

**Newport Heights Elementary  
Improvement Plan 2010-11  
Bellevue School District**

**Instructional Program**

**District Goal #1—Closing the Achievement Gap**

Data Source (ex: MSP, HSPE, MAP, DIBELS, etc.)	Data Analysis (factual statements)
DIBELS (via Reading 3D and paper/pencil) Text Reading Comprehension (TRC) MSP MAP	<p>Kindergarten: 8 students who are below the print concept level and did not meet beginning of year initial sound fluency goal.</p> <p>1<sup>st</sup>: 22 of 84 students reading below grade level based on TRC with 2 additional students not reaching DIBELS benchmarks who met TRC benchmark.</p> <p>2<sup>nd</sup>: 22 of 91 students reading below grade level based on TRC.</p> <p>3<sup>rd</sup>: 19 students not proficient based on Fall 2010 MAP scores.</p> <p>4<sup>th</sup>: 15 students not proficient based on Fall 2010 MAP scores. 18 students did not reach the proficient standard on the Spring 2010 MSP.</p> <p>5<sup>th</sup>: 14 students not proficient based on Fall 2010 MAP scores. 15 students did not reach the proficient standard on the Spring 2010 MSP.</p>

<b>SMART Goal Statement for 2010-11</b>
<p>After a review of Newport Heights' MSP, TRC, DIBELS, and end of year common assessments, we have determined a need to continue focusing on reading comprehension. MSP data indicates that 76 - 83% of students in grades 3-5 are reading at grade level, and end of year DIBELS and TRC data indicates that 74% of our students were reading at grade level in grades K-3. Therefore, at Newport Heights we will expect 100% of students to demonstrate positive growth on the Spring 2011 MSP Reading Assessment, the Grade 3-5 MOY and EOY MAP assessment in reading, and/or the MOY and EOY Reading 3D data, including both DIBELS and Text Reading Comprehension. Specifically, cohorts of students in grades 3-5 will maintain or increase the number of students reading at a Level 3 or 4 on the MSP with the number of students within a cohort scoring at a Level 1 or 2 decreasing by 50%* and/or students will demonstrate growth on the MAP. At grades K-2, the number of students in a cohort reading at or above grade level will maintain or increase while the number of students reading below grade level will decrease by 50% based on BOY, MOY, and EOY Reading 3D data.</p>

\*At 3<sup>rd</sup> grade this equates to 23 additional students meeting standard, at 4<sup>th</sup> grade 9 additional students meeting standard, and at 5<sup>th</sup> grade 8 additional students meeting standard.

\*Improve the students at Level 1 and 2 towards Levels 3 and 4.

Intervention/Differentiation	SMART Goal Progress Monitoring
<ul style="list-style-type: none"> <li>• Small group instruction to support or extend students in reading</li> <li>• ESL Reading Club – after school guided reading groups for intermediate and advanced level ESL students</li> </ul>	Grades K-2: MOY DIBELS and TRC Grades K-2: Progress Monitoring on DIBELS and TRC Grades 3-5: MOY MAP Grades 3-5: Paper and Pencil DIBELS and DRA

### District Goal #2—Extending Learning

Data Source (ex: MSP, HSPE, MAP, DIBELS, etc.)	Data Analysis (factual statements)
TRC MSP MAP	K: 29 students reading above grade level with 9 students reading at or beyond EOY 1 <sup>st</sup> grade  1 <sup>st</sup> : 59 students reading above grade level with 5 of those students reading at or beyond BOY 2 <sup>nd</sup> grade  2 <sup>nd</sup> : 55 students reading above grade level with 4 of those students reading at or beyond BOY 3 <sup>rd</sup> grade  3 <sup>rd</sup> : 47 students reading above grade level with 3 students identified as reading at or beyond EOY 4 <sup>th</sup> grade (Spring 2010 data); 40 students reading at a Level 4 on MSP; 5 students scored at the 99% percentile on the Fall 2010 MAP.  4 <sup>th</sup> : 41 students reading at a Level 4 on MSP; 2 students scored at the 99% percentile on the Fall 2010 MAP.  5 <sup>th</sup> : 52 students reading at a Level 4 on MSP; 6 students scored at the 99% percentile on the Fall 2010 MAP.

