



**Puesta del Sol Elementary School  
Improvement Plan 2010-11  
Bellevue School District**

**Instructional Program**

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

Data Source	Data Analysis
<p><b>TRC (Text Reading Comprehension) scores 2009-10:</b> 158 (of 357) students improved TRC scores at least 2 levels from the middle of the year (MOY) to the end of the year (EOY). 75 (of 107) students below grade level at MOY improved their reading levels at least 2 levels.</p>	<p>When looking at the data of all K-3 students (357 students) with MOY and EOY results, 158 (45%) of those students improved their TRC reading scores by at least 2 levels. As a total average, reading level scores improved by 1.1 reading levels from MOY to EOY. Of the 107 students who were not reading at the expected TRC levels at MOY (either “far below” or “below proficient”), 75 of those students (70%) improved their reading levels by at least 2 levels.</p>
<p><b>End of Year IDEL (DIBELS) scores 2009-10:</b> Kindergarten = 31% below grade level 1<sup>st</sup> Grade = 23% below grade level 2<sup>nd</sup> Grade = 29% below grade level 3<sup>rd</sup> Grade = 16% below grade level</p>	<p>Using the DIBELS/IDEL indicators (which account for and expect continued growth throughout the year), the number of students that scored below grade level remained relatively static throughout the year, meaning that growth occurred, but there are still a sizable number of students who need to make more than a year’s worth of growth in Reading to reach grade level.</p>
<p><b>4<sup>th</sup> and 5<sup>th</sup> grade DRA scores 2009-10:</b> In 4<sup>th</sup> grade, two students scored below grade level at the beginning of year. In 5<sup>th</sup> grade, three students scored below grade level at the beginning of the year. I do not have DRA end of year results for these 5 students.</p>	<p>In 2009-10, the DRA test was not given frequently enough to assess what level of growth occurred throughout the year. This year (2010-11), with the implementation of the MAP assessment, 4<sup>th</sup> and 5<sup>th</sup> grade reading scores and progress will be available on a frequent basis.</p>
<p><b>MSP scores 2009-10:</b> 3<sup>rd</sup> grade = 10.7% did not meet standard 4<sup>th</sup> grade = 10.8% did not meet standard 5<sup>th</sup> grade = 5.4% did not meet standard</p>	<p>While approximately 11% of students met standard in Reading, 3<sup>rd</sup> and 4<sup>th</sup> grade scores were lower than in past years. A 10% “non-passing” rate equates to 8 students at each grade level not achieving grade level.</p>

**SMART Goal Statement for 2010-11**

**Puesta del Sol  
2010-11**

**Instructional Target Area:**

A school-wide effort to have all Puesta del Sol students show measureable growth in reading comprehension through the implementation of the QAR (Question Answer Relationship) {in Spanish: "PR" for Preguntas y Respuestas} reading strategy. The QAR strategy will be used throughout all curricular areas and in all classrooms K-5. Student achievement will be measured by examining assessments that have a reading comprehension element. Assessments include: MSP (annually), Reading 3D IDEL/DIBELS/TRC grades K-2 and MAP grades 3-5, BSD District Common Assessments (by unit), and progress monitoring (ongoing).

***SMART goals:***

All K-2 students who were not reading at the expected TRC levels at BOY of 2010-11 (incoming Kindergarten = 21 students out of 96, 1<sup>st</sup> grade = 5 students out of 96, 2<sup>nd</sup> grade = 26 students out of 92) will improve 4 or more "benchmark" levels by June, 2011 by receiving focused reading comprehension instruction using the QAR strategy. All students who are reading at the expected TRC levels at BOY (232 students out of 284) and MOY will finish the year at the expected EOY TRC reading level (a measured improvement of 3 "benchmark" levels) or higher.

