



*School Improvement Plan 2011-2012*

*Union Ridge Elementary, 330 N. 5th Ave., Ridgefield, Washington 98642  
Angela Freeman, Principal; Paul Hulbert, District Program Director*

*Union Ridge is a community dedicated to valuing our students, honoring their achievements, and increasing their learning potential.*

## Overview

### **District Mission:**

*The Ridgefield School District will develop well-rounded students having the capacity to succeed in a technologically driven global society. The District will continue to create and sustain a safe and caring learning environment in which all students will meet or exceed state standards. The District will engage the community in school issues and seek community input in decision making.*

### **Union Ridge Mission:**

*Using data to drive our decision making, we will ensure that all students are provided with superior instruction in a safe and supportive learning environment.*

### **Union Ridge Vision:**

*Union Ridge is a community dedicated to valuing our students, honoring their achievements, and increasing their learning potential.*

**Average Class Size:** 24

**Student Count:** 637

**Neighborhood Middle School:** View Ridge

**Neighborhood High School:** Ridgefield High School

**Building Budget:** \$46,000

**Building Condition:** Built in 1952, Union Ridge is the oldest school in the district. Union Ridge was remodeled in 1992 and maintains its historical charm.

**Volunteer Opportunities:** Union Ridge is proud of its active PTA, which provides many opportunities for volunteers. Volunteers are used for field trips, tutoring, and support for teachers.

**Special Offerings:** Union Ridge houses the all-day, every day kindergarten program for Ridgefield School District. Through ESD112, after school care is offered daily at our school. Students receive Art, Music, and Physical Education weekly by specialists in their fields. Other offerings include a greenhouse and yearly plant sale, an Outdoor School Program, and a yearly community art festival.

### **School Improvement Plan Team Members:**

**Kindergarten:** *Stephanie Frasier*

**First Grade:** *Sara Mills, Jody McDonald*

**Second Grade:** *Derell Couch*

**Third Grade:** *Kari Hall*

**Fourth Grade:** *Marianne Mack*

**Fifth Grade:** *James Stevens*

**Sixth Grade:** *Joe Thayer*

**Specialist:** Alan Adams

**Special Education:** *Kris Carle, Holly Stroh*

**Literacy Coach:** *Margo Manke, Margie Cummings*

**Counselor:** *Niccele Dunn*

**Parents:** *PTA Board*

**Principal:** *Angela Freeman*, **Prog. Director,** *Paul Hulbert*

## Demographics:

### Student Demographics

Enrollment		
October 2010 Student Count		632
May 2011 Student Count		637
Gender (October 2010)		
Male	320	50.6%
Female	312	49.4%
Race/Ethnicity (October 2010)		
American Indian/Alaskan Native	6	0.9%
Asian	8	1.3%
Asian/Pacific Islander	8	1.3%
Black	4	0.6%
Hispanic	45	7.1%
White	554	87.7%
Two or More Races	15	2.4%
Special Programs		
Free or Reduced-Price Meals (May 2011)	234	36.7%
Special Education (May 2011)	82	12.9%
Transitional Bilingual (May 2011)	27	4.2%
Migrant (May 2011)	0	0.0%
Section 504 (May 2011)	16	2.5%
Foster Care (May 2011)	0	0.0%
Other Information <a href="#">(more info)</a>		
Unexcused Absence Rate (2010-11)	267	0.3%

### Teacher Information (2010-11) [\(more info\)](#)

Classroom Teachers		38
Average Years of Teacher Experience		9.9
Teachers with at least a Master's Degree		76.3%
Total number of teachers who teach core academic classes		28
% of teachers teaching with an emergency certificate		0.0%
% of teacher teaching with a conditional certificate		0.0%
Total number of core academic classes		28
<i>NCLB Highly Qualified Teacher Information</i>		
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition		100.0%
% of classes taught by teachers who do not meet NCLB HQ definition		0.0%

## **UNION RIDGE SCHOOL WIDE GOALS 2011-2012**

### **Goal 1-Common Assessments**

*Using the current common assessment tools established last year (Measures of Academic Progress; DRA 2, Common writing prompt, Shared Data Files), we will develop instructional practices that will specifically address the academic needs of all students.*

As a staff, Union Ridge has decided that we will hold each other accountable for student achievement. We will continue to collect student data and present our findings to staff each trimester in order to track progress toward meeting the SMART Goals that were developed by each team.

With the adoption of the district assessment, MAP, and online MSP testing Union Ridge feels that it is important to dedicate a space for a computer lab. Even though space is limited, we feel that it is critical to give students an optimal testing environment while giving teachers more flexibility with testing times. As of October 2011, using existing resources and donations, the computer lab is operational and ready for student and staff use.

The School Improvement Plan Team meets monthly to monitor the implementation of the plan and make decisions about the professional development the staff will need to meet our building goals.

### **Goal 2-Professional Learning Communities**

*Union Ridge will function as a Professional Learning Community (PLC). The characteristics of a PLC are as follows:*

- *Shared mission vision and values*
- *Collective inquiry*
- *Collaborative teams*
- *Action orientation and experimentation*
- *Continuous improvement*
- *Results orientation*

Professional Learning Communities require teachers to be able to take data from common assessments and student work to create lessons that are intentional. Each week, our staff will meet for at least one hour to collaborate about student work, develop common formative assessments, create curriculum maps, and use each member as a resource to improve the services for individual students. In addition to the district one hour late start for collaboration, Union Ridge teachers have one hour of common planning time with their grade level team each week.

Staff at Union Ridge will take part in observing other teachers in the building, district and in neighboring districts related to specific strengths and needs.

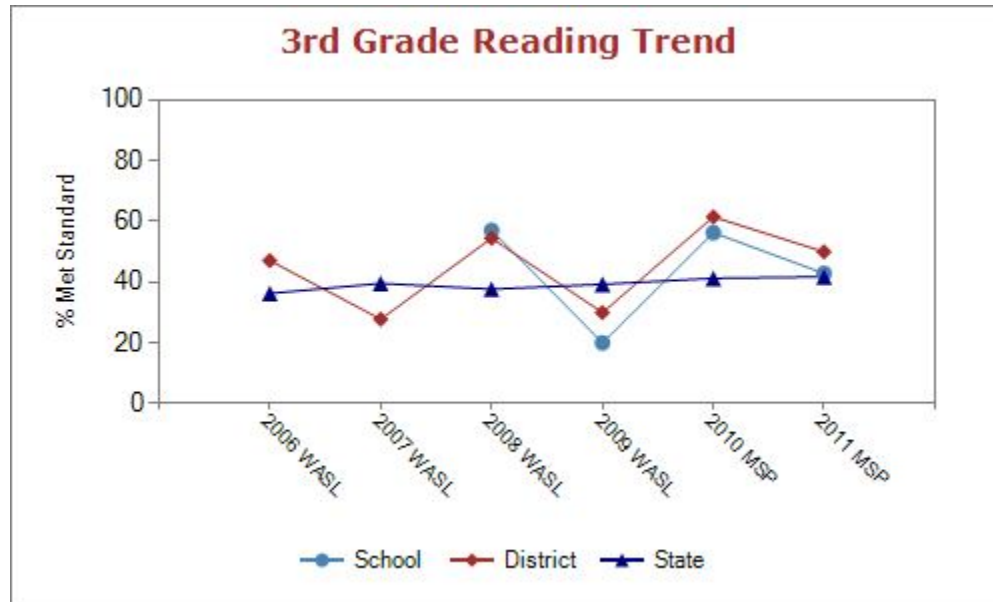
### **Goal 3- Special Education**

According to the results of the 2010 – 2011 MSP, 69.2% of all special education students did not pass the state assessment in reading and 69.2% of all special education students did not pass the state assessment in math. Additionally 72.7% of the special education students did not pass the state assessment in writing. Our goal is to decrease the number of students who do not pass the state measures by 10%. Several changes have been made

to meet that goal; flexible groupings, groupings across grade levels, increased collaboration with general education staff, and more time spent observing students in their general education environments.

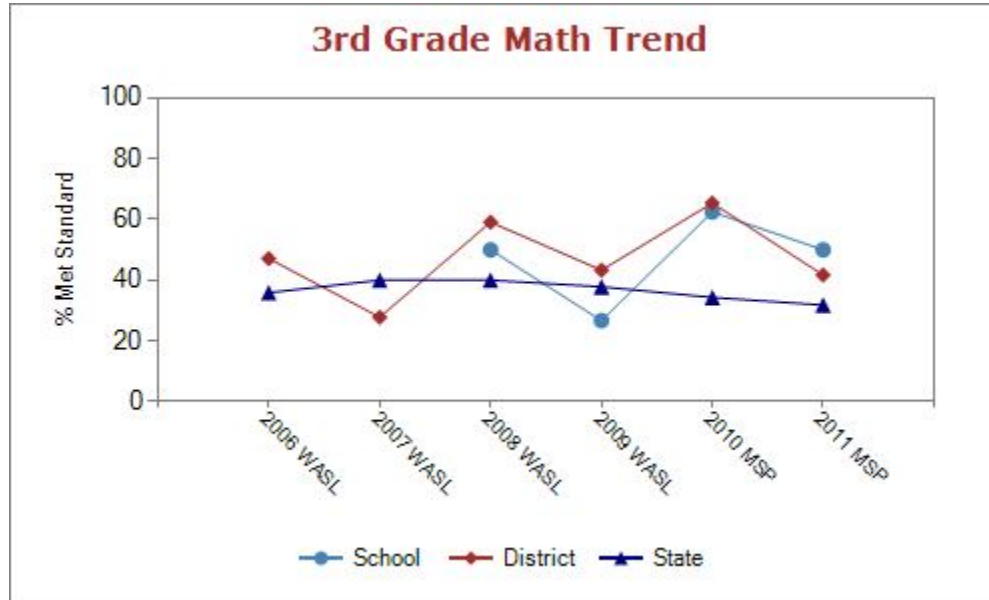
### Special Ed 3rd Grade Reading

Year	School	District	State
2005-06 WASL		47.1%	36.3%
2006-07 WASL		27.8%	39.6%
2007-08 WASL	57.1%	54.5%	37.7%
2008-09 WASL	20.0%	30.0%	39.3%
2009-10 MSP	56.3%	61.5%	41.3%
2010-11 MSP	42.9%	50.0%	41.8%



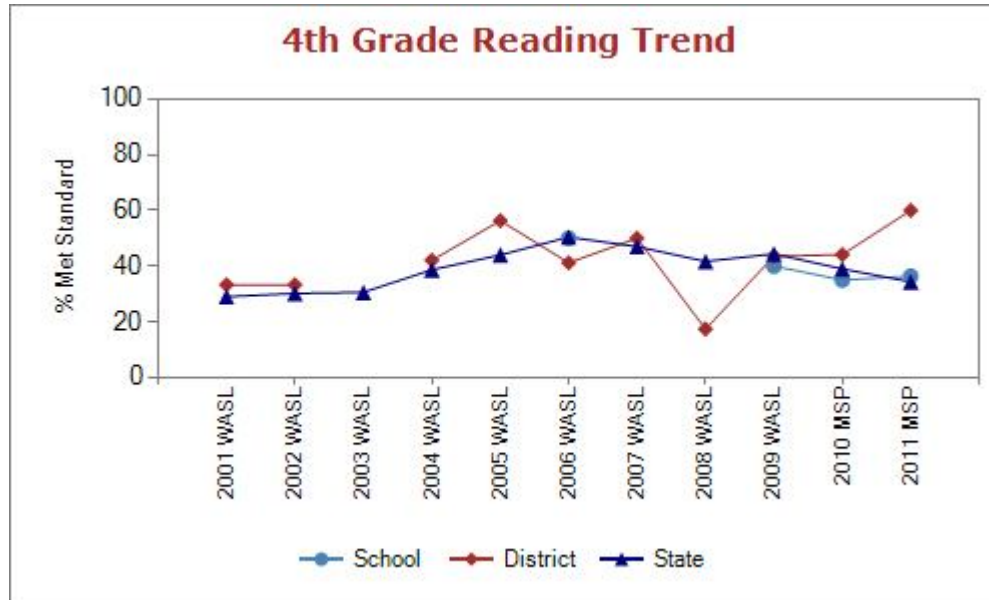
### Special Ed 3rd Grade Math

Year	School	District	State
<u>2005-06 WASL</u>		47.1%	35.9%
<u>2006-07 WASL</u>		27.8%	40.0%
<u>2007-08 WASL</u>	50.0%	59.1%	40.0%
<u>2008-09 WASL</u>	26.7%	43.3%	37.8%
<u>2009-10 MSP</u>	62.5%	65.4%	34.3%
<u>2010-11 MSP</u>	50.0%	41.7%	31.8%



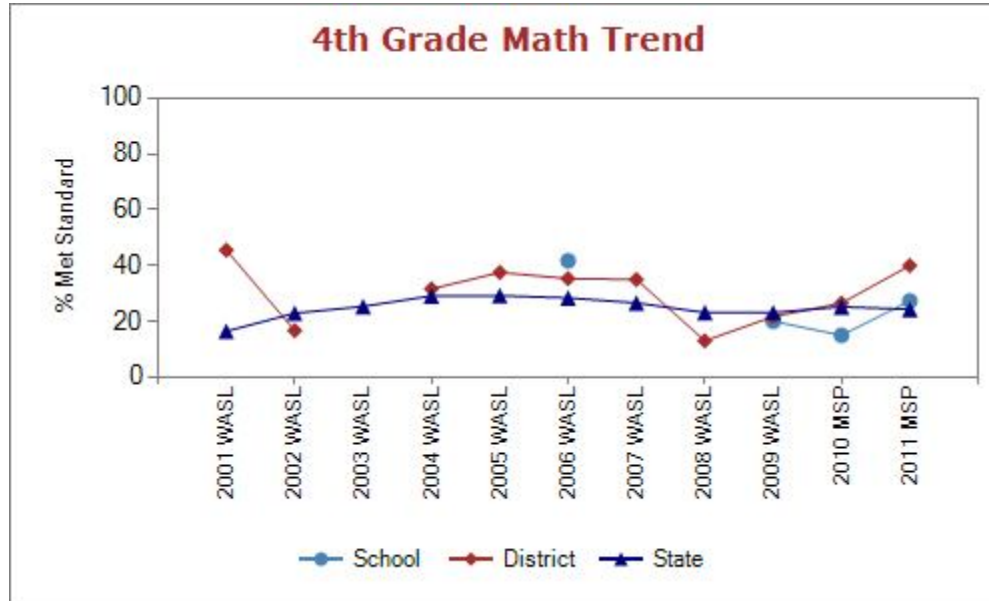
### Special Ed 4th Grade Reading

Year	School	District	State
<u>2000-01 WASL</u>		33.3%	29.0%
<u>2001-02 WASL</u>		33.3%	30.2%
<u>2002-03 WASL</u>			30.6%
<u>2003-04 WASL</u>		42.1%	38.7%
<u>2004-05 WASL</u>		56.3%	44.0%
<u>2005-06 WASL</u>	50.0%	41.2%	50.4%
<u>2006-07 WASL</u>		50.0%	47.0%
<u>2007-08 WASL</u>		17.4%	41.7%
<u>2008-09 WASL</u>	40.0%	43.5%	44.4%
<u>2009-10 MSP</u>	35.0%	44.1%	39.0%
<u>2010-11 MSP</u>	36.4%	60.0%	34.3%



