

## Peninsula School District School Improvement Worksheet

### SMART Goal Worksheet

<b>School:</b> Goodman Middle School	<b>Team:</b> Electives	<b>Leader:</b> Leeann Briscoe
--------------------------------------	------------------------	-------------------------------

- **District Goal:** The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.
- **Strategies:** Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.
- **Measures:** Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrolment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.

**SMART Goal:** On the On the 2016 Community Engagement Survey, the percentage of parents who record almost always or often true to feeling informed about what is happening in their school will increase from 67% to 75%.

**Rationale:** Between the years 2014 and 2015, 6% fewer parents (a decrease from 73% to 67%) felt informed about what was happening in their school. The district’s target for 2018 is that 80% of parents will feel informed about what is happening in their school. Our goal is to increase parent-teacher communication because parent-teacher communication is highly correlated with student improvement.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<b>Tier 1 (step 1)</b> All students will receive a copy of the student handbook.	First period teacher	9/2/15	Students have received student handbooks.	n/a
<b>Tier 1 (step 2)</b> Electives team will survey the staff to learn what methods of communication they use, and what trainings they need.	DeGroot will create and send survey  All staff are responsible for completing the survey	9/15/18 (1 <sup>st</sup> survey) 2/1/16 (2 <sup>nd</sup> survey)	Staff responds to survey.	Staff can support this step by responding to the survey.
<b>Tier 2 (step 3)</b> Staff will be trained in new modes of family communication.	Natalie Boyle will train staff in PowerTeacher group emails  Additional trainings, as needed	9/30/15	On the 2016 survey, more parents will report feeling informed about what is happening in their school.	Time at the staff meeting to share results and train staff.
<b>Tier 1 (step 4)</b> Staff will use multiple methods to communicate expectations and standards with parents.	All staff	Year-long	On the 2016 survey, more parents will report feeling informed about what is happening in their school.	All staff participation in using new and different methods of communication.

## Peninsula School District School Improvement Worksheet

SMART Goal Worksheet				
<b>School: GMS</b>	<b>Team: ELA</b>	<b>Leader: Ashabraner / Hall</b>		
<ul style="list-style-type: none"> <li><b>District Goal:</b> The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.</li> <li><b>Strategies:</b> Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.</li> <li><b>Measures:</b> Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrolment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.</li> </ul>				
<p>SMART Goal:                      Goodman students meeting standard on the 2015-16 SBAC will increase by 5% over previous year’s scores.</p> <p>Rationale:                      • The reality is our students will be assessed using the SBAC; therefore we need to make every effort to prepare our students for success on this test.</p>				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<b>Tier 1 (all) students</b> 1. Use of Cornell Notes 2. Focus on formative assessment of the “Key Ideas and Details” questions in the SpringBoard book. 3. Use of Summarizing and analytical question stems	1. SS teachers 2. LA teachers  3. LA & SS	November 1 and ongoing	1. & 2. Research shows that the use of Cornell Notes emphasizes the identification of Key Ideas and Details, and Summarization skills.  3. Research supports the use of these types of question to develop higher level thinking	1. Teacher review of use of Cornell Notes during Collaboration time.

## Peninsula School District School Improvement Worksheet

<p><b>Tier 2 students</b></p> <ol style="list-style-type: none"> <li>1. Use of Cornell Notes</li> <li>2. Focus on formative assessment of the “Key Ideas and Details” questions in the SpringBoard book.</li> <li>3. Use of Summarizing and analytical question stems</li> <li>4. Referral to study skills class</li> <li>5. Referral to homework club</li> <li>6. Referral to working flex</li> <li>7. Referral to ELA support flex class</li> </ol>	<ol style="list-style-type: none"> <li>1. SS teachers</li> <li>2. LA teachers</li>   <li>3. LA &amp; SS</li> <li>4. LA &amp; SS</li> <li>5. LA &amp; SS</li> <li>6. LA &amp; SS</li> <li>7. LA teachers</li> </ol>	<p>November 1 and ongoing</p>	<ol style="list-style-type: none"> <li>2. Students will identify key ideas and details.</li>   <li>4-7. These action plan steps take advantage of support in our building.</li> </ol>	<ol style="list-style-type: none"> <li>2. Teachers norming of answers in grade level teams during collaboration.</li> </ol>
<p><b>Tier 3</b></p> <ol style="list-style-type: none"> <li>1. Identify students for ELA Support Classes</li> <li>2. Use of Cornell Notes</li> <li>3. Focus on formative assessment of the “Key Ideas and Details” questions in the SpringBoard book.</li> <li>4. Use of Summarizing and analytical question stems</li> <li>5. Referral to homework club</li> </ol>	<ol style="list-style-type: none"> <li>1. ELA teachers</li> <li>2. Social studies</li> <li>3. ELA teachers</li>   <li>4. ELA &amp; SS</li> <li>5. ELA &amp; SS</li> </ol>	<p>October 1 and ongoing</p>	<p>Recommendations have been made to properly place students into support classes.</p>	<p>Access to data Admin support with schedule changes and parent communication</p>