#### SMART Goal Statement for 2010-11

After a review of Newport Height's MSP, TRC, DIBELS, and end of year common assessments, we have

determined a need to focus on extending students' reading comprehension. Reading 3D data indicates that 40-50% of K-3<sup>rd</sup> grade students are reading above grade level with 10-20% of K-3<sup>rd</sup> grade students reading one or more grade levels beyond their current grade level. MSP data indicates that 40-50% of students in 4<sup>th</sup> and 5<sup>th</sup> grade are reading above grade level scoring a Level 4 or "Advanced" score. Therefore, at Newport Heights we will expect 100% of students reading above grade level to demonstrate at least one year's positive growth on the Spring 2011 MAP assessment at grades 3<sup>rd</sup>-5<sup>th</sup> and continue to score at a Level 4 on the MSP Reading Assessment. In grades K-2<sup>nd</sup>, we will expect students reading above grade level to gain at least one year's reading level growth as evidenced by TRC data and maintain a "benchmark" standard on DIBELS measures.

Intervention/Differentiation	SMART Goal Progress Monitoring
Guided Reading Groups Literature Circles	Grades K-2 <sup>nd</sup> : MOY and EOY Reading 3D Scores, both DIBELS and TRC Grades 3 <sup>rd</sup> -5 <sup>th</sup> : MAP

Newport Heights Elementary is committed to completing three PLC Cycles during the 2010-11 school year. Below is our calendar of how we plan to accomplish this.

# PLC CYCLES

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

  

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

  

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

  

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

## Notes

Professional Learning Cycle Components
<b>Direct Teaching</b>
Emphasis is on learning about promising practice
-Includes whole-group learning/dialogue
-Includes PLC conversations
-Includes professional reading
<b>Safe Practice</b>
Emphasis is on trying out promising practice
-"No pressure"
-No walkthroughs at this time
-Peers agree to support
<b>Observation &amp; Feedback</b>
Emphasis is on visiting classrooms and observing practice
-Includes peer visits to classrooms
-Includes providing feedback to teachers about practice
-Includes walkthrough
The Professional Learning Cycles should also include time to look at student work. This can be done as part of the Observation & Feedback phase, perhaps following a walkthrough. Looking at Student Work should occur regularly and can also be included in PLC time. Another consideration is to build in time for Looking at Student Work as part of a whole-group 2nd Wednesday time with the entire staff or with PLCs.
<input type="checkbox"/> Staff Meeting
<input type="checkbox"/> NHE ILT Meeting
<input type="checkbox"/> No School
<a href="http://www.vertex42.com/calendars">www.vertex42.com/calendars</a>

## Parent, Family and Community Involvement

Newport Heights Elementary welcomes the involvement of parents, families, and community members as we strive to meet our building SMART goals. Critical to parents being able to support students in their learning is the comfort level of families at schools and ability to access information regarding learning. To support our families that are in the process of learning English, a committee of parents and staff members known as "Welcoming Families" has been created whose goal is to create access for all families to the resources at Newport Heights Elementary. For information evenings, parents proficient in multiple languages have been present to network with families who speak the same language offering support in understanding the material presented and acting as a conduit for questions. While this group is in its infancy, it is the hope of our staff and PTA to help families gain confidence in accessing school resources so they will be better able to support their students in learning.

Newport Heights is also establishing a different relationship with our Volunteers in the Bellevue Educational System (VIBES). VIBES mentors will begin working with groups of students to either extend learning or facilitate basic reading interventions. VIBES mentors will receive training on working with students in this capacity so that they can effectively carry out an intervention or extension and gather data as appropriate.

To partner with families, Newport Heights will ensure that all K-2<sup>nd</sup> grade families receive the Family Report from Reading 3D so that families receive information about the reading needs of their student. These reports provide information specific to the child as well as suggesting activities that families can engage in to support the reading habits of their student.

Additionally, Kindergarten and First Grade teachers are providing parent/family education by holding family reading nights. These evening events bring students and their families to the classroom to read together while the teachers provide instruction on reading with children with particular emphasis on the needs of the students in their classroom.

### **Use of Technology to Facilitate Instruction**

Newport Heights uses computers as tools to support student learning, in the same way we use library resources, calculators, or math manipulatives. Newport Heights uses technology to assess students, enhance instruction, provide access to documents, and provide interactive individual instruction and activities. For reading, Newport Heights Elementary uses hand held palm pilots to assess students in reading in grades K-2. The hand held devices are used to record DIBELS data as well as running records and comprehension questions during three benchmark windows as well as for progress monitoring. In conjunction with the Wireless Generation website, teachers are able to download their record of students' reading assessments and are provided guidance on grouping students as well as next steps for instruction in the classroom and for home support. Newport Heights also uses our laptop and desktop computers to assess students in grades 3-5. Students in grades 3-5 will complete the MAP assessment three times over the course of the year using the desktop and laptop computers.