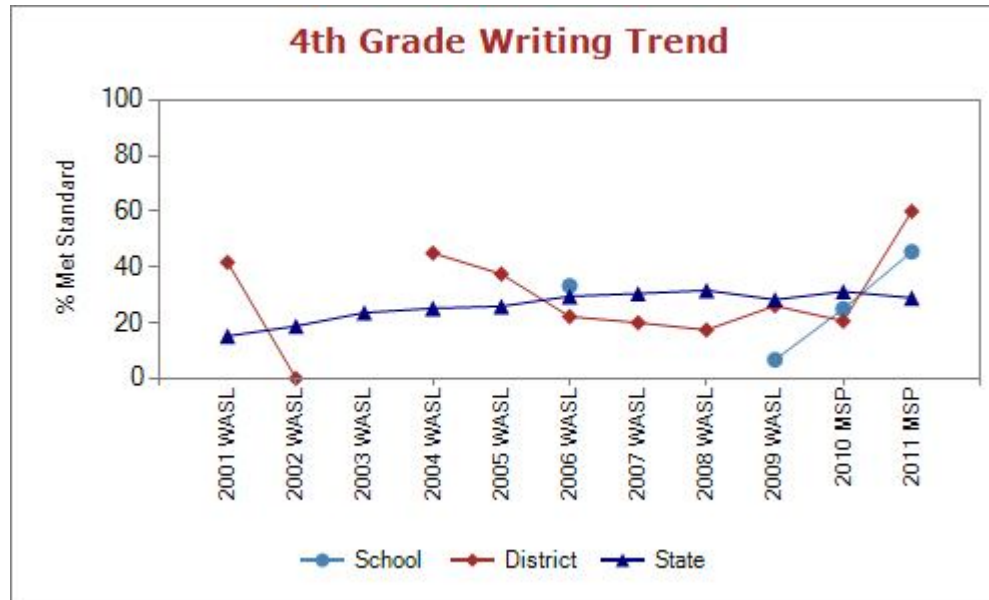
### Special Ed 4th Grade Math

Year	School	District	State
2000-01 WASL		45.5%	16.4%
2001-02 WASL		16.7%	22.9%
2002-03 WASL			25.3%
2003-04 WASL		31.6%	29.1%
2004-05 WASL		37.5%	29.2%
2005-06 WASL	41.7%	35.3%	28.4%
2006-07 WASL		35.0%	26.6%
2007-08 WASL		13.0%	23.1%
2008-09 WASL	20.0%	21.7%	23.1%
2009-10 MSP	15.0%	26.5%	25.2%
2010-11 MSP	27.3%	40.0%	24.3%



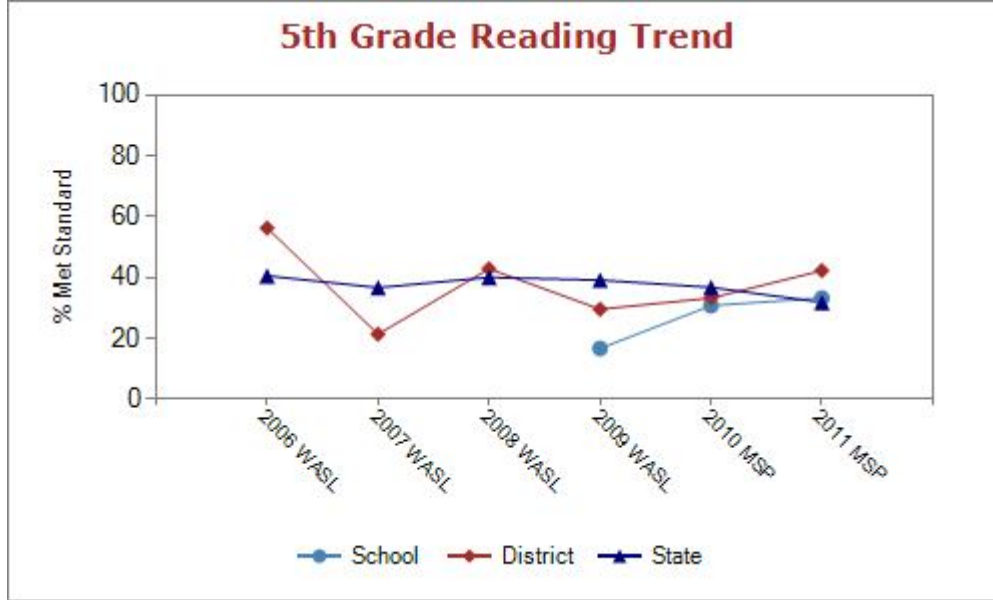
### Special Ed 4th Grade Writing

Year	School	District	State
2000-01 WASL		41.7%	15.2%
2001-02 WASL		0.0%	18.8%
2002-03 WASL			23.6%
2003-04 WASL		45.0%	25.2%
2004-05 WASL		37.5%	25.9%
2005-06 WASL	33.3%	22.2%	29.5%
2006-07 WASL		20.0%	30.5%
2007-08 WASL		17.4%	31.6%
2008-09 WASL	6.7%	26.1%	28.3%
2009-10 MSP	25.0%	20.6%	31.2%
2010-11 MSP	45.5%	60.0%	28.9%



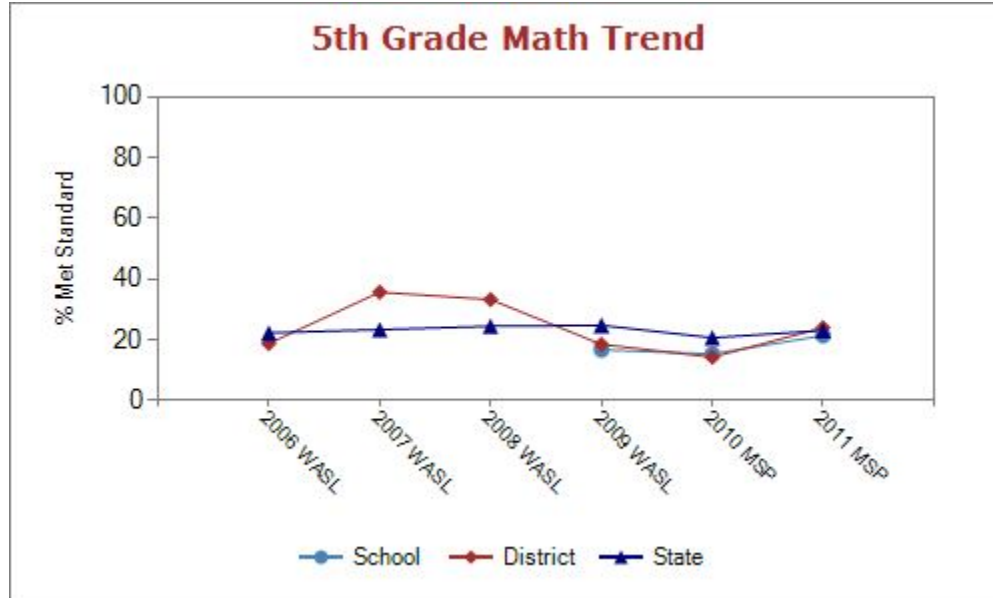
**Special Ed 5th Grade Reading**

Year	School	District	State
2005-06 WASL		56.3%	40.6%
2006-07 WASL		21.4%	36.7%
2007-08 WASL		42.9%	40.1%
2008-09 WASL	16.7%	29.6%	39.2%
2009-10 MSP	30.8%	33.3%	36.8%
2010-11 MSP	33.3%	42.3%	31.9%



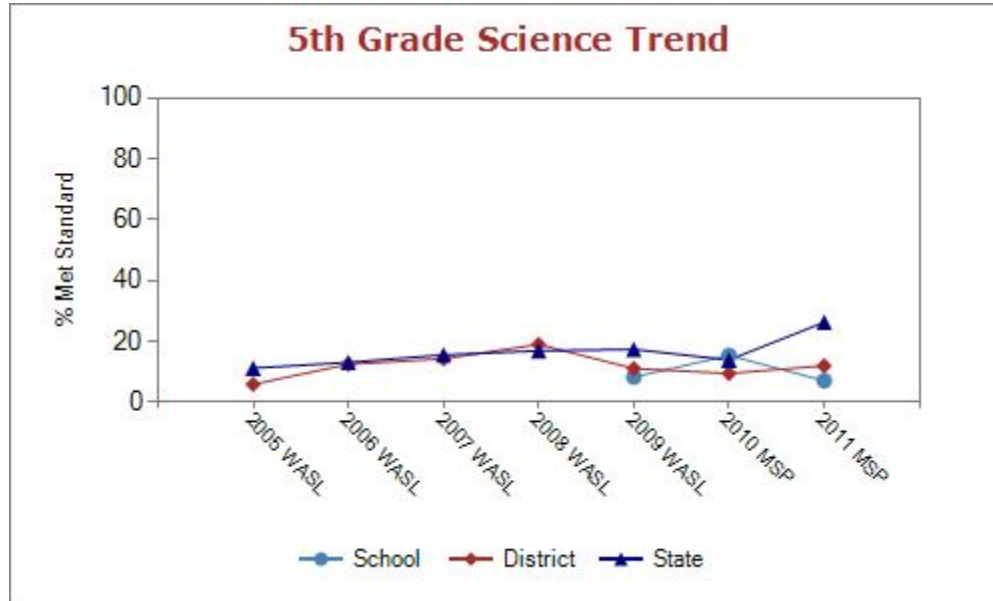
**Special Ed 5th Grade Math**

Year	School	District	State
2005-06 WASL		18.8%	22.3%
2006-07 WASL		35.7%	23.4%
2007-08 WASL		33.3%	24.5%
2008-09 WASL	16.7%	18.5%	24.8%
2009-10 MSP	15.4%	14.3%	20.7%
2010-11 MSP	21.4%	24.0%	23.1%



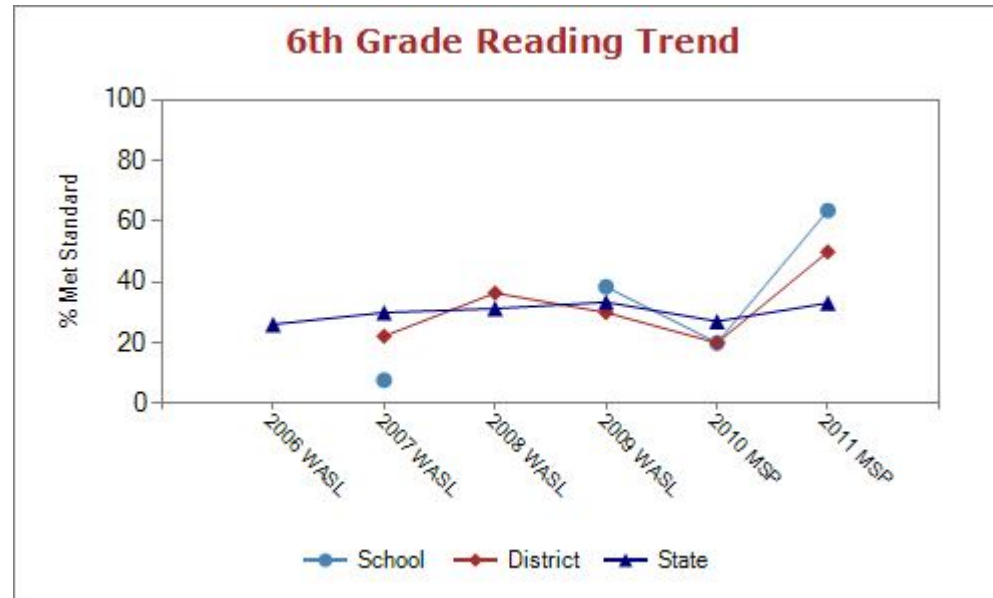
### Special Ed 5th Grade Science

Year	School	District	State
2004-05 WASL		5.9%	11.2%
2005-06 WASL		12.5%	13.1%
2006-07 WASL		14.3%	15.6%
2007-08 WASL		19.0%	16.9%
2008-09 WASL	8.3%	11.1%	17.4%
2009-10 MSP	15.4%	9.5%	13.9%
2010-11 MSP	7.1%	12.0%	26.3%



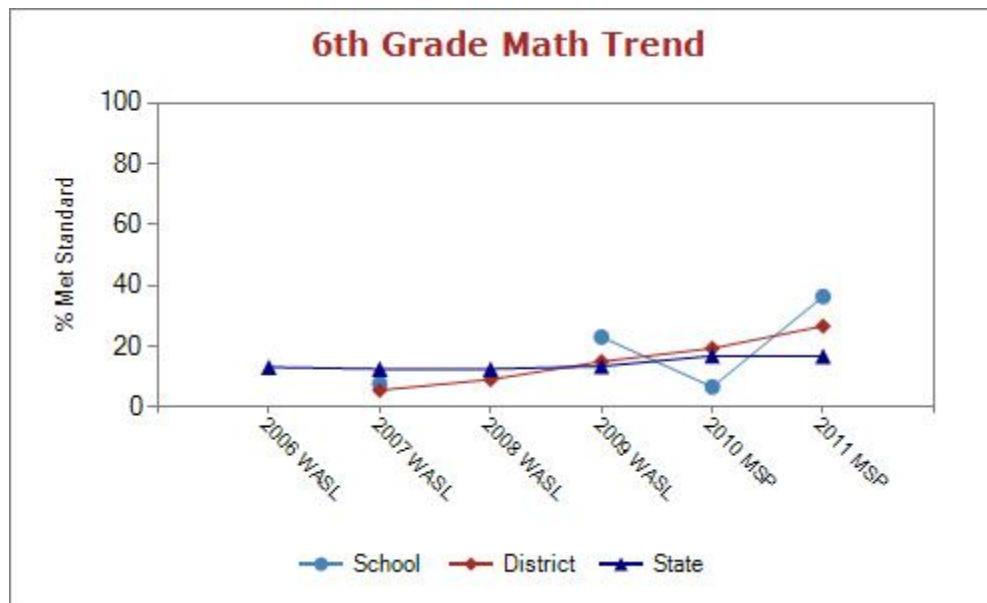
### Special Ed 6th Grade Reading

Year	School	District	State
2005-06 WASL			26.1%
2006-07 WASL	7.7%	22.2%	30.0%
2007-08 WASL		36.4%	31.3%
2008-09 WASL	38.5%	30.0%	33.4%
2009-10 MSP	20.0%	20.0%	27.1%
2010-11 MSP	63.6%	50.0%	33.1%



### Special Ed 6th Grade Math

Year	School	District	State
2005-06 WASL			13.2%
2006-07 WASL	7.7%	5.6%	12.6%
2007-08 WASL		9.1%	12.6%
2008-09 WASL	23.1%	15.0%	13.5%
2009-10 MSP	6.7%	19.4%	16.9%
2010-11 MSP	36.4%	26.7%	16.8%



### Special Education 2011 - 2012 SMART Goals

**School:** Union Ridge

**Team Name:** SpEd Team

**Team Members:** Kris Carle, Holly Stroh

Team SMART Goal	Strategies and Action Steps	Timeline	Evidence of Effectiveness
<p><b>(Reading)</b></p> <p><b>Our Reality:</b> Of all the students enrolled in special education at Union Ridge, 69.2% did not meet standard on the state assessment.</p>	<ul style="list-style-type: none"> <li>Administer the DRA2 to all students who have reading as an IEP goal.</li> <li>Group students according to reading level and specific skill needs (i.e. fluency, comprehension)</li> <li>Collaborate with classroom teachers to coordinate instruction.</li> <li>Observe students in their Gen Ed classrooms and work with teachers on differentiating</li> </ul>	<ul style="list-style-type: none"> <li>Administer the DRA2 three (3) times a year (fall, midyear, spring)</li> <li>Monitor student progress bi-weekly using AIMsweb, easycbm.com, and teacher-made informal measures</li> </ul>	<ul style="list-style-type: none"> <li>The number of students who are at grade level on the DRA2 Assessment will increase by 10%</li> </ul>

