

Haddam Elementary School  
Instructional  
Improvement Plan  
Update 2008-2009

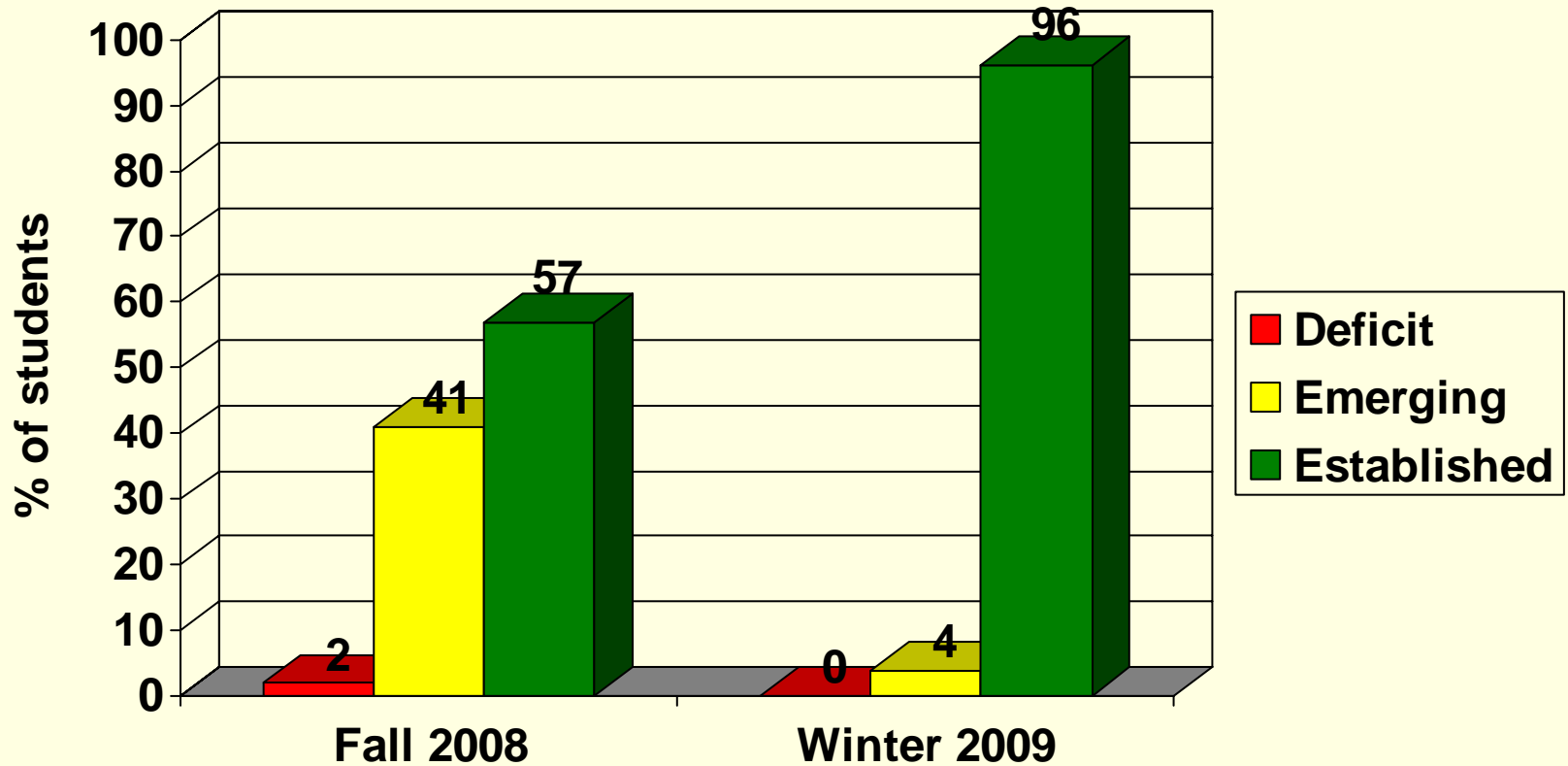
***“Working Together For Excellence”***

# It's "S.M.A.R.T." to Start Early

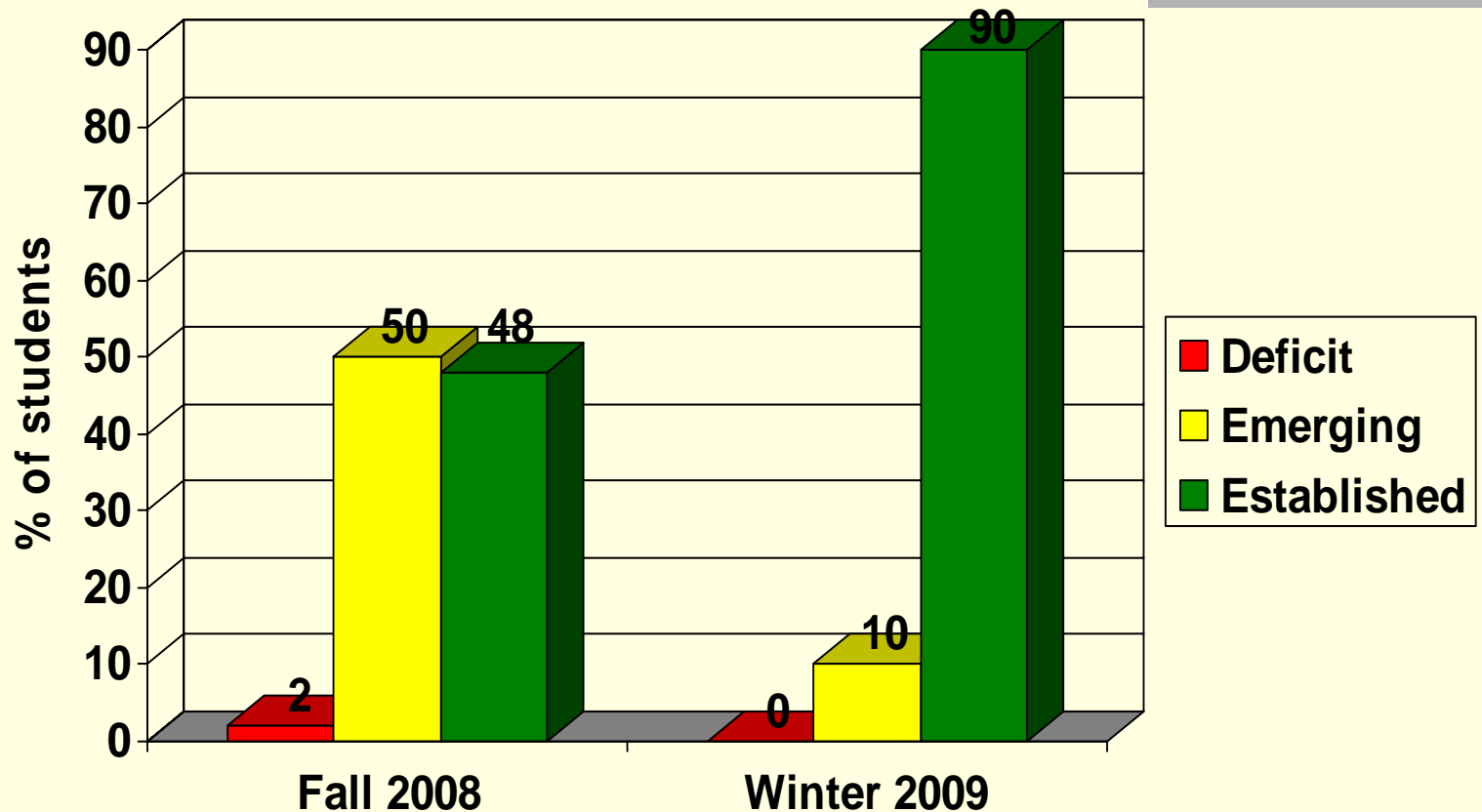
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- Based on K-2 assessments using DIBELS, each of these grade levels identified areas that needed to be addressed with specific instruction. **Measurable goal: 90% of students “established” by the last benchmark assessment of the specific subtest.**
- Baseline data collected and reviewed during grade level common planning meetings
- Reading support, special educators and classroom teachers are working together to develop early interventions.
- Intervention groups are formed with student who are in the “emerging” or “deficit” range in grades 1 & 2. (Kindergarten starts last week in February.) The intervention specialist meet four times weekly for a minimum of 15 minutes each time. Classroom teachers also work with these students in a small group on phonemic awareness and/or phonics lessons.  
Resource: [I've DIBEL'D, Now What?](#)

