8
■ Goal	50	49.2	55.6
■ Advanced	12	32.2	22.2

Longitudinal Performance Level Summary (Cohort Comparison Writing)



■ Below Basic	3	1.7	1.9
□ Basic	16	5.1	1.9
■ Proficient	22	23.7	17.3
▣ Goal	47	55.9	36.5
▤ Advanced	12	13.6	42.3

Areas of Focus for 2007-2008 School Year



Mathematics

- Improve mathematics performance of grade 3 students by 10% in the following strands:
 - Estimating Solutions to Problems
 - Approximating Measures
 - Mathematical Application
- Improve mathematics performance of grade 4 students by 10% in the following strands:
 - Equivalent Fractions, Decimals & Percents
 - Estimating Solutions to problem
 - Geometry & Measurement: Time

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.
- Professional Development for this is underway this fall and will include specific training on the units and small group support and modeling by math support teacher and Teaching and Learning specialist.
- Math support teacher will continue to do weekly center activities to support the CMT strands.
- S.W.I.M. groups in grades 1-3 will include opportunities for CMT strands support.
- Concurrently, other grade levels (K-2) will also be implementing Investigations units to improve results in future years

Reading

- Improve reading performance of grade 3 students by 10% in the following strands:
 - Making Reader/Text Connections
 - Examining Content & Structure
- Improve reading performance of grade 4 students by 10% in the following strand:
 - Making Reader/Text Connections

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 Intervention Project
- S.W.I.M. groups in grades 1-3 will include opportunities for CMT strands support/enrichment in Reading.
- Teachers in K-4 will use CMT bookmarks to guide questioning after reading story selections
- Continue common assessments using open-ended questions

Writing

- Improve writing performance of grade 3 and 4 students by 10% in the following strand:
 - Composing and Revising
- Improve writing performance on the holistic writing sample by 5% in grades 3 and 4

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