<p><b>Our Goal:</b> We will reduce the number of students not meeting state standards by at least 10%.</p>	<p>instruction</p> <ul style="list-style-type: none"> <li>• Use the results of the MAP assessment as a secondary means of determining correct group placement and specific reading needs</li> <li>• Regroup as necessary to meet specific student needs</li> </ul>		
<p><b>(Math)</b></p> <p><b>Our Reality:</b> Of all the students enrolled in special education at Union Ridge, 69.2% did not meet standard on the state assessment.</p> <p><b>Our Goal</b> We will reduce the number of students not meeting state standards by at least 10%.</p>	<ul style="list-style-type: none"> <li>• Use the data from the MAP Math assessment to place students in appropriate groupings according to level of math skills and specific skill needs (i.e. computation, number sense, problem solving)</li> <li>• Collaborate with classroom teachers to coordinate instruction.</li> <li>• Observe students in their Gen Ed classrooms and work with teachers to</li> <li>• Use the results of the EnVision/Focus end of unit assessments as a secondary means of determining correct group placement and specific math needs</li> <li>• Regroup as necessary to meet specific student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Have students participate in the MAP math assessment three (3) times a year (fall, midyear, spring)</li> <li>• Monitor student progress bi-weekly using AIMsweb, easycbm.com, and teacher-made informal measures</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students who are at grade level on the Math MAP Assessment will increase by 10%</li> </ul>
<p><b>Team SMART Goal</b></p>	<p><b>Strategies and Action Steps</b></p>	<p><b>Timeline</b></p>	<p><b>Evidence of Effectiveness</b></p>
<p><b>(Writing)</b></p> <p><b>Our Reality:</b> Of all the students enrolled in special education at Union Ridge, 72.7% did not meet standard on the state assessment.</p> <p><b>Our Goal</b> We will reduce the number of students not meeting state standards by at least 10%.</p>	<ul style="list-style-type: none"> <li>• Differentiate instruction through flexible grouping</li> <li>• Changing the instructional format (i.e. use of Step Up To Writing graphic organizers)</li> <li>• Require demonstration of skill acquisition at each level of the writing process.</li> <li>• Use the K-5 Scoring Guide COS/CON when assessing student work</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to the school-wide writing prompt, students will be given bi-weekly progress monitoring assessments</li> </ul>	<ul style="list-style-type: none"> <li>• 10% of the fourth grade students will score a 3 on COS and a 2 on CON as measured on the K-5 Scoring Guide for COS/CON</li> </ul>

**Goal 4- Overall Academic Achievement**

*Union Ridge will increase student achievement in **math** and **reading** to exceed the state standards.*

***District Goal:** Ridgefield District’s Board, administration, and staff will work together in partnership with parents and community to meet state standards in reading, Writing, Math and Science by 2014.*

While we made gains in many areas last year, we as a learning community understand that we must continue to grow and help even more students find success. We need to continue looking at the data and make informed decisions about specifics strands in each subject area where we can improve our practice. Writing and Science are two areas in particular where we need to continue to find ways of improving our student’s performance.

	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
<b>Reading</b>				
2006-2007	70.7	82	68.9	69.3
2007-2008	78.7	61.1 (-11)	82.5 (0)	85.9 (+17)
2008-2009	71.2	72.1 (-6)	60.7 (-1)	80.7 (-2)
2009-2010	84.7	63 (-8)	62.2 (-10)	59.1 (-1)
<b>2010-2011</b>	74.4	77.7 (-7)	72.1 (+9)	82.4 (+20)
<b>Math</b>				
2006-2007	74.7	62	63.3	52.3
2007-2008	78.9	40 (-34)	70 (+8)	62.4 (-1)
2008-2009	71.2	46.5 (-32)	58.3 (+18)	61.4 (-9)
2009-2010	86.7	52 (-19)	38.6 (-8)	56.5 (-2)
<b>2010-2011</b>	76.7	75.5 (-11)	68 (+16)	72.9 (+34)
<b>Writing</b>				
2006-2007		50		
2007-2008		60		
2008-2009		52		
2009-2010		56		
<b>2010-2011</b>		65		
<b>Science</b>				
2006-2007			32	
2007-2008			52	
2008-2009			36.9	
2009-2010			28.4	
<b>2010-2011</b>			53.3	

## Grade Level ACTION

Each grade level worked as a team to create a narrative, SMART (specific, measurable, attainable, realistic and timely) Goals and Action Plan. These are monitored by the School Improvement Plan Team monthly and teams report out progress each trimester to the staff.

### Kindergarten

Our Kindergarten Team determined that 34% of Kindergarteners entered school scoring 40 points or less out of 83 in literacy on the Kindergarten Survey of Skills assessment. 33% of students identified 10 or fewer numbers out of 31 on the Kindergarten Survey of Skills assessment. 84% of students entering kindergarten were not able to write their first name using correct formation on the Kindergarten Survey of Skills. 37% of students entering kindergarten were not able to draw a detailed and accurate picture at the summer kindergarten assessment. Our reading goal is to have all 47 students identified improve by ten points in literacy by the end of the first trimester. Our math goal is to have all 46 students identified increase their score in numeral recognition by eight points. Our writing goal is for all 77 students identified will be able to write their first name using correct formation by the end of first trimester. Our science goal is for 50% of students identified (13 students) will be able to create a scientific drawing with details and accuracy by the end of first trimester. These skills are the foundation for their future learning, and are essential to learn to read and learn higher math skills. We have incorporated the use of Open Court assessments, Envisions assessments, writing assessment, flexible groupings, differentiated instruction, workshop time, individualized focus lessons, modeling, subject integration, writing practice, journals, Ants on the Apple books. As a team we continue to review our data and make modifications to meet the needs of our students. We have created and are using common assessments to track student learning. We continue to share ideas on how to best meet the individual needs of our students.

### Kindergarten 2011 - 2012 SMART Goals

**School:** Union Ridge

**Team Name:** Kindergarten

**Team Members:** Stephanie Frasier, Jennifer Kilby, Holly Shaver, Jan Westerberg

<b>Team SMART Goal</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>	<b>Pre- Test Results</b>	<b>Middle Test Results</b>	<b>Post – Test Results</b>
<b>Our Reality (Reading):</b> 47 students entering Kindergarten scored 40 or lower on the literacy section of the Kindergarten Survey of Skills. <b>Our Goal:</b> All 47 students identified will increase their	Flexible groupings to engage all students. Differentiated instruction by using workshop time to instruct students at individual levels and	The Kindergarten team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each topic assessment.	11/22/11	Kindergarten Survey of Skills, Kindergarten Common Assessments, Open Court Assessments, Map Testing, Weekly Formative Assessments	47 students scored between 0 and 40 points on the Kindergarten Survey of Skills with a total point value of 83.		

literacy score by at least 10 points by the end of the first trimester.	individualized homework. Individualized focus lessons on skills for specific student needs. 1-on-1 instruction for intervention or challenge. Modeling to clarify and to incorporate visual learning styles.						
<p><b>Our Reality (Math):</b> 46 students entering Kindergarten scored 10 or lower in numeral recognition on the Kindergarten Survey of Skills.</p> <p><b>Our Goal:</b> All 46 students identified will increase their score by at least 8 points by the end of the first trimester.</p>	Flexible groupings to engage all students. Differentiated instruction by assigning individualized homework. Individualized focus lessons on skills for specific student needs. 1-on-1 instruction for intervention or challenge. Modeling to clarify and to incorporate visual learning styles	The Kindergarten team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each topic assessment.	11/22/11	Kindergarten Survey of Skills, Kindergarten Common Assessment, Envisions Assessments, Map Testing, Weekly Formative Assessments	47 students scored between 0 and 10 points in numeral recognition on the Kindergarten Survey of Skills with a total point value of 31.		
<b>Our Reality</b>	Zanner-Bloser	The Kindergarten	11/22/11	Kindergarten Survey	77 students		

<p><b>(Writing):</b> 77 students entering kindergarten were not able to write their first name using correct formation on the Kindergarten Survey of Skills.</p> <p><b>Our Goal:</b> All 77 students identified will be able to write their first name using correct formation by the end of first trimester</p>	<p>printing practice, Open Court punctuation practice, journal entries, Ants on the Apple books, special pencil grips, flexible groupings to engage all students, differentiated instruction using workshop time to instruct students at individual levels, 1-on-1 instruction for intervention or challenge, modeling to clarify and to incorporate visual learning styles</p>	<p>team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each topic assessment.</p>		<p>of Skills, Common Writing Assessment,</p>	<p>were not able to write their first name using correct formation on the Kindergarten Survey of Skills.</p>		
<p><b>Our Reality (Science):</b> 26 students entering kindergarten were not able to draw a detailed and accurate picture at the summer kindergarten assessment.</p>	<p>Integrating science with writing, science journals to share thinking, flexible groupings to engage all students, 1-on-1 instruction for</p>	<p>The Kindergarten team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each topic assessment</p>	<p>11/22/11</p>	<p>Common Science Inquiry Assessment</p>	<p>26 students were not about to draw a detailed and accurate pictures at the summer kindergarten assessment.</p>		

<b>Our Goal:</b> 50% of students identified (13 students) will be able to create a scientific drawing with details and accuracy by the end of first trimester.	intervention or challenge, modeling to clarify and to incorporate visual learning styles, integrating math by using shapes to draw						
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**First Grade**

In reading 16 % of the first graders at Union Ridge scored 100 or below on the TLC Survey of Skills. It is our goal to increase these scores by at least 14 points by December 2011. In math, 12% of the first graders scored a 15 or below on the Envisions Placement Test. It is our goal to increase their scores by 5 points or more by December 2011. In writing, 90% of incoming first graders were on track to meet end of the year writing expectations. It is our goal to have at least 90% of first graders score a 3 or higher on the “cos” writing rubric. For Science, our goal is that 90% of first graders will report scientific observations accurately. These goals will be accomplished by using Open Court, Foss, and Envisions common assessments, flexible grouping, Waterford, differentiation, one on one tutoring, and PLC time focusing on student achievement in these areas.

1<sup>th</sup> grade 2011 - 2012 SMART Goals

**School:** Union Ridge

**Team Name:** 1st grade

**Team Members:** Teri Henry, Jody McDonald, Sara Mills, Nikki Krieck

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline
<b>Reading:</b> *We had 13 students (16% of first grade) who earned 100 or less on the TLC Survey of skills. Our goal is that these students will increase their score by at least 14 points.	*Common Assessments from Open Court, (fluency checks, DRA and Survey of Skills. *Flexible grouping, *Differentiation * Monitor fluency, comprehension and accuracy through daily	First Grade Team	1 <sup>st</sup> Survey of Skills – By Sept. 9th, 2011 2 <sup>nd</sup> Test – By Dec. 5 <sup>th</sup> 2011

<p><b>*15% of the incoming first graders were at Level 2 or below on the DRA2 assessment. These students will increase their levels by 3 or more by March 2012.</b></p>	<p>decodable books *Book boxes at home and at school *One on one customized tutoring.</p>		<p>March 2012</p>
<p><b>* The students who are below DRA level 4 in Sept 2011 will increase their level by 3 levels will be at grade level using DRA2</b></p> <p><b>Math:</b> *The 10 (12% of the first grade) who scored 15 out of 25 or below on the Envisions placement test will increase their score by 5 points.</p> <p>*The students who score below 15 out of 25 on the Envisions Cumulative test will increase their score by 5</p>	<p>*Common assessments from each topic in the Envisions Curriculum. *Flexible grouping *Implementation of enrichment and reteaching materials in the Envisions Curriculum based on students' needs * Application of concept attainment through daily calendar</p>	<p>First Grade Team</p>	<p>May 2012</p> <p>Placement Test – By Sept. 2011 Retest by the end of 1<sup>st</sup> trimester</p> <p><i>Cumulative Test – By Feb. 2011</i></p>

<p>points.</p> <p><b>SCIENCE:</b> 90% of the students will understand that all scientific observation are reported accurately even when the observations contradict expectations. This will be demonstrated through the use of Science Notebooks and Journals.</p> <p><b>WRITING:</b> In the first trimester, 90% of incoming first graders scored a 3 or above on the kindergarten “My Favorite Toy” writing prompt. By June 2012, 90% of the first graders will score a 3 or above on the first grade “cos” scoring rubric.</p>	<p>practices; including skip counting, problem solving, algebra and equation building *Math concept application through Envisions and Investigations differentiated, hands on learning centers.</p> <p>*FOSS Curriculum *Science Notebooks *Activities to distinguish facts and opinions *Modeling *Ongoing with each FOSS KIT New plants Solids and Liquids Air and Weather</p> <p>Writers Workshop Journaling Daily Oral Language</p>	<p>First grade team</p>	<p>Retest – By May, 2011</p> <p>End of each Trimester</p> <p>School wide prompt “My Favorite Toy” given in Sept 2011 and at the end of every trimester.</p>
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	Pen Pals Spelling Instruction		
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**Second Grade**

The 2nd grade team is working on Union Ridge's building goals for math, reading, PLC's and common assessments. We are using common assessments to help direct differentiation in teaching and learning for math and reading in our classrooms. Lesson designs are specifically targeting the needs of our students who do not meet standard for 2nd grade. Our team will be using regular assessments and team planning to meet the needs of all of our children in all subject areas. The 2nd grade team's timeline for strategies and action steps for 2011-2012 school year is documented in our action plan.

2<sup>nd</sup> Grade 2011 - 2012 SMART Goals

**School:** Union Ridge

**Team Name:** 2<sup>nd</sup> Grade

**Team Members:** Randi Christopherson, Derell Couch, Sara Mills, and Angie Wiseman

Team SMART Goals	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b><u>Math:</u></b></p> <p>Our Reality:</p> <p>66 of last years 78 1<sup>st</sup> graders received 70% or higher on the cummulative Envision test.</p> <p>Our Goal:</p> <p>Using the MAP assessment, 75% will meet a RIT Range of</p>	<p>Based on the Problem of the Day, we will utilize flexible grouping and the reteach and enrichment materials to differentiate instruction to meet our students individual needs.</p> <p>We will also use calendar math to reinforce concept attainment.</p>	<p>2<sup>nd</sup> grade team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each topic assessment.</p>	<p>1<sup>st</sup> Test Given during Fall MAP assessment window.</p> <p>2<sup>nd</sup> Test Given during Winter MAP assessment window.</p> <p>3<sup>rd</sup> Test Given</p>	<p>All students demonstrating proficiency on assessments.</p> <p>We will use the topic assessments, reteach and enrichment lessons from the Envision curriculum. We will also use Kim Sutton strategies (facts based), use our Everyday Counts, Calendar Math, and a Math Facts folder.</p>

191-197.			during Spring MAP assessment window.	
<p><b><u>Reading:</u></b></p> <p>Our Reality: 68% of incoming 2<sup>nd</sup> graders were at grade level on the 1<sup>st</sup> grade Spring DRA2 assessment.</p> <p>Our Goal: 75% of 2<sup>nd</sup> graders will be at Level 28 or higher on the Spring DRA2 assessment.</p>	<p>We will complete a professional book study of “The Literacy Café” to further our understanding of research-based, best practices in literacy instruction.</p> <p>To increase student fluency, we will implement a structured paired reading program. We will also acquire new leveled reader’s theater passages to utilize with students in the classroom for additional support. Fluency phones will be used in the second grade classrooms to assist students in practicing their oral reading fluency, focusing on phrasing and rate.</p> <p>To increase student comprehension we will utilize hands-on sequencing activities as well as weekly story maps to provide students with a framework for accurately retelling stories.</p> <p>To further develop their phonemic awareness and phonics instruction there will a kinesthetic emphasis on blending and daily workshop routines. This will include hands-on letter manipulation and word building activities.</p> <p>We will increase and diversify teacher read-alouds to expose students to a variety of genres.</p>	<p>2<sup>nd</sup> grade team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each unit assessment.</p> <p>2<sup>nd</sup> grade team members will develop Independent Reading Plans for students who score way below standard and meet with parents regarding the plan.</p>	<p>Weekly meetings to review “The Literacy Café”</p> <p>1<sup>st</sup> Test – By Sept. 30, 2011</p> <p>2<sup>nd</sup> Test – By Feb. 8, 2012</p> <p>3<sup>rd</sup> Test – By May 30, 2012</p>	<p>All students demonstrating proficiency on common assessments.</p> <p>*End of Unit Open Court Assessments.</p> <p>*Diagnostic curriculum tests</p> <p>*Fluency Assessments</p> <p>*McLeod Reading Assessment</p> <p>We will use common Assessments and activities based on phonemic awareness, fluency and sight words. We will also use differentiated activities when appropriate.</p> <p>75% of 2<sup>nd</sup> graders will be at Level 28 or higher on the Spring DRA2 assessment.</p>

