



**Enatai Elementary
School Improvement Plan 2010-11
Bellevue School District**

Instructional Program

District Goal #1—Closing the Achievement Gap

Data Source	Data Analysis
MSP	<p>On the 2009-2010 Reading MSP, 8.5% (6 out of 71) of 3rd grade students are not meeting standard, scoring at levels 1 (3 students) and 2 (3 students).</p> <p>On the 2009-2010 Reading MSP, 3.8% (7 out of 80) of 4th grade students are not meeting standard, scoring at levels 2 (5 students) and 1 (2 students).</p> <p>On the 2009-2010 Reading MSP, 19.8% (17 out of 86) of 5th grade students are not meeting standard, scoring at levels 1 (3 students) and 2 (14 students).</p>
DIBELS Text Reading Comprehension (TRC)	<p>On the 2009-2010 EOY DIBELS TRC benchmark assessment, 26 of 86 Kindergarten, 29 of 77 First Grade, 24 of 79 Second Grade, and 24 of 70 Third Grade students scored below the proficiency level for reading comprehension.</p>

SMART Goal Statement for 2010-11
<p>By June 2011, the average percent of students in 3rd, 4th, and 5th grades meeting or exceeding the state standard will increase as measured by the 2010-2011 Reading MSP assessment. Specifically, 3rd grade students will increase 8.5% from 91.5% to 100%; 4th grade students will increase from 8.8% from 96.2% to 100%; and 5th grade students will increase 10% from 80.2% to 90.2%.</p> <p>By June 2011, K-5 students will show growth in their ability to independently comprehend text as measured by the DIBELS TRC (K-2) and MAP (3-5). Specifically, there will be a 10% decrease in the number of students reading below grade level and a 10% increase in the number of students reading on and above grade level.</p>

Intervention/Differentiation	SMART Goal Progress Monitoring
<p>Middle of the Year and End of the Year Data from the DIBELS TRC and MAP assessments will be utilized to design flexible and fluid groupings of students. Intervention groups will be set up outside of the primary reading instructional time to provide students with additional time to accelerate their learning. In addition, teachers will be provided with intentional professional development targeted at the design and implementation of differentiated and high quality instructional activities with an emphasis on</p>	<p>Progress towards this SMART Goal will be monitored utilizing data from the beginning, middle, and end of year DIBELS TRC and MAP assessments.</p>

gradual implementation in reading. Teachers will also engage in professional development regarding reading comprehension strategies and the use of the book <i>Strategies That Work</i> , with a professional development cycle that includes direct teaching, safe practice, and observation/feedback.	
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District Goal #2—Extending Learning

Data Source	Data Analysis
MSP	<p>On the 2009-2010 Reading MSP, 91.5% (65 out of 71) of 3rd grade students met or exceeded standard, scoring at levels 3 (15 students), 4 (49 students), and basic (1 student).</p> <p>On the 2009-2010 Reading MSP, 91.2% (73 out of 80) of 4th grade students met or exceeded standard, scoring at levels 3 (34 students) and 4 (39 students).</p> <p>On the 2009-2010 Reading MSP, 80.2% (69 out of 86) of 5th grade students met or exceeded standard, scoring at levels 3 (16 students) and 4 (51 students).</p>
DIBELS Text Reading Comprehension (TRC)	On the 2009-2010 EOY DIBELS TRC benchmark assessment, 60 of 86 Kindergarten, 48 of 77 First Grade, 55 of 79 Second Grade, and 46 of 70 Third Grade students met or exceeded the proficiency level for reading comprehension.

SMART Goal Statement for 2010-11
<p>By June 2011, the average percent of students in 3rd, 4th, and 5th grades meeting or exceeding the state standard will increase as measured by the 2010-2011 Reading MSP assessment. Specifically, 3rd grade students will increase 8.5% from 91.5% to 100%; 4th grade students will increase from 8.8% from 91.2% to 100%; and 5th grade students will increase 10% from 80.2% to 90.2%.</p> <p>By June 2011, K-5 students will show growth in their ability to independently comprehend text as measured by the DIBELS TRC (K-2) and MAP (3-5). Specifically, there will be a 10% increase in the number of K-5 students reading on and above grade level.</p>

Intervention/Differentiation	SMART Goal Progress Monitoring
Middle of the Year and End of the Year Data from the DIBELS TRC and MAP assessments will be utilized to design flexible and fluid groupings of students. Intervention groups will be set up outside of the primary reading instructional time to provide students with additional time to accelerate their learning. In addition, teachers will be provided with intentional professional	Progress towards this SMART Goal will be monitored utilizing data from the beginning, middle, and end of year DIBELS TRC and MAP assessments.