All 3-5 students who are not reading at the expected grade level at the beginning of the year will demonstrate measurable progress (1.33 grade levels of growth) towards achieving the expected grade level by June, 2010 as measured by MAP (Measure of Academic Progress assessment) by receiving focused reading comprehension instruction using the QAR strategy. All students who are reading at the expected grade level at the beginning of the year will finish the year at the expected end-of-year MAP reading level or higher (demonstrating at least a 1.0 grade level of growth).

<b>Intervention/Differentiation</b>	<b>SMART Goal Progress Monitoring</b>
<ul style="list-style-type: none"><li>• Continued use of PR (QAR) instructional practice K-5</li><li>• Refinement of instructional practice of Guided Reading Groups / small groups</li><li>• Reading Specialist to work with teachers and groups of students to identify appropriate strategies</li><li>• Increased focus on data (identifying students and their individual needs)</li><li>• Increased PLC conversations around improving Reading Comprehension</li></ul>	<p>All students K-2: TRC tests BOY, MOY, EOY with frequent progress monitoring for all students below grade level.</p> <p>All students 3-5: MAP tests 3 times during the year with frequent progress monitoring for all students below grade level.</p>

## District Goal #2—Extending Learning

Data Source	Data Analysis
<p><b>TRC (Text Reading Comprehension) scores 2009-10:</b>            K – From MOY to EOY, high level readers improved on average 1.1 reading levels.            1 – From MOY to EOY, high level readers improved on average 1.0 reading levels.            2 – From MOY to EOY, high level readers improved on average .81 reading levels.            3 – From MOY to EOY, high level readers improved on average -.08 reading levels.</p> <p><b>4<sup>th</sup> and 5<sup>th</sup> grade DRA scores 2009-10:</b>            4<sup>th</sup> grade = 17 students scored a total DRA score of 80+            5<sup>th</sup> grade = 40 students scored a total DRA score of 90+</p> <p><b>MSP scores 2009-10:</b>            3<sup>rd</sup> grade = 53.6% scored 4            4<sup>th</sup> grade = 49.4% scored 4            5<sup>th</sup> grade = 67.6% scored 4</p>	<p>One point that must be kept in mind is that some students' assessments were stopped when they reached the grade level goal, so it's unclear whether the listed scores accurately reflect actual growth for high level readers. A very clear trend is that the amount of progress decreases over time.</p> <p>Because of the move to MAP for 3-5 grade students, the DRA scores will no longer be pertinent, but significant numbers of students were scoring on the high end at the beginning of the year. Because the DRA was not used again later in the year, student progress was not measured. The implementation of the MAP assessment this year (2010-11) should give a much more accurate and frequent assessment of student progress.</p> <p>49.4% to 67.6% of students are scoring above grade level on the state test. Indicative of the high level of reading comp. occurring, and the high level of curriculum and instruction needed to challenge the students.</p>

<b>SMART Goal Statement for 2010-11</b>
<p>(Excerpts taken from the SMART goals posted above, modified for the specific focus on extending learning):</p> <p>All students K-2 who are reading at the expected TRC levels at BOY (232 students K-2) will demonstrate at least 3 "benchmark" levels of TRC progress by EOY.</p> <p>All students who are reading at the expected grade level at the beginning of the year according to the MAP nationally normed standards, will finish the year showing at least one year of progress from the beginning of year.</p>

<b>Intervention/Differentiation</b>	<b>SMART Goal Progress Monitoring</b>
<ul style="list-style-type: none"> <li>Continued use of PR (QAR) instructional practice K-5</li> <li>Refinement of instructional practice of Guided Reading Groups / small groups</li> <li>Reading Specialist to work with teachers and groups of students to identify appropriate strategies</li> <li>Increased focus on data (identifying students and their individual needs)</li> <li>Increased PLC conversations around improving Reading Comprehension</li> </ul>	<p>All students K-2: TRC tests BOY, MOY, EOY.</p> <p>All students 3-5: MAP tests 3 times during the year.</p>