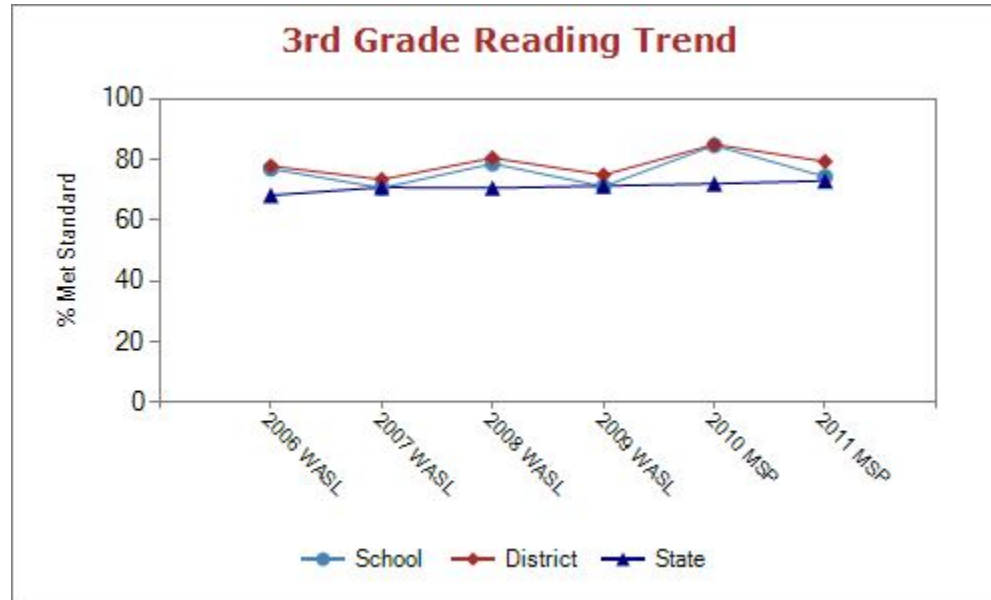
<p><b><u>Writing:</u></b></p> <p>Our Reality:</p> <p>Students struggle with writing complete sentences.</p> <p>Our Goal:</p> <p>This year, 90% of second graders will use complete sentences in writing with 90% accuracy by the end of third trimester.</p>	<p>We will create a common pre and post state based assessment to give to all 2<sup>nd</sup> grade students.</p>	<p>Grading pre-, middle and post assessments based on CON</p> <p>2<sup>nd</sup> grade team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each common assessment.</p>	<p>1<sup>st</sup> Test – By Sept. 30, 2011</p> <p>2<sup>nd</sup> Test – By Feb. 8, 2012</p> <p>3<sup>rd</sup> Test – By May 30, 2012</p>	<p>All students demonstrating proficiency on common assessments.</p> <p>2<sup>nd</sup> grade team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each common assessment.</p>
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## Third Grade

Third grade students were given the *DRA2*, and *MAP* assessments. Currently 66% of Third Graders are at or above grade level in reading. Our goal is 80% of Third Graders will pass the Reading MSP. Students will reach this goal through Open Court instruction, small group instruction and individualized reading plans. Currently 71% of Third Graders are at or above grade level in mathematics based on MAP testing. Our goal is 86% of Third Graders will pass the Math MSP. Students will reach this goal through enVision instruction, small group instruction and individualized plans. Teachers have and will continue to collaborate with SPED so as to meet every students needs through differentiation. Teachers will specifically focus on collaborating as a PLC and putting emphasis on common assessments in math, reading and writing with and emphasis on rubrics, scoring and anchor papers.

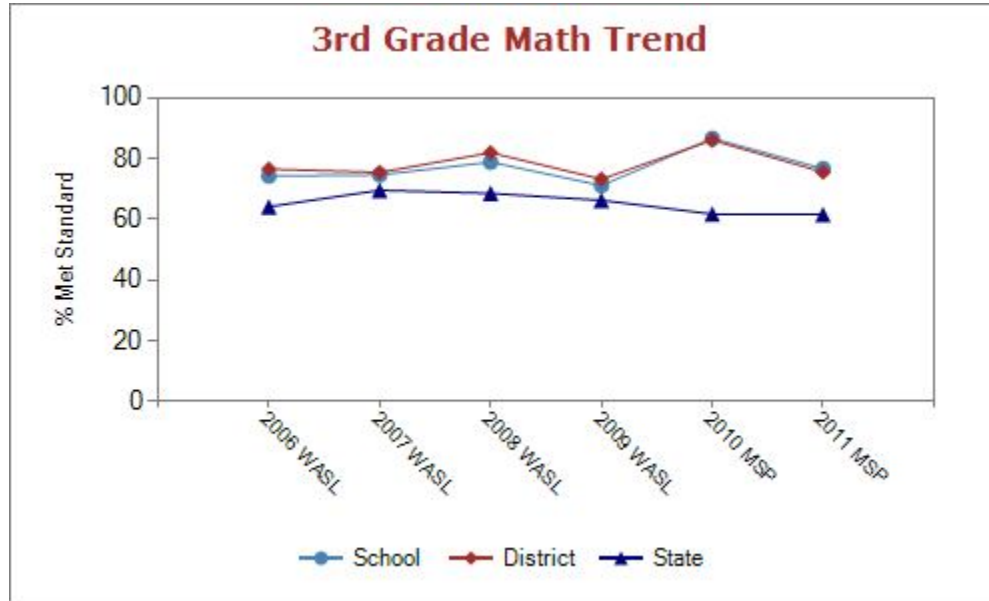
### 3rd Grade Reading

Year	School	District	State
2005-06 WASL	77.0%	77.9%	68.3%
2006-07 WASL	70.7%	73.5%	70.9%
2007-08 WASL	78.7%	80.6%	70.7%
2008-09 WASL	71.2%	75.0%	71.4%
2009-10 MSP	84.7%	85.0%	72.1%
2010-11 MSP	74.4%	79.4%	73.1%



### 3rd Grade Math

Year	School	District	State
2005-06 WASL	74.3%	76.6%	64.2%
2006-07 WASL	74.7%	75.5%	69.6%
2007-08 WASL	78.9%	82.0%	68.6%
2008-09 WASL	71.2%	73.3%	66.3%
2009-10 MSP	86.7%	86.1%	61.8%
2010-11 MSP	76.7%	75.6%	61.6%



### 3rd grade 2011 - 2012 SMART Goals

**School:** Union Ridge

**Team Name:** 3rd grade

**Team Members:** Cynthia Allen, Kari Hall, Shannon Koch, Sharon Floyd, and Anja Felton

Team SMART Goal	Strategies and Action Steps	Timeline	Evidence of Effectiveness	Pre- Test Results	Middle Test Results	Post – Test Results
<p><b>(Reading)</b>  <b>Our Reality:</b> 66% of Third Graders are at or above grade level in reading.  <b>Our Goal:</b> 80% of Third Graders will pass the Reading MSP</p>	<ul style="list-style-type: none"> <li>Differentiated Instruction</li> <li>Teaching with Rigor</li> <li>Targeted Fluency Instruction</li> <li>Metacognitive Reading Comprehension Strategies</li> <li>Action Plan Reading</li> <li>Fluency Checks &amp; Practice</li> </ul>	<p>1<sup>st</sup> Test – By October 2011</p> <p>2<sup>nd</sup> Test – By February 2012</p> <p>3<sup>rd</sup> Test – By June 2012</p>	<p>Students who scored 28 or below on the DRA2 will show at least a years worth of improvement by Spring 2012</p> <p>90% will meet their assigned MAP goal in reading Spring</p>			

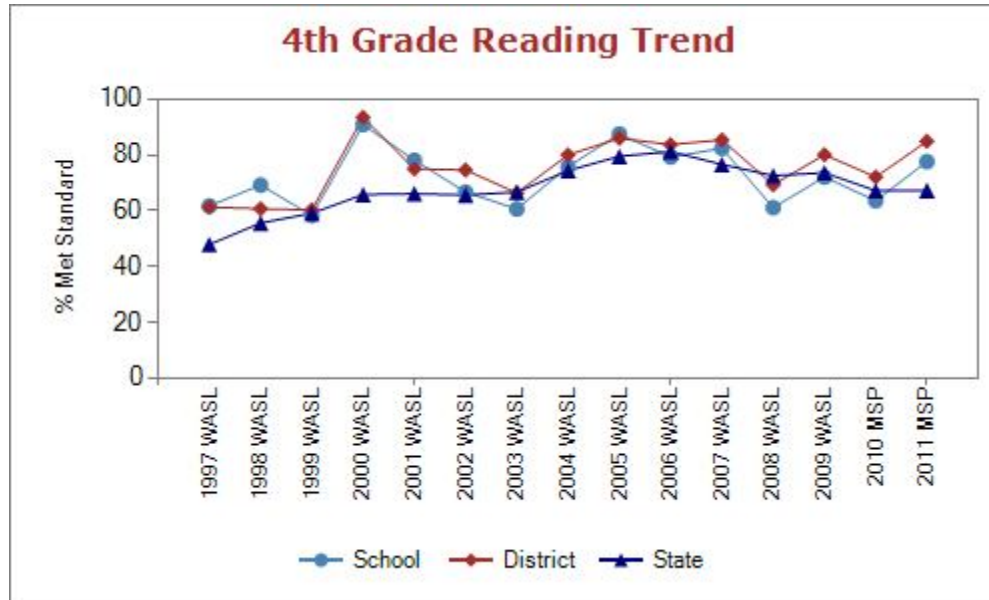
	<ul style="list-style-type: none"> <li>• Washington State Reading Comprehension Stems</li> <li>• Book Clubs</li> <li>• Strategy Focus</li> <li>• Open Court</li> <li>• Lead 21</li> <li>• Comprehension Toolkit (Tracking)</li> <li>• MSP Practice Stories</li> <li>• Sandra Wilde, Spelling Strategies and Patterns</li> <li>• Silent Reading</li> <li>• Reading Workshop</li> <li>• Florida Reading Games</li> <li>• Curriculum Map</li> <li>• Research</li> </ul>		2012			
<p><b>(Math)</b>  <b>Our Reality:</b> 71% of Third Graders are at or above grade level in mathematics  <b>Our Goal:</b> 86% of Third Graders will pass the Math MSP</p>	<ul style="list-style-type: none"> <li>• Fluency Checks &amp; Practice</li> <li>• Strategy Focus Bar Diagrams, Recipe Books, Process Guides</li> <li>• EnVision</li> <li>• Singapore, Bridges, Opening Eyes, Investigations, Marylyn Burns, Kim Sutton, Calendar Counts, Number Corner, Genius Ideas from the Internet</li> <li>• Math Games</li> <li>• Math Workshop</li> </ul> <p>Innovative Manipulative use based on student need.</p>	<p>Diagnostic Test – By September 2010  1<sup>st</sup> Test – By October 2011    2<sup>nd</sup> Test – By February 2012    3<sup>rd</sup> Test – By June 2012</p>	<p>90% will meet their assigned MAP goal in math by spring 2012.</p>			

## Fourth Grade

We will use common assessments and activities based on problem solving, COS/CON, and comprehension of text to teach to our students. Homework will be differentiated on a daily basis to meet the needs of all students. Including all 4<sup>th</sup> grade SPED students. Intervention/Enrichment time will be put in place daily to work on problem solving: next steps, lessons/activities will be discussed during PLC meetings after a thorough analysis of assessment data. We will complete math and reading fluency tests at the end of each topic. We will be using Envision curriculum created assessments, Kim Sutton strategies (facts based), Open Court, and state released materials/activities. We have identified all level 1 and 2 students as a focus group and create a plan of interventions. We will monitor and adjust on a frequent matter and after discussing and analyzing data in our PLC. Graphic organizers will be used in all subject areas to help all students understand content material. SPED students will have modified assignments and some will be double dosed in content areas.

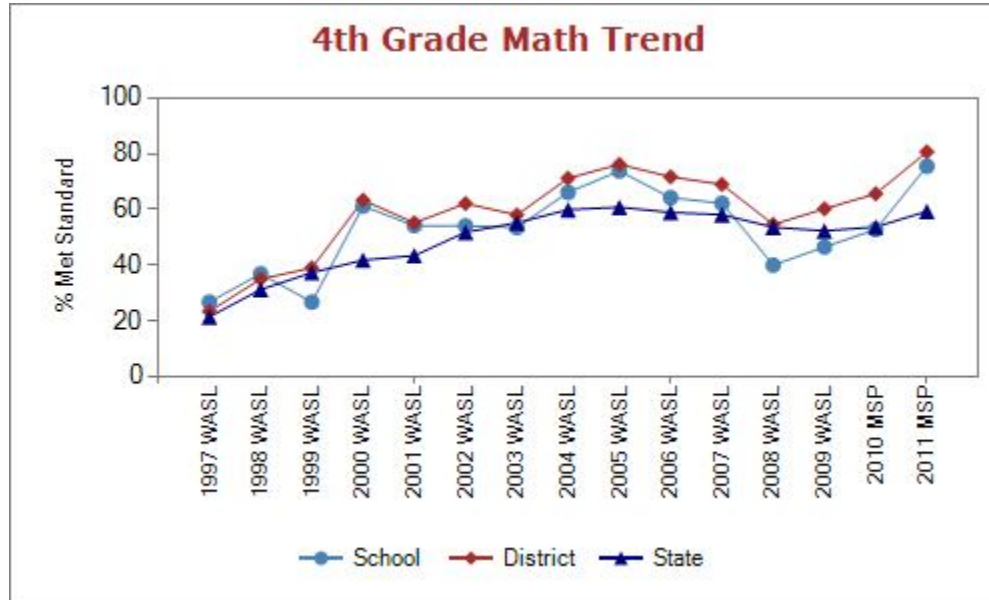
### 4th Grade Reading

Year	School	District	State
1996-97 WASL	61.7%	61.3%	47.9%
1997-98 WASL	69.2%	60.7%	55.6%
1998-99 WASL	58.3%	60.3%	59.1%
1999-00 WASL	90.9%	93.5%	65.8%
2000-01 WASL	78.1%	75.0%	66.1%
2001-02 WASL	66.7%	74.6%	65.6%
2002-03 WASL	60.6%	66.4%	66.7%
2003-04 WASL	75.8%	80.0%	74.4%
2004-05 WASL	87.5%	86.0%	79.5%
2005-06 WASL	79.3%	83.7%	81.2%
2006-07 WASL	82.4%	85.4%	76.6%
2007-08 WASL	61.1%	69.3%	72.6%
2008-09 WASL	72.1%	80.1%	73.6%
2009-10 MSP	63.6%	72.1%	67.2%
2010-11 MSP	77.6%	84.9%	67.3%