# 1<sup>st</sup> Grade Phoneme Segmentation Fluency (DIBELS)—Target 90% Established by Spring 2009



# 2<sup>nd</sup> Grade Nonsense Word Fluency— Target 90% by Fall 2008;



Note: Progress monitoring tool administered Winter 2009 because benchmark assessment for this subtest ends in Fall of 2<sup>nd</sup> grade

# Challenges

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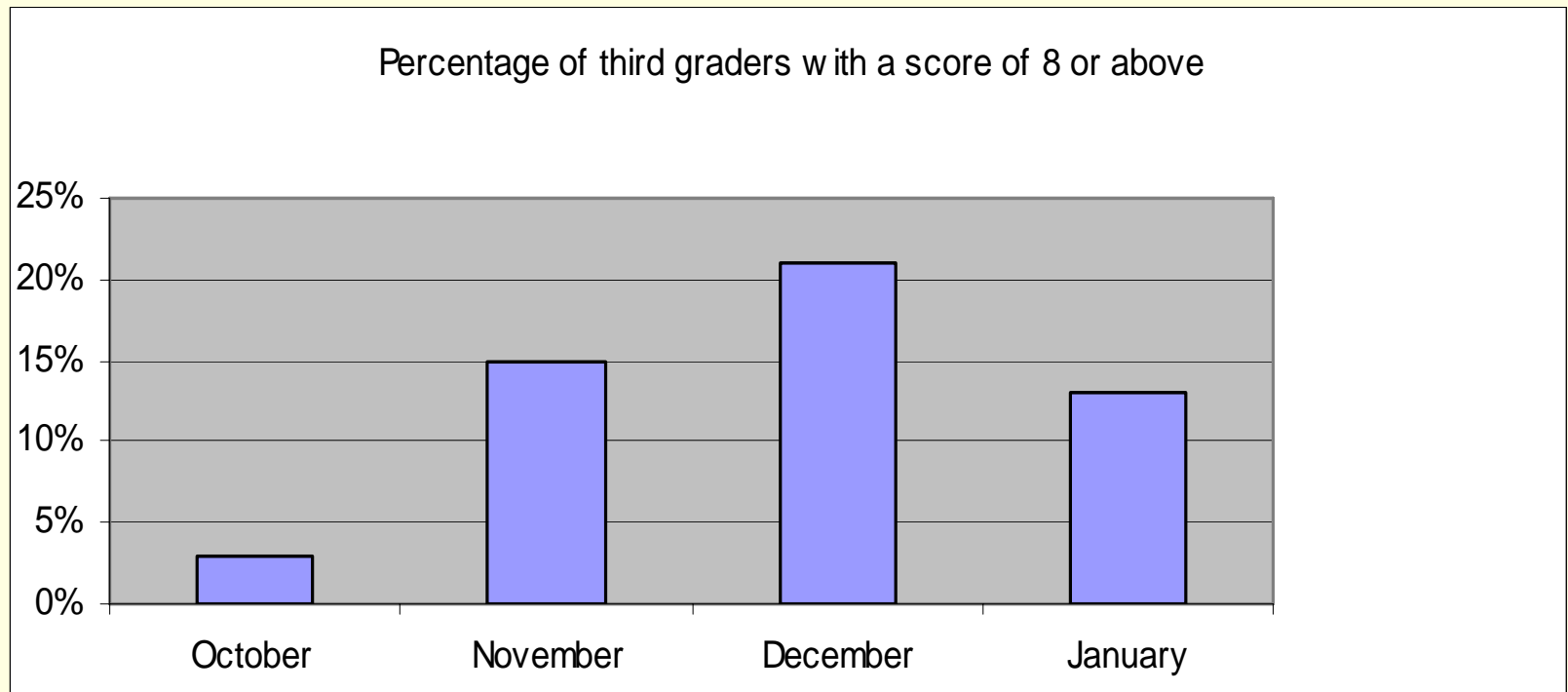
- Data collecting using DIBELS began this fall, so that is our baseline.
- Intense intervention in Kindergarten not possible until midyear: K students need an opportunity to respond to classroom instruction; needs in other grades
- Data are promising, but long-term impact will not be known for a while