Technology is also use to enhance instruction through the use of the SMART Boards which are available in all instructional spaces. These interactive whiteboards engage students and provide tactile interaction for students during whole group and small group sessions. In conjunction with SMART Boards, approximately one-third of our classrooms have document cameras which allow teachers to project and interact with a variety of texts including student work. Lastly, teachers at Newport Heights use technology to provide students with interactive learning experiences by having students access websites for online reading experiences. Additionally, teachers have worked with the Newport Heights PTA to maintain a subscription to Reading A to Z which provides leveled readers for all students.

### **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.

Our school will use the nine characteristics as a guide to refine our work. Our work this year related to our School Improvement Plan is led by Amy MacDonald, our school principal. Ms. MacDonald not only serves as the building's instructional leader, but also encourages the contributions of all staff members in our efforts to realize the Bellevue School District mission of providing every student with a top-of-the-

line college preparatory education that prepares each student to enter and succeed in a college of their choice. Through strong and effective school leadership on the part of Ms. MacDonald, in concert with teacher leaders in the building, we are embracing ongoing learning and reflection. The specific strategies we are implementing this year that embody the nine characteristics of successful schools include:

- **Instructional Leadership Teams (ILT) and Professional Learning Communities (PLC).** At Newport Heights, we have the *clear and shared focus* on the targeted instructional area of reading comprehension. We are addressing this area through the promising practice(s) of questioning. Our school's clear and shared focus is fostered by the guidance of our school's Instructional Leadership Team. The ILT examines student work and engages the staff in ongoing conversations about student learning and growth. Teachers in our school work in Professional Learning Communities where the conversations around student learning emphasize the need for and implementation of strategies related to differentiated instruction. Our PLCs are committed to *high levels of collaboration and communication* with the end goal of increasing student achievement and helping all students meet or exceed rigorous district and state standards. Finally, the ILT in our building supports and leads *focused professional development* around our building's targeted instructional area and promising practice(s). This year, much of our building-based professional development will help teachers incorporate differentiated instruction into their classrooms.
- **Bellevue School District Common Curriculum.** Our school uses the Bellevue School District common curriculum as the foundation for all core content subject area lessons. Bellevue's *curriculum materials and lessons have been aligned to Washington State standards* and *set high expectations for student learning*. The curriculum materials include teacher resource material, student material, formative and summative assessment tools, and, in some areas, resources for accommodations, modifications, and extensions that help teachers meet student needs.
- **Assessments to Monitor Progress and Guide Instruction.** Our school engages in the *frequent assessment and monitoring of student learning* and the examination of this data to help guide instruction. The use of DIBELS and MAP data three times a year (in the fall, winter, and spring) provide benchmark and progress monitoring data that allows our school ILT and PLCs to determine student growth in reading and/or math. Additionally, our PLCs engage in protocols around looking at student work (LASW). The LASW protocols help teachers identify students' areas of strength as well as students' challenges, and then engage in conversation around what needs to happen in a grade level, content area, or specific classroom to improve student outcomes.
- **Safe and Civil Schools.** Our school implements the practices of Safe and Civil Schools. Newport Heights staff members serve on our building's Safe and Civil Schools Team, a group whose mission it is to examine the school climate, provide feedback and training to staff about strategies that can improve the school climate, and assess the success of our school climate efforts. Additionally, the Safe and Civil Schools Team provides professional development and guidance for the staff around the Safe and Civil Schools framework known as CHAMPS. By

systematically teaching the expectations for behavior and learning, as well as implementing positive behavior supports across the school, we are making a concerted effort to ensure our school has a ***supportive learning environment*** for all students.

- **Family and Community Engagement.** Our school recognizes that high levels of family and community involvement in the school supports increased student achievement. To that end, we have a documented plan for engaging parents, caregivers, and family members in the school. This plan is attached to our School Improvement Plan. One of our main goals in drawing families, caregivers, and community members into our school is to strengthen the school climate—our openness and desire to engage all of the important adults in our students' lives in the educational process ensures that we are building a ***supportive learning environment*** where all students feel safe and respected.