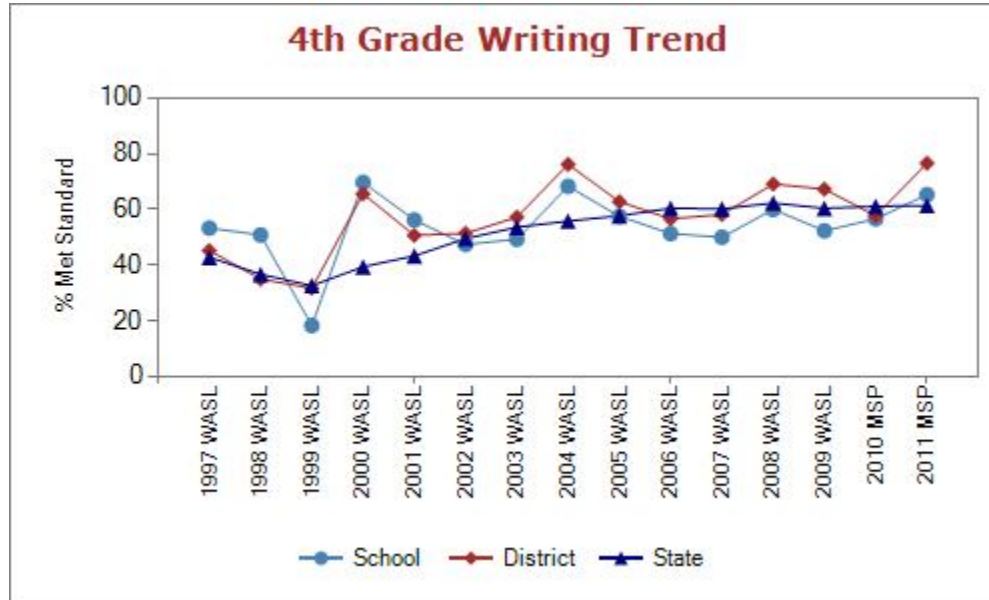
### 4th Grade Math

Year	School	District	State
1996-97 WASL	26.7%	23.4%	21.4%
1997-98 WASL	36.9%	35.0%	31.2%
1998-99 WASL	26.7%	39.0%	37.3%
1999-00 WASL	61.2%	63.3%	41.8%
2000-01 WASL	54.2%	55.2%	43.4%
2001-02 WASL	54.1%	62.1%	51.8%
2002-03 WASL	53.5%	58.0%	55.2%
2003-04 WASL	66.1%	71.2%	59.9%
2004-05 WASL	73.8%	76.2%	60.8%
2005-06 WASL	64.2%	71.7%	58.9%
2006-07 WASL	62.2%	69.0%	58.1%
2007-08 WASL	40.0%	54.6%	53.6%
2008-09 WASL	46.5%	60.2%	52.3%
2009-10 MSP	52.8%	65.6%	53.7%
2010-11 MSP	75.5%	80.7%	59.3%



### 4th Grade Writing

Year	School	District	State
1996-97 WASL	53.3%	45.2%	42.8%
1997-98 WASL	50.8%	35.0%	36.7%
1998-99 WASL	18.3%	31.7%	32.6%
1999-00 WASL	69.7%	65.6%	39.4%
2000-01 WASL	56.2%	50.7%	43.3%
2001-02 WASL	47.4%	51.4%	49.5%
2002-03 WASL	49.3%	57.2%	53.6%
2003-04 WASL	68.3%	76.2%	55.8%
2004-05 WASL	57.5%	62.8%	57.7%
2005-06 WASL	51.3%	56.6%	60.4%
2006-07 WASL	50.0%	58.2%	60.2%
2007-08 WASL	60.0%	69.1%	62.3%
2008-09 WASL	52.3%	67.3%	60.4%
2009-10 MSP	56.6%	57.7%	61.1%
2010-11 MSP	65.3%	76.6%	61.4%



## 4<sup>th</sup> grade 2011 - 2012 SMART Goals

**School:** Union Ridge

**Team Name:** 4<sup>th</sup> grade

**Team Members:** Anja Felton, Mindy Morris, Heidi Kennedy and Nani Mack

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Pre- Test Results
<p><b>Our Reality:</b> Incoming 4<sup>th</sup> graders scored 68.9% on problem solving and reasoning as measured by the MSP.</p> <p><b>Our Goal:</b> This year, 77% of 4<sup>th</sup> graders will demonstrate proficiency in problem solving and reasoning as measured by the MSP.</p>	<p>We will use common assessments and activities based on problem solving and reasoning. Homework will be differentiated on a daily basis to meet the needs of all students. Intervention/Enrichment days will be put in place on a daily basis to work on problem solving and reasoning. We will be using the workshop model, including menu boards and problem of the day. We will be using Envision curriculum created assessments and MAP math scores. We will</p>	<p>4<sup>th</sup> grade team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each topic assessment.</p>	<p>Pre-Test – By Sept. 3<sup>rd</sup>, 2011</p> <p>1<sup>st</sup> Test – By Nov. 14th, 2011</p> <p>2<sup>nd</sup> Test – By Feb. 27<sup>th</sup>, 2012</p> <p>Final- By June 1<sup>st</sup>, 2012</p>	<p>All students demonstrating proficiency on common assessments.</p> <p>77% or more of 4<sup>th</sup> grade students meeting the proficiency standard on the MSP in problem solving and reasoning.</p>	<p>Envision Diagnostic Problem Solving: 48.33% average score on assessment</p> <p>Fall MAP Scores:</p>

	identify all level 1 and 2 students as a focus group and create a plan for intervention.				
<p><b>Our Reality:</b> 66.7% of incoming 4<sup>th</sup> graders met standard in comprehension as measured by the MSP.</p> <p><b>Our Goal:</b> This year, 75% of 4<sup>th</sup> graders will demonstrate proficiency in comprehension of informational and literary text as measured by the MSP.</p>	<p>We will use common assessments and activities based on analysis of literary and informational text.</p> <p>*Graphic Organizers with each story *End of Unit Assessments with stem questions *Diagnostic curriculum tests *MAP Reading scores *workshop model</p>	<p>4<sup>th</sup> grade team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each unit assessment.</p>	<p>Pre-Test – By Sept. 3<sup>rd</sup>, 2011</p> <p>1<sup>st</sup> Test – By Nov. 14th, 2011</p> <p>2<sup>nd</sup> Test – By Feb. 27<sup>th</sup>, 2012</p> <p>Final- By June 1<sup>st</sup>, 2012</p>	<p>All students demonstrating proficiency on common assessments.</p> <p>75% or more of 4<sup>th</sup> grade students meeting the proficiency standard on the MSP in analysis of informational and literary text.</p>	<p>Open Court Beginning of Year Comprehension Test:</p> <p>61.5% average score on assessment</p> <p>Fall MAP scores:</p>

<p><b>Our Reality:</b> 65% of the 2010-11 4th graders met standard in writing as measured by the MSP.  <b>Our Goal:</b> This year, 72% of 4<sup>th</sup> graders will demonstrate proficiency in writing on the MSP.</p>	<p>We will focus on the 6 traits in expository and narrative writing. We will use common state released writing prompts and rubrics. As well as, the state released elaboration strategies.</p>	<p>Grading pre-, middle and post assessments based on COS/CON. 4<sup>th</sup> grade team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each common assessment</p>	<p>Pre-Test – By Sept. 3<sup>rd</sup>, 2011   1<sup>st</sup> Test – By Nov. 14th, 2011   2<sup>nd</sup> Test – By Feb. 27<sup>th</sup>, 2012   Final- By June 1<sup>st</sup>, 2012</p>	<p>All students demonstrating proficiency on common assessments.   72% or more of 4<sup>th</sup> grade students meeting the proficiency standard on the MSP in COS.</p>	<p>Pre- Narrative and Expository Prompts:   Narrative:  COS  4  3 -9  2 - 42  1 -58   CON  2 - 19  1 - 78  0 - 12   Expository:  COS  4  3 - 3  2 - 43  1 - 61  0 - 2  CON  2 - 10  1 -91  0 - 8   Fall MAP Language scores:</p>
<p><b>Our Reality:</b> Present 5<sup>th</sup> graders scored 53.3% on inquiry of science as measured by the MSP.  <b>Our Goal:</b> This year, 4<sup>th</sup> graders will demonstrate 10% improvement as measured by beginning and end MAP Science scores.</p>	<p>We will create a common pre and post state based assessment to give to all 4<sup>th</sup> grade students. We will add inquiry based questions to each FOSS unit assessment.</p>	<p>We will each incorporate specific strategies related to inquiry to each FOSS science kit.</p>	<p>Pre-Test – By Sept. 3<sup>rd</sup>, 2011   1<sup>st</sup> Test – By Nov. 14th, 2011   2<sup>nd</sup> Test – By Feb. 27<sup>th</sup>, 2012  Final- By June 1<sup>st</sup>, 2012</p>	<p>All students demonstrating a 10% increase on Fall – Spring MAP scores.</p>	<p>Fall MAP Scores:</p>

## **Fifth Grade**

### **MATH**

Our current fifth graders entered the year with only 76 % passing the MSP. This directly a reflection of low scores in two major areas of the math MSP: 1. measurement and related geometric sense 2. Algebraic sense. Therefore our SMART goal in math is to increase the number of students passing the math MSP to 82%. We will assess this on a trimester basis using the enVision cumulative test. As a team we will be monitoring this on a regular basis through common assessments during and after each topic in math, assigning reteaching and additional practice as needed to individual students and provide small group and one-on-one instruction in specific areas as needs arise. We also follow curriculum maps as desgined by the team based on enVisions as well as the standards.

### **READING**

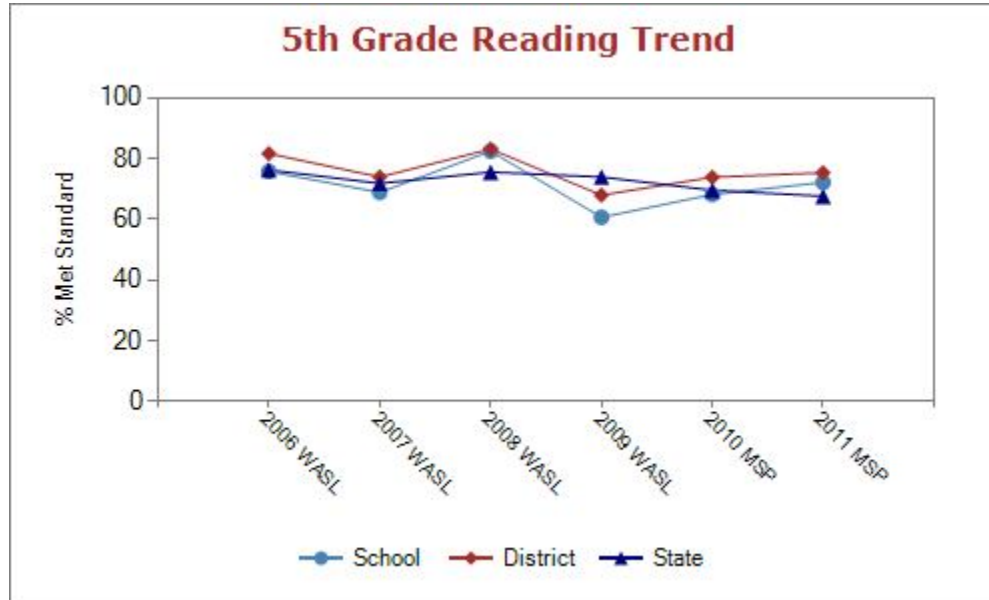
Our current fifth graders entered the year with 64% passing the MSP. This is directly a reflection of low scores in comprehension and informational text. Therefore our SMART goal in reading is to increase the number of students passing the reading MSP to 88%. We will assess this on a trimester basis using the DRA for 5<sup>th</sup> grade. As a team we will be monitoring this on a regular basis through common assessments after each story in the Open Court book as well as utilizing additional informational texts (such as our social studies text and science text) as a resource for teaching the skills needed to comprehend informational text. We will practice fluency skills on a regular basis with the whole class focusing on students who need additional support in that area. The fifth grade team will provide students will additional small group and one-on-one instruction as needed.

### **CONCLUSION**

The fifth grade team will be working with the entire staff to understand and use the concepts and skills in Understanding by Design as we plan and implement our daily lessons. We will be working directly with the special education staff to support what they are doing with these students. Special education students will be receiving direct instruction from the classroom teachers as well as the special education staff. The special education staff will continue to teach what is being taught in the classroom as a support to those students.

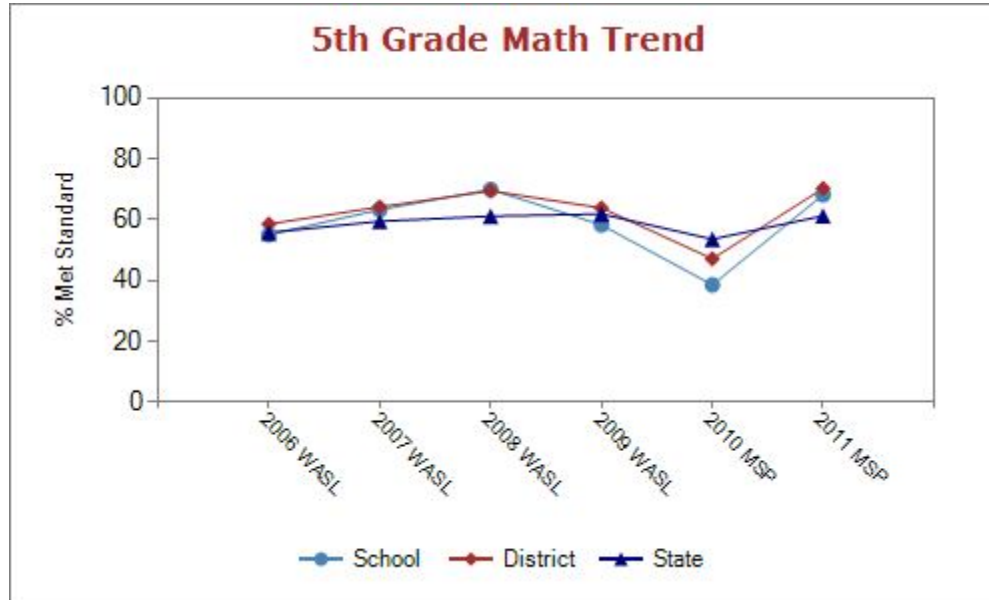
### 5th Grade Reading

Year	School	District	State
2005-06 WASL	75.8%	81.7%	76.3%
2006-07 WASL	68.9%	74.0%	71.9%
2007-08 WASL	82.5%	83.2%	75.6%
2008-09 WASL	60.7%	68.0%	74.0%
2009-10 MSP	68.2%	73.9%	69.6%
2010-11 MSP	72.2%	75.4%	67.7%