# S.M.A.R.T Writing in 3<sup>rd</sup> Grade

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- 3<sup>rd</sup> Grade SMART goal to improve overall writing scores by 5% and holistic writing scores by 10%
  - Teachers received refresher training on Empowering Writers
  - One teacher attended additional professional development from Empowering Writers directly related to CMTs and “turn-keyed” to colleagues
  - Teachers developed mini-lessons in writing and “reading” prompts
  - Students write daily
  - All students are assessed by a common prompt monthly; prompts are double-scored and teachers identify next teaching steps

# Third Grade Monthly Prompts



# Challenges

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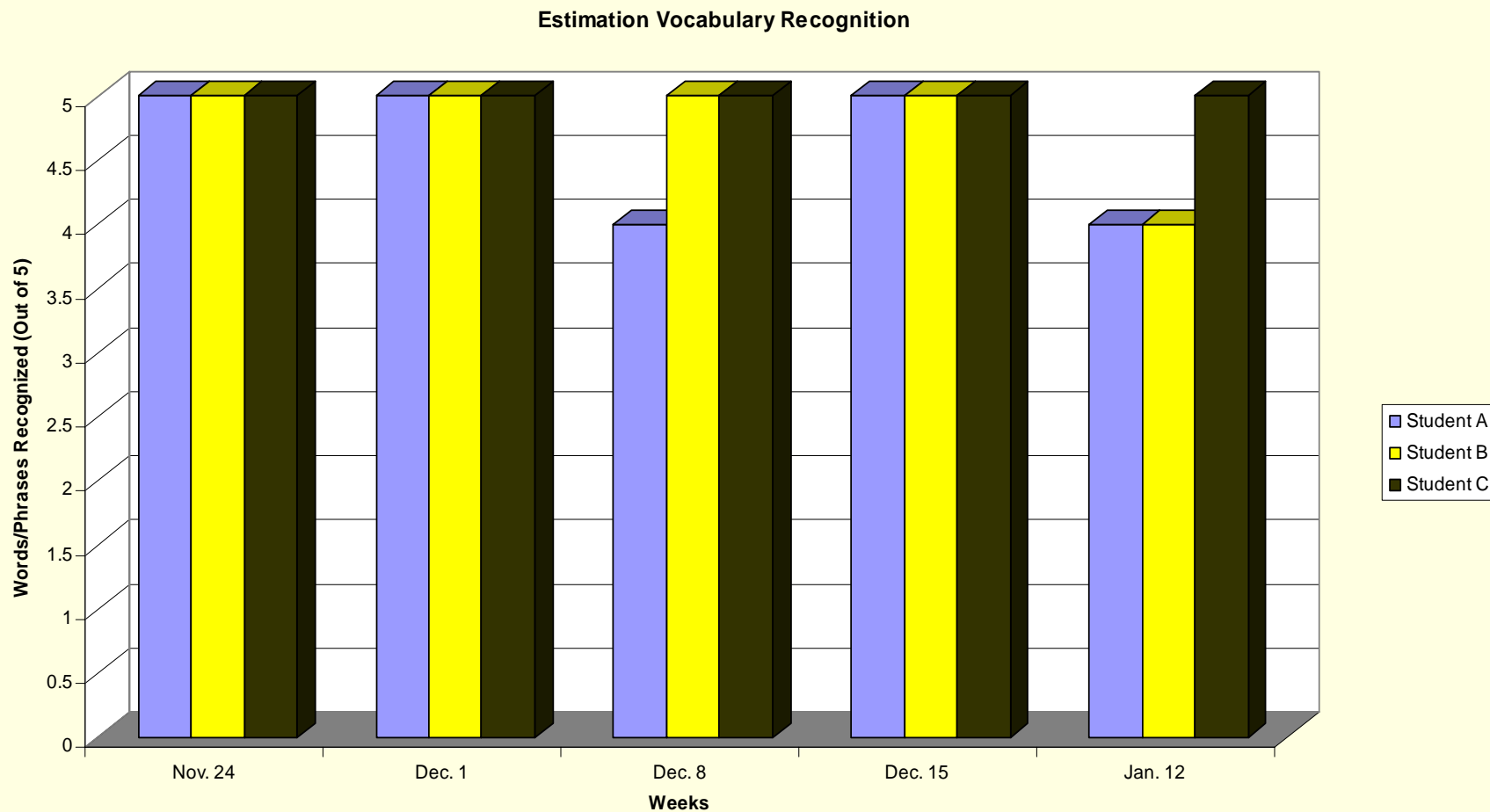
- Most students have shown growth, though not reaching the goal of 8.
- Students do not always “connect” to writing prompt. Students are literal and expect that personal experience narrative has to be about their personal experience.
- Teachers often have higher expectations than the state assessors.
- Students need to begin transitioning to these expectations beginning in March/April of 2<sup>nd</sup> grade in order to have more practice.

# S.M.A.R.T. Math in 4<sup>th</sup> Grade

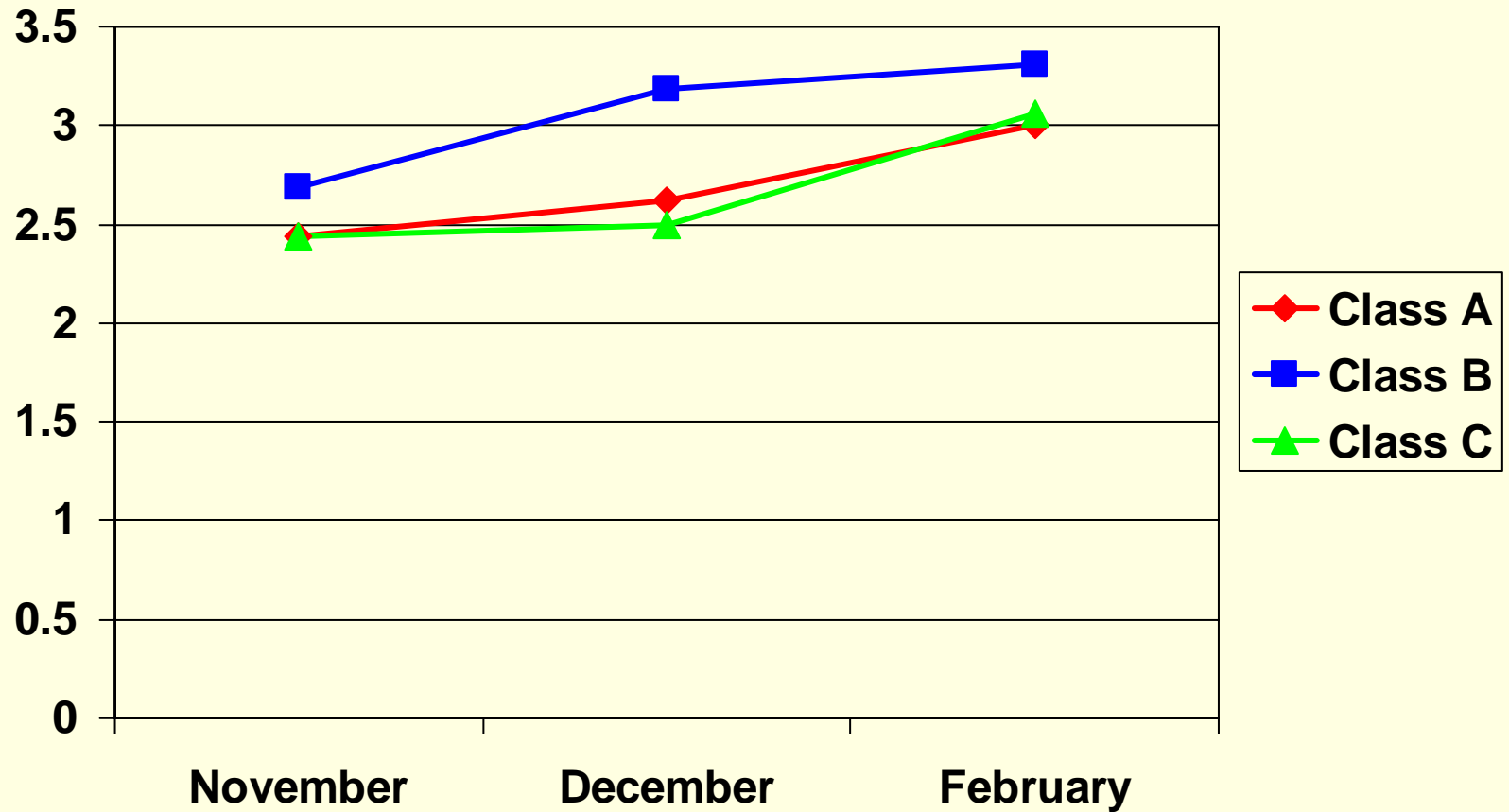
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- 4<sup>th</sup> Grade focus on math—SMART goal to improve overall mathematics by 5% and Estimating Solutions to Problems by 10%
  - Classroom teachers, math support teacher and Spanish teacher are collaborating on this goal.
  - Teachers have identified specific vocabulary and the 4 problem types that are found in the estimation strand of the CMT.
  - Students are getting practice in “reading” the question types, identifying key vocabulary, choosing an appropriate strategy and checking to ensure their answer makes sense
  - In Spanish class, students are using estimation jars filled with different materials to learn how to make reasonable guesses using Spanish phrases for concepts such as “best estimate”, “closest to”, “a little more”, “a little less” and “about”

Teachers track data on vocabulary identification, utilization of strategies and correct solutions to identify next teaching points...(sample data below)



# Estimation Benchmark Assessments- Grade 4



# Challenges

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- Math vocabulary development is essential to students knowing what to do
- Tension between automaticity of math facts and the development of a conceptual framework (what am I being asked to do?)

# What do we continue to learn?

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- Beyond SMART goals, teachers needed to have an opportunity to share what's working in their classroom
  - Teachers use weekly common planning times to :
    - discuss data from common assessments and its impact on instruction
    - share successes and challenges in implementing instructional strategies
    - develop grade level differentiated units
    - brainstorm early intervention strategies for students
  - Every teacher who attends professional development workshops prepared to present to colleagues at faculty meetings or on a district PD day
  - Teachers make “appointments” to visit each other’s classroom to see the strategies in action
- Time is always a challenge, but it doesn’t have to be an obstacle!