<b>Professional Learning Cycles (6-8 wk cycle)</b>	<b>Dates</b>
Cycle One: Direct Teaching Safe Practice Observation/Feedback	Direct teaching occurs from August 30 to Sept. 17 <sup>th</sup> . Safe practice from Sept. 20 to Oct, 8. The observation and feedback occurs Oct. 11 to Nov. 5.
Cycle Two: Direct Teaching Safe Practice Observation/Feedback	Direct teaching occurs from Dec. 1 to Dec. 17 <sup>th</sup> . Safe Practice from Jan. 3 to Jan. 21 <sup>st</sup> . The observation and feedback occurs Jan. 24 to Feb. 18.
Cycle Three: Direct Teaching Safe Practice Observation/Feedback	Direct teaching occurs from March 1 to March 18. Safe Practice from March 21 to April 15. The observation and feedback occurs April 18 to May 13.

### **Parent, Family and Community Involvement**

Puesta del Sol has a long tradition of very close community and parent involvement. In order to maintain and increase this involvement, the following actions will occur during the 2010-11 year:

- Goal: Increase in parent involvement on school/student groups (For example: Safety committee, Recess/Lunch supervision, Green school). The Principal and PTA leaders are working to identify the open positions.
- Goal: A monthly Principal "letter" to the community focused on instructional practices, data, and SMART goals.

- Goal: Every family unit at the school will have a parent presence on campus at least one day of the academic year. The “day” will include Lunch/Recess time and/or hopefully also encompass class time.
- Goal: Double the number of outside-of-school parent led “Math Exploration” groups from the year before.
- Goal: For all students not making adequate academic progress in Reading, Writing, or Math, parents will receive frequent (at least monthly) communication from the school. The communication will include specific interventions being tried at school and at least one intervention that would support these efforts at home.

### **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 supports Puesta del Sol’s Instructional Target Area of Reading Comprehension by providing both assessment opportunities and also instructional opportunities, as well as whole group, small group, and individualized learning opportunities. These opportunities include, but are not limited to:

- Using computer lab to implement MAP assessments 3-5 for Reading
- Reading and Math software programs (in Spanish) to support individual student learning at 4 computers in each classroom
- Two or more Voice Recorders in each K-2 classroom used to support student Reading.
- Smartboard documents and programs (in Spanish) designed by teachers to support specific Reading and Math content, including PR (QAR) instructional practice.

### **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. Puesta del Sol will work towards improving in all nine identified areas. Specifically, our work this year will include:

**Clear and shared focus** – A school-wide effort to have all Puesta del Sol students show measureable growth in reading comprehension through the implementation of the QAR (Question Answer Relationship) {in Spanish: “PR” for Preguntas y Respuestas} reading strategy. The QAR strategy will be used throughout all curricular areas and in all classrooms K-5. Student achievement will be measured by examining assessments that have a reading comprehension

element. Assessments include: MSP (annually), Reading 3D IDEL/DIBELS/TRC grades K-3 and MAP grades 4-5, BSD District Common Assessments (by unit), and progress monitoring (ongoing).

**High standards and expectations for all students** – Puesta del Sol has identified a specific learning target (Reading Comprehension) with the goal that all students (100%) achieve grade level. For those students who are capable of reaching higher, they will continue to be challenged at appropriate levels.

**High levels of collaboration and communication** – The ILT (Instructional Leadership Team) and PLC (Professional Learning Community) work begun last year will continue this year, with three “Learning Cycles” scheduled. The work this year will include a strong emphasis on strengthening the links between the ILT and PLCs, and increasing the frequency, focus, and actions of the grade level PLCs. Parents and community members will be encouraged to actively participate in school “academic” efforts through increasing: parent knowledge around the work of the ILT and PLCs; parent knowledge of school data and school success at achieving academic goals with specific groups of students; and greater parent involvement in after-school programs and classroom activities focused on improving student learning of core content.