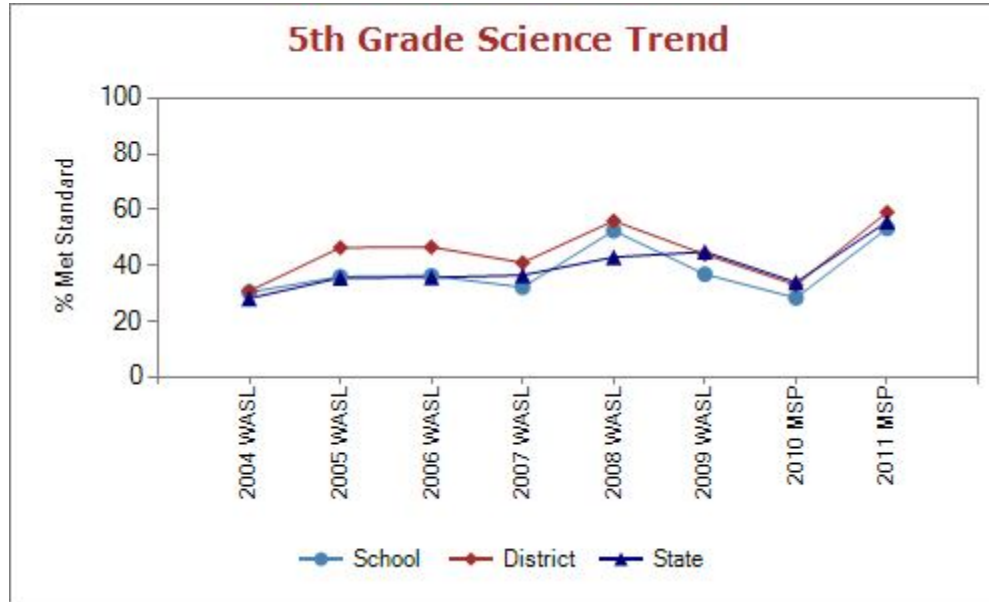
### 5th Grade Math

Year	School	District	State
2005-06 WASL	55.1%	58.6%	55.8%
2006-07 WASL	63.3%	64.2%	59.5%
2007-08 WASL	70.0%	69.5%	61.2%
2008-09 WASL	58.3%	63.9%	61.9%
2009-10 MSP	38.6%	47.2%	53.6%
2010-11 MSP	68.2%	70.3%	61.3%



### 5th Grade Science

Year	School	District	State
2003-04 WASL	30.4%	30.8%	28.2%
2004-05 WASL	36.0%	46.4%	35.6%
2005-06 WASL	36.3%	46.6%	35.7%
2006-07 WASL	32.2%	41.0%	36.5%
2007-08 WASL	52.5%	56.0%	43.0%
2008-09 WASL	36.9%	44.0%	44.9%
2009-10 MSP	28.4%	33.0%	34.0%
2010-11 MSP	53.3%	59.1%	55.7%



5<sup>th</sup> grade 2011 - 2012 SMART Goals

**School:** Union Ridge

**Team Name:** 5<sup>th</sup> grade

**Team Members:** Kelly O'Boyle, Laurie Pritchard, James Stevens, Deb Shucka

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>Our Reality:</b> Of the incoming 5<sup>th</sup> graders, 76% passed the Math MSP.</p> <p><b>Our Goal:</b> This year, 82% of 5<sup>th</sup> graders will pass the Math MSP.</p>	<p>We will give all incoming 5<sup>th</sup> graders the enVision cumulative final test at the start of the year and at the end of each trimester. We will increase the number of students getting 80% or better on this test 10% for each trimester.</p> <p>We will use the diagnostic parts of enVision as well as</p>	<p>We will adhere to the agreed upon schedule and identify further differentiated activities as needed after each topic assessment.</p>	<p>1<sup>st</sup> Test – By Sept. 6<sup>th</sup>, 2011 (chapters 1 - 20)</p> <p>2<sup>nd</sup> Test – By Nov. 12<sup>th</sup>, 2011 (chapters 1 - 8)</p> <p>3<sup>rd</sup> Test – By March 5<sup>th</sup>, 2012 (chapters 1 – 12)</p> <p>4<sup>th</sup> Test – By June 4<sup>th</sup>, 2012 (chapters 1 – 20)</p>	<p>Increase in the number of students passing the cumulative test with 82% or better.</p> <p>82% or more of 5<sup>th</sup> grade students meeting passing the math MSP.</p> <p>Student progress will also be tracked with an increase in R.I.T.</p>

	<p>materials from other grade levels to help student achieve this.</p> <p>Use curriculum maps to drive instruction.</p> <p>Individual and small group instruction based on specific skills.</p> <p>Curriculum map to ensure staying on target for MSP testing</p>			scores.
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<p><b>Our Reality:</b> Incoming 4<sup>th</sup> graders scored 78% in Reading as measured by the MSP.</p> <p><b>Our Goal:</b> This year, 83% of 5<sup>th</sup> graders will pass the MSP.</p>	<p>*Use monthly released items</p> <p>*Individual assessment for specific reading strategies.</p> <p>*Small group instruction specific to individual needs.</p> <p>*Use CAFE to address specific standards</p>	<p>The team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each unit assessment.</p>	<p>Students who came into 5<sup>th</sup> grade below level 40 will raise their D.R.A. Level by 1 increment every trimester.</p>	<p>All students demonstrating proficiency on common assessments.</p> <p>83% or more of 5<sup>th</sup> grade students meeting the proficiency standard on the MSP in informational text and literary.</p> <p>Student progress will also be tracked with an increase in R.I.T. scores.</p>
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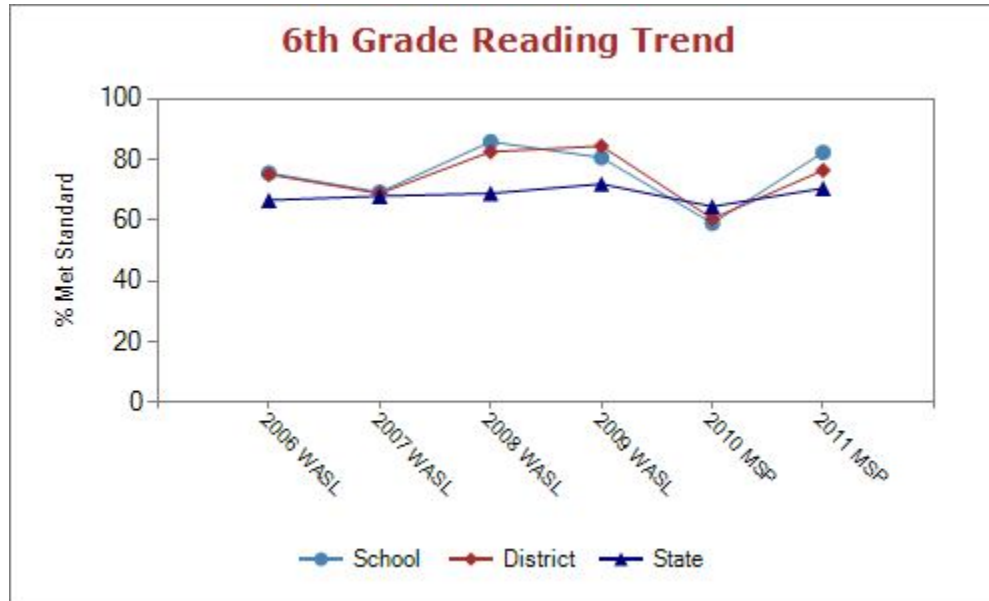
<p><b>Our Reality:</b> Of the incoming 5th graders, only 64% passed the Expository portion of the writing MSP.</p> <p><b>Our goal:</b> 70% of the 5th graders will receive a 3 or better in COS in persuasive writing by the end of the year.</p>	<p>Upon assessing these students in writing, we found 10 % receiving a 3 or better in content, organization and style (COS) in the expository writing. At the end of each trimester, this percentage will increase by 20%. We will</p> <ul style="list-style-type: none"> <li>*teach the use 4 Square and other graphic organizers for prewriting.</li> <li>*teach thesis statements and transitions.</li> <li>*give daily writing practice</li> </ul>	<p>The team will work together to teach and use graphic organizers, teach persuasive writing steps and assess writing samples together.</p>	<p>Increase the number of students who earn a 3 or more on COS by 2% increments.</p>	<p>Increase the number of students receiving a 3 or better in COS each trimester.</p>
<p><b>Our reality: Of the incoming 5th graders, % received a 3 or better on the science pre-assessment.</b></p> <p><b>Our goal: % of the 5th graders will pass the science MSP in the Spring.</b></p>	<p>Upon giving students a pre-assessment in writing conclusions in the scientific method, % students passed. At the end of each trimester, we will increase this percentage by:</p> <ul style="list-style-type: none"> <li>*reviewing all steps of the scientific method.</li> <li>*Use OSPI released items on a monthly basis</li> <li>* Apply practice writing conclusions and analyzing data from a given experiment to FOSS investigations.</li> </ul>	<p>The team will work together to use OSPI released items on a monthly basis for students to practice writing and scoring conclusions and apply this practice to FOSS investigations.</p>	<p>1st Test – By Sept. 3rd, 2010  2nd Test – By Jan. 2nd, 2011  3rd Test – By April 29th, 2011</p>	<p>Increase the numbers of students writing a passing conclusion by % each trimester.</p> <p>Student progress will also be tracked with an increase in R.I.T. scores.</p>

## 6th grade

In 5th grade, 68% of our current students scored at or above grade level in concepts and procedures in math, and 72.1% were at or above grade level in reading. To improve their scores we are increasing the consistency and level of instruction, as well as embedding math and literacy into all subjects. Also, our rotations allow four teachers to see and assist in developing the talents of each student. This will be accomplished by using common assessments, MAP, flexible grouping, cooperative learning groups, differentiation, one-on-one tutoring, and PLC time to focus on student achievement. Plus, students will have homeroom math 2 hours per week.

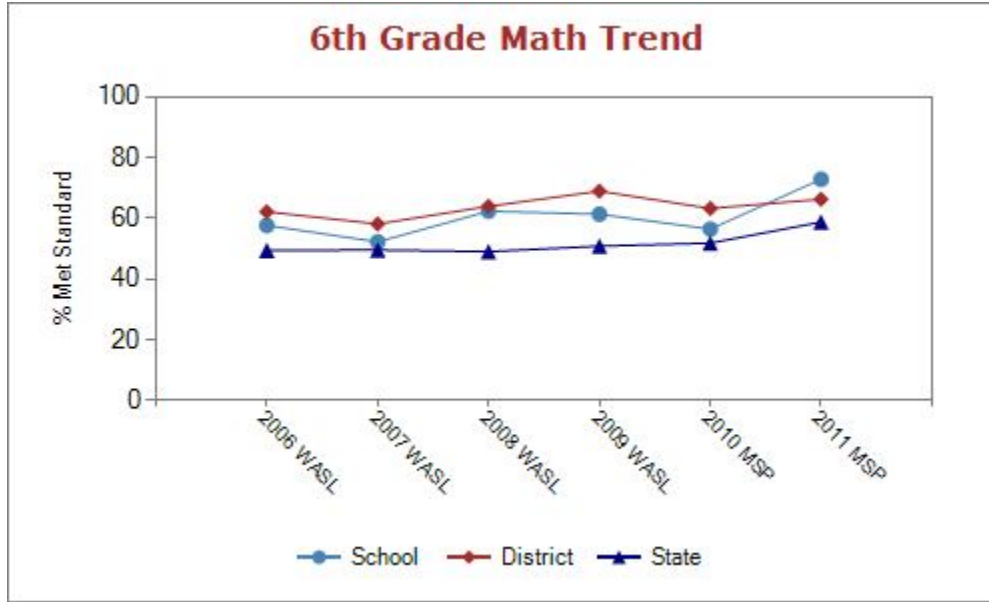
**6th Grade Reading**

Year	School	District	State
2005-06 WASL	75.6%	75.2%	66.7%
2006-07 WASL	69.3%	68.9%	68.0%
2007-08 WASL	85.9%	82.6%	68.9%
2008-09 WASL	80.7%	84.5%	72.0%
2009-10 MSP	59.1%	60.6%	64.6%
2010-11 MSP	82.4%	76.5%	70.6%



### 6th Grade Math

Year	School	District	State
2005-06 WASL	57.7%	62.2%	49.5%
2006-07 WASL	52.3%	58.2%	49.6%
2007-08 WASL	62.4%	64.0%	49.1%
2008-09 WASL	61.4%	69.0%	50.9%
2009-10 MSP	56.5%	63.3%	51.9%
2010-11 MSP	72.9%	66.3%	58.8%



### 6<sup>th</sup> grade 2011 - 2012 SMART Goals

**School:** Union Ridge

**Team Name:** 6<sup>th</sup> grade

**Team Members:** Kippi Barbouletos, Tammy Burggraff, Terri Buruse, Joe Thayer

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>Math</b>  <b>Our Reality:</b> Incoming 6<sup>th</sup> graders scored 68% on the MSP.  <b>Our Goal:</b> This year, 80% of 6<sup>th</sup> graders will demonstrate proficiency on procedures/concepts</p>	<p>Unit tests, released items, common assessments with SR, MAP results, use of MSP data for grouping, small</p>	<p>6<sup>th</sup> grade team will adhere to the agreed upon schedule and identify further differentiated activities as needed after</p>	<p>OSPI pacing guide</p>	<p>All students demonstrating proficiency on common assessments.                       80% or more of 6<sup>th</sup> grade students meeting the proficiency standard on the MSP in procedures/concepts</p>

measured by the MSP.	group instruction, Spiral review	each topic assessment.		
<p><b>Reading</b>  <b>Our Reality:</b> Incoming 6<sup>th</sup> graders scored 72.1% in Reading as measured by the MSP.</p> <p><b>Our Goal:</b> This year, 85% of 6<sup>th</sup> graders will demonstrate proficiency in reading as measured by the MSP.</p>	<ul style="list-style-type: none"> <li>*Assessments on each story</li> <li>*End of Unit Assessments</li> <li>*Diagnostic curriculum tests</li> <li>*Released items</li> <li>*MAP assessments</li> <li>*Interventions based on MSP results and unit tests</li> <li>*extra time</li> </ul>	6 <sup>th</sup> grade team will adhere to the agreed upon schedule and identify further differentiated activities as needed after each unit assessment.	OSPI pacing guide and curriculum pacing guide	<p>All students demonstrating proficiency on common assessments.</p> <p>85% or more of 6<sup>th</sup> grade students meeting the proficiency standard on the MSP.</p>
Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>Science</b>  <b>Our Reality:</b> Incoming 6<sup>th</sup> graders scored % in Science as measured by the MSP.</p> <p><b>Our Goal:</b>  This year, % of students will pass the MAP science assessment with a score of 204 or higher.  -or-  Demonstrate mastery by scoring a 3 or higher on each of the FOSS end of unit assessments.</p>	Formative assessments throughout units, MAP assessments by trimester.	6 <sup>th</sup> grade team will work together to support, encourage, and participate in science instruction.	District determined testing windows for MAP, and FOSS curriculum pacing guide.	<p>Students will score 204 or higher on the Spring MAP general science assessment.</p> <p style="text-align: center;">-or-</p> <p>Demonstrate mastery by scoring a 3 or higher on each of the FOSS end of unit assessments.</p>

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>Writing</b>  <b>Our Reality:</b>            Incoming 6<sup>th</sup> graders scored 56% in 4<sup>th</sup> grade writing as measured by the MSP.  <b>Our Goal:</b>            This year, 75% of 6<sup>th</sup> graders will score 5 or higher on the combined COS/ CON rubric.</p>	<p>Teach and model specific strategies for writing elements and goals, Use and teach COS/ CON rubrics and 6 +1 traits, use graphic organizers to improve content and organization, daily grammar practice in LA, and ample time spent on writing instruction.</p>	<p>Persuasive writing will be taught both in Language Arts and Research, Narrative writing will be taught in Language Arts and expository writing in Research. All 6<sup>th</sup> grade team members will support writing curriculum and instruction.</p>	<p>Students will write one or more formal writing pieces in each Research and Language Arts each Trimester.</p>	<p>In 3<sup>rd</sup> trimester, students average writing score in COS/ CON will be 5 or higher as measured by the 7<sup>th</sup> grade COS/ CON rubric.</p>

**Summary for Reading:**

Last year’s smart goal was for 85% of 6<sup>th</sup> graders to pass the reading MSP. While every child that passed in 5<sup>th</sup> grade, and half of those who did not pass in 5<sup>th</sup> grade, passed the reading MSP, our final percentage of students passing was 82.4%. We will continue to work on growing our students and improving our learning outcomes.

**Summary for Math:**

Last year’s smart goal was for 80% of 6<sup>th</sup> graders to pass the Math MSP. While every child that passed in 5<sup>th</sup> grade, and half of those who did not pass in 5<sup>th</sup> grade, passed the reading MSP, our final percentage of students passing was 72.9%. We will continue to work on growing our students and improving our learning outcomes.

