

**Regional School District 17  
Haddam Elementary School  
Continuous Improvement Plan  
2018-19**



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## **Introduction**

Continuous Improvement Plans (CIPs) represent a strategic process to specify program and instructional performance goals and priorities in terms of student and community outcomes. These goals are informed by an analysis of student performance and community feedback on important indicators by teachers, administrators, and community members.

Informed by the results contained within the annual Student Achievement Report, each program leader develops a Continuous Improvement Plan, in conjunction with and supported by the Superintendent and the Assistant Superintendent for Curriculum and Instruction. The development process involves the principal (or director) engaging with his or her faculty and community stakeholders to review and interpret results and then to refine drafts of the proposed annual plan for input and articulation of action steps. Overviews of the Continuous Improvement Plans are presented publicly at a Board of Education meeting (second Board meeting in October) and plans are posted on the district website. This cycle repeats annually and is the major vehicle through which we express our shared purpose and our efforts to enable all students to reach high levels of achievement in thriving school-communities.

Student success depends upon effective teaching and instructional leadership. Regional School District 17's vision for professional learning is that each educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for each and every student. For our students to graduate prepared for college and careers, educators engage in strategically planned continuous professional learning focused upon student growth, development, and outcomes.

## **District Mission**

The Mission of Regional School District 17 is to engage our students in an educational community that challenges students with high standards and builds their capacity to succeed and their aspiration to improve themselves and their society.

## **District Goals**

- Increase student **aspiration** to higher levels of learning and courses
- Increase student **access** to higher levels of learning opportunities
- Increase student **engagement** in their academic achievement
- Increase student **commitment** to their school and community
- Increase **community engagement** in the schools and academic programs

**Goal 1: Students will improve their literacy and numeracy skills as measured by district and state assessments.**

<b>Improvement Indicator: Reading</b>
All students in grades K-4 will meet grade level expectations in reading
<b>Actions</b>
<b>INSTRUCTION</b>
Teachers will: <ul style="list-style-type: none"><li>• Analyze student work and reading behaviors to form flexible instructional groups</li><li>• Work with students to help them identify individual goals and monitor their progress to foster continuous improvement</li><li>• Provide explicit small group instruction to help students meet those goals</li><li>• Develop students' comprehension and vocabulary through shared thinking and discourse about texts read aloud in a variety of genres</li><li>• Incorporate writing about reading throughout the curriculum</li></ul> Interventionists and special education teachers will: <ul style="list-style-type: none"><li>• Align practices to district SRBI guidelines</li><li>• Teach targeted supplemental reading support based on children's specific goals</li></ul>
<b>PLANNING AND COLLABORATION</b>
K-4 teachers will participate in building-based workshops led by our Literacy Coaches on writing about reading Teachers will be supported by the Literacy Coach and Administration through Common Planning Meetings as well as in-class collaborative coaching Principal and coaches will meet with teachers in the fall, winter and spring to discuss each child's data and develop plans for each student's growth Second grade teachers and coaches will revise reading curriculum
<b>Measures/Monitoring</b>
Measures: Degrees of Reading Power (DRP), Developmental Reading Assessment (DRA), and/or TC Assessment as determined by grade level; Smarter Balanced English Language Arts results (Grades 3 and 4) Monitoring: <ul style="list-style-type: none"><li>• Monitoring notes from small group and individual conferences</li><li>• Classroom assessments, including student reading response journals</li><li>• Teachers and coaches will meet regularly to discuss instructional methods, student progress, and professional learning needs</li><li>• Administrators will conduct collaborative walk-throughs focused on "look-fors" in reading instruction</li><li>• Administrators will meet no less frequently than every 8 weeks with coaches and interventionists to analyze student data and respond to student learning needs</li></ul>

## Improvement Indicator: Writing

All students in grades K-4 will meet grade level expectations in writing and spelling

### Actions

#### INSTRUCTION

Teachers will:

- Monitor each writer's progress relative to grade level writing progressions, revised RSD 17 writing rubrics, report card rubrics, and anchor sets
- Teachers will analyze student work to form flexible instructional groups and help students set goals for their writing
- Provide explicit small group instruction to help students meet those goals across genres
- Refine word work instruction and assessment using FUNdations lessons and assessments in grade 3 and differentiation of spelling groups in grade 4 using district resources
- Provide direct instruction in grammar and conventions through the use of *Mastering Mechanics*
- Work with Literacy Coaches to align writing expectations, including rubric refinement and calibration of scoring, across grade levels

Interventionists and special education teachers will:

- Align practices to district SRBI guidelines
- Teach targeted supplemental writing support based on children's specific goals