Tier 1 - intervention strategies applied to whole classes

Tier 2 – intervention strategies applied to sub groups of students

version 1.0

## **Peninsula School District School Improvement Worksheet**

Tier 3 – intervention strategies applied to individual students

Level 1 – students at lowest level of achievement on SBAC

Level 2 – students at the next to lowest level of achievement

Level 3 & 4 – students who met standard on the SBAC

## Peninsula School District School Improvement Worksheet

### SMART Goal Worksheet

<b>School: Goodman</b>	<b>Team: Math</b>	<b>Leader: Rohr</b>		
<ul style="list-style-type: none"> <li><b>District Goal:</b> The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.</li> <li><b>Strategies:</b> Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.</li> <li><b>Measures:</b> Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrolment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.</li> </ul>				
<p><b>SMART Goal:</b></p> <ul style="list-style-type: none"> <li>General education math students will show improvement of 25% or more on their MCAP AIMS Web assessment.</li> </ul> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>The AIMS Web assessment directly correlates to the Common Core and helps to diagnose needs for learning for students to be successful on the Smarter Balanced Assessment.</li> </ul>				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>Use interactive notebooks</li> <li>Teach by common core strands rather than by chapter</li> <li>Use the HOM and HOI strategies in the classroom. Strong focus on structured math talk.</li> <li>Continue training in Math Studio</li> </ul>	<p>General Education Math teachers</p>	<p>Teachers will use notebooks year round.            Teachers will teach to common core strands year round.            Teachers will use HOM HOI year round            Teachers will participate in Studio year round.</p>	<p>Student’s scores will increase on AIMS Web.</p>	<p>Continue Habits of Mind            Habits of Interaction training</p> <p>Release time for Studio</p> <p>Collaboration time to align teaching to strands.</p>

## Peninsula School District School Improvement Worksheet

<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>• Pre-teach vocabulary and strategies for regular math class.</li> <li>• Re-teach targets that students struggled with in previous units.</li> </ul>	<p>Math Support teachers</p>	<p>Year Long</p>	<p>Student's scores will increase on AIMS Web.</p>	<p>Collaboration time to discuss student needs.</p>
<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>• Teach by common core strands rather than by chapter</li> <li>• Use the HOM and HOI strategies in the classroom.</li> <li>• Continue training in Math Studio</li> <li>• Meet IEP goals and needs.</li> </ul>	<p>Special Education Math teachers</p>	<p>Year long</p> <p>IEP's will be reviewed according to requirements.</p>	<p>Student's scores will increase on AIMS Web.</p>	<p>Continue Habits of Mind Habits of Interaction training</p> <p>Release time for Studio</p> <p>Collaboration time to align teaching to strands.</p> <p>Collaboration time with other math special education teachers.</p>
<p><b>Other</b></p>				

## Peninsula School District School Improvement Plan

### SMART Goal Worksheet

<b>School: Goodman Middle School</b>	<b>Team: Science</b>	<b>Leader: Sherry Oikawa-Kennedy</b>		
<ul style="list-style-type: none"> <li>• <b>District Goal:</b> The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.</li> <li>• <b>Strategies:</b> Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.</li> <li>• <b>Measures:</b> Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrolment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.</li> </ul>				
<p><b>SMART Goal:</b></p> <ul style="list-style-type: none"> <li>• Students will achieve 80% or greater on the post assessment for each instructional unit.</li> </ul> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Student performance measured from pre-assessment to post-assessment will increase if students are given strategies, skills and the practice necessary for success in science.</li> </ul>				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>- Use of science notebooks in all grade levels</li> <li>- Use of learning targets and opening/focus questions</li> <li>- Use of common assessments, grading rubrics and other curricular activities</li> <li>- Use of <i>Science World</i> or Current Science Reports to integrate informational text</li> </ul>	All science teachers	Start September 2015 and continue throughout the school year as unit tests are given  Pre-Assessments and Post Assessments for each grade level, for each unit	<ul style="list-style-type: none"> <li>- Data comparing Pre-Assessment to Post Assessment, looking for student growth and using data to guide instruction</li> </ul>	Collaboration Time

## Peninsula School District School Improvement Plan

<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>- Use of differentiation</li> <li>- Use of formative assessments to determine areas of weakness and misconceptions, and to guide instruction</li> </ul>	<p>All science teachers Use and inform paras</p>	<p>Start September 2015 and continue throughout the school year as unit tests are given</p>	<p>Data comparing Pre-Assessment to Post Assessment, looking for student growth Daily/Weekly formative assessments</p>	<p>Collaboration Time</p>
<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>- Follow any IEP and 504 accommodations</li> <li>- Working with students one-on-one</li> </ul>	<p>All science teachers Use and inform paras</p>	<p>Start September 2015 and continue throughout the school year as unit tests are given</p>	<p>Data comparing Pre-Assessment to Post Assessment, looking for student growth Daily/Weekly formative assessments</p>	<p>Collaboration Time</p>
<p><b>Other</b></p>				