**Art, Music, Physical Education**

After studying MSP data for third through sixth grade, we determined that fourth grade mathematics was an area in which we could provide support. The fourth requested that we focus on number sense and problem solving. We are working with the team to identify students who would benefit from alternative instructional approaches in specialist classrooms, using art, music and PE to reinforce their classroom instruction. We will meet with the fourth grade throughout to assess student progress and track the impact of our interventions.

Specialists 2010 - 2011 SMART Goals

**School:** Union Ridge

**Team Name:** Specialist

**Team Members:** Ed Bate, Darren Bloom, Alan Adams

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness	Pre- Test Results	Middle Test Results	Post – Test Results
The Specialist team will support fourth grade math instruction throughout the year, with a focus on number sense and problem solving.	<ul style="list-style-type: none"> <li>- Identify target students</li> <li>- Decide content focus</li> <li>- Align vocabulary</li> <li>- Develop and present integrated instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Fourth grade team will administer assessments and identify target students</li> <li>- Specialists will meet regularly with Fourth grade team to track student progress and collaborate on curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>- September 20th: First Assessment</li> <li>- October 1st: Identify Students and content areas</li> <li>- December 7th: Start fractions unit</li> </ul>	<ul style="list-style-type: none"> <li>- MAP scores</li> <li>- Teacher Survey</li> </ul>			

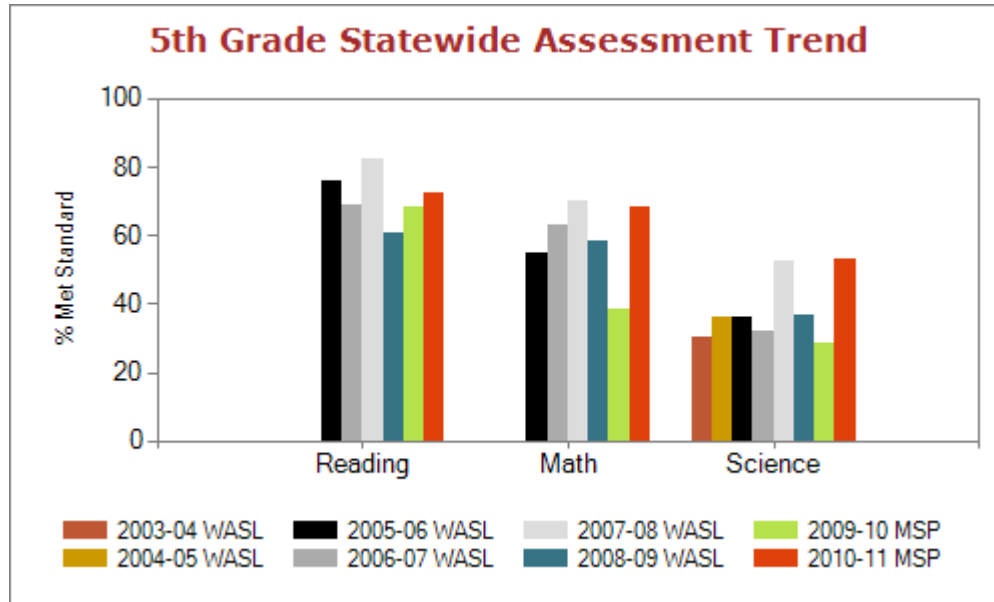
**Other Trends**

**Science**

In addition to the 5<sup>th</sup> grade action items, we will be gathering information from the 5<sup>th</sup> grade teachers from surrounding districts with similar demographics to Union Ridge. We will seek schools that were successful in getting 5<sup>th</sup> grade students to pass the Science MSP. We believe that the teaching strategies that they used should be compatible with our population and we will collaborate to combine our strengths.

**5th Grade Statewide Assessment**

Year	Reading	Math	Science
2003-04 WASL			30.4%
2004-05 WASL			36.0%
2005-06 WASL	75.8%	55.1%	36.3%
2006-07 WASL	68.9%	63.3%	32.2%
2007-08 WASL	82.5%	70.0%	52.5%
2008-09 WASL	60.7%	58.3%	36.9%
2009-10 MSP	68.2%	38.6%	28.4%
2010-11 MSP	72.2%	68.2%	53.3%

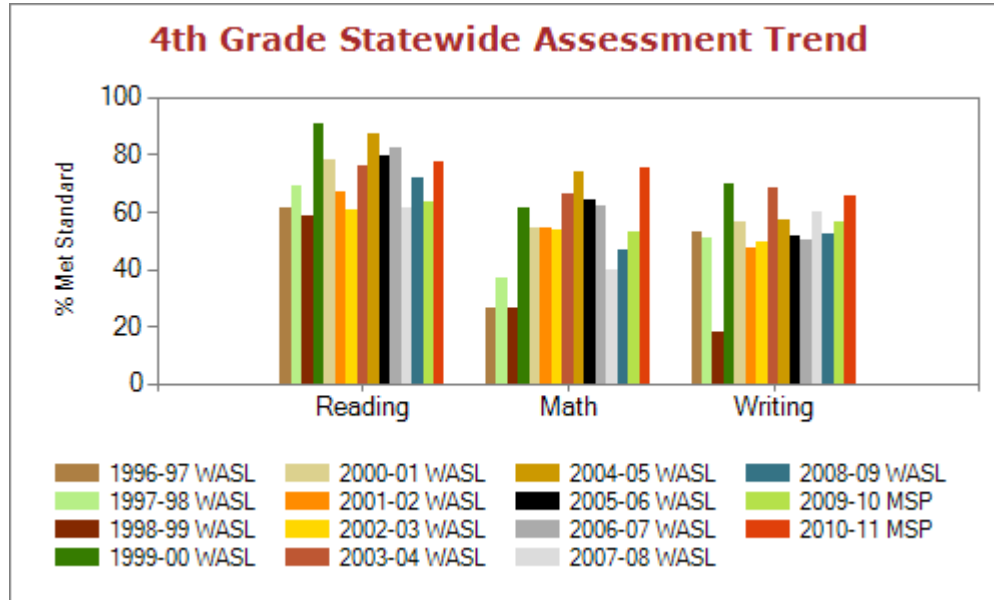


**Writing**

In addition to the 4<sup>th</sup> grade action items, Union Ridge will develop writing rubrics specific to each grade level using the state writing assessment as the core. Each grade level will ensure that their students leave with strong skills in the specified writing areas.

**4th Grade Statewide Assessment**

Year	Reading	Math	Writing
1996-97 WASL	61.7%	26.7%	53.3%
1997-98 WASL	69.2%	36.9%	50.8%
1998-99 WASL	58.3%	26.7%	18.3%
1999-00 WASL	90.9%	61.2%	69.7%
2000-01 WASL	78.1%	54.2%	56.2%
2001-02 WASL	66.7%	54.1%	47.4%
2002-03 WASL	60.6%	53.5%	49.3%
2003-04 WASL	75.8%	66.1%	68.3%
2004-05 WASL	87.5%	73.8%	57.5%
2005-06 WASL	79.3%	64.2%	51.3%
2006-07 WASL	82.4%	62.2%	50.0%
2007-08 WASL	61.1%	40.0%	60.0%
2008-09 WASL	72.1%	46.5%	52.3%
2009-10 MSP	63.6%	52.8%	56.6%
2010-11 MSP	77.6%	75.5%	65.3%

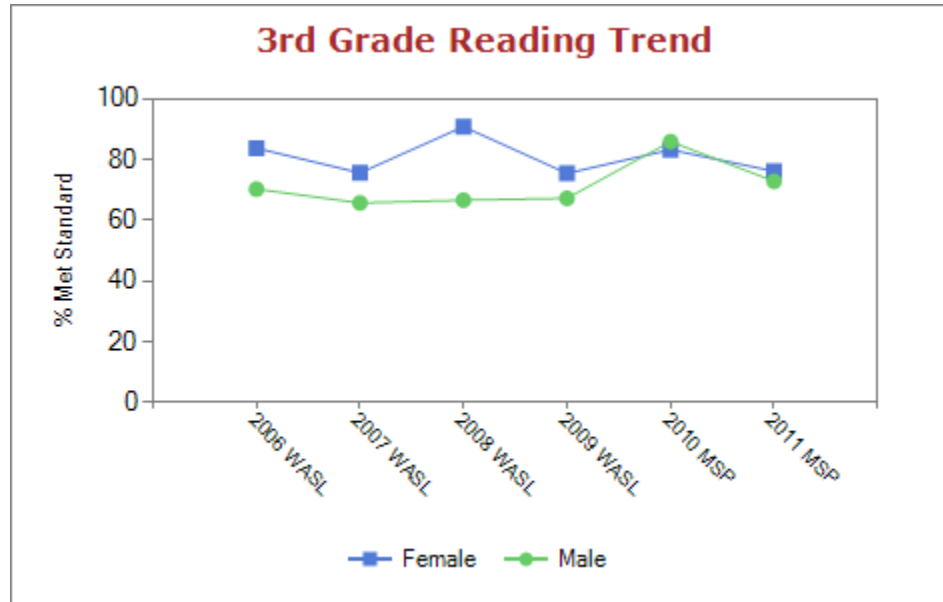


### Gender

Overall, the gap in achievement for our boys and girls has been narrowed. The largest differences are shown in our 4<sup>th</sup> graders in math, with an 8 percentage point gap (boys ahead); and a 6 percentage point gap in writing (girls ahead). Also, note that the 6<sup>th</sup> grade girls out performed the boys in reading 13 percentage points and in math by 28 percentage points. Although the boys pass rate was considerably lower than the girls, there was growth as a cohort, 20 percentage points in reading and 33 percentage points in math.

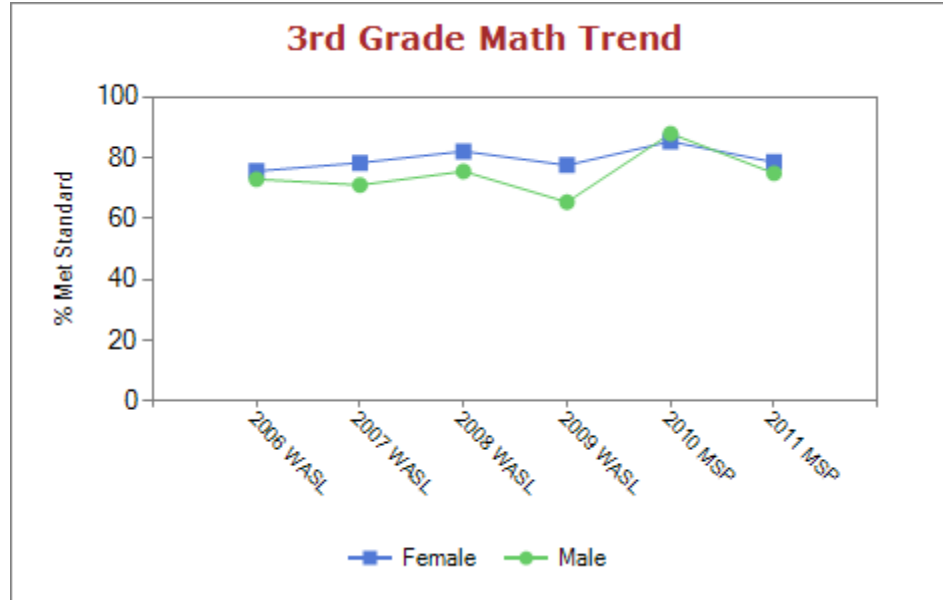
#### 3rd Grade Reading

Year	Female	Male
2005-06 WASL	83.8%	70.3%
2006-07 WASL	75.7%	65.8%
2007-08 WASL	90.9%	66.7%
2008-09 WASL	75.5%	67.3%
2009-10 MSP	83.3%	86.0%
2010-11 MSP	76.2%	72.9%



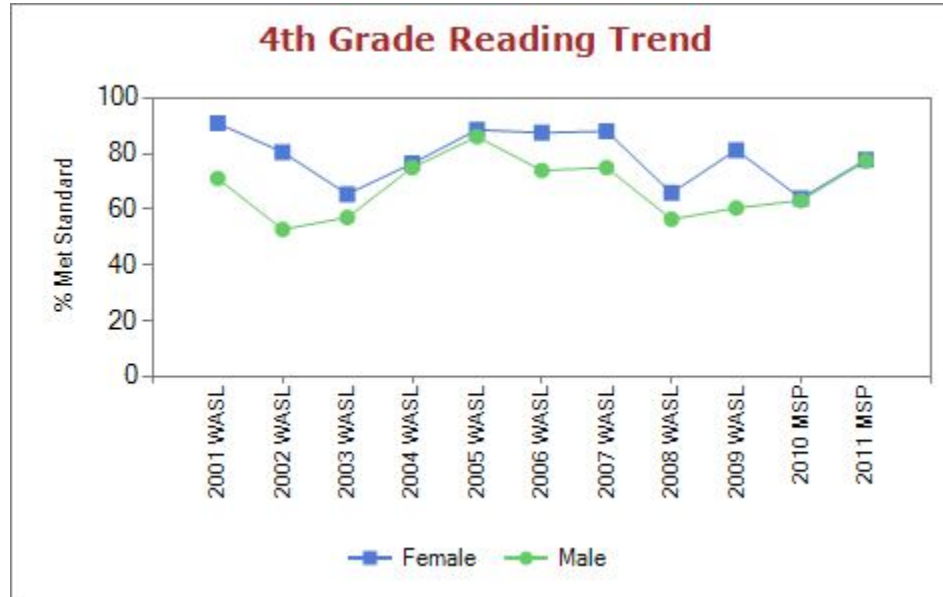
### 3rd Grade Math

Year	Female	Male
2005-06 WASL	75.7%	73.0%
2006-07 WASL	78.4%	71.1%
2007-08 WASL	82.2%	75.6%
2008-09 WASL	77.6%	65.5%
2009-10 MSP	85.4%	88.0%
2010-11 MSP	78.6%	75.0%



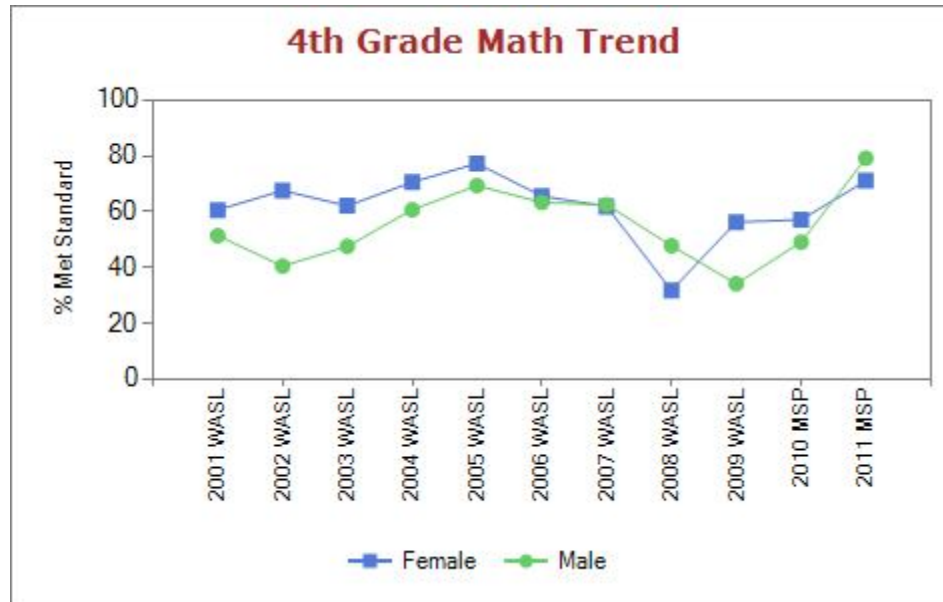
### 4th Grade Reading

Year	Female	Male
2000-01 WASL	90.9%	71.1%
2001-02 WASL	80.6%	52.8%
2002-03 WASL	65.5%	57.1%
2003-04 WASL	76.5%	75.0%
2004-05 WASL	88.6%	86.1%
2005-06 WASL	87.5%	74.0%
2006-07 WASL	88.1%	75.0%
2007-08 WASL	65.9%	56.5%
2008-09 WASL	81.3%	60.5%
2009-10 MSP	64.0%	63.2%
2010-11 MSP	77.8%	77.4%