#### PLANNING AND COLLABORATION

K-4 teachers will participate in building-based workshops led by our Literacy Coaches focusing on collaborative scoring of writing using RSD17 rubrics, working together to identify anchor texts, and forming and implementing small groups based on students' needs

Teachers will be supported by the Literacy Coach and Administration through Common Planning Meetings as well as in-class collaborative coaching

Principal and coaches will meet with teachers in the fall, winter and spring to discuss each child's data and develop plans for each student's growth

Grade 4 writing teachers and coaches will revise writing curriculum

### Measures/Monitoring

- Measures: Third trimester report card standards by genre; Smarter Balanced English Language Arts results (Grades 3 and 4); *FUNdations* Assessments or DSA results; Writing Workshop Unit and On-Demand Writing Assessments scored according to the TC rubric

Monitoring:

- Monitoring notes from small group and individual conferences
- Writer's Notebooks
- Teachers and coaches will meet at regularly to discuss instructional methods, student progress, and professional learning needs.
- Administrators will conduct collaborative walk-throughs focused on "look-fors" in writing instruction.
- Administrators will meet no less frequently than every 8 weeks with coaches and interventionists to analyze student data and respond to student learning needs.

## Improvement Indicator: Mathematics

All students in grades K-4 will meet grade level expectations in math

### Actions

#### INSTRUCTION

Teachers will:

- Implement iReady universal screen and teacher toolbox resources in grades 2-4
- Utilize iReady personalized learning system to differentiate learning for select students
- Engage students in problem solving and effective communication of mathematical reasoning
- Implement sequential fact fluency instruction
- Work with Math Coaches to develop and align practices for effective use of math instruction time
- Provide explicit instruction through whole-class and small-group structures as well as individual conferences to move every student toward meeting standards

Interventionists and special education teachers will:

- Align practices to district SRBI guidelines
- Teach targeted supplemental math support based on children's specific goals
- Use iReady resources and personalized learning systems as appropriate

#### PLANNING AND COLLABORATION

Teachers will be supported by the Math Coach and Administration through Common Planning Meetings as well as in-class collaborative coaching focused on:

During Common Planning Meetings, Math Coach will work with grade level teachers and administration to define effective use of instructional time with an emphasis on differentiation, discourse, and problem solving

iReady professional learning for teachers in grades 2-4 in use of screeners and resources

Principal and coaches will meet with teachers in the fall, winter and spring to discuss each child's data and develop plans for each student's growth

### Measures/Monitoring

Measures: District Benchmark Assessments; District Fact Fluency Assessments (grades 1-4); Smarter Balanced Math results (grades 3 and 4); iReady Universal Screening (2-4)

Monitoring:

- District Unit Assessments
- Math journals, classroom work and assessments
- Report Card Standards for Mathematical Thinking
- Administrators and coaches will use the defined math model to observe and provide feedback to teachers
- Teachers and coaches will meet regularly to discuss instructional methods, student progress, and professional learning needs

- Administration will meet at least every 8 weeks with coaches and interventionists to analyze student data and respond to student needs
- Administration, coaches, and teachers will analyze the mid-year benchmark assessment, iReady diagnostic, and iReady growth data and adjust instruction/intervention as needed

**Goal 2: Haddam Elementary will continue to develop its community and culture**

<b>Improvement Indicator</b>
Build connections within the school community while fostering the social/emotional development of students.
<b>Actions</b>
<p>Consistent implementation of a social/emotional learning curriculum</p> <p>Continue to facilitate purposeful play in kindergarten and grade 1</p> <p>Continue to provide before and after-school club opportunities for students to engage based on interest</p> <p>Continue our Student Council, Principal’s Advisory, and Safety Patrol committees</p> <p>Develop partnership with new HKYFS leadership</p> <p>Provide opportunities for families to feel connected to the school community through communication of events and activities.</p> <p>Continue month Town Meetings to recognize students’ hard work and success</p> <p>Implement and train all staff in new RSD 17 safety procedures</p>
<b>Measures/Monitoring</b>
<p>Measures: number of students/classes recognized at Town Meetings, level of participation in before and after school clubs, number of grade 4 students engaged in leadership opportunities</p> <p>Monitoring:</p> <ul style="list-style-type: none"> <li>• Student reflection on progress toward meeting monthly HES Way goals</li> <li>• Projects organized by 4<sup>th</sup> grade leadership committees</li> <li>• Attendance at family events-both social and academic in nature</li> <li>• Number of unique students recognized for “Golden Paws”</li> <li>• Track amount of mail being sent through HES Mail</li> <li>• Artifacts from Student Council activities</li> </ul>