SOMERSET ELEMENTARY

School Improvement Plan for 2010-11
Bellevue School District

Data Source	Data Analysis
Reading MAP Data: 86.4% of Somerset 3rd graders are reading at grade level 98.9% of Somerset 4th graders are reading at grade level 93.7% of Somerset 5th graders are reading at grade level **2010 MSP Data:** **3rd Gr. READING:** 95.7% met standard **4.3% not meeting standard** 94.7% comprehension **90.4% analysis** 95.7% literary text **91.5% informational text** **4th Gr. READING:** 88% met standard **12% not meeting standard** 83.8% comprehension **82.9% analysis** 86.3% literary text **83.8% informational text** **4th Gr. WRITING:** 84.3% met standard **15.7% not meeting standard** **73.0% purpose to explain** 77.4% purpose to tell a story 75.7% content/organization/style 92.2% conventions **5th Gr. READING:** 90.6% met standard **9.4% not meeting standard** 87.7% comprehension **87.7% analysis** 83.0% literary text **88.7% informational text**	Analysis of the fall 2010 MAP data for reading indicates a lower number of students reading at grade level in the 3rd grade. This grade level has the highest number of students receiving special education services. Both 4th and 5th grade students are strong readers indicating a need to extend and provide a higher level of challenge to the main stream curriculum. Analysis of the 2010 spring MSP reading and writing data demonstrate (with the exception of 5th grade) a disparity between students' ability to read, write, and analyze informational text. Fourth grade (now Somerset's fifth graders) had the largest number of students (22 combined) not meeting standard in reading and writing. Students scored from 5% to 10% lower on reading informational text than they did on the reading of literary text and 5% lower on the prompt for writing to explain as compared with the prompt for writing to While 3D Reading results are not listed here, K-2 testing results indicate that between 8 to 12 students at each grade level (there are 4 classes per grade) are performing in either the yellow or red. The building literacy facilitator and classroom teachers are using this data to put interventions in place for these students.

SMART Goal Statement from 2010-2011
The Somerset ILT is currently working to write a SMART Goal statement for the 10-11 school year. The building instructional learning target remains expository writing with an emphasis on the reading/writing connection. We have begun a professional learning cycle in which grade level PLC will examine student data and determine what interventions and promising practices need to be put in place in order to support all students.

Intervention/Differentiation	SMART Goal Progress Monitoring
Staff wide work with RTI Math Tutorials Literacy Facilitator	Classroom formative and summative assessments Reading 3D Testing MAP Testing PLC analysis of student work

Extending Learning

Data Source	Data Analysis
MSP Reading/Writing and Math Data Reading 3D Testing MAP Testing Classroom formative and summative assessments PLC analysis of student work	Analysis of high performing students is noted above.

Professional Learning cycles (6-8 wk cycle)

Cycle One: Direct Teaching Safe Practice Observation/Feedback	PLC are currently working on analysis of student data. 10-11 Professional learning cycles will be established following analysis of student data and should be set the end of October.
Cycle Two: Direct Teaching Safe Practice Observation/Feedback	
Cycle Three: Direct Teaching Safe Practice Observation/Feedback	

Parent, Family and Community Involvement

Somerset has an active, involved parent community. The ILT communicates directly with parents about targeted learning goals through the weekly PTSA newsletter. In addition, parent informational nights, called the PhD, are held every six to eight weeks and are focused on specific curriculum topics of interest to the parent community.

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 for MAP Testing, Math Whizz tutorials, research of informational and expository text, and for the publication of student writing.

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 focus on the connection between reading and writing in the expository mode with the purpose of improving not only students' abilities to write to explain but also to improve their abilities to read analytically.