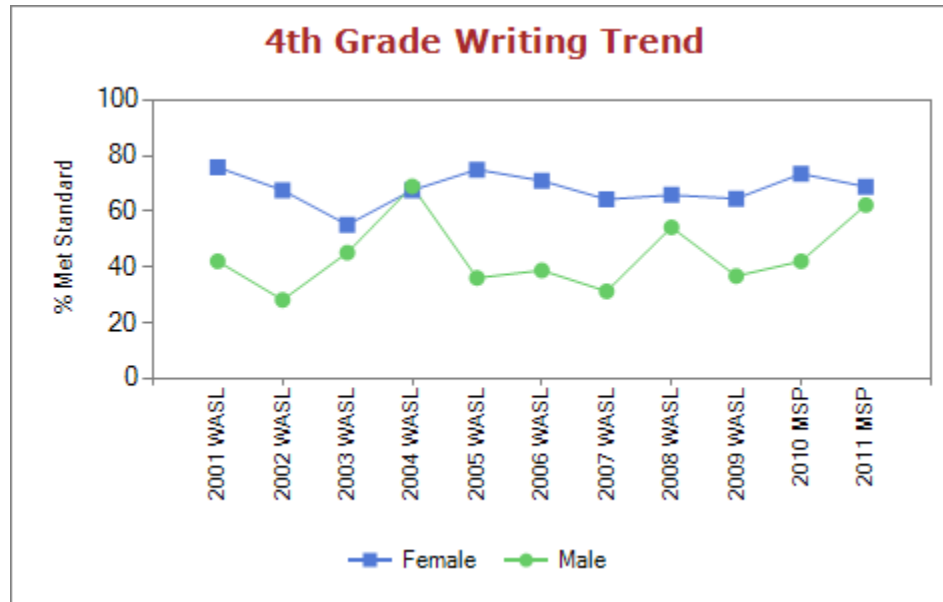
### 4th Grade Math

Year	Female	Male
2000-01 WASL	60.6%	51.4%
2001-02 WASL	67.6%	40.5%
2002-03 WASL	62.1%	47.6%
2003-04 WASL	70.6%	60.7%
2004-05 WASL	77.3%	69.4%
2005-06 WASL	65.6%	63.3%
2006-07 WASL	61.9%	62.5%
2007-08 WASL	31.8%	47.8%
2008-09 WASL	56.3%	34.2%
2009-10 MSP	57.1%	49.1%
2010-11 MSP	71.1%	79.2%



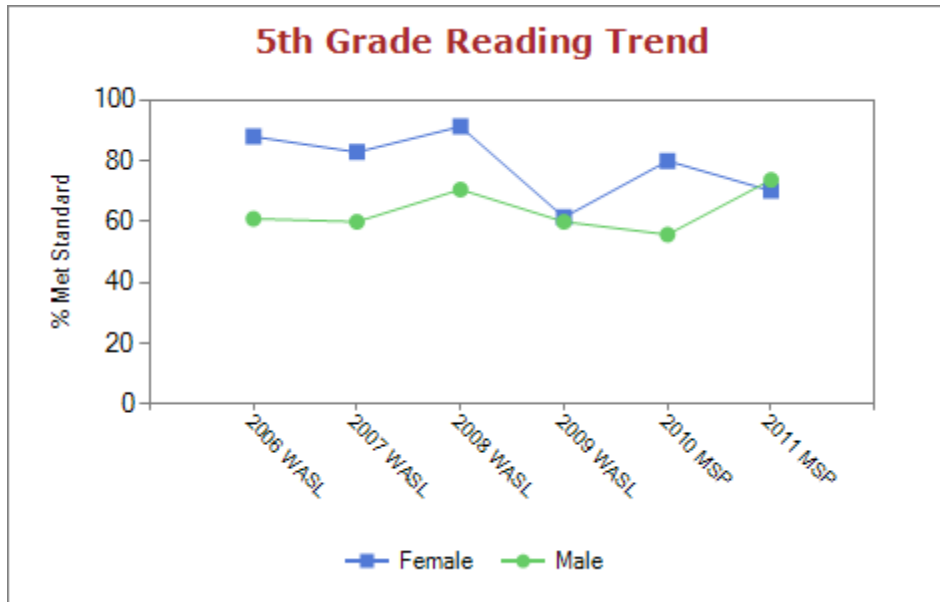
### 4th Grade Writing

Year	Female	Male
2000-01 WASL	75.8%	42.1%
2001-02 WASL	67.6%	28.2%
2002-03 WASL	55.2%	45.2%
2003-04 WASL	67.6%	69.0%
2004-05 WASL	75.0%	36.1%
2005-06 WASL	71.0%	38.8%
2006-07 WASL	64.3%	31.3%
2007-08 WASL	65.9%	54.3%
2008-09 WASL	64.6%	36.8%
2009-10 MSP	73.5%	42.1%
2010-11 MSP	68.9%	62.3%



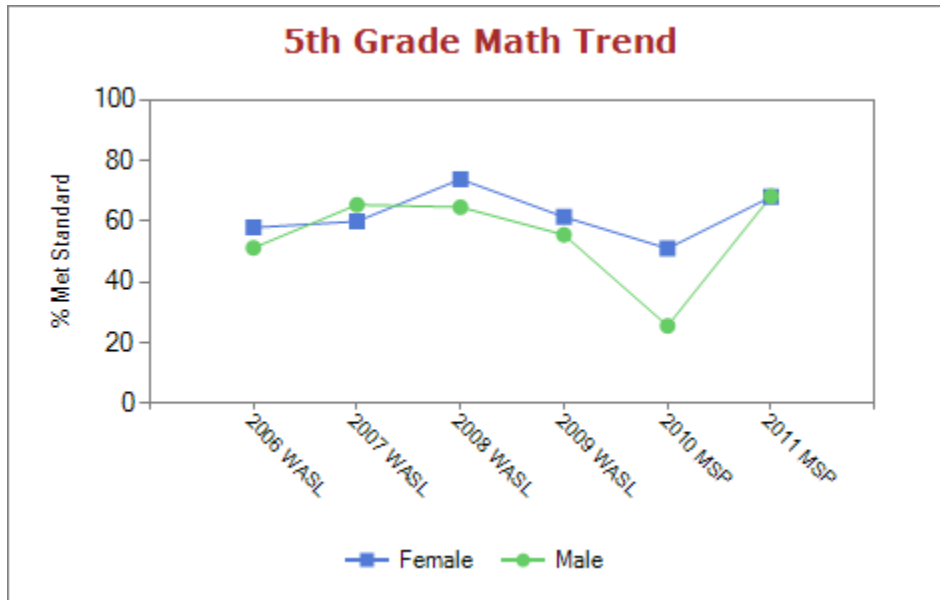
### 5th Grade Reading

Year	Female	Male
2005-06 WASL	88.0%	61.0%
2006-07 WASL	82.9%	60.0%
2007-08 WASL	91.3%	70.6%
2008-09 WASL	61.5%	60.0%
2009-10 MSP	80.0%	55.8%
2010-11 MSP	70.2%	73.8%



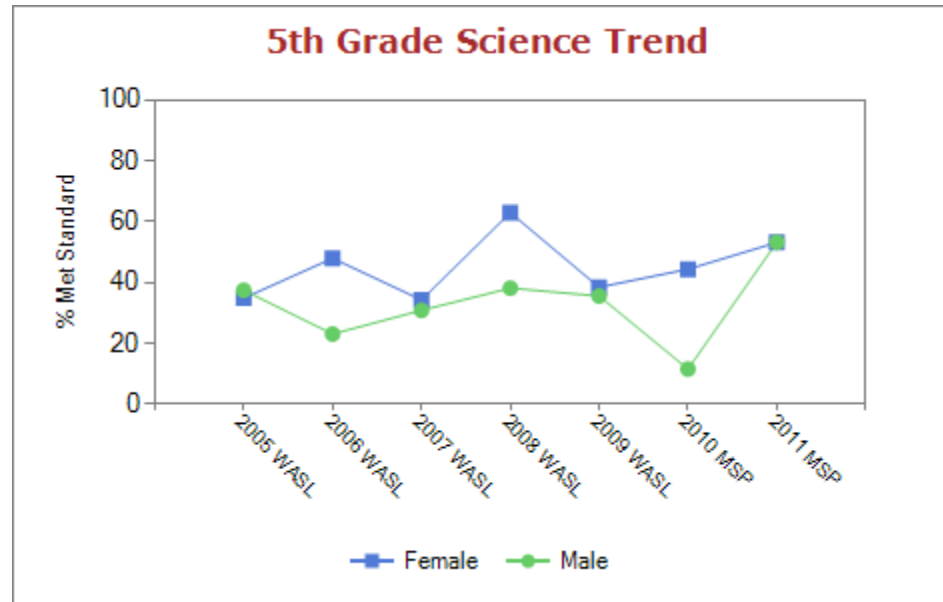
### 5th Grade Math

Year	Female	Male
2005-06 WASL	58.0%	51.3%
2006-07 WASL	60.0%	65.5%
2007-08 WASL	73.9%	64.7%
2008-09 WASL	61.5%	55.6%
2009-10 MSP	51.1%	25.6%
2010-11 MSP	68.1%	68.3%



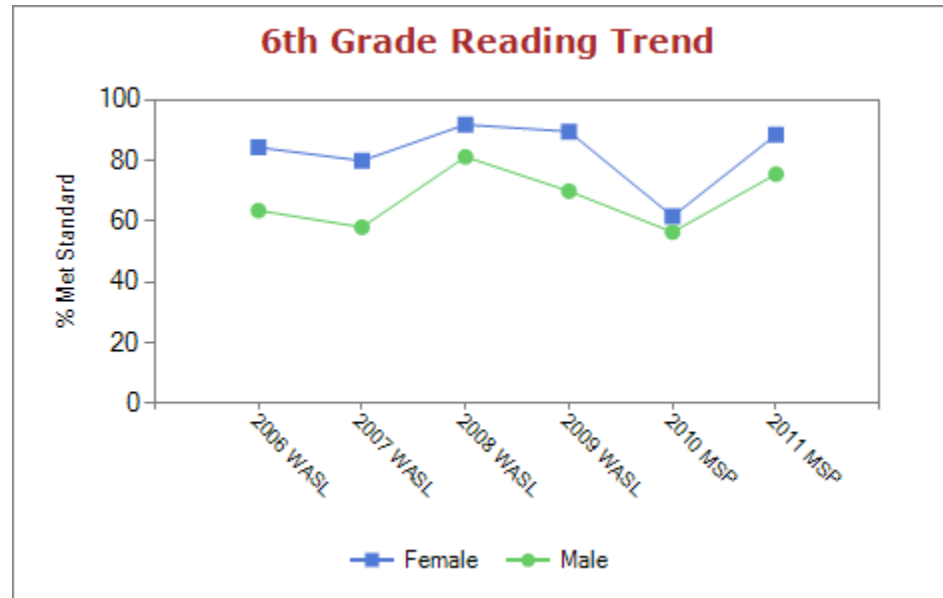
### 5th Grade Science

Year	Female	Male
2004-05 WASL	34.9%	37.5%
2005-06 WASL	48.0%	23.1%
2006-07 WASL	34.3%	30.9%
2007-08 WASL	63.0%	38.2%
2008-09 WASL	38.5%	35.6%
2009-10 MSP	44.4%	11.6%
2010-11 MSP	53.2%	53.3%



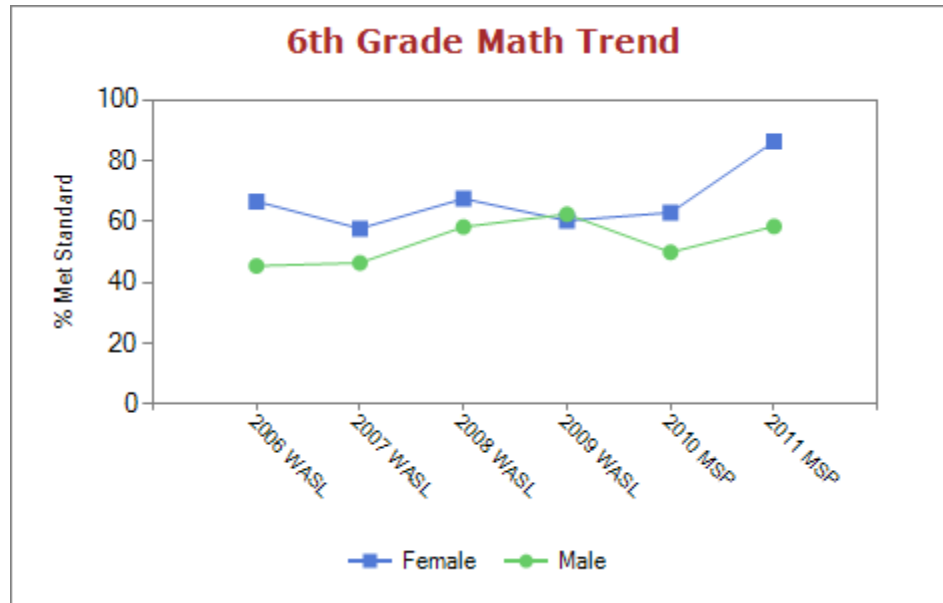
### 6th Grade Reading

Year	Female	Male
2005-06 WASL	84.4%	63.6%
2006-07 WASL	80.0%	58.1%
2007-08 WASL	91.9%	81.3%
2008-09 WASL	89.6%	70.0%
2009-10 MSP	61.7%	56.5%
2010-11 MSP	88.6%	75.6%



### 6th Grade Math

Year	Female	Male
2005-06 WASL	66.7%	45.5%
2006-07 WASL	57.8%	46.5%
2007-08 WASL	67.6%	58.3%
2008-09 WASL	60.4%	62.5%
2009-10 MSP	63.0%	50.0%
2010-11 MSP	86.4%	58.5%



## **Stakeholder Action**

### ***Parent Teacher Association***

This year the Union Ridge Parent Teacher Association has raised money to support the development of a computer lab. This lab will provide Union Ridge with the technology to move forward in the 21<sup>st</sup> century. Our students will have access to current information for research projects as well as receive instruction on how to create Power Point presentations, Word documents and other basic computer skills.

The Union Ridge PTA proposes to assist achieving our school's building goals for math, reading, and science by administering a “**Homework Club**” at Union Ridge. URPTA in partnership with the Ridgefield Schools Foundation will fund the program. This program was successful last year and is being requested again by parents and students. Community Education will hire certified teachers to run the program. Student data will continue to be collected to monitor effectiveness of the program.

### ***Students***

A student representative for each classroom grades 4-6 will meet with the principals and counselor for 45 minutes during lunch and recess time, to discuss school goals and student issues. The purpose of the student advisory committee is to gain student input on how to improve instruction, safety, and culture at Union Ridge.

The student advisory team will implement a Peer Tutoring Club this year. This idea came from the 09-10 advisory group. Now our new members will put their vision into action. This Tutoring Team of 3-6 graders will provide assistance to their peers during the school day to help support the school improvement plan goal of academic achievement for all students.