

**Spiritridge Elementary School  
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)
K-2: DIBELS/TRC data, running records (ongoing) 2 <sup>nd</sup> Prism: MAP(trimesterly) 3-5 all grades: MAP (trimesterly), MSP (annually)	At the end of last year, 80% of our K-2 students were at End of the Year standard for the reading test (DIBELS). (95% in K, 82% in 1 <sup>st</sup> , 73% in 2 <sup>nd</sup> , 72% in 3 <sup>rd</sup> ). As indicated by the Reading MSP, 86% met standard in 3 <sup>rd</sup> grade, 84% in 4 <sup>th</sup> grade, 81% in 5 <sup>th</sup> grade. As indicated by the Math MSP, 70% met standard in 3 <sup>rd</sup> grade, 76% met standard in 4 <sup>th</sup> grade, and 77% in 5 <sup>th</sup> grade. Both 3 <sup>rd</sup> (decline by 15%) and 5 <sup>th</sup> (decline by 16%) grade declined in the percentage meeting standard from the previous year. 100% of all Prism students met or exceeded standard on the MSP (level 3 or 4).

**SMART Goal Statement for 2010-11**

**Instructional Target:**

A school wide effort to have all Spiritridge students show growth in their ability to more deeply comprehend texts through the implementation of Guided Reading with an emphasis on Reciprocal Teaching. Student achievement will be measured by running records and DIBELS/TRC progress monitoring (ongoing), TRC/MAP (trimesterly), and MSP (annually).

Powerful practices: guided reading using Reciprocal Teaching strategies.

**SMART Goals:**

K: The goal is for 95% of kindergarteners to be reading at a level C or higher by the end of the year as measured by the TRC

1: 95% of all first graders will be at least at a level F by the end of the year; all other students will continue to demonstrate growth and those at grade level will continue to be at or above grade level

2: Of the 11 students currently in red (level C), 100% will be at a level K by EOY, all 4 in yellow will be at a level "M" by the end of the year, all other students will continue to demonstrate growth

2P: 1 red student (at grade level --> lexile 200), 3 yellow students (lexile score 500), other 17 between 900-1000. The student in red will be at lexile 600, the yellow students will be at lexile 700, and the 900-1000 students will continue growth over the course of the year as measured by lexile score.

3: Of the 13 kids in red (0-368) our goal for them EOY will be to be at 400-500 lexile. Of the 3 in yellow (350-500) our goal for them at EOY will be to be at 500-600. The 34 students at or above grade level will continue to demonstrate growth over the course of the year as measured by the lexile scores.

3P: Of the 1 student in red (lexile --> 600) by the end of the year this student will be at lexile 750. Of the 6 kids in yellow (lexile --> 700) by the end of the year all students will be at 800. The rest of the students will continue to demonstrate growth as measured by the MAP and lexile scores.

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Grade 4</b>	From 6% to 0%	From 10% to 5%	From 33% to 40%	From 41% to 55%
<b>Grade 5</b>	From 7% to 0%	From 13% to 5%	From 29% to 35%	From 51% to 60%
<b>Prism Grade 5</b>	-	-	From 2.6% to 0%	From 97.4% to 100%

4P: Students will demonstrate no less than 1 year of growth in reading comprehension. Students who are presently at grade level, will be expected to grow 2 years in reading comprehension. Student growth will be measured by Reading test scores the SRI and/or MAP, plus interviews about reading comprehensions (during guided reading), and student responses in reading journals.

<b>Intervention/Differentiation</b>	<b>SMART Goal Progress Monitoring</b>
Guided reading based on data Reading intervention Math groups within the classroom based on pre-assessment data, additionally scaffolded lessons	Middle of the Year: DIBELS/TRC: K-2, ongoing running records, progress monitoring MAP: 2 <sup>nd</sup> Prism & all 3-5