<p>development targeted at the design and implementation of differentiated and high quality instructional activities with an emphasis on gradual implementation in reading. Teachers will also engage in professional development regarding reading comprehension strategies and the use of the book <i>Strategies That Work</i>, with a professional development cycle that includes direct teaching, safe practice, and observation/feedback.</p>	
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Enatai Professional Learning Cycle 2010-11

Reading Comprehension Strategies

July 2010						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2010						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2010						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2010						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2010						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2010						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2011						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2011						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2011						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2011						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2011						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2011						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Notes

Professional Learning Cycle Components

Direct Teaching: Spring 2010-Sept. 8, 13, 23, 28

Emphasis is on learning about promising practices in reading comprehension

-Includes whole-group learning/dialogue

-Includes PLC conversations

-Includes professional reading

-Look at student work and assess on BOY assessment given to all students 1-5, focus on reading comprehension

-Turn data into Sharon Neal by September 28

MAP / Assessment Windows: Sept. 7-Oct. 7; Jan. 3-21; May 23-June 10

Create Flexible Groups / Pull Materials: Oct. 11-22; Jan. 24-Feb. 4; March 21-April 1

Safe Practice / Intervention Cycles: Oct. 25-Dec. 17; Feb. 7-18; April 11-May 20

Emphasis is on trying out promising practice – chosen reading comprehension strategies

-"No pressure"

-No walkthroughs at this time

-Peers agree to support

Observation & Feedback: Nov. 15-24; March 7-18; May 2-13

Emphasis is on visiting classrooms and observing practice

-Includes peer visits to classrooms

-Includes providing feedback to teachers about practice

-Includes walkthrough

ILT Meetings/Trainings: Sept. 29; Dec. 8; March 23; May 11; 2nd & 4th Thursday monthly

Targeted Learning Walk: Dec. 1

Parent, Family and Community Involvement

Parent, family, and community involvement will be solicited through two avenues. First, the Parent Teacher Student Association (PTSA) will be utilized to provide feedback and input through Beginning of the Year and End of the Year surveys. These surveys will be compared to determine how well the school and parent community are communicating and working together to meet student needs. Second, the Program Development and Community Connections committee (PDCC) meets monthly to discuss and analyze current school programs and initiatives to determine their effectiveness in meeting student needs.

Use of Technology to Facilitate Instruction

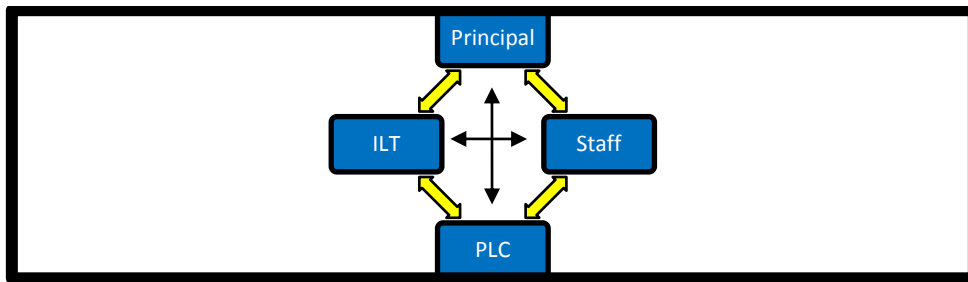
As a school district, we use computers as tools to support student learning, in the same way we use library resources, calculators, or math manipulatives. In our school, technology is used to facilitate instruction through the use of MAP assessments, DIBELS Palm assessments, Smartboards, Digital Voice Recorders (DVR), DVD players, VCR's, Televisions, Mobile Lab laptops, and Document Cameras.

Characteristics of Successful Schools

The Office of the Superintendent of Public Instruction identifies the following nine characteristics of successful schools: clear and shared focus; high standards and expectations for all students; effective school leadership; high levels of collaboration and communication; curriculum, instruction and assessments aligned with state standards; frequent monitoring of learning and teaching; focused professional development; supportive learning environment; and high levels of family and community involvement.

Through the framework of Professional Learning Communities, our school will use the nine characteristics as a guide to refine our work. More specifically, our work this year will include:

1. High Levels of Collaboration and Communication: continued use of PLCs for grade level teams to collaborate and communicate common goals, curriculum, instructional strategies, assessment tools, and student progress. Instructional Leadership Team (ILT) will work closely with principal to deliver professional development and instructional leadership through the use of the PLC-ILT Communication Chart.



2. Frequent Monitoring of Learning and Teaching: use of assessment results to monitor student progress throughout the school year, including benchmark MAP and DIBELS TRC data and Reading A-Z progress monitoring.
3. Focused Professional Development: Building Wednesdays will be utilized to provide professional development related to differentiated instruction. One staff meeting a month will be devoted to professional development related to reading comprehension strategies.