### District Goal #2—Extending Learning

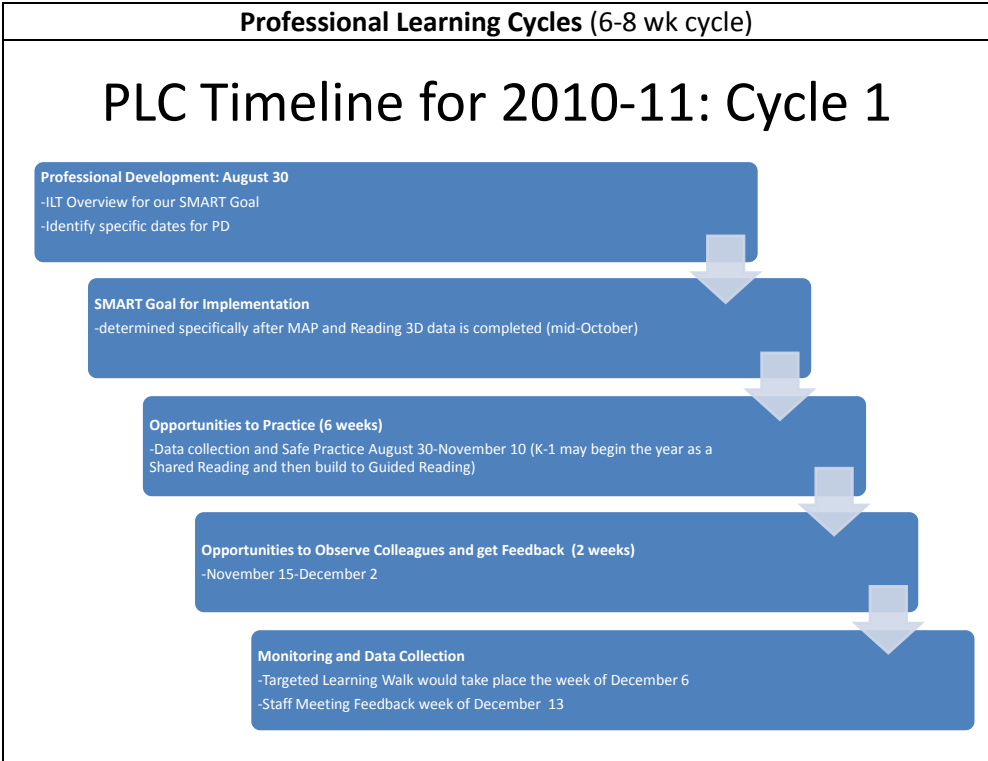
<b>Data Source (ex: MSP, HSPE, MAP, Dibels, etc.)</b>	<b>Data Analysis (factual statements)</b>
K-2: DIBELS/TRC data, running records (ongoing) 2 <sup>nd</sup> Prism: MAP(trimester) 3-5 all grades: MAP (trimester), MSP (annually) Common Assessments for math Prism MAP for Math (2-5)	Math: 2 non-Prism students are currently attending Odle Middle School for IMT I  Reading (as measured by MSP – Level 4): 55.4% of 3 <sup>rd</sup> graders were above standard as

	<p>measured by the MSP  47% of 4<sup>th</sup> graders were above standard as measured by the MSP  51% of 5<sup>th</sup> grader were above standard as measured by the MSP  Between 95%-97% of Prism students are above standard (level 4) in reading and math as measured by the MSP.</p> <p>Math (as measured by MSP – Level 4):  32.1% of 3<sup>rd</sup> graders were above standard as measured by the MSP  35.3% of 4<sup>th</sup> graders were above standard as measured by the MSP  35% of 5<sup>th</sup> graders were above standard as measured by the MSP.  95-100% of Prism students were above standard on the MSP.</p>
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<b>SMART Goal Statement for 2010-11</b>	
<p>As measured by the 2011 MSP, the number of 3<sup>rd</sup>-5<sup>th</sup> graders above standard (Level 4) on the MSP will raise from about 50% to 70% and 100% of all Prism students will score at a level 4 for reading.</p> <p>As measured by the 2011 MSP, the number of 3<sup>rd</sup>-5<sup>th</sup> graders above standard (Level 4) on the MSP will increase from 32-35% to 45% at Level 4 for math.</p>	

<b>Intervention/Differentiation</b>	<b>SMART Goal Progress Monitoring</b>
<p>For reading:  Use assessment data to form guided reading groups.  Additional written responses for high level students  Critical thinking  Provide texts that are challenging and rigorous  Ask students to think more deeply about the concepts</p> <p>Math:  Use of Differentiated Instruction cards (challenge) in math  Pre-assess students prior to beginning the unit  Develop math groups  Create additional, more challenging practice for those who have mastered the concepts already  Allow for students to ‘move’ in math if pass the next level’s inventory test with a minimum</p>	<p>District common assessments, measurement of extended assessments</p>

qualifying score of 80%  
 Use of additional support such as Nimble with Numbers, Math with Pizzazz  
 Math Whizz



**Parent, Family and Community Involvement**

Ongoing communication with parents is critical to keep them aware and in the loop about what is happening at Spiritridge. At Curriculum Night, Spiritridge parents heard about the plan for the year and our work in Professional Learning Communities. They heard about the continuation of our PLC’s and our focus for the year. For every monthly post, there will be reference made to where we are in the cycle and our focus.

**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 use includes the use of document cameras in each of the classrooms, SmartBoards, computers for MAP testing, palms for DIBELS/TRC data collection, analyzing and manipulating.

A large part of instruction at the elementary level includes modeling. Teachers use the document camera and SmartBoard to provide visuals for modeling every day and for most of the instructional day.

Reading testing requires the use of technology as we use the palm to record student data in reading and then sink the palm with the computer. We then use the computer to analyze data. Students take the MAP test via computer and the computer generates electronic scores for teachers and students.

Students use the computers daily for reading, writing and math instruction and to supplement learning. (Reading A-Z, starfall.com, SmartBoard applications the teachers have created, Math Whizz, etc.)

### **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 increasing reading comprehension through the lens of guided reading. Staff will use reading assessment data to inform their instruction. For example, if a first grader is working on their reading behaviors, direct instruction will be provided for those specific students. If a first grader is reading at a third grade level, he/she will be provided text at the third grade level for him/her to read. We will continue to push and extend